

# The Bellbird Primary School



## School Prospectus 2023 - 2024



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# 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 moved into a brand new building in April 2010, which was then extended to accommodate our growing pupil numbers. We are now a two-form entry primary school and are at our PAN (Published Admission Number) of 60 in most year groups.



Mrs Emma Clayton  
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...



# Vision, Values, Motto and Aims

## Vision:

At The Bellbird Primary School we focus on developing **happy, confident** children, who are **intrinsically motivated** to achieve their **individual potential**. We aim to provide them with a **safe and creative environment** with consistent learning opportunities to achieve this. We recognise the value in involving the **whole school community** in this vision and seek to empower all staff, parents, carers and governors to work towards this goal for our children: learning does not just take place within the school day. We actively promote the values below to support our children in **'soaring to success'**.

## Values:

Through working with our school community, we have identified the following key areas that we all value for our children:

- Our **learning environment**, which provides a caring, secure and stimulating place in which every child can develop as an individual: intellectually, socially, emotionally and physically.
- Our **curriculum**, which provides access to balanced, engaging and progressive learning opportunities for each child to ensure each child can excel at each stage of their education and feel ready for the next stage of their education.
- Our **school community**, which provides opportunities for every child to feel a part of The Bellbird. A place where they can develop respect for themselves and others through the celebration of equality, diversity and inclusivity. We aim to inspire curiosity not judgement of others.

**Our vision and values can be summarised in our motto and aims which we use with our children to support their development.**

## Motto:

*'Soaring to success'*

**Our Bellbird aims are overleaf...**



## Our Bellbird Aims are to be...

**Balanced and kind:** we are **balanced** when we approach any new situation we are curious and not judgemental which helps us to be **kind** individuals who feel happier because of how we behave;

**Independent:** we aim for **independence** from adults in our learning because it helps us to build confidence in our abilities;

**Respectful and responsible:** we **respect** ourselves, each other, our resources and our environment taking **responsibility** to make the right choices;

**Determined:** we show **determination** to do the best we can even when things are hard, we use support when we need to and are proud of the progress we make making us resilient and confident learners;

**Safe and supportive:** we support others to feel **safe** with our words and actions and use CHUM CATS to **supportively** resolve our differences to support each other.



## House system

School Council members worked together to develop our Houses, naming them after UK native trees. In fact, most of the trees the children chose can be found on Bellbird school grounds. Our Houses are:

- Apple Tree House. House colour: Red
- Willow Tree House. House colour: Green
- Silver Birch House. House colour: Silver or white
- Oak Tree House. House colour: Yellow

We felt that trees were an excellent choice for Houses for our Bellbirds. Trees provide homes for every type of special and unique bird (which all of our classes are named after), all of whom are welcome in their branches. Just like these wonderful trees, we want our Bellbirds to grow and blossom during their time with us. We want them to proudly stand tall and put down strong roots to help them flourish and thrive.

Children are welcome to come to school in their House colours for Sports Day at the end of the year. There are also opportunities to earn House points throughout the year as we celebrate the different talents our children have. This gives children a sense of belonging within the school as part of a special team beyond their classroom.



# 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-quality English 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. The Foundation Stage allows our children to explore and develop their interest and understanding through carefully planned and shared activities and opportunities. Our Early Years really help our children to explore and engage in their learning.



## 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 opened our 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.



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. At 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. We have a French specialist who works with our year 6 cohort. Children are encouraged to use language not just in their MFL lessons but where appropriate across the curriculum. In KS2 it is not uncommon to hear children greeting the gate monitor in French. We encourage all EAL pupils to share and use their language skills, this may include writing a text in their first language to support their development.

## Music

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 welcomed 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

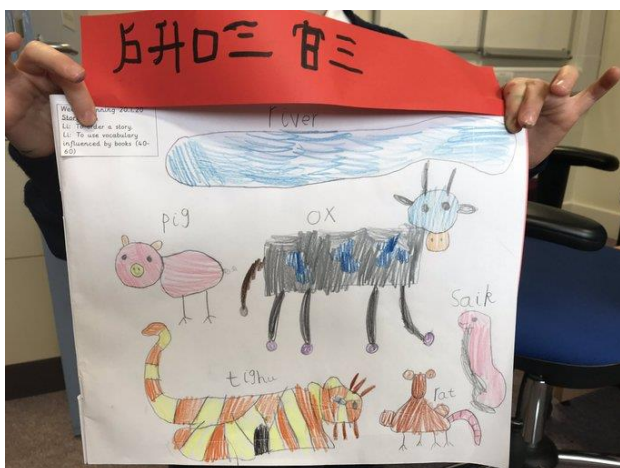
At The Bellbird, Physical Education is taught by both the class teacher and Premier Sport, who are an external company who deliver subject specific lessons to give release time to teachers for planning and assessment. We have a wide range of equipment for the children to use in their PE lessons and our field, hall and playground provided spaces for PE lessons according to the focus.

Throughout the year, we teach the children a range of sports and skills. 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 both team and individual.

## 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 SRE. 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 clear information on the topics covered shared. Parents 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 large outdoor area containing a range of different habitats, and we are focusing on developing learning opportunities for children in these grounds. We are fortunate to have purchased a class set of cooking stoves which multiple year groups use to positive effect with their classes. As one of our pupils recently said about their own learning, “Being outside makes it an adventure.”



Children in year 1  
investigating seasonal  
changes



# Inclusion

## Special Needs

The school supports the policy of the Local Authority that, wherever possible, children with special educational needs will access wave one learning with their peers. We ensure that, as far as possible, each child is treated equally with full access to all areas of school life. A member of staff, the SENDCO, has responsibility for overseeing specific educational needs and all class teachers are responsible for ensuring that the work is accessible for children with specific needs. 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.



Mrs Frances Waddingham, SENDCO

## 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.

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.

## 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;

- High Quality Teaching
- 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.

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 for example, would have 32 ½ hrs of 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 responsive teaching will directly address the areas in which children are struggling.

Children in the Foundation Stage follow the Early Years Foundation Stage Curriculum.

The EYFS profile is a statutory assessment of a child's development at the end of the EYFS stage. It is made up of an assessment of each child's outcomes in relation to the 17 early learning goals (ELGs).

## 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 school report out at the end of the school year.

Your child's reports will also contain a grade for effort and we will comment on their general progress, behaviour, and relationships. We also include next steps for English, Maths, Science and a personal target. 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. 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 to school from a group or a single visitor. In Year 6, the pupils take part in a three-day residential trip.

We offer a variety of school clubs and groups that 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. Cost should not be a barrier to attendance and we encourage families to request a meeting with the heads should this be a concern for any family for a club or trip.



Bread made at gardening club and shared in our harvest assembly.

## Special Events

We host a number of extra events over the course of the year to engage children in their learning and parents too. These may include author visits, storytelling and Mother's/ Father's Day events. Throughout the year, each class has an opportunity for parents to come and watch them, either in a class assembly or a performance. Afterwards parents are invited to the classrooms to look at their child's books with them.



Christmas Decoration Day



## Friday Assembly

Every Friday we have what we call Celebration assemblies. These are an opportunity to come together as key stages to share in the week's successes. 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 achievements are linked to our school aims to help remind children of our focus.
- Books – Children are rewarded stickers throughout the year on a personal sticker chart. The stickers are for specific individual achievements. Once the chart is complete, the child selects a reading book to take home as acknowledgement of their achievement.
- Achievements made outside of school life such as Blue Peter Badge awards, environmental prizes, swimming awards etc. are also shared and celebrated.
- In KS2 we share class word reading totals to encourage class competition and commitment to reading.

## 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 the staff team waits at the school gates to welcome children into school each morning. Both key stages have a morning break and lunchtime is between 11.45 and 1.00pm (FS) 12.00 and 1.00pm (KS1) and 12.15 pm and 1.15pm (KS2). There is an afternoon break for the KS1 children. The school day finishes at 3.15pm for Foundation Stage and Key Stage One children and 3.20pm for Key Stage Two children.

## Classes

We currently have 14 classes, 2 for EYFS, 4 for Key Stage 1 and 8 for Key Stage 2. All our classes are named after birds.

Reception: Wrens and Robins

Year 1: Wagtails and Sparrows

Year 2: Skylarks and Goldfinches

Year 3: Doves and Swallows

Year 4: Nightingales and Swifts

Year 5: Herons and Kingfishers

Year 6: Owls and Eagles

## Admission to Foundation Stage at our School

Once a place has been confirmed by our admissions team information will be sent regarding transition events. During the Summer Term prior to admission, there are several opportunities for pre-school children to visit the school and meet the team. There is time for parents to come into school to find out more about the reception year and what they can to prepare their child for the transition. The reception year starts with a reduced timetable to ensure the children have time to settle to the new routine.



Observational drawings by Reception



Tractors made using a range of materials from the recycling box



## **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. Transition within school years and outside of reception will be managed and agreed with parents to ensure the children can access and engage in school life as easily as possible.

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

## **School Dress for All Pupils**

### **Daily School Wear**

- White or blue polo shirt - preferably with embroidered school logo and name
- Blue sweatshirt/cardigan – preferably with embroidered school logo and name
- Black or grey school trousers or shorts; black or grey skirt or pinafore
- Black shoes and plain coloured socks or tights (black, grey or white)
- Blue gingham dress can be worn in the summer

### **Sports Clothing**

- Blue T-shirt - preferably printed with school name
- Plain black or navy blue shorts (above knee) for PE
- Track suit (plain black, navy blue or dark grey) for outdoor PE in cold weather
- Plimsolls or trainers are necessary for outdoor PE
- Earrings should be taken out before coming to school on PE days

We ask all children to 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 and helps lost items be quickly reunited with their owner.

PE is a statutory part of the school curriculum and, as such, all children are expected to take part in every lesson. Currently, children wear PE kit to school on their PE days. 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 healthy snack. We ask for fruit or vegetables only unless there is a medical need (this should be emailed to the office so the team can be made aware). Water bottles, labelled with your child's name, are strongly encouraged.



## School Meals

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. We encourage parents to help their child by looking at and choosing a meal before coming to school each day.

The menu offers a wholesome, varied and balanced diet. Vegetarian meals are provided each day and special diets will be catered for, where parents have provided information to demonstrate need.

School meals for Key Stage 2 pupils must be paid for in advance. Dinners can be paid for on line via school gateway. Children may be entitled to free meals, depending on domestic circumstances and we encourage families to speak to the school office to find out if they qualify. Information on how to apply for free meals can be obtained 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:

Please note: We are a nut free school.

[http://www.nutrition.org.uk/attachments/050\\_BNF%20Healthier%20Packed%20Lunches%20Leaflet.pdf](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](http://www.nutrition.org.uk/attachments/108_BNF%20Healthier%20packed%20lunches%20poster.pdf)

Our lunchtime supervisors, responsible to the Headteacher, work hard to provide a pleasant lunchtime environment for all our children. They are supported every lunchtime by members of our senior team.

## 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 if you have not contacted us.



## **Term Time Leave**

Term time leave is strongly discouraged and will be recorded as an unauthorised absence, unless it is deemed as an 'exceptional circumstance' [where exceptional is defined as being *rare, unavoidable and short*]. If the length of this unauthorised absence reaches threshold for a fixed penalty notice (school policy gives more detail on this), a penalty notice will be issued, in line with DfE guidelines. Any parent considering taking a child out of school for a holiday should complete a Request for Term Time Leave form, that is given to the Headteacher. Please note that Headteachers are not allowed to authorise family holidays.

## **First Aid / Medicines**

Simple first aid will be applied in school. Teachers are not allowed to give medication to children. However, we will currently, when there is a specific need, 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 with the child's name clearly labelled on the prescription sticker. 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. We use a system called medical tracker which alerts you via email if your child has had a minor issue and is well enough to stay in school. When they are not well enough to stay in school, we will contact you via phone.

## **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 helpers 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. Our office staff work exceptionally hard and we remind all parents to be respectful if there is a short wait while the child is collected.

## **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.

### **1. 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.

### **2. 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.

### **3. Good Behaviour**

Every child has the right to learn without disruption by others. The school will, therefore, use appropriate educational and protective consequences for anyone who interrupts other children through anti-social behaviour. These consequences are an opportunity to learn and are what we do *for* the children, not what we do *to* children. 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 and a deputy who supports them. They are responsible for canvassing opinions and ideas from their classmates which feed into action points discussed at the school council meetings.

## **School Photographs**

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





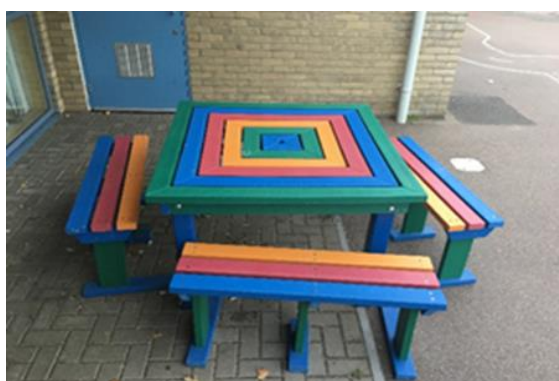
## Parents and the School

Parent consultation and report writing information has already been shared. 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 in the first instance. 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 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.



Rainbow bench for the children funded by FABS

## 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.

There are various parent evenings and information sessions throughout the year to find out about how to support your child. Every year group 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/carers fortnightly. We have recently responded to parent feedback and streamlined our emails. A single email with all relevant information is sent to the year group at the end of each week. This has reduced the number of additional communications needed throughout the week. We ask all parents to ensure they read this communication carefully.

## 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. 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.



# Governing Body

## 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 in 2007 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 OBE

Chair of Governors

The Role of the Governing Body

## Further Governing Body information

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, an LA-appointed Governor, 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.

**The Governing body ensure we remain committed to our motto:**

***'Soaring to Success!'***



