

The Bellbird Primary School



School Prospectus 2021 - 2022



Link Road, Sawston, Cambridge CB22

3GB

Phone: 01223 833216

Email: office@thebellbird.cambs.sch.uk

www.thebellbird.cambs.sch.uk

Twitter : [@bellbirdprimary](https://twitter.com/bellbirdprimary)

Welcome to The Bellbird Primary School

The Bellbird Primary School opened for the very first time in September 2007, following the amalgamation of John Falkner Infant and John Paxton Junior Schools. The school was operating on two sites but moved into a brand new building in April 2010. In 2019, the school was extended again, and is now a two form entry school with capacity for 420 pupils.



Mrs Katie Kendall

Co- Headteacher



Mrs Rebecca Pentney

Co- Headteacher



Mrs. Catharine Dix

Deputy Headteacher

This prospectus will give you an insight into life at The Bellbird and we hope encourage you to come and find out more about us. We look forward to meeting you...

Aims of The Bellbird Primary School

The staff, governors and children have worked together to develop our school aims. Our aims are 'child friendly' simply because we exist for the children.

Our motto is '**Soaring to success**'.

We aim to:

- Be yourself
- Express yourself
- Enjoy yourself
- Challenge yourself
- Work for yourself
- Look after yourself
- Learn for Life



School Term Dates for 2021-2022

Autumn term 2021

Professional Day	Wednesday 1st September, 2021
Term Starts	Thursday 2 nd , September, 2021
<i>Half term</i>	<i>25th October – 29th October, 2021</i>
Professional Day	Friday 19th, November, 2021
Professional Day	Monday 22nd, November, 2021
Autumn term closes	Friday 17 th , December, 2021

Spring term 2022

Professional Day	Tuesday 4th January, 2022
Term starts	Wednesday 5 th January, 2022
<i>Half term</i>	<i>14th – 18th February, 2022</i>
Spring term closes	Friday 1 st April, 2022

Summer term 2022

Term Starts	Tuesday 19 th April, 2022
May Day	Monday 2nd May 2022
School holiday in lieu of Jubilee Friday 29th April 2022	
<i>Half term</i>	<i>30th May – 3rd June, 2022</i>
Summer term closes	Thursday 21 st July, 2022
Professional Day	Friday 22nd July, 2022



The Curriculum Vision

"Words do two major things: They provide food for the mind and create light for understanding and awareness."- Jim Rohn

At The Bellbird, the design of our curriculum is intended to develop and further extend confident use of a rich vocabulary preparing our young pupils for the next step in their educational lives. A varied and diverse vocabulary is vital for pupils to best express opinions, write texts, and explain understanding and share knowledge both written and verbal.

The way in which we implement this is through the development of a curriculum that makes use of clear and strong links between foundation subjects, Science and high English quality texts. Through these links, pupils encounter common topical vocabulary in a range of contexts, thus increasing their comprehension and consequent use of more sophisticated words.

As an example in Year 5:

As part of a Geography topic on Japan, the children will look at geographical volcanoes identifying key geographical vocabulary.

In Art & DT, pupils will use this knowledge to construct accurate models of volcanoes incorporating scientific knowledge about different states of matter to consider how the model could erupt.

The English text is *Kensuke's Kingdom* by Philip Pullman. Within the text, pupils will identify spotlight vocabulary that will link directly back to the other subjects.

Through these links, the children totally immerse themselves in the learning across different contexts. This results in the children acquiring a greater depth of understanding and knowledge which is evidenced in the quality of writing in both English and topic books.

Oracy skills and confidence are enhanced as children choose vocabulary wisely when explaining, reasoning or discussing

Foundation Stage

We offer a comprehensive induction programme into school life. Children in the Foundation Stage follow the Early Years Foundation Stage curriculum, where there are six areas of learning – Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the world and Expressive Arts and Design. Children participate in a wide range of activities, both indoor and outdoor, that provides them with a sound foundation for later achievements. The Foundation Stage classrooms have an outdoor area leading from the classroom to ensure the outdoor curriculum is used to its full advantage.

All other children in our school follow the National Curriculum. We have a creative curriculum that has a framework built around a project per term for each class.



English

The English programmes of study within the National Curriculum for English states:

“A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”

At The Bellbird we have identified five areas which we believe support the development of our children’s communication skills. These areas are:

- **The direct teaching of vocabulary** – our children are taught to be ‘word aware’ and we teach high-level vocabulary (known as ‘spotlight words’) on a weekly basis.
- **Reading for pleasure** – our well stocked school library is at the heart of our school and teachers base their English planning around high quality texts. Well known authors and illustrators visit and work with all classes throughout the school year.
- **Writing for effect and for a range of audiences** – writing tasks are set within meaningful contexts and, where appropriate, work is published for a wider audience, for example in the *Sawston Scene* magazine.
- **Confident speaking and attentive listening** – children are taught how to explain, compare and discuss their ideas with others and to present their knowledge of a range of poetic forms.
- **Have a secure understanding of the rules governing grammar and punctuation and to be able to spell a broad range of words.**

The five aspects of our English curriculum are vital skills for life and, at The Bellbird, we believe that effective communication, in all its forms, is the key to becoming a happy citizen who contributes to our society.



Matty Long’s illustration masterclass



Warwick and Annabelle Davis in the school library



Mathematics

At The Bellbird, we study topics for longer so that children can develop conceptual understanding along with procedural fluency. We have high expectations for all children and help them to develop understanding of important mathematical concepts through creative and practical activities. We aim to build fluency of key facts through developing deeper knowledge and varied practice. In lessons at The Bellbird, children develop their understanding by reasoning mathematically, solving problems in a range of contexts. Children will also have the opportunity to apply their understanding to other areas of the curriculum such as science, design technology and topic.

Science

Science at The Bellbird provides our children with the means for understanding the world within them, the world around them and the world beyond them, alongside harnessing their natural curiosity and deepening their desire to know "why? how?" and "what if?". We embed a range of scientific enquiry types within all of our science learning to expose the children to the various ways in which we can study, test, collect data and present it in order to improve our understanding of our world. Our science curriculum interconnects with other curriculum areas as we apply our maths skills in data collection and representation, our English skills when writing to explain what we have investigated and why and our speaking and listening skills as we use the correct scientific vocabulary to present our enquiry data clearly and coherently.



A Year 4 class learning about reversible and irreversible changes through a chocolate making workshop. The work also linked to the whole class text Charlie and the Chocolate Factory by Roald Dahl and to work being studied in history on the Mayan Civilisation.



Art & Design Technology

Art and Design Technology are a fundamental part of The Bellbird's curriculum as it stimulates creativity, individuality and imagination in all pupils. The topics that we deliver within our Art and DT lessons are closely linked to other learning themes within the curriculum. This provides a cross curricular approach and in turn enriches the children's learning, by providing opportunities for a deeper understanding to take place within the classroom. The Art curriculum that we follow at The Bellbird aims to develop children's skills across five main areas of Art; *drawing, painting, printmaking, textiles and 3D art*. The children are taught about at least one famous artist within each year group from Year 1—6. This aims to enhance the children's understanding of techniques that artists have developed, along with the opportunity to apply these techniques within their own work. Our Design Technology sessions are based on the children thinking about the designing stages; creating prototypes, experimenting with different materials, making things and then evaluating their product. They are encouraged to think about the production criteria and how to make their product unique. Children often work in different groups, encouraging them to present and share their own ideas. They are expected to solve problems in a creative and reasonable manner at any stage of the design process. We encourage children to use different resources and materials to create their own product. Children are also given the opportunity to experience food technology and create their own food products. Design Technology allows children to understand the world in which they live and develop skills to continue to add to our wider community.

We have a brand new design and technology room used for food technology and some model making. Children use this space to work through The Wheat project, where school grown wheat is then threshed, ground into flour and baked into bread for Harvest. The children also use this space to design, construct and test the performance of models to solve practical problems. Design and performance are then analysed and improved.



Mosaic and
Pointillism
artwork by Y3
inspired by
Tiger in a
Tropical
Storm/
Rousseau



Computing

At The Bellbird we seek to equip children with the skills they need to safely use the increasing amount of technology around them. E-safety is a constant theme for all year groups so that by the time they leave us, the children are able to understand the digital footprint their online activities create. Internet access is closely monitored with support and clear structures for reporting any concerns.

Within classrooms, we use technology to enhance learning, for example through the use of interactive boards and visualisers that enable modelling. The Bellbird is well equipped with trolleys of laptops and sets of iPads to support access of approved learning platforms that may be used by children individually, or as part of whole class learning sessions. Our curriculum is carefully structured to cover coding and digital literacy; using technology appropriately for presentation and communication in a variety of ways. In the Bellbird, technology is used to support learning in a range of subjects for example, internet access to enable non-fiction research and writing, this is in addition to discrete computing teaching.

Geography

In Geography at The Bellbird, we aim to equip children with a wider understanding of different locations around the world and how they compare and contrast with each other. Children learn about how humans interact with their environment and the impact they have on the areas in which they live and on the wider world. They also learn about the physical geography of the Earth and vocabulary associated with its different features. Children develop their ability to interpret different sources of information including compasses, maps, photographs and graphs.

Year 5 visit the
Polar Museum
at the Scott
Polar Research
Institute in
Cambridge



History

Who were the Mayans? How did the Egyptians build their pyramids? What did the Romans (ever) do for us? Why did Shackleton's Antarctic expedition fail so heroically? Who?, What?, Where?, When?, How? and most importantly, Why?, are the questions that drive our history curriculum. Through such a spirit of enquiry, the children will develop a sense of chronology, an understanding of the causes and consequences of events, the similarities and differences between historical periods and the role of the individual in forming the past. Visitors in, trips out, artefacts and a huge range of sources will help to spark the children's curiosity by bringing life to events from centuries past.

A World War II Day in Year 6



Languages

Our children in Key Stage 2 learn French with the emphasis on practical communication. In Year 6 we have a French specialist who works with the children weekly.

Music

Music is seen as an important part of our school's curriculum. All children are given a wide experience of listening to music, music-making and singing. Children will explore a wide range of musical styles including pop, soul, rock and classical.

Across the school, children learn to play and compose music on a range of tuned and untuned percussion instruments. In KS2 recorders are also introduced, and ukuleles in Year 6. We use an excellent music resource, Charanga, to support staff in delivering an exciting and inclusive musical curriculum. Extra-curricular music tuition is available for those parents who wish to purchase this service. Children in KS2 have the opportunity to join our Choir and their performances are always greeted enthusiastically. The school presents a number of productions throughout the year, which are a well-supported feature of our school life. All children are encouraged to take part in those as well as other events that run throughout the year, such as 'The Bellbird's Got Talent', Carol singing and Proms in the Playground.



Physical Education

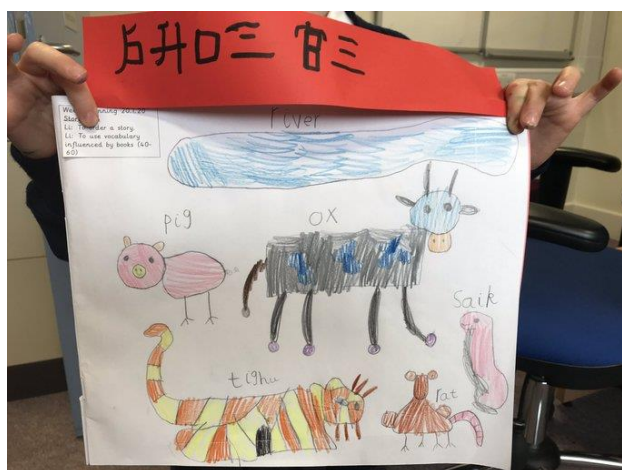
At The Bellbird, Physical Education is taught by both the class teacher and Premier Sport, who are an external company. We have a wide range of equipment for the children to use in their PE lessons and we have a large field, hall and playground.

Throughout the year, we teach the children a range of sports and we introduce new sports, which include Lacrosse and Paralympic sports. Children have plenty of opportunities to take part in extra-curricular clubs and competitions, including Cross Country, Netball, Football and Rounders for our KS2 children, and a multi-sports morning for our Year 1 children. Sports Day is the PE highlight of the year for children at The Bellbird and we invite our parents to come and support their children in a range of sporting activities.

Religious Education

The main aim of Religious Education at The Bellbird is to enable children to understand the beliefs of others, both locally and throughout the world, and to think about and articulate their own beliefs. This is highly important for children in developing attitudes of respect, engage in the complexities of belief, avoid stereotyping and contribute to an informed debate. These are essential skills, particularly in modern day Britain.

RE is taught weekly across the school and, throughout their time at The Bellbird, the children will explore in depth each of the six main religions in the world (Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism) as well as a secular world view (Humanism). It is an exciting, interactive subject where children are able to explore religious artefacts, investigate different practises throughout the world or interview members of the faith community. Children often enjoy engaging in critical thinking and respectful debate about belief. We regularly take trips to local places of worship and our daily assembly often includes an act of collective worship with a mainly Christian ethos, although careful consideration is given to the multi-faith society we live in.



Work linked to Chinese New Year in Wrens and Robins classes

PSHE

Personal, Social and Health Education enables pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. PSHE is an important subject at The Bellbird, using the 'Cambridgeshire PSHE Service' scheme to deliver



lessons. During our PSHE lessons, the children's learning revolves around five key ideas that will enable them to develop into conscientious and well-rounded people: Myself and My Relationships, Citizenship, Healthy and Safer Lifestyles, Economic Wellbeing, and Sex and Relationships Education.

Sex and Relationship Education (SRE)

As of September 2020, Relationships and Sex Education now forms a statutory part of the National Curriculum. Whilst Sex Education is not mandatory, we teach this alongside our Relationships Education module to form RSE. This key area is studied as part of the PSHE curriculum, which together with science, provides a natural and caring environment for learning about growing and changing, both physically and emotionally. Themes covered at Foundation Stage and KS1 include naming body parts, how to keep your body clean, how babies change and grow, and relating this to their own experiences. These themes are continued into Years 3 and 4, where the curriculum extends to include themes such as the differences between males and females, what our bodies can do, and the main stages of human life. In years 5 and 6, children will learn the names of sexual parts and how bodies change during puberty. Children will also learn about diseases, and how babies are made. Parents will be informed before a unit of work is taught, and will have the right to withdraw their child from the Sex Education parts of the module, unless it is contained within the statutory science curriculum. However, it is compulsory for all children to participate in Relationships Education.

Outdoor Learning

Spending time outdoors in the natural world has huge benefits for children's physical and mental health. At The Bellbird, we recognise these advantages and are committed to giving children access to a range of exciting outdoor learning activities. The Bellbird Primary School is fortunate to have a



Children in year 1
investigating seasonal
changes

large outdoor area containing a range of different habitats, and we are focusing on developing learning opportunities for children in these grounds. Staff have recently benefited from external training to encourage and equip teachers with the knowledge to create learning activities across the whole curriculum in the outdoor environment. As one of our pupils recently said about their own learning, "Being outside makes it an adventure."



Inclusion

Special Needs

The School supports the policy of the Local Authority that, wherever possible, children with special educational needs will be integrated within the normal school situation. We ensure that, as far as possible, each child will be treated equally with full access to all areas of school life. A member of staff, the SENDCO, has responsibility for specific educational needs. However, all the teachers will ensure that the work is relevant for individual children. If it is apparent that a child requires particular support, parents are always involved in the decision making as to the best way forward. The SEND co-ordinator works with the Governing Body to review the SEND policy. Parents with children on the SEND register meet with the class teacher once a term to discuss individual programmes and targets.

Accessibility for Inclusion

Our School aims to be an inclusive school. We strive to make all our children welcome and to feel excited about their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about each other.

If your child has a disability, he or she will be treated no less favourably than other applicants for admission. The School has a policy for supporting children with special educational needs which is revised on an annual basis. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our School being placed at a substantial disadvantage.

We will make reasonable adjustments for disabled pupils at different levels of school life:

- for the individual pupil;
- in our practices and procedures;
- in our policies

To make these reasonable adjustments we:

- Plan ahead;
- Identify potential barriers;
- Work collaboratively with all pupils, their parents and others;
- Identify practical solutions through a problem solving approach;
- Ensure that staff have the necessary skills;
- Monitor the effects of adjustment on a pupil's progress.



We think we are more likely to succeed in our efforts to make reasonable adjustments when governors, the Headteachers, the SENDCO, teachers and all other staff are engaged in the process.

We know we have succeeded in making reasonable adjustments when disabled pupils are participating fully in school life: in the classroom; for the school curriculum; breaks, lunchtime and beyond the school day; and when:

- all pupils feel part of the life of The Bellbird
- all pupils are included by their peers in all parts of school life;
- parents feel their child is part of the life of The Bellbird;
- staff feel confident in working with all pupils.

We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification.

We will monitor and evaluate the effectiveness of our disability planning arrangements.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- inform The Bellbird at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information School needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteachers must consider is the effect of the proposed change on all members of the School community;
- recognise the importance of school and home working in partnership



Definition of SEND at The Bellbird

What are special educational needs?

A child or young person at The Bellbird has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

There are four broad areas of SEN as identified in the SEND Code of Practice:

- a) Communication and Interaction (includes Speech and Language and Autistic Spectrum Conditions)
- b) Cognition and Learning (includes general and specific learning difficulties)
- c) Social, Emotional and Mental Health which may lead to behaviours that impact on access to the curriculum.
- d) Sensory and Physical needs (includes visual, hearing and physical impairment and multi-sensory impairments)

At The Bellbird children with mild / moderate difficulties will have their needs addressed with consideration given to;

- Quality First Teach
- Differentiation of challenge of task
- Specific Intervention Support
- Use of specific teaching resources and manipulatives

In most circumstances the class teacher and or SENDCo will meet together to agree a SEND SUPPORT AGREEMENT which will set targets to focus and support the child in their area of need. This SEND SUPPORT AGREEMENT will be shared with parents, asking that they too agree to focus on similar targets to support their child at home. Parents are requested to sign this paperwork.

However if the child continues to have difficulties as listed in the 4 broad areas of need, the Class Teacher and SENDCo will seek to;

- Allocate 1-1 time working with SENDCo in school
- Access support from Emotional Health and Wellbeing Team (agreement of child and parent required)
- Access support from Family Worker (EHA / referral required)
- Access support from Counselling Service (EHA / referral required)
- Access support from Speech and Language Therapists (EHA / referral required)
- Access to support from Community Paediatrics (EHA / referral required)
- Access support from SEND Specialist Teaching Services / Educational Psychologist (EHA / referral required)
- Make referrals to GPs / Medical Services and CAMH Services

To access this support Class Teachers and the SENDCo will be in discussions with parents to plan and agree a way forward to best support the children. This referral paperwork needs to be signed by both staff and parents. Most agencies will work with children and families for a set period of time.

A small proportion of children and young people with SEN however may require an Education Health Care Needs Assessment in order to determine whether it is necessary to make provision in accordance with an EHCP. To access an EHCP needs assessment, school must evidence all support strategies and interventions that have been put in place in helping address the needs of the child. School must evidence all external



professionals who have supported and given guidance and advice. This information is presented in the form of cycles of Assess, Plan, Do, Review, (APDR) alongside a detailed paper trail of reports from professionals (internal and external) and parents. This EHCP needs assessment will then be referred to Panel for their consideration and if agreed an Educational Psychologist will complete detailed assessments with the child. Panel will then inform school of the allocation agreed for each child. A child with a full time allocation of support will have 32 ½ hrs of 1-1 TA support each week.

Assessment

From September 2015, the Government made a huge change in the way that children in school are to be assessed. This is to tie in with the National Curriculum that started to be used by all schools at the beginning of September 2014.

The only government developed expectations are for the End of KS1 and the End of KS2 which are identified as:

- Working at 'age related expectations' (EXS – expected standard)
- Working towards the expected standard (WT)
- Working at greater depth within the year group objectives (GDS)

We believe that assessment should draw upon a whole range of evidence to ensure that we gain a holistic 'picture' of the child. We value the importance of children acquiring skills and understanding which they can then apply to all areas of life and our assessment strategies reflect this. However, we also realise that there is a place for 'tests' which tend to assess knowledge rather than skills and understanding.

At The Bellbird we have also developed end of year expectations for Reading, Writing and Maths for children in **all year groups**.

We assess the children daily based on the work they produce compared with statements for end of year expectations and our next day teaching will directly address the areas in which children are struggling.

Children in the Foundation Stage follow the Early Years Foundation Stage Curriculum which outlines assessment criteria for the different areas of learning. Assessment is based on a cycle of observation, planning and teaching. A decision is made about which 'age and stage' best fits your child through a combination of observation of child initiated activities, teacher led work and independent work.

Reporting to Parents

During parent meetings, we will talk to you about your child's end of year target (see above) and whether or not they are currently on track to reach that target. We will discuss possible barriers to them achieving their targets and how both school and home can work in partnership to achieve the best possible outcomes for your child/ children. We will be measuring progress by looking at what they could do at the beginning of the year and what they can now do. We hold parent meetings in the autumn and spring terms.



We send your child's main school report out in March (which is then followed by a parent meeting). We then send a short report home at the end of the school year which includes your child's end of year attainment.

Your child's reports will contain a grade for effort and we will comment on their general progress, behaviour, and relationships as well as characteristics of an effective learner.

We also include next steps for English, Maths, Science and a personal one.

Children in Foundation Stage receive their child's main school report at the end of the school year. Mid-year progress is discussed at a parent meeting in March.

The Wider Curriculum

Accelerated Reading Programme

We use the Accelerated Reading Programme with all of the children from Years 3 to Year 6, as well as some of our Year 2 children. The children read a book and then take a quiz online to assess their comprehension skills. Children have their own account for this programme and parents are able to view their success from home.

School Outings & Activities

At The Bellbird we organise regular outings to link in with school topics. Parents are informed well in advance of all educational visits. Over the course of a year each class can expect the following as a minimum, which will be linked to their learning; a local visit, a trip further afield and a visit from a group or a single visitor. In Year 6, the pupils take part in a four-day residential trip.

We offer a variety of school clubs and groups which meet in and out of school hours. The school's policy is to encourage as much involvement from the children and interested parents as possible. These clubs range from sport based activities; tennis, dodgeball, multi-sports, to art based ones such as knitting club, drama club and coding club.



Funky wheat bags made at sewing club



Examining owl pellets made at Science Club



Special Events

We will host a number of extra events over the course of the year to engage children in their learning and parents too. These may include International week, themed dressing up days, author visits, storytelling and Mother's/ Father's Day breakfasts.

Christmas Decoration Day
in Year 1



Friday Assembly

Every Friday parents are invited to our assembly at 2.30 pm to share in celebrating the week. There are a variety of awards presented that include;

- Bellbird Superstar certificates - Teachers award children who have excelled in an activity that week. Our Bellbird Superstars, for that week, have their photo displayed in the entrance way for all to see.
- A book - If the children have completed the 28 stickers on their chart, they select a reading book. (This is for academic achievement)
- Achievements made outside of school life such as Blue Peter Badge awards, environmental prizes, swimming awards etc.

After the assembly, parents are welcome to stay and have a chat together and socialise before picking up their children.

Sports

We work with our 'cluster of schools' including Sawston Village College. Our aim is to enhance the take up of sporting opportunities by 5 to 16 year olds by increasing the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport, within and beyond the curriculum.

The ambition is to offer all children at least four hours of sport every week comprised of:

- 2 hours high quality PE and school sport.
- The opportunity for a further 2 – 3 hours beyond the school day (delivered by a range of school, community and club providers).

Travel Plan



We offer cycle shelters for use by the children and by parents. We strongly encourage the wearing of cycle helmets at all times. Every child at The Bellbird is given a cycle helmet when they begin at our school. The helmets are funded by our PTA - FABS. Everyone is asked to dismount at the school gates and push their bike to the cycle shelters. No one is permitted to cycle through the school car park.



General Information

The School Day

The school day starts at 8.55 am with children encouraged to come straight into their classrooms from 8.45 am. A member of staff waits at the school gates to welcome children into school each morning. Morning break is between 10.25 am and 10.45 am (KS1), 10.50 am – 11.10 am (KS2) and lunchtime is between 11.45 pm and 1.00 pm (KS1/FS) and 12.15 pm and 1.15 pm (KS2).

There is an afternoon break for the KS1 children. The school day finishes at 3.15 pm for Foundation Stage and Key Stage One children and 3.20 pm for Key Stage Two children.

It is expected that children will be collected by parents, or that parents will make arrangements for the collection of their children. The School should be informed of arrangements for the collection of children at the end of the school day.

Classes

We currently have 14 classes, 6 for Key Stage 1 and 8 for Key Stage 2. All our classes are named after birds. The two Reception classes are Wrens and Robins Classes.

Admission to Foundation Stage at our School

During the preceding Summer Term, there are several opportunities for pre-school children to visit the School. There is time for parents to come into school to meet the staff and to be given an information pack concerning the school and the curriculum. Every child is offered visits to school before they start school, where their class teacher comes to meet them.



Observational drawings by
Reception children using charcoal



Tractors made using a range of materials from the
recycling box



Getting to know you sessions

During the second half of the Summer Term, we hold a series of 'getting to know you' sessions for children joining our school in Foundation Stage in September. Children come along for a 45 minute session to mix with other children who may be in their class and for staff to get to know the children. Parents are encouraged to stay on school site for some of the sessions so that they can meet the Headteacher and other parents. There is a parent evening too that is a time to meet all school staff, tour the school and find out even more about The Bellbird. Towards the end of the summer term, children are invited to spend some time in the classrooms and stay for a school lunch.

Admission to our School other than Foundation Stage

Parents are most welcome to visit our school to plan a smooth transition for their child from their current school to The Bellbird, in the event of moving into the area.

Parents need to contact the Local Authority Admissions Office to request a place at The Bellbird School.



School Dress for All Pupils

Girls: Navy blue or grey skirt or pinafore dress
White or blue school polo shirt
School sweatshirt or cardigan
Outdoor shoes, not trainers
Trousers (optional)
Navy blue and white checked dress (optional for the Summer Term)

PE: Trainers
Navy blue shorts/blue T-shirt
Named PE bag with drawstring
Swimming costume, towel (from Year 2 upwards)

Boys: Grey/black trousers
White or blue school polo shirt
School sweatshirt or jumper
Outdoor shoes, not trainers

PE: Trainers
Navy blue shorts/blue T-shirt
Named PE bag with drawstring
Swimming trunks, towel (from Year 2 upwards)

We hope all children will wear the School colours because it promotes a sense of belonging. Please help us by ensuring your child comes to School in the School uniform. Labelling all items is essential.

PE is a statutory part of the school curriculum and, as such, all children are expected to take part in every lesson. We recommend children bringing their PE Kit into School at the start of each half-term and keep it in school in case there are timetable changes. A letter is needed from parents if there is a reason why a child is unable to take part in the PE lesson.

Following local authority health and safety guidelines, children are not permitted to do P.E. wearing earrings in pierced ears. They will be asked to remove them. It is advisable for younger children not to wear earrings to school on the days they do PE.



Mid-morning Snack

Children in Foundation and Key Stage 1 classes are offered a free piece of fruit or vegetable every day through the National Fruit and Vegetables Scheme. Children in Key Stage 2 are welcome to bring in a snack. We ask for fruit or vegetables only unless there is a medical need. Water bottles, labelled with your child's name, are strongly encouraged.

School Meals

From September 2014, all children in Foundation Stage and Key Stage 1 are entitled to a free cooked lunch. School lunches are provided by Leicestershire Traded Services.

A wide range of meals, including fresh fruit and vegetables, are prepared in our kitchen each day. For more details of the menu please view a link from our school website.

The meals are very popular as they are selected especially for the children. They offer a wholesome, varied and balanced diet and are excellent value for money. Vegetarian meals are provided on a regular basis and special diets will be catered for, where possible.

School meals for Key Stage 2 pupils must be paid in advance at the start of the week. Please send money for the whole week on Monday in a sealed, named envelope stating the day(s) the meal(s) are required. Children may be entitled to free meals, depending on domestic circumstances. Application forms for free meals are available from the School Office or on the following links:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/help-with-school-&-learning-costs/free-school-meals/>

Children may bring a packed lunch, contained in one box, which can be stored on a trolley outside the dining hall. Parents who choose to send their children with a packed lunch are encouraged to support the school's healthy eating policy by providing a healthy, balanced packed lunch. Useful information and ideas are on the school's website or by following the links:

http://www.nutrition.org.uk/attachments/050_BNF%20Healthier%20Packed%20Lunches%20Leaflet.pdf

http://www.nutrition.org.uk/attachments/108_BNF%20Healthier%20packed%20lunches%20poster.pdf

Our dinner supervisors, responsible to the Headteacher, work hard to provide a pleasant lunchtime environment for all our children.

Attendance and Absence

Please ensure that your child does not arrive late to School. If your child is absent, please inform the School of the reason by telephoning us or coming into School as soon as possible. It is the School's policy to ring parents to ascertain why child/children are not at school as soon as we are aware of the absence.

Holidays



Holidays in term time are strongly discouraged and will be recorded as unauthorised absence. If the length of this unauthorised absence reaches threshold for a fixed penalty notice, you will be informed by school prior to the penalty notice being issued. Any parent considering taking a child out of school for a holiday should complete an Application for Special Leave of Absence that is given to the Headteacher.

First Aid / Medicines

Simple first aid will be applied in School. Teachers are not allowed to give medication to children. However, we are prepared to supervise the children taking medicine where it is absolutely necessary. The medicine must be brought to the school office, where the necessary permission form can be completed. Authorised personnel will supervise the child when they need to take the medicine. Only prescribed medicines can be administered in School. Cough sweets are not permitted.

If your child needs medical treatment, the School will try to contact you immediately and will always put the safety of your child first.

Jewellery

Jewellery is not permitted to be worn to School for Health & Safety reasons. We strongly recommend that children who are planning to have their ears pierced have this done in the summer holiday. A simple stud is permitted for pierced ears but must be removed for all PE lessons. We ask that children remove earrings at home on PE days.

Security

All staff and voluntary help in School have had DBS checks. All visitors must report to the main door and sign in. Side gates and doors are locked once children are in School. Children are trained to not open a door to any adult without first seeking out a member of staff. If your child is late for school, or there is a need for you to collect them early, we would ask that you come into the office to sign them in/out.

Photos / Videos

Once your child begins school you will be asked to complete a form giving the School permission to photograph or video your child for display or media purposes, including use on our Twitter page.



Positive Behaviour Policy

The teachers and governors of The Bellbird Primary School are dedicated to making the school a happy and safe environment for all. We believe all the people involved with our school must understand the responsibility they share in maintaining this, and so we offer to you these statements as guidelines for behaviour for our school. We are sure that you, as parents, will help us support these fundamental principles.

Respect for others

We believe that everyone has the right to come to School without fear of violence or abuse. Bullying will not be tolerated. Discrimination against anyone because of gender, ethnicity, culture, religion, language, disability, sexual orientation, age or social circumstances will not be tolerated. Offensive language is not acceptable. We need your help in reporting these matters to us.

Respect for property

All children need to learn to respect their own and other people's property. Every penny spent repairing damage, is money we cannot spend on your child's education. If children damage School property, parents will be informed and asked to contribute to the cost of repair or replacement.

Good Behaviour

Every child has the right to learn without disruption by others. The School will, therefore, use a variety of sanctions against anyone who interrupts the children through bad behaviour. We will expect your support in this.

It is important that the children understand that they are representing us at all times. We value our reputation and will expect children to uphold this within the community.

As part of the community, we believe the preservation of these principles of behaviour is essential to the well-being of your child and all the young people in our care. We are confident we will have your full support in the partnership needed to help your child become a responsible member of the community.

School Council

Our School Council plays a major part in school life. There is one representative from each Class. They are responsible for canvassing opinions and ideas from their classmates which feed into action points discussed at the school council meetings. A key action each year is to decide upon a charity for the school to support. We then agree upon a number of fundraising events which take place throughout the year.



School Photographs

The School photographer visits the School to take individual and class photographs. The School receives a percentage of all money spent.

Parents and the School

You will receive a written report on your child's progress during the Spring Term and another at the end of the Summer Term. There will be opportunities three times a year to attend parent and teacher consultation sessions. You will have the chance to see your child's work and discuss his or her progress with the teacher. It is crucial that you and the School make the most of these occasions, so that we all have a clear picture of how your child is succeeding in school. If you wish to discuss your child's progress or behaviour at any other time, please make an appointment with your child's class teacher or the Deputy Head or Headteacher. If we wish to talk to you about your child's work or progress, we will write to you and arrange a meeting.

Friends at The Bellbird School

Friends at Bellbird School (FABS) is open to all parents and guardians of children at the School and all those who are interested in the welfare of the School. This is our parent staff association.

FABS carry out valuable fundraising activities to provide the School with additional equipment to enhance the School environment.



Shade Sail and Rainbow benches for the children funded by FABS

Parent Forum

The Parent forum is a group of parents who meet 5 times a year. The purpose is for school and home to work together to look at creative and reasonable solutions to any particular issue arising. Although each class has a representative, the meetings are open to any parent who may be particularly interested in an agenda item. The agenda is set based on items brought to the attention of the reps and the chair. There are a variety of methods to raise matters with the class reps and the chair.



Communication

Our website has up to date information on our School, including our policies, topic letters, School Council Newsletters, Newsletters, school dates and children's work.

www.thebellbird.cambs.sch.uk

You can keep up to date by following us on Twitter too: @bellbirdprimary

There are various parent evenings and information sessions throughout the year to find out about how to support your child. Every class teacher holds a class information evening in September where parents can find out about what is planned for the year for their child and what they can do to support them. A termly topic, web and homework menu is sent to parents with further details. A newsletter goes out to all parents regularly.

Child Protection Procedures

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The Bellbird School will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The school should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Safeguarding Lead or Designated Person) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may....do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.



Physical Intervention Procedures

The Bellbird Primary School is committed to ensuring that all our staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF and Cambridgeshire County Council's guidance. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Parents will be informed if their child has been involved in an incident.

Charging and Remissions Policy

The School follows the Cambridgeshire County Policy. It is the School's policy to invite voluntary contributions for activities such as school visits for which we cannot charge. On occasion, if insufficient contributions are received, the School may have to cancel particular activities. A charge may be made for board and lodging on residential trips.

Complaints

If you have any concerns regarding your child's education, in the first instance please discuss it with the class teacher. If you feel that the matter has not been resolved, you should contact the Deputy Head. If it is still not resolved, you should contact the Headteacher. If you are still dissatisfied, you should address a formal complaint to the school's Governing Body. Copies of the LA's Official Complaints Procedure for the National Curriculum and Religious Worship can be obtained from the school. However, we do hope that your association with us will be happy and that if you have any concerns, we are able to discuss them to ensure that the matter is rectified.

Arrangements for Secondary Transfer

Parents will need to apply for a place at their Secondary school of choice.

Most children from our school attend Sawston Village College. Your wishes will be considered by the Local Authority who will reply in writing to such requests. The Bellbird has close links with Sawston Village College and much thought and effort is devoted to ensuring a smooth transition for all children from primary to secondary education. The Principal and Assistant Headteacher with responsibility for primary liaison at the Village College will visit our school to meet Year 6 children. All parents and children transferring to Sawston will have the opportunity to visit the school.



Staff – Autumn 2021

Leadership Team (and Child Protection Officers)

Co-Headteachers Mrs Katie Kendall and Mrs Rebecca Pentney

Deputy Headteachers Mrs Catherine Dix

SENDCO Mrs Frances Waddingham

Teaching Staff

Foundation Stage	Robins	Reception	Mrs Beth D'ambrosio
	Wrens	Reception	Mrs Sarah Osborne / Mrs Emily Gleed Owen
Key Stage 1	Wagtails	Year 1	Miss Helen Dutton
	Sparrows	Year 1	Mrs Karena Hunt /Ms Maja Rix
	Goldfinches	Year 2	Mrs Geraldine Hines (EYFS/KS1lead) / Mrs Deborah Lambell
	Skylarks	Year 2	Mrs Anna Lovewell
Key Stage 2	Doves	Year 3	Mr Andrew Gilmore
	Swallows	Year 3	Mr Andrew White / Mrs Emily Gleed Owen
	Swifts	Year 4	Miss Emily Lang
	Nightingales	Year 4	Mrs Fiona Thorpe / Mrs Claire Chivers
	Kingfishers	Year 5	Mrs Lucy Oakley
	Herons	Year 5	Mrs Sally Barron
	Owls	Year 6	Ms Laura Guggiari (KS2 lead)/ Mrs Terri Collins
	Eagles	Year 6	Mrs Jo Irons

Teaching Assistants

Mrs Laura Dobson	Mrs Katherine Percival	Mrs Michelle Irwin	Mrs Fiona Van Dok
Mrs Jessica Foster	Mrs Susan Saunders	Mrs Jane Jenkins	Mrs Corina Wheeler
Mrs Annmarie Irwin	Mrs Lisa Smith	Mrs Sadiyah Khan	
Mrs Margaret Jacobs	Mrs Georgina Stock	Mrs Charlotte King	
Mrs Melanie Johnson	Ms Kirsten Vyse	Ms Serena Pacey	
Mrs Alison Kent	Mrs Heidi Dawson	Mrs Ruth Pruden	
Mrs Jenny Ong	Mrs Daniela Ford	Mrs Vicki Simons	
Mrs Chelsea Pacey	Mrs Stephanie Hasell	Mrs Ji Hun Song	



Administration**Office Manager**

Mrs Diane Baslington

Administration Assistants

Mrs Kathryn Nightingale

Mrs Lynne Tolhurst

Miss Louise Harrison

Midday Co-ordinator

Mr Aaron Cope

Midday Supervisors

Mrs Amy Brazier

Mrs Olga Nevskaya

Mrs Kaptia Chowdhury

Miss Roni Rea

Mrs Jessica Foster

Mrs Teresa Turner

Mrs Avril Hutchcraft

Ms Paula Wood

Miss Debbie Jackson

Mrs Sadiyah Khan

Mrs Gwen Khoo

Catering Staff

Mrs Jane Gray

Ms Claire Thomas

Caretaking Staff

Mr Alin Foster

Mrs Kelly Jones

Mr Aaran Cope

Wrap around care run by Premier Education**Leader** George Youngs

Welcome from the Chair of Governors

On behalf of the governing body I would like to take this opportunity to welcome all prospective pupils and their parents and carers to The Bellbird Primary School.

The Bellbird was formed eleven years ago by the amalgamation of the long standing infant and junior schools into the brand new, purpose-build premises that we have today. We have been through a particularly exciting time for the school as we settled in. Now we all celebrate being able to offer our pupils the wonderful new environment for Soaring to Success!

A school's governing body is accountable for setting the vision and strategic direction of the school, holding the head teacher to account for its educational performance, and ensuring that the school's financial resources are well spent. The governing body at The Bellbird meets twice a term and is composed of volunteers of staff, parents and other interested villagers who are closely connected to the school and who have the interest and welfare of the children as their primary concern.

Would you be interested in becoming a school governor? From time to time, new openings in the governing body come up and are advertised. The most important quality a good governor needs is to care about the school and the children. New governors do not need to start out with specific skills relating to governing but are able to gain relevant knowledge by through the excellent free training courses for school governors provided by the Governor Services team at the Local Authority.

Do let us know if you have any comments, feedback or suggestions on the governor's activity. We can be contacted through the school office. But whether your child is starting in Reception or joining us in a later Year, we are delighted to welcome you to The Bellbird.

Dr Tim Wreghitt

Chair of Governors

The Governing Body

Chair	Dr Tim Wreghitt	
Vice-Chair	Mr Duncan Mcfarlane	Parent
Governors	Mr Phil O'Dell	Community
	Mrs Katie Kendall	Headteacher
	Mrs Sally Barron	Staff
	Dr Katie Graham	Community
	Mr Nick Silk	Parent
	Mr John Rimell	Community
	Mr Henry Weir	LA
	Mrs Maureen Tsentides	Parent
	Mrs Elizabeth Taylor	Parent
	Ms Florence Rogiers	Community
	Mrs Nicola Frost	Parent
	Mrs Kimberley Campbell	Parent
Clerk	Mrs Diane Baslington	



The Role of the Governing Body

The way responsibilities are divided in a School is set out in the School's Articles of Government. In a well-managed school, the Head Teacher and the Governing Body work in a close partnership.

The Governing Body has a general responsibility, both to parents and the Local Authority, for seeing that the School is run effectively, acting within the framework set by legislation and the policies of the Local Authority. The detailed decisions about the day-to-day management of the School are the job of the Head.

Broadly speaking, the duties and responsibilities of the Governing Body are as follows:

- ✱ To decide, with the Head, the aims and policies of the School, and how the standards of education can be improved.
- ✱ To determine the conduct of the School - that is, how in general terms it should be run.
- ✱ To help to draw up, with the Head and staff, the School Development Plan which will provide a strategic view of where the School is heading.
- ✱ To decide how the School's budget can most effectively be used.
- ✱ To ensure that the National Curriculum is delivered and to report on National Curriculum assessments and examination results.
- ✱ To ensure that Religious Education is taught.
- ✱ To select the Head and Deputy Head.
- ✱ In consultation with the Head, to appoint, promote, support or discipline other staff members in School.
- ✱ To act as a link between the local community and the School.
- ✱ To draw up an action plan after an OFSTED inspection and to monitor how that plan is put into practice.

The Governing Body consists of Parent Governors, LA appointed Governors, Community Governors and Staff Governors, and the Head, if he/she so wishes. The Governing Body is a group, and as such has collective responsibility.

Above all, the Governing Body acts as a critical friend to the School. At the centre of all its roles and responsibilities, is the knowledge that the quality of education the School provides for your child is the most important factor in measuring the effectiveness of the Governing Body.

Thank you for taking the time to read our prospectus

