

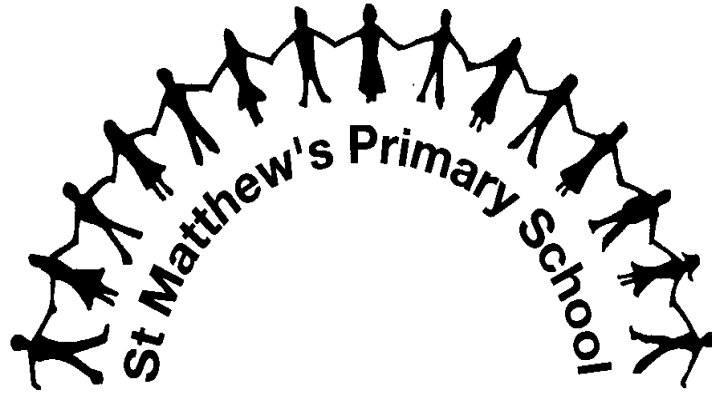


Information About Our School

2015 to 2016

Contents

Welcome to St Matthew's	2
Our Aims	3
Our Values.....	3
Organisation of Classes	4
Our Curriculum	4
Our Approach to Teaching and Learning.....	4
The Curriculum in the Foundation Stage (Nursery and Reception)	5
The National Curriculum (for Years One to Six)	7
Sex and Relationship Education.....	7
Physical Education and Sport.....	7
A Personalised Curriculum for Your Child	7
Special Educational Needs and Disability (SEND)	7
Homework	8
Instrumental Music.....	8
Residential Trips	8
Extra-curricular Activities.....	8
Communication between School and Home	9
Assessment and Reporting.....	10
Assemblies	10
School Council.....	10
Positive Behaviour at St Matthew's	11
Racist and Homophobic Incidents	12
The Welfare of Children.....	13
Punctuality.....	13
Attendance and the Education Welfare Service.....	13
Illness, Absence and Returning to School.....	13
Term Time Holidays.....	14
Accidents and First Aid.....	14
Medicines	14
Asthma Inhalers	14
Sun Protection.....	14
Head Lice	14
Child Protection Safeguarding Procedures	15
Some Practicalities.....	16
Collecting Children at the End of the School Day	16
Clothing.....	16
Lunches	16
Charging Policy	16
Security	17
Cycles.....	17
Cars and Parking.....	17
Breakfast Club and After School Club from Cambridge Childcare	17
Arrangements for Children Joining the School	18
Secondary Transfer.....	18
The St Matthew's Parent Teacher Association (PTA)	19
Voluntary Helpers	19
Use of the school by the community.....	19
Concerns, Worries and Complaints.....	19
Staff List, 2014 to 2015.....	20
St. Matthew's Governing Body, June 2015.....	22
St Matthew's Primary Home-School Agreement.....	23
e-Safety.....	25
Nursery, Reception and Key Stage 1 Rules.....	25
Remember - You can be taken off eSchools if you break the rules. Key Stage 2 e-Safety Rules.....	25



Welcome to St Matthew's

Dear Parents and Carers,

St. Matthew's is a thriving primary school in the heart of the City of Cambridge. We are a friendly, welcoming school where children achieve well in all aspects of school life.

The next page sets out our school aims and values. These were developed by the children, parents, staff and governors through various meetings, lessons and school assemblies. They are important to us. They set out what we are trying to achieve together as a school community and how we want to achieve this.

Our first aim is to make learning "inspiring, challenging and fun" and I hope that this prospectus gives you lots of information about how we go about making this aim a reality.

An essential part of achieving our aims is our strong partnership with parents and carers. We recognise that good communication is an essential part of building a strong relationship. I hope that this prospectus gives you lots of the information that you need about our school. If you have any questions which the prospectus has not answered, please do not hesitate to contact the school office. We will happily arrange to meet with you and to give you a tour of our school.

Yours sincerely,

Tony Davies
Head Teacher

Our Aims

At St Matthew's we aim to...

- make our learning inspiring, challenging and fun
- achieve our best
- celebrate success
- treat ourselves and others with respect
- take responsibility for our learning, behaviour and our school

This will make our school a happy and safe place to be.

Our Values

In St. Matthew's...

- ...we value working hard and trying our best;
- ...we celebrate our successes and learn from our mistakes;
- ...we value our diversity and individuality;
- ...we treasure our friendships and other relationships;
- ...we respect independence and team work;
- ...we encourage participation and everyone's voice is listened to.
- ...we take pride in our work, our school and our community.

Organisation of Classes

We are a growing school in fantastic new facilities. By September 2017 we will be three form entry (three classes in each year group) throughout the school. At the moment we are in a process of growing into this structure.

Our classes are organised according to the table below.

		Times of the Day
Nursery	Children may attend for up to five, three-hour sessions per week. For a small additional fee they may stay at lunchtime and bring in a packed lunch	Nursery, morning session 8:45am to 11:45am Nursery, afternoon session 12:15pm to 3:15pm Lunchtime: 11:45am to 12:15pm
Reception	We have three Reception Classes	Lessons from 8:45am to 3:15pm Lunchtime: 11:30am to 1:00pm
Key Stage One	Year One – three classes Year Two – three classes	Lessons from 8:45am to 3:20pm Lunchtime: 12:00pm to 1:00pm
Key Stage Two	Year Three – three classes Year Four – three classes from September 2015 Year Five – two classes Year Six – two classes	Lessons from 8:45am to 3:20pm Lunchtime: 12:30pm to 1:30pm

We have a maximum of 26 children in our Nursery sessions.

Classes in Reception and Key Stage One are fixed at 30 by infant class size legislation except for exceptional circumstances

Classes in Key Stage Two are also expected to be 30 other than in exceptional circumstances.

Our Curriculum

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum.

In Years One to Six we follow the national curriculum for England and Wales.

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

Links to all of these, and details of what is being taught each half term, can be found on our website.

Our Approach to Teaching and Learning

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the

first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

The Curriculum in the Foundation Stage (Nursery and Reception)

Your child's first experience of school, whether in the Nursery or in Reception, is crucial. We put a great deal of effort into helping your child develop as an effective learner.

Young children learn through play, and our foundation curriculum is planned to give a wide range of first hand experiences while this takes place. This enables children to acquire knowledge, skills, concepts and attitudes in a meaningful way. Our curriculum is planned to provide the best opportunities for children to learn. The children are carefully observed so that we are sure of their level of development and can provide for their individual needs. We aim to create a happy, friendly and caring environment where the children feel loved and valued as individuals and feel safe and secure. We believe that our high expectations related to the capabilities of the children enhance their achievements. In both nursery and reception, we have qualified nursery nurses supporting the work of the teachers.

Our curriculum aims to ensure a continuous and appropriate experience for children. The work that has gone before in pre-school settings continues in the Nursery and Reception classes and beyond. Parents are the child's first teachers, and this role is as important as ever when children start school. The partnership between parents and teachers is one we value and encourage at St. Matthew's.

We aim to provide a broad, balanced, stimulating and supportive environment in which each child can grow and develop. One of our goals for the children is to help them become as independent as possible. This means giving them lots of opportunities to make choices, including freedom to access the resources they would like and the freedom to play inside and outside.

We follow the Early Years Foundation Stage Curriculum which is very holistic. It has seven areas of learning and we plan our activities carefully in order to meet the needs of children within this framework. There are three 'prime areas' and four 'specific areas'. The prime areas develop quickly in response to relationships and experiences, and run through and support learning in the specific areas. The specific areas include essential skills and knowledge. The areas of learning are as follows:

Prime Areas

Personal, Social and Emotional Development

This area covers Self-Confidence and Self-Awareness, Managing Feelings and Behaviour and Making Relationships:

- Promoting a positive disposition to learning
- Building self confidence and self esteem
- Making relationships, developing a sense of community and learning how to function in a group outside of their family
- Developing behaviour and self control
- Increasing independence in looking after themselves

Communication and Language

This area covers Listening and Attention, Speaking and Understanding.

- We learn to communicate with others in a range of ways by listening to others and taking turns speaking.
- We develop a wider vocabulary and descriptive language
- We learn to listen attentively to stories, songs, rhymes and poems and respond to what we hear
- We learn to follow instructions and answer questions
- We learn to communicate our own ideas and stories

Physical Development

This area covers Moving and Handling and Health and Self-Care:

- We enjoy climbing outside on the apparatus and during our weekly movement session
- We use PE equipment like hoops, balls and beanbags to play games
- We develop our fine motor skills by learning to tear, cut, sew, and manipulate objects
- We handle tools and equipment effectively, including pencils and pens
- We learn the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe
- We learn to manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive.

Specific Areas

Literacy

Reading and writing - We help children take the first steps towards reading and writing. We aim to foster an enjoyment of books by sharing them with the children and making them readily available, as well as making other examples of writing available in the classroom, such as labels, signs and lists. We give children opportunity to "write" using lines, symbols, pictures and letters in such contexts as the home corner and the playground. We also introduce the children to the Letters and Sounds scheme to trigger an interest in the sounds letters make.

Mathematics

This area covers helping the children to grow in confidence and competence in using key skills in maths. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. This comes through stories, songs, games and imaginative play, so that children can enjoy using and experimenting with numbers.

Understanding the World

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This includes helping children develop the skills of observing, predicting, exploring, investigating, interpreting, discussing, decision-making and using tools and materials appropriately. Through this they learn about themselves, other people and the broader world around them. It provides a foundation for historical, geographical, scientific and technological learning.

Expressive Arts and Design

This focuses on the development of children's imagination and their ability to communicate and express ideas and feelings in creative ways through art, music and movement. We use paint, dough, singing, material and many other media to give the children opportunity to develop creatively.

Creative development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area

of learning includes art, music, dance, role-play and imaginative play.

The National Curriculum (for Years One to Six)

From Year One the children follow the National Curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

English	Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

Sex and Relationship Education

Sex and Relationship Education is an important part of children’s learning. We aim to help children grow up with a clear understanding of how their bodies work and how their bodies change as they grow older. We aim to help children understand their feelings and the feelings of others, so that they can treat others with respect. More information can be found in the school’s policy document on Sex and Relationship Education

Physical Education and Sport

We provide a balanced Physical Education programme following the National Curriculum which encourages children to develop a positive attitude to sport. We have two halls, one of which has gymnastics equipment. The ‘Cage’ (all-weather pitch) in the playground gives us an area in which children can take part in competitive games. We run football clubs for boys and girls, and play matches against other schools. Children go swimming at the Parkside Pool from year 1 until year 6. Years 5 and 6 swim in the Autumn term, Years 3 and 4 swim in the Spring term while children in Years 1 and 2 swim in the Summer term. The basic aim of the National Curriculum is that all primary children should be able to swim 25 metres without aids. All classes from Year 1 upwards have 2 PE sessions each week.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Special Educational Needs and Disability (SEND)

Some children experience difficulties with aspects of their learning from time to time. Sometimes this can be sorted out quite easily, but when the problems are more significant, we may feel that extra support is needed. We will discuss this with you and explain the approaches we will use and what you can do at home. Children with special needs sometimes work in a small group or 1-1 with a support teacher or assistant. At other times, normal classroom work may be modified in some way to allow the child to take part with the rest of the class. The school’s work in this area is co-ordinated by the school’s INCO (intervention Coordinator) or SENCO (Special Educational Needs Coordinator)..

Our special needs work also covers the needs of children with significant behaviour problems.

We follow the national Code of Practice for Special Needs and Disability which gives a staged approach to the identification of and response to children's special needs. We are supported by specialist teaching staff, by one of the Local Authority's Educational Psychologists and by a range of other specialist educational and health support services.

The Local Authority publishes a "Local Offer" detailing what a child with Special Educational Needs or Disability can expect to receive to support their education. You can find our SEND Information Policy and Report giving details of what is offered to children in St Matthew's to meet children's needs on our website.

Homework

Children are asked to add to their school work in various ways at home. They may be asked to take their reading book home to read with parents, or to learn spellings or tables at home. They may be encouraged to follow up their own interests in their own time. The activities asked of children depend on the age and ability of the children and vary as they grow through the school. Children benefit greatly when any such homework is talked about with parents at home. Please see our Homework Policy for further details.

Instrumental Music

Children are taught music throughout the school as part of their lessons. This includes whole class guitar lessons provided free to children in Year Five. This means that all children have the opportunity to learn to play a musical instrument while at St Matthew's.

There are also lots of opportunities for children to pursue their interest in music further through our choirs and school orchestra provided the Cams Music Trust, a local charity. The Cambs Music Trust also provides a Community Choir, Community Orchestra and Community Jazz Big Band which has children and parents, as well as people from the wider community, as members.

Teachers from the Local Authority's peripatetic music service (Cambridgeshire Music) give music lessons to children in school. Currently we have children learning a range of instruments. A charge is made by Cambridgeshire Music to cover the cost of tuition. Once they have reached a suitable standard, children are able to play in the school orchestra, whether or not they learn at school. If you wish to sign up your child for music lessons, contact Cambridgeshire Music on 01480 831695.

Residential Trips

As part of our curriculum we organise two residential trips for children, one for Y4 children and one for Y6 children. These trips contribute greatly to the social and personal development of children, and we hope that all parents will want their children to join in.

Extra-curricular Activities

We have an excellent range of range of different extra-curricular activities is available to children at the school. These include music, art, drama, choirs, a These vary from term to term and your child will be kept informed about opportunities currently available. Full details are on the Clubs and Activities pages of our website.

Communication between School and Home

We believe we are partners in your child's education. The foundation of every partnership is good communication. This document outlines how the school and children's parents and carers can communicate with each other to make this partnership strong for the benefit of all of the children at the school.

Emails, Messages and Letters

We use eSchools to send home all school letters and newsletters.

You can also use the eSchools Messaging Service to email a class teacher. Please remember:

- A class teacher will send a response, even if it is only an acknowledgement, within three working days of you sending an email.
- Remember a teacher is unlikely to read an email during the school day – they are teaching! Any urgent messages should be sent via the school office. You can use the school office email (office@stmatthews.cambs.sch.uk), but very urgent messages should be given to the office in person or by telephone in case an email is not picked up in time.
- If your child is unable to attend school, please contact the school office and **NOT** your child's teacher.
- Remember, your child's teacher's time is valuable. Good communication supports the children's learning and well-being. We do not want time that teachers spend working for the children - planning, assessing and marking - to be overrun with responding to emails, so please do not overuse the email system.

Who to Talk To

For most issues, your child's class teacher is the first person to talk to.

You may also want to talk to the Assistant Head Teacher for your child's age phase. The Assistant Head Teachers are:

- Kate Spencer-Allen – responsible for Nursery, Reception and Year One
- Annabelle Lewis – responsible for Years Two and Three
- Liz Steel – responsible for Years Four, Five and Six

The Head Teacher (Mr Davies) and the Assistant Head Teachers will often be in the playground or at the school gates at the beginning or end of the day. They are there so you can talk to them, ask

Close contact between parents and teachers is important. Many small matters can be dealt with very quickly, so please feel free to mention such things to your child's teacher. But please remember that teachers are getting ready to teach their class before school in the morning, and this is not a good time to discuss anything but the most minor of things. If there is something more substantial to talk about, please make an appointment to see the teacher. We also hold formal parent consultation evenings in the autumn and spring terms.

Parents who are separated do not always find it easy to stay in touch with what is going on at school. If you find that this is the case, please feel free to give the school office a supply of stamped addressed envelopes so that we can post newsletters to you direct. The school web site is a very useful source of current information about what is happening at school (www.stmatthews.cambs.sch.uk). You are also able to sign up to Parentmail (www.parentmail.co.uk) which will allow you to access school letters and information via your computer.

Assessment and Reporting

There are a number of statutory assessments that we carry out during a child's time at St. Matthew's.

- From September 2015 we will be carrying out a baseline assessment of each child in Reception during the first few weeks at school. During their time in Reception, we do a wide range of observational assessments which are used to complete the Foundation Stage Profile for each child. This information is shared with parents at parent consultation meetings and in the end of year report.
- Towards the end of Year One children take the Phonics Screening check. Children who do not achieve the "pass" mark for this test take the test again towards the end of Year Two.
- At the end of Year Two, we use a variety of national assessments, teacher assessments and test materials in English and Mathematics. These give a summary of what your child has achieved at the end of Key Stage 1.
- At the end of Year Six we use national statutory assessment tests in Reading and Mathematics, alongside teacher assessment in writing.

The above, however, are a small part of the assessment and reporting work that takes place in the school. Children's progress is monitored and assessed continually to inform the planning of teaching and learning. Each term every teacher has a meeting with a member of the school's senior leadership team to review the progress and attainment of every child in their class to ensure that they are on track to make expected progress and, if they are not, to ensure that the right provision is in place to make sure that they do.

We have a "formal" consultation meeting for parents to meet with their class teacher in the Autumn and Spring Terms, and parents receive a written annual report in the summer term at the end of the school year. However, we strongly encourage parents to make additional appointments with their child's teacher should they have any questions or concerns at any point through the year. Similarly, should the school have a concern we ask a parent to come in to meet with us.

We also want children to be involved in their own assessment. This happens in lessons as children review how successfully they have learned each lesson's learning objectives. Once per term each child has a DART meeting with their teacher. DART stands for "Dedicated Assessment Review Time". In the meeting the child and teacher reviews the targets the child has, their progress towards them and set new targets to reflect what the next steps in their learning journey. These meetings are very popular with the children.

Assemblies

Children come together as a whole school and in smaller groups for our assemblies. We explore spiritual, moral, social and cultural themes. Assemblies are non-denominational in content, and use stories from a range of cultural traditions. Some of our assemblies are class assemblies, and parents are warmly invited to attend these special occasions. Parents have the right to withdraw their child from assemblies, but we hope that our approach means that this need not happen.

School Council

The School Council aims to give children a voice in the running of the school as well as experience of decision-making. It is made up of two elected representatives from each class from Reception to Y6. The Council meets with a member of staff and sometimes a governor to discuss issues. Sometimes these are issues that are raised by the children (e.g. younger children concerned that older children are not being careful enough in the playground) and sometimes they are issues that the school needs to respond to and for which the children's voice is important (e.g. deciding what should go into the Home-School Agreement)

Positive Behaviour at St Matthew's

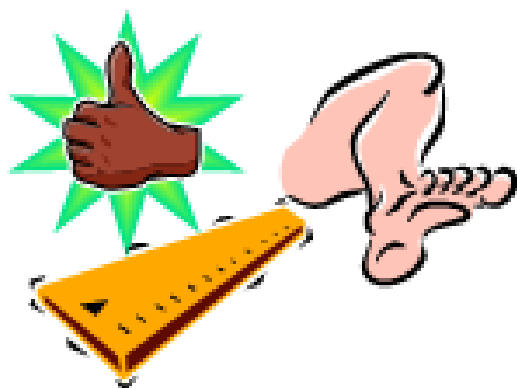
We do all that we can to ensure that your child is happy at school. We expect each child to behave in a responsible way and to be kind, courteous, sensible and considerate. We have five Golden Rules for our behaviour in St Matthew's.



Our Five Golden Rules

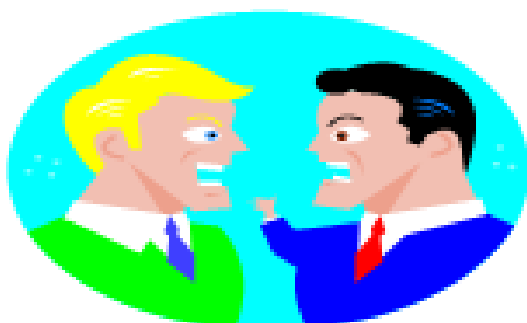
In St. Matthew's Primary School we have Five Golden Rules. These give us boundaries to our behaviour to help us all meet our responsibilities and secure our rights.

1) Listen and follow adult instructions.



2) Keep hands, feet and objects to yourself

3) Respect everyone's property.



4) No swearing, teasing or name-calling.

5) Be in the right place at the right time doing the right thing.



Children were fully involved in creating these five golden rules. Following them makes St. Matthew's a happy and safe place to be.

You can find our full behaviour management policy and a summary leaflet in the policies section of our website.

We are very proud of the anti-bullying work that we carry out in St. Matthew's. In recent years we have received a "good practice" visit by OFSTED in relation to our anti-bullying work, in particular about how we tackle homophobic incidents.

All schools experience bullying from time to time. When bullying happens it can cause enormous unhappiness if it is not dealt with promptly and effectively. We define bullying thus:

Bullying is behaviour which is deliberately hurtful, which is repeated over a period of time, and which is an abuse of power over those unable or unwilling to defend themselves.

Bullying can be physical (kicking, hitting, interfering with belongings), verbal (racist or sexist remarks, name calling, taunting) or psychological (deliberately excluding, "looks", colluding with others). Children often find it hard to tell a grown-up that they are being bullied. Often it emerges at home before anyone at school knows about it. If this is the case, please contact the school straight away. If a child says that they are being bullied, we will take it seriously and investigate. It is likely that as part of our procedure, we will need to talk with the bullied and the bullying child together. We will keep you informed about the ways we are dealing with the problem. With a child who has been bullying, our approach is to make it clear to the bullying child that we take the situation very seriously, but that we want to help the bullying child to avoid this kind of behaviour in the future. It is the **action**, not the **child**, that we disapprove of.

Racist and Homophobic Incidents

We follow the Local Authority's policy on the reporting and recording of racist and homophobic incidents. We use the definition used in the Report of the Stephen Lawrence inquiry: "A racist incident is any incident which is perceived to be racist by the victim or any other person." Incidents that are considered to be racist are taken particularly seriously, and investigated fully. We discuss any such incident with parents.

The Welfare of Children

Alongside the children's education, our first priority is the health, safety and well-being of all of the children. Punctuality and good attendance are vital aspects of this work, as well as meeting children's medical needs, taking care of children if they have accidents and supporting parents and carers who may be having difficulties. Below we set out some of our procedures for looking after the children's well-being.

Punctuality

The school gate opens at 8:30am. Children in the Years One to Six wait in the main playground before school until the whistle is blown at 8:45am. Children then line up in their classes and are taken into school for registration. Reception and Nursery children and parents wait at the entrance gates for the teachers to open up at 8:45am.

The school gates close at 8:55am. Children arriving after 8:45 but before 8:55 can make their own way to the classrooms in the usual way, but they may receive a late mark if the register has already been taken by the time they get to their class. After 8:55am the gate is shut and locked. Children arriving after this time will then need to report to the school office to sign into the late book. **Children who arrive at school after 9:20am without good reason are marked as absent for the morning session. This is recorded as an unauthorised absence.**

The school is keen to encourage the habits of good attendance and good punctuality. Parents have a legal responsibility to ensure good attendance and are particularly urged to make sure that their children are at school on time, ready for when we start at 8.45am each morning. Children arriving late means that they miss some important learning time and disturb other children's learning time too when they arrive.

Attendance and the Education Welfare Service

Our aim is for every child's attendance to be above 95%. Our Educational Welfare Officer works with the school to support children whose attendance is causing a concern. Children whose attendance falls below 85% are considered to be persistently absent.

Where attendance becomes a concern we work closely with parents and carers to improve matters. This may involve working alongside our Education Welfare Officer.

Education Welfare Officers (EWO) act in a liaison capacity, building up relationships between family and child, school and education department. They will support, explain and advise on any issues that may prevent a child benefiting from or attending school. Their aim is to ensure that children attend regularly and punctually so that they can benefit from the education being offered.

Guidance and advice may also be given about free school meals, employment of children, welfare rights, child abuse and special education. The EWO works closely with other professionals including Social Workers, Health Visitors, Education Psychologists, GP's, Probation Officers, NSPCC, Police and Voluntary Agencies.

Illness, Absence and Returning to School

If your child is absent from school, please send a brief note to explain the absence, telephone the school office (568838) or send an email as soon as possible (office@stmatthews.cambs.sch.uk). Unexplained absences count as "unauthorised". We aim to reduce the number of unauthorised absences recorded in registers and we ask parents to help us in this by keeping us informed of all absences.

Our school office will try to contact all parents if their child is absent and we have not received a message.

Please do not send your child back to school until they are fit and well. After major childhood diseases, there are standard lengths of time the child should be absent. Your family doctor will tell you about these.

A particular concern is that children who have been vomiting or had diarrhoea do not return until they are completely better. The chance of them passing the infection on to other children is extremely high. They should stay off school until well and free of all symptoms. Children should stay off for 48 hours after the symptoms have cleared up.

If your child is ill during school time, we will phone you up and ask you to take him or her home.. **It is essential that we have an emergency contact number of a friend or relative whom we can ring in case we cannot get in touch with you.** Please keep us informed of any changes in these arrangements.

Term Time Holidays

Holidays during term-time will not be authorised other than in exceptional circumstances.

If you need to take your child out of school during term-time, please ask at the office for a 'Leave of Absence' form to fill in. There is no automatic right to such term-time absence but the school has the discretion to grant up to ten days in any one school year. We ask you to think carefully about taking holidays during term-time as your child can miss significant parts of their learning. In particular, it is extremely disruptive if children in Year 6 miss the period when end of Key Stage assessments take place in May. Please check dates with your child's teacher.

Accidents and First Aid

We have staff in school trained in first aid. If your child has an accident that requires first aid your child will take home a yellow slip explaining what has happened and what first aid was given. For more serious injuries you will be called.

If your child receives a bump on the head, we will try to ensure that you are told, in case there has been concussion. All accidents dealt with will be recorded in the Accident Book and a duplicate slip of the entry sent home for parents.

Medicines

In general we do not administer prescribed medicines to children at school. If it is essential, please go to the school office to make the necessary arrangements. Medicines will only be administered by nominated staff. The nominated staff will supervise the taking of medicine, when possible, provided that:

- the child goes to the office
- the medicine has been prescribed by a doctor and the medicine is appropriately labelled
- full written instructions are enclosed with the medicine
- the medicine is clearly labelled with the child's name.

All tablets and medicines must be handed in at the school office and will be kept there. When children go on class trips, it is the responsibility of the parents to approach staff should any medicines need to be administered.

The only sure way of guaranteeing that medicine is administered is for parents to come into school and give it to the child themselves. The school will make its best effort but cannot be held responsible if medicines are not administered.

Asthma Inhalers

Children who use asthma inhalers may keep them to be used as necessary. The child should have been taught how and when to use the inhaler. We expect children to look after them sensibly and to ensure that they have not run out.

Sun Protection

In summer when it is very sunny, there is a significant risk of sunburn. Children are encouraged to have sun hats for play times and lunchtime. It helps if your child has a light but long sleeved shirt or blouse to wear. Children may bring suntan lotion to school provided that they can apply it themselves, that they do not share it with other children (in case of skin allergies) and that they look after it themselves. All suntan lotion must be clearly marked with your child's name. Staff are not able to apply any suntan lotion for your child.

Head Lice

Periodically there are cases of head lice in the school. You will be told if this happens in your child's class. Do not be alarmed if your child picks up head lice. It is no reflection on your family's standard of cleanliness. Attacks of head lice can only be eradicated if all parents check their children regularly. Look closely at your child's hair when brushing and shampooing. Notify the school if there is any infection. Medication and advice can be obtained from your family doctor. The school nurse may also be contacted for advice.

Child Protection Safeguarding Procedures

It may be helpful to know that the Local Authority requires headteachers to report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk, and schools are encouraged to take the attitude that where there are grounds for suspicion, it is better to be safe than sorry. This does mean that headteachers risk upsetting some parents by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for headteachers to carry out this delicate responsibility, would accept that the headteacher was acting in what were believed to be the child's best interests.

Should you have concerns about the safety or well-being of a child in school, please do not hesitate to talk to one of our Designated Child Protection Officers. These are Tony Davies (Head Teacher), Annabelle Lewis and Elizabeth Steel (Assistant Head Teachers).

Some Practicalities

Collecting Children at the End of the School Day

Children in Nursery, Reception, Year One and Year Two are collected from their classrooms.

Children in Years Three to Six are brought down to the playground and line up just before the school gate opens at the end of the school day. Children in Years Five and Six may take themselves home.

Fortunately, problems with collection are rare, but when they do occur it is important to know how the school will deal with them. The procedure outlined below is designed to safeguard your child.

Children should be collected immediately following the end of school. **We do not allow children in Nursery, Reception or Infants to leave class with older siblings, neighbours or strangers without the parents' specific approval.** If for any reason you have a problem with collecting your child, please let us know straight away.

If children are not collected immediately after school, the teacher will bring them to the office area where they can be supervised. If children are not collected by 4.20 pm and we have not been contacted by a parent, we will contact Social Services who will look after the child until contact with a parent is made. Before we do this, we will have tried any emergency contact numbers we have. Any decision will be taken by the headteacher or assistant headteachers.

Clothing

There is no school uniform. We expect children to be sensibly and adequately dressed for the time of year. Jewellery is not allowed, and children with pierced ears should wear studs. All children should wear flat-heeled, sensible shoes.

Children will need a PE kit to change into. This consists of black shorts, white tee-shirt and plimsolls / trainers and needs to be kept in a sturdy named bag.

Please name all clothing – we get a lot of lost property!

Lunches

Children may have a school dinner or bring a packed lunch. Our school meals are provided by Lunchtime Company. School meals are cooked on the premises. Meals for children in Reception, Year One and Year Two are free. For children in Years 3 to 6 the cost is currently £2.10 per day, £10.50 per week.

There is a choice of dishes available, including vegetarian options and a sandwich option. The serving staff try to ensure that children have a balanced meal when they are choosing their food.

Meals need to be paid for in advance, either half termly or by the week. Dinner money should be sent to school on a Monday. Please do not send it on other days. Money must be in a named envelope. It should be brought straight to the office or given to the class teacher. Cheques should be made payable to **St Matthew's Primary School**. We are not allowed to serve meals unless they have been paid for. We will shortly be introducing an online payment system for school meals.

Some families qualify for free school meals. Claim forms are available at the school office. **If you think you may be eligible to claim for free school meals, please talk to our office staff. Because of the way school budgets are worked out, the school benefits financially if more claims are received. It is not necessary for your child actually to have a meal if she or he would prefer to have a packed lunch. Your child will also qualify for other benefits such as free music lessons in school, free extra-curricular activities and free educational visits and residential trips.**

Charging Policy

From time to time, staff organise special trips and events to enrich the children's learning. The school does not have the funds to pay for such occasions, and so we ask parents to make voluntary contributions to meet the cost. We know that some families find it difficult to meet this cost. Arrangements can be made to pay for trips over an extended period of time.

The school has a limited budget that enables children on Free School Meals to access these activities free of charge while the funding remains. Others experiencing financial hardship may also be able to access this funding. If you would like help in this, please contact the head teacher in confidence. While contributions for these events are voluntary if we do not get sufficient contributions we will not be able to run the event.

Security

The entrance to the playground is protected by a security gate which is locked during school time. The entrance to the school office is also on a security lock. There may, unfortunately, be times when there is no-one in the office, but we trust that parents appreciate that the inconvenience this may cause is outweighed by the peace of mind that comes from knowing that it is very hard for casual intruders to get into the school. Our site is also protected by CCTV cameras.

Cycles

Children who cycle to school should leave their cycles locked in the cycle racks. Please ensure that your child wears protective head gear. We cannot be held responsible for any loss or theft. Older children have the chance to take the Safe Cycling Course once they are ten years old.

Cars and Parking

For the safety of all of our children, we also ask that parents do not use the school access road, Caroline Place, for turning because of the large number of children moving past this limited space.

The governors are mindful of the difficulty of parking in the immediate vicinity of the school and urge parents not to bring their children to and from school by car during the day if they can avoid it for the following reasons.

1. Use of 'Pay and Display' parking bays cannot be confined legally to parents, because local authorities will neither allow permits to be issued for, nor enforce, such selective parking schemes. Parents are therefore competing outside the gates with other members of the public for the limited spaces available. Forecast increase in the number of children on the school roll in the coming years will make that competition more intense if more parents wish to park close to the school.
2. We believe that all children living within the school's current catchment area should be able to walk to school, except those with specific disabilities which entitle them to special transport arrangements.
3. Accidents and near accidents to St. Matthew's children in the past have appeared to stem from cars parking and turning in and around the entrance to the school. These manoeuvres occur particularly because drivers are not permitted to turn right from Norfolk Street into East Road.
4. St. Matthew's is situated in a heavily built up city-centre environment, close to streets which are amongst the most congested in the city. We believe that, in a wider perspective,
 - the private car is more of a threat to, than a guarantee of, our children's safety;
 - encouraging our children to walk and use public transport in Cambridge is in everyone's interests;
 - parents will want to support a policy which is designed to try to reduce risks to their children.

Breakfast Club and After School Club from Cambridge Childcare

Kids R Us run a breakfast club and after school club on the school site.

The breakfast club runs in our Community Room from 7:30am.

The after school club uses the Community Room, Sports Hall and playground (except for those occasions when the halls or playground are being used for other activities). The after school club runs until 6pm.

Kids R Us also run holiday clubs during the school holidays.

For further information contact Kids R Us on **07920 046787** or visit their website at www.kids-r-us.org.uk

Arrangements for Children Joining the School

Children join our nursery class in the term after their third birthday, and start in Reception in the September after their fourth birthday. Parents who wish their child to come to St. Matthew's nursery should contact the school office to register. Parents who wish their child to join our Reception classes will need to speak to the Admissions Office at Shire Hall on 01223 717391 or 717985. We are able to take 52 children into the nursery (26 for each session) and 90 into our three Reception classes (30 in each class). If you wish to visit the school, please contact the office to make an appointment.

Staff in the Nursery and Reception classes work hard to make the start of school successful. We hold a meeting for new parents in the summer term, and visits are made to other nursery schools and playgroups. We arrange times for new children to visit the classroom with their parents to meet their teacher and other class members.

Children do not start full time in Reception straight away. We find that by introducing a group of children each week to full time school we are able to help them make the transition successfully. It also helps staff get to know the children individually and to do some assessments in the first few weeks. All children are full time by the autumn half term.

If a child comes to our Nursery, it does not mean they are automatically guaranteed a place in Reception should we be over-subscribed. If we are over-subscribed in either Nursery or Reception, we follow the Local Authority's admissions policy in deciding who to offer places to.

If places are available children can join the school during the course of an academic year. The Local Authority Admissions Team deal with these "In Year Admissions" for children from Reception to Year One. The school deals with admissions into Nursery.

Secondary Transfer

In the Autumn term, the parents of Year 6 children are sent a booklet by the Local Authority detailing the local secondary schools, the open evenings being held and how to apply for the school of their choice. We have particularly close links with the secondary schools in the Parkside Federation (Parkside Community College and Coleridge Community College). However, attendance at St. Matthew's does not in itself guarantee a place at Parkside or Coleridge should they be oversubscribed. Children have the opportunity to visit their secondary school in the summer term of Year 6.

The St Matthew's Parent Teacher Association (PTA)

All parents and staff are members of the Parent Teacher Association. The aims of the PTA are to:

- Enhance the welfare and morale of staff and children
- Support the development of extra-curricular activities
- Raise the profile of the school
- Help to create enriching activities in school
- Foster community links
- Contribute to resources
- Enrich the social life of the school
- Encourage parental involvement

We continue to be grateful for the support of the parents, both those who give of their time to organise events and all those who support the events. You will be able to contribute to the life of the school by becoming a governor or serving on the PTA Committee. Please give serious consideration to this. The school needs the active support of its parents in order to continue to develop.

Voluntary Helpers

We welcome parents and other adults into the classrooms as helpers. Working under the guidance of the class teacher, such helpers can make a significant contribution to the learning that takes place. Some parents are able to offer particular skills (e.g. sewing, pottery, sports) while others offer general classroom assistance. If you feel you are able to offer help on a regular basis, please contact your child's teacher or to the school office.

Depending on the nature of the work the volunteer is doing, we may ask you to undertake a DBS check. This will certainly be the case if you are volunteering regularly or are likely to working with children unsupervised.

Some volunteers have specialist knowledge or skills and come to talk to the children for "one-off" presentations. Good examples of this are parents and carers who help with our "Language of the Term" activities or National Science and Engineering Week. You can sign up to tell us about your skills on our volunteers database via the "Volunteers" section of our website.

Use of the school by the community

The school is used by a range of community groups who hire the halls and the all weather pitch for a variety of leisure activities, and is also available for private hire. The scale of charges for hiring the school can be obtained from the school office.

Concerns, Worries and Complaints

Most of the concerns that arise about children and their schooling can be dealt with quickly in an informal way. If there is something you are not happy about, we want to know so we can try to put it right. Please follow this procedure:

1. Raise the matter with your child's class teacher and arrange a time to discuss the matter.
2. If the problem remains, arrange to see the assistant head teacher for your child's age phase (see above)
3. If you still have a concern, or have not been able to meet with an assistant head teacher, make an appointment with the head teacher.
4. If you have a complaint that you do not feel is being dealt with effectively, please follow the school's complaints procedure which can be found in the policies section of our website or obtained from the school office.

Staff List, 2014 to 2015

Headteacher	Mr Tony Davies
Assistant Headteacher	Mrs Annabelle Lewis
Assistant Headteacher	Ms Elizabeth Steel
Assistant Headteacher and Reception teacher (part-time)	Mrs Kate Spencer-Allen
SENCOs	Ms Sarah Barratt
Nursery teacher	Miss Natalie Hunt
Reception teacher	Mrs Ruth Platt
Reception teacher (Job Share)	Mrs Kate Spencer-Allen / Mrs Liza Benazet
Reception teacher	Miss Gemma Carter
Year 1 teacher	Ms Sonia Ingersent
Year 1 teacher	Mrs Marie Bushen
Year 1 teacher (Job Share)	Mrs Caroline Collard / Mrs Marcie Green
Year 2 teacher	Ms Nicola McDonald
Year 2 teacher	Miss Sarah Donaldson
Year 2 teacher	Mrs Lauren Williams / Mrs Zoe Shuler
Year 3 teacher	Miss Emily Barratt
Year 3 teacher	Mr Mark Wellington
Year 3 teacher	Mrs Jess Hurst
Year 4 teacher	Ms Caroline Bailey
Year 4 teacher	Mrs Cara Isaac / Mr Barry Evans
Year 5 teacher	Mr Mick Collard
Year 5 teacher	Mrs Carrie Rice
Year 6 teacher	Miss Melissa Hatcher
Year 6 teacher (Job Share)	Ms Lowri Chatfield / Ms Ruth Pidgeon (Liz Steel covering Ruth Pidgeon's one day while on maternity leave)
Nursery Nurse (Nursery)	Miss Natalie Prodger
Nursery Nurse (Nursery)	Miss Gill Edgar
Nursery Nurse (Reception)	Mrs Vicki Spires
Nursery Nurse (Reception)	Mrs Becki Hill
Teaching Assistant	Mrs Anita Salmon
Teaching Assistant	Mrs Mayya Jacklin
Higher Level Teaching Assistant and Senior Midday Supervisor	Mrs Lesley Moore
Higher Level Teaching Assistant and Midday Supervisor	Mrs Val Dickinson
Teaching Assistant and Midday Supervisor	Mrs Lina Laurinaviciene
Higher Level Teaching Assistant and Midday Supervisor	Ms Julie Mark
Teaching Assistant and Midday Supervisor	Mrs Sandy Austin
Teaching Assistant and Midday Supervisor	Ms Linda Rocca
Teaching Assistant and Midday Supervisor	Mrs Mandy Squires
Teaching Assistant and Midday Supervisor	Mrs Hazel Trocian
Teaching Assistant and Midday Supervisor	Mrs Shayra Miah
Teaching Assistant and Midday Supervisor	Mrs Caroline MacDonald
Teaching Assistant and Midday Supervisor	Ms Samantha Ross
Higher Level Teaching Assistant	Ms Tracy Calow
Higher Level Teaching Assistant	Ms Trish Lloyd
Teaching Assistant	Mrs Andrea Andre-Barrett
Teaching Assistant	Mrs Lorraine Stanford
Teaching Assistant	Mrs Debbie Orton
Teaching Assistant	Ms Anita Giza
Teaching Assistant	Mrs Sara Halse
Teaching Assistant	Mrs Jen Harding
Teaching Assistant and Midday Supervisor	Mrs Julie Robinson
Teaching Assistant	Mrs Monka Matuszak

Teaching Assistant	Miss Heidi McGinty
Teaching Assistant	Mrs Andrea Todd
Midday Supervisor	Mrs Mary Hills
Midday Supervisor	Mrs Jyoti Yadav
Midday Supervisor	Mrs Mumtaz Iftikar
Midday Supervisor	Ms Nova Simcox
Midday Supervisor	Ms Jennifer Harding
Midday Supervisor	Ms Alison Guy
Midday Supervisor	Mrs Izabella
Midday Supervisor	Mrs Gulden Teksin
Business/Administration Manager	Mr Adrian Strowger
School Secretary	Mrs Margaret Gillies
Administrative Assistant	Mrs Julie Murphy
Administrative Assistant	Mrs Nicola Holton
Personnel Secretary and School Secretary	Mrs Anne Maskell
Caretaker	Mr Wojciech Bulawko
Cleaner	Mrs Beata Bulawko
ICT Technician	Mr Robert Barwell
French Teacher	Teachers provided by the Parkside Federation
School Caterer	Lunchtime Company
School Doctor	Dr. S. Lane
School Nurse	Mrs Jacqui Wynn
Early Intervention Family Worker	Mrs Jo Ackroyd
Educational Psychologist	tbc
Specialist Teacher	Jo Hedley

St. Matthew's Governing Body, June 2015

The Governing Body works closely with the headteacher in the management of the school. The governors maintain an overview of the running of the school while delegating to the headteacher the day to day administration. The Full Governing Body meets once or twice a term, while the Committees of the Governing Body also meet once or twice per term to discuss particular aspects of the running of the school. Minutes of the governors' meetings are available on the school website and are available from the school office.

The governors all give freely of their time for the continuing benefit of the school.

Name	Type of Governor	Link Governor for.. (if applicable)	Committee membership	Term of office ends
Zoe Thorn (Chair)	Co-opted	Meet the Head Health and Safety	Resources	May 2017
Carole Mills (Vice Chair)	LA	Maths and Science Curric Development	Curriculum (Chair)	September 2018
Sarah Ransome	Parent	Finance	Resources	July 2017
Gavin Ayliffe	Parent	Anti-Bullying Literacy	Curriculum	June 2018
Samuel Wilkes Read	Parent		Resources	November 2017
Joanna Dean	Parent	Communication with parents	Resources	March 2016
Jill Tuffnell	Co-opted	Music and Art	Curriculum	May 2017
Kevin Blencowe	Co-opted		Resources (Chair)	May 2017
Lucy Walker	Co-opted	Child Protection SEN	Resources	May 2017
Neil Perry	Co-opted	Early years. Partnership and Extended Schools	Curriculum	May 2017
Mark Tinkler	Co-opted		Curriculum	May 2017
Vacancy	Co-opted			
Emily Evans	Co-opted staff		Curriculum	May 2017
Melissa Hatcher	Teacher		Resources	November 2017
Tony Davies	Head			December 2017
Anne Maskell	Clerk			

St Matthew's Primary Home-School Agreement

At St Matthew's school we believe it is only possible to meet our aims in developing children's skills, knowledge and attitudes if staff, children and parents all work together.

This agreement sets out what each partner is committed to doing to ensure that each child has a happy and successful time at the school.

The School

We agree to:

- create an environment where children are safe, secure and happy
- provide a high standard of education through work which is varied, stimulating and challenging and meets each child's learning needs
- listen to children and parents
- get to know about each child's interests and life outside school
- keep parents informed about their children's progress and about what their class is learning
- involve parents in children's learning, for example by setting worthwhile tasks to be done at home
- be sensitive to the fact that every family is different
- take bullying, racism and homophobia seriously and deal firmly with any incidents

Parents and Carers

We agree to:

- help the school to be a safe secure and happy place;
- get to know about our child's life at school
- let the school know about any problems or worries which might affect our child's learning, behaviour or well-being
- conduct ourselves respectfully and courteously towards all members of staff
- support our child's reading, perhaps by talking about and sharing books
- give our child time, space and encouragement for other homework tasks including time for play and exploration
- get our child to school on time
- reading the St Matthew's e-Safety Rules and Agreements, following them and will talk about them with my child

The Child

The following list was compiled by the children who are members of the School Council. It is hoped that all children will follow these principles appropriately, according to their age.

- Remember and follow the school rules
- Talk to someone if you have a problem
- Do your part to get to school on time
- Be organised – bring your book bag and PE kit to school on the right days
- Be happy
- Be helpful
- Do your individual best
- Talk about the St Matthew's e-Safety Rules and Agreements with a parent/carer, understand the rules and follow them

Together

We agree to:

- work together to make sure that all children enjoy school and achieve high standards of learning and behaviour
- do all we can to help children when life or lessons present difficulties
- be proud of our children and their achievements

St Matthew's Primary School - eSafety Agreement

All pupils use computer facilities including internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/carers are asked to agree to our e-Safety Rules as part of this home-school agreement.

Please ensure you tick the agreement box, on the contact information form to say you have read and agreed to this Home-School Agreement.

e-Safety

Internet use is part of the statutory curriculum and an important tool for learning. The Internet is a part of everyday life for education, business and social interaction. The school has a duty to provide children with quality internet access as part of their learning experience.

Pupils use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security. The purpose of Internet use in school is to raise educational standards, to promote pupil achievement.

Internet access is an entitlement for children who show a responsible and mature approach to its use. Please make sure you share our e-safety rules with your child so that they use the internet appropriately both in school and out of school.

Nursery, Reception and Key Stage 1 Rules

Think then Click

These rules help us to stay safe on the Internet



We only use the internet when an adult is with us

We can click on the buttons or links when we know what they do.



We can search the Internet with an adult.

We always ask if we get lost on the Internet.



We can send and open emails together.

We can write polite and friendly emails to people that we know.



B. Stoneham & J. Barrett

Using eSchools

1. I promise to keep my password secret.
2. I know everything I do can be seen by my teacher.
3. We always follow the five golden rules of the school on the internet - "no swearing, teasing or name-calling" when using eSchools.
4. We don't waste time with silly messages, blogs or chats.
5. We tell our teacher or parent if we think someone is breaking the rules.
6. We click "report this" if we get a message that breaks the rules.

Remember - You can be taken off eSchools if you break the rules.

Key Stage 2 e-Safety Rules

Think then Click

e-Safety Rules for Key Stage 2

- We ask permission before using the Internet.
- We only use websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any webpage we not sure about.
- We only e-mail people an adult has approved.
- We send e-mails that are polite and friendly.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not open e-mails sent by anyone we don't know.
- We do not use Internet chat rooms.

Using eSchools

1. I promise to keep my password secret.
2. I know everything I do can be seen by my teacher.
3. We always follow the five golden rules of the school on the internet - "no swearing, teasing or name-calling"
4. We don't waste time with silly messages, blogs or chats.
5. We tell our teacher or parent if we think someone is breaking the rules.
6. We click "report this" if we get a message that breaks the rules.

Remember – You can be taken off eSchools if you break the rules.