

BURWELL VILLAGE COLLEGE (PRIMARY)



INFORMATION FOR PARENTS

We aim to equip our children to develop confidently as valued members of the wider community, through a quality education, in a caring environment.

BURWELL VILLAGE COLLEGE (PRIMARY)

Headteacher:

Mrs J Webster, Autumn Term 2007

Mr Nicholas Smith, Spring and Summer Term 2008

Burwell Village College (Primary)

The Causeway

BURWELL

Cambs

CB25 0DX

Telephone: 01638 613103

Fax No: 01638 742240

e-mail: office@burwellvillage.cambs.sch.uk

Web site: www.burwellvillage.cambs.sch.uk

Chair of Governors:

Mr Quentin Cooke

16 Low Road

Burwell

Telephone: 01638 741678

Assigned Inspector:

Mrs Jane Rickell

Castle Court

Cambridge

CB3 0AP

Telephone: 01223 717111

Deputy Executive of Children's Services:

Mr Gordon Jeyes

Castle Court

Shire Hall

Cambridge

CB3 0AP

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Headteacher: Mrs Jackie Webster

PROSPECTUS SEPTEMBER 2007- JULY 2008

Welcome to our School

At Burwell Village College (Primary) we strive to achieve a balance between high academic standards and the all round development of the children in our care. To this end, we provide a broad and balanced education, carefully tailored to deliver the requirements of the National Curriculum, whilst meeting the needs of all of our pupils. In addition, we offer a growing number of opportunities for children to develop individual talents outside the classroom.

We take great care to provide a secure and stimulating environment within which children can develop to the full extent of their ability. We believe in a purposeful and disciplined approach to learning, where children show respect for their school and all within its community. Through appropriate and focused lively teaching, we aim to build on the good work that is accomplished at home and prior to starting school.

You and your child will have high expectations of their schooling. I can assure you that all staff at Burwell Village College (Primary) will do their utmost to make your child happy and successful. A firm partnership between pupil, parent and school will do much to bring these aspirations to fruition.

I hope you will encourage your child to become fully involved in the life of our school. Such a commitment will help turn an exciting and rewarding schooling into a memorable one.

In March 2006 Ofsted inspected the school and commented, "Burwell Village College provides a good education for its pupils and is at the heart of the community it serves. The school's extensive links with the local and wider community contribute greatly to pupils' personal development, the breadth of the curriculum and quality of care provided".

This prospectus introduces you to our school. I hope that you find it informative and helpful. If you require further details or wish to share any concerns please do not hesitate to contact us.

Chair of Governors

Headteacher

OUR SCHOOL - A BRIEF HISTORY

Burwell is a large, pleasant village to the north east of Cambridge with a population of approximately 5,000 people. There is a thriving village spirit, with many community activities taking place in the school, both during the day and in the evening. Although the school now caters for primary aged children, the strong community links fostered by the original Village College are maintained.

Education began on this site in 1846 when the British School was opened. By the re-organisation of 1923 it became the first Senior School in the county, becoming a Secondary Modern School after the 1944 Education Act.

In 1958, the present Assembly Hall came into use, and by 1966 the new Village College was complete. At the introduction of comprehensive education in 1974 the school became a Middle School (ages 9 - 13), to be replaced in September 1985 by the County Primary School (ages 4 - 11) of today.

A new block of classrooms designed for the younger children was added to the rear of the site, while the original building was adapted and up-dated to suit its new purpose.

The site as a whole houses an Early Learning Centre, a Community/School Library, the Sports Centre, Phoenix Centre (used for Youth Club meetings and by other local organisations), Tennis Courts, a playing field which provides two football pitches, an Astroturf All Weather Pitch, and an athletics track and a Swimming Pool, in addition to the school.

The Phoenix Centre, Sports Centre, Print Centre and the Swimming Pool have been provided by local initiatives and largely from locally raised funds. Local management committees run the Sports Centre and Swimming Pool wholly, independent of County Council control.

In addition to our classrooms, the school is well equipped with two halls, a lecture room, and two ICT Suites, interactive whiteboards in each classroom, laptops in each year group and two community rooms are available for community use. The Print Centre offers facilities to local groups and village magazines. A wide variety of activities for adults and young people are offered, with a programme being available through the year. Enquires about these activities are dealt with in the Community Office. Telephone 01638 741901.

A range of activities are available for children after school and these are organised through the Burwell Family Project.

Out of school child care is available on the school site. This is run privately as a breakfast club and an after school club. Telephone 01353 624821

The school currently has 425 pupils aged 4 - 11 years on roll. There are 14 classes, all being single year groupings. The growth of the school reflects the expansion of the village as well as the College's popularity and success.

Burwell Village College (Primary) seeks to develop each child to reach and exceed their individual potential in partnership with parents and the wider community.

Why

Achievements in Learning

- Equal access to the curriculum help children reach their true potential.
- Raised standards develop ambition in children, parents and staff.
- Children develop pride in themselves.

Attitude

- Children have a heightened sense of responsibility to others and themselves.
- Children and adults respect each other's views and beliefs.
- Positive social habits are developed.

Community

- There is a sense of community and a confident outlook.
- Children and adults respect each other's views and beliefs.
- Positive social habits are developed.

Who

Children

- Children show co-operation and tolerance in and beyond the classroom.
- Children feel happy and are keen to learn.
- Children are at ease with each other and adults, building lasting friendships.

Staff and Governors

- Good relationships exist, with support, co-operation and a sense of humour.
- Partnership with parents is welcomed and encouraged.
- Appropriate support is provided creating enthusiasm and motivation.

Community

- Its users appreciate the school.
- Relationships with groups and within the community are strong.
- Close working between the community and school staff is developed.

How

Attitude

- Ensuring equal opportunity exists for all.
- Promoting a clearly articulated 'work ethic'.
- Encouraging children's motivation to learn.

Environment

- Providing a safe, secure and environmentally friendly school.
- Placing the school at the heart of the learning environment.
- Placing the school at the heart of its community.

Resources

- Providing excellence in facilities and resources.
- Developing the school through appropriate capital investment.
- Achieving value for money by winning increased project funding.

THE SCHOOL GOVERNORS

What are their responsibilities?

Governors have a general responsibility for the effective management of the school, acting within the framework set by national legislation and by L.E.A. policies.

The law gives some duties and powers specifically to Heads and others to Governing Bodies, although in a well-managed school both will work closely together. The Governing Body has a special responsibility for: -

- The conduct of the school.
- The financial management.
- The religious education policy.
- The sex education policy.
- The use of the school premises.
- Health and Safety
- The special needs provision.
- The school curriculum.
- The Annual Report to parents.

Local Management of Schools (LMS)

Governors are responsible for managing the school budget. The L.E.A. delegates a budget for teaching and other staff running costs, books, equipment etc. The Governing Body, working with the Headteacher, decides what pattern of spending best meets the needs of the College and its pupils. Governors also have responsibility for management of school staff (employees).

Who are they?

GOVERNORS

| | | |
|---------------------|-------------------------|--------------------|
| Chair: | Mr Quentin Cooke | Parent Governor |
| Headteacher: | Mrs Jackie Webster | Staff Governor |
| Vice-Chair: | Mr Jim Paxton | LEA Governor |
| | Mrs Meg Barrett | Staff Governor |
| | Mrs Carole Bush | Community Governor |
| | Mrs Sandy Cater | Clerk |
| | Miss Berttina Ciupa | Community Governor |
| | Rev Stephen Earl | Community Governor |
| | Mr Richard Gill | LEA Governor |
| | Mr Andrew Hartley | Parent Governor |
| | Ms Monique Hindle | Parent Governor |
| | Miss Kate Lewin | Staff Governor |
| | Mrs Pat Kilbey | Community Governor |
| | Mr Evan King | Parent Governor |
| | Mrs Cheryl Lancaster | Parent Governor |
| | Mr Kevin Loveridge | Parent Governor |
| | Mr Rowan Maulder | Parent Governor |
| | Mrs Jane Pithers | Staff Governor |
| | Mr Paul Philpott | LEA Governor |
| | Mr Alan Williams | LEA Governor |

Governors Policy on Admission

Cambridgeshire Local Education Authority (L.E.A.) is responsible for setting the admissions policy and criteria for this school. Parents wishing to apply for a Reception place for their child in September 2008 should contact the school for an admission form. This form should be completed and returned to school no later than 31st March 2008. Parents will be informed some time in April whether a place is available for their child.

Places will be allocated on the basis of the Published admission Number (PAN) for the year group and the admissions criteria set by the L.E.A. The PAN for Reception in 2008 is 30 in each of two classes. In the event of over-subscription, the following criteria will be used to determine priority for places: -

1. Children with a Statement of Special Education Need, which names the school (as agreed with the Student Assessment Service).
2. Children with a verified medical need (supported by medical evidence and agreed by the consultant community paediatrician).
3. Children living in the catchment area with a brother or sister in attendance at the school or a partner junior school at the time of admission.
4. Any other children living in the catchment area.
5. Children living outside the catchment area who are unable to gain access to their catchment area school because of over-subscription.
6. Children living outside the catchment area with a brother or sister at the school at the time of admission.
7. Any other children seeking a place at the school.

In cases of equal merit, priority will be given to those children who would have furthest to walk by the shortest available safe walking route to the nearest alternative school.

Parents seeking places in other year groups can apply at any time. If there is a place it will be offered. If the year group is full, the child will be placed on a reserve list and the parents will be offered the right of appeal.

Further information about admission can be found in the L.E.A. primary admissions booklet for parents.

STAFF 2007 - 2008

STAFF

Headteacher: Mrs Jackie Webster

Assistant Mrs Rowena Watts

Mrs Meg Barrett

Headteachers: Key Stage 1

Key Stage 2

Teachers:

Reception: Mrs Louise Pickles

Mrs Christine Hughes

Year 1: Mrs Marie Weaver-Smith

Miss Rebecca Greenhalgh

Year 2: Mrs Rowena Watts

Miss Fran Gillings

Year 3: Miss Katie Lewin

Miss Joanne Selby

Year 4: Miss N Plumb

Mrs Julia Cottam & Mrs Mairi Salters

Year 5: Mrs Meg Barrett

Mrs Alison Edwards

Year 6: Mr Richard Brown

Mrs Rebecca Henry

**Additional
Teaching
Staff:**

Mrs Carol Bush, Mrs Mandy Dowler, Mrs Angela Harding, Mrs Moira Humphris,
Mrs Jo Lakey.

Admin Staff: Mrs Sandy Cater

Mrs Alison Logan

Mrs Jane Pithers

**Family Project
Worker:**

Mrs Alison Smith

**Family Project
Development
Worker:**

Mrs Julia Hammond

**Teaching
Assistants:**

Key Stage 1 - Mrs Jacqui Clarkin, Mrs Julie Claydon, Mrs Sarah Currie,
Mrs Bev Dorling, Mrs Judy Evans, Mrs Maggie Neal, Mrs Karen Newland,
Mrs Fiona Nicholls, Mrs Kerry O'Reilly, Mrs Christine Smith, Mrs Jane Wickett.
Key Stage 2 - Mrs Cathy Barnes, Mrs Michelle Crockford, Mrs Debbie Harding,
Mrs Tracey Lemon, Mr Mark Pithers, Mrs Fiona Watts, Mrs Julia Withers and
Mrs Pat Woolf.

I.C.T. - Mrs Dee Colegate

Site Manager:

Mr Steve Barnes

Mr Kevin Casey (Assistant Caretaker)

Mr Barnes is on duty from 7.00 a.m. until 12 noon, and from 3:00 p.m. until 6:00 p.m. (On Mondays and Fridays until 5.30 p.m).

Mr Casey is on duty Tuesday to Thursday 6:00 p.m. until 10:00 p.m.

Cook-in-Charge: Mrs Cathy Collins
Mrs Sharon King

**Senior Midday
Supervisors:**

Mrs Sue Tyler and Mrs Tracey Lemon

**Midday
Supervisors:**

Miss Sarah Ashby, Mrs Helen Atkinson, Mrs Shona Barton,
Mrs Michelle Crockford, Mrs Claire Denniss, Mrs Maribel Doyle,
Mrs Heather Dean, Mrs Christine Marsh, Mr Mark Pithers, Mrs Jenny Prew,
Mrs Catherine Rhodes, Mrs Donna Seljamae, Ms Jo Thurbon and
Mrs Fiona Watts.

Cleaning Staff:

Mrs Sandra Hudson, Mrs Sharon King, Mrs Sarah Nash and Mrs Pauline Nunn.

Administrative Information

- Pupils should start arriving for school no earlier than 8:45 a.m., as there is no supervision before this time.
- Pupils are expected to come into their classrooms on arrival. From 8.45 am teachers will be present.
- Pupils arriving after 8.55 a.m. will be recorded as a late arrival. Pupils arriving after 9.10 a.m. will be recorded as an unauthorised absence.

The School Day

- **8.45 a.m.** Doors open.
- **8:55 a.m.** The School Day Starts.
During the morning session there will be a 15 minute break for all pupils.
- **12 noon** Lunch Break - There is further information on lunchtime arrangements later in the prospectus headed 'Lunch at School'.
- **1:00 p.m.** Afternoon School Starts.
- **2:30 p.m.** There will be a short break during the afternoon session for Key Stage 1 children only.
- **3:15 p.m.** Pupils in Key Stage 1 (Years R to Yr2) finish their school day.
- **3:20 p.m.** End of the day for Key Stage 2 pupils. (Years 3 to 6).

Term Dates

Autumn Term



Training Day Monday 3rd September 2007 - School closed
Training Day Tuesday 4th September 2007 - School closed
Autumn Term Opens Wednesday 5th September 2007
Half term break week commencing Monday 22nd October 2007
Autumn Term Closes Wednesday 19th December 2007



Spring Term



Spring Term Opens Thursday 3rd January 2008
Half term break week commencing Monday 11th February 2008
Training Day Monday 18th February 2008 - School closed
Spring Term Closes Thursday 20th March 2008



Summer Term



Training Day Monday 7th April 2008
Summer Term Opens Tuesday 8th April 2008
Training Day Friday 2nd May 2008 - School closed
May Day Monday 5th May 2008 - School closed
Half term break week commencing Monday 26th May 2008
Summer Term Closes Tuesday 22nd July 2008



School Dress Code

GIRLS Pale blue or white top with navy skirt/trousers, navy jumper/sweatshirt, suitable matching socks and shoes of an appropriate colour (not white or coloured) with a sensible heel size.



Summer Dress - blue check or striped dresses or pale blue/white top with either check or striped skirt or navy blue skirt, shorts or trousers.

BOYS Pale blue or white shirts with navy or grey trousers, navy blue jumper or sweatshirt, with suitably matching socks and shoes (not white or coloured) in the appropriate colour.



ALL

All children should wear kit for PE/Games lessons, which should confirm to the school's colour scheme of blue or white and should include suitable footwear, shorts and 't' shirt. Children will not be allowed to wear PE kit during other lesson times. We encourage bare feet for gymnastics work. Bags for PE kits are available from the school uniform shop. The wearing of jewellery is not allowed for safety reasons. This includes such items as necklaces, rings, earrings (sleepers are acceptable, but **must** be removed or taped during PE lessons).

Sweatshirts, 't' shirts and polo shirts with the college logo on and jogging bottoms are available from the uniform shop and may be worn as part of the accepted school dress.

The uniform shop is open on the second and fourth Monday of every month between 3:15 p.m. and 4:00 p.m. Alternatively order forms can be obtained from the school office. The proceeds from the sale of these items help to support the Swimming Pool funds.

Good quality second hand clothes are also available.

Personal Belongings

All clothing and other personal belongings must be clearly marked with the pupil's name.

Whilst every effort will be made to return named lost property, unmarked items will be disposed of after a period of time.

Families are advised against letting children bring electronic games, toys, computerised diaries, mobile phones and other expensive items into school. The school and the LEA are not able to guarantee the safety of such items, which are not covered by the school's insurance.

Absences for 2006 - 2007

Percentage of authorised absence 3.9%, unauthorised 0.5%.

Having Lunch At School

Children may have a school meal, a packed lunch brought from home or they may go home for lunch.

1. The School Meals Service

- o Cooked meals are provided daily and parents are welcome to sample these at any time by giving 48 hours notice. The current charges for meals are published at the beginning of the term. The price of school meals may change during the year; in this event the school will give adequate notice to parents.
- o Money should be sent to school where possible on a **Monday** in an envelope clearly labelled with the child's name and amount enclosed. Payment by cheque for termly or half termly amounts is welcomed. All cheques should be made payable to 'Cambridgeshire County Council' or 'C.C.C'.
- o Families in receipt of State benefits should contact the Headteacher in confidence, to obtain an application form for a free meals grant.

2. Packed Lunches

- o Reception children eat their packed lunches in the main hall. Other packed lunches are eaten in the classrooms where the children are supervised. Year 6 pupils may eat in the courtyard area under the supervision of a teacher or midday supervisor.
- o Lunches should be packed in plastic containers and should include a drink (not 'fizzy'). Uneaten food and empty containers must be taken home.

3. Going Home for Lunch

- o Children going home to lunch will be released from the school office at 12 noon and should be back in school by 1:00 p.m. Parents will be asked to sign their children out of school when they leave and sign them back in when they return.

A team of lunchtime supervisors oversee the lunch break and will help children to become involved in the various activities on offer.

4. Break Time Snacks

- o The school follows a healthy eating policy and requests that parents send fruit or vegetables for children's break time snacks in preference to crisps or chocolate. Chewing gum is expressly forbidden on the school's premises.

5. All children are initially provided, free of charge, a water container. These can be brought into school daily and kept in the classroom. Additional bottles and caps are on sale in the Servery on Tuesday between 8.45 a.m. and 9.00 a.m.

6. The school participates in the National Fruit Scheme. This is funded by the Government and provides a tasty piece of fruit for every child under seven.

7. The school participates in a subsidised milk scheme. A voluntary group of parents provide milk daily, ordered on a termly basis.

The Burwell Code For Positive Behaviour

Children's behaviour in school is a corporate responsibility, involving all of the adults with whom they come into contact.

Our policy is based upon the positive encouragement of good behaviour and guidance through the identified 'Responsibilities and Needs', which are widely displayed throughout the school.

Our Responsibilities: -

- We have the responsibility to treat all people fairly and with respect, even though everyone is different.
- We have the responsibility to treat our school with respect, taking pride in its environment and caring for other people's belongings.
- We have the responsibility to behave in a safe manner towards others.
- We have the responsibility to let others concentrate on their work and play.
- We have the responsibility to do our best in all that we attempt.

Our Needs: -

- We need to be treated fairly and with respect, whether a boy or girl, teacher, parent or friend in the community.
- We need to live and work in pleasant well kept surrounding, where our belongings are respected.
- We need to feel safe at school, both inside and outside the classroom.
- We need to be able to work on our own and with others, without unnecessary interruptions.
- We need to feel that our efforts are appreciated and to receive encouragement.

The responsibilities and needs will be frequently rehearsed in classroom, through assemblies and where appropriate, individually.

Good work, commendable effort and good behaviour are celebrated, while inappropriate actions and behaviour will be discouraged through individual advice and guidance.

Where a pupil's behaviour gives continued cause for concern, parents will be contacted and involved in the procedures from an early stage.

The class teacher will deal with incidents initially and will, where necessary, refer to Phase Managers, Assistant Headteachers and the Headteacher.

Bullying will not be tolerated. School staff are alert to the problem. Children and their parents are urged to report incidents, which will be thoroughly investigated. Parents are expected to support school staff in dealing effectively with cases of bullying, whether their child is the victim or the bully.

Bullying may be distinguished from plain aggression, in that it involves the dominance of one pupil by others, and usually forms a pattern of behaviour rather than an isolated incident.

Behaviour in the School

Discipline is based on the need to establish a safe working environment for children and staff to encourage self-discipline, courtesy, consideration for others and respect for property. The Burwell Code for Positive Behaviour is reproduced in this brochure. You will also receive a copy of our behaviour policy.

Parental support and understanding is important for maintenance of a caring, disciplined atmosphere in school.

Children normally behave very well in the College, but those who do not are reminded in the manner described in our behaviour policy.

Corporal punishment is not used in any school controlled by Cambridgeshire County Council

If we feel any undue concern about a child's behaviour, parents will be involved at an early stage.

Home/School Links

You are always welcome at school. We wish to encourage good communications at every stage. Parents are encouraged to sign the Home-School Agreement. The teaching staff are always willing to discuss informally your child's progress or any concerns you may have.

There are a number of more formal opportunities throughout the year for you to talk to staff and also to share school events and your child's achievements together with your family. We occasionally have workshop sessions to help those interested in the teaching methods and equipment used in schools.

Parental help with groups or individuals under the guidance of the classroom teacher is much appreciated, as is help in other ways (e.g. library, clerical, swimming pool). All parents who assist in school or on trips have been checked with the Criminal Records Bureau before they come into school to assist the classteacher. The necessary documentation can be obtained from the school office to facilitate these checks if you would like to offer sometime helping out in school.

Information and newsletters are sent home fortnightly on a Friday, but a large number of parents access this via e-mail or our website.

The governors send an annual report to parents. This is followed by the A.G.M. to which you are all invited. This is usually arranged early in the Autumn Term.

The Friends Association provides further opportunities for informal contact between parents and staff as well as supporting the school through fund-raising activities.

THE CURRICULUM

The National Curriculum forms the central part of the broader curriculum offered in our school. It consists of 10 subjects, which all children must study at school. The subjects are: -

- English
- Mathematics
- Science
- Information Communications Technology (ICT)
- Design & Technology
- History
- Geography
- Music
- Art
- Physical Education

English, Mathematics, Science and ICT are known as '*Core Subjects*'.

Religious Education is not a National Curriculum subject, but must be taught by all schools. The college follows the agreed county syllabus. We also have a scheme for Personal, Social and Health Education (PSHE) that is taught through all year groups. For each subject, programmes of study set out what should be taught. These are split into levels of progression so that through assessments, we can identify the stage each individual has reached and tailor our teaching accordingly.





ENGLISH

The Literacy Hour

English is taught as a dedicated subject throughout the school, from Reception to Year 6. It is also taught discreetly in many other lessons with cross curricular links. The daily Literacy Hour unites the skills of reading, writing and speaking and listening in its focus on three closely interrelated strands: -

1. Word Level - This encompasses word recognition, phonics, spelling, handwriting and vocabulary extension.
2. Sentence Level - Grammar, sentence construction and punctuation are studied and practised.
3. Text Level - Reading and writing comprehension are taught through the media of fiction, poetry, drama and non-fiction texts.

The Literacy Hour offers a highly structured approach to the learning of language, with designated periods of focus on: -

-  Shared text work - a balance of reading and writing as a whole class activity under teacher direction.
-  Focused word or sentence work taught as a whole class activity.
-  Group and independent work in reading, writing and word or sentence concentrated study.
-  The plenary session offers an opportunity to discuss the tasks achieved and to celebrate children's work.

The Literacy Hour is popular with pupils and teachers alike because it gives us an opportunity to achieve high standards in literacy within a simple framework.

We actively encourage parental involvement in promoting: -

Home-School Reading

- All children are expected to select books to read and enjoy from our very wide range of fiction and non-fiction. Book bags and reading records are provided to ensure progress. We really appreciate parental support in this essential area of the curriculum.

Writing

- We take great pride in the high standards of competence and creativity in our children's written work. You can enjoy reading examples of work from every year group on display throughout the school.

Speaking and listening

- Good oral work enhances the children's understanding of all spoken and written forms of language. We encourage all children to express themselves with fluency and confidence.

Drama

- Children have the opportunity to enjoy the work of visiting theatre groups and to participate in drama and poetry workshops.

As a school, we value and celebrate success in literacy by encouraging imagination, inventiveness and critical awareness to ensure a lifelong love of reading, writing and conversation.

The school uses Burwell's Community Library. All children participate in library sessions where book exchange is on offer. We encourage all the children to become members so that reading becomes a home/school experience.

MATHEMATICS

At Burwell Village College (Primary) we are following the Revised National Numeracy Strategy which is being introduced throughout 2007-2008. Staff will be very busy matching up our resources and planning to meet the new document. This is the framework for planning a progressively developed approach to mathematics from Reception to Year 6. It includes guidance on daily mathematics lessons, covering teaching and assessment of pupil's progress. Through the Numeracy Strategy we are helping children to develop mathematically as individuals, to understand the world around them and to function confidently in that world.

An important part of our approach is to use ICT through the use of interactive whiteboards, practical tasks and challenges, problem solving activities and games, and applying maths to real life tasks.

We have a Maths Library of games for KS1, and KS2 pupils are involved in challenges and activities with other schools and outside agencies. We welcome parents to participate in maths in school through homework, special events and

information on our website which links to good websites. Maths taught in an interactive and fun way makes it more interesting.

SCIENCE

Science education is about children developing a sense of enquiry and extending their knowledge and understanding of the world around them. It includes knowledge about living things, materials and physical processes. Our approach to science is to encourage active investigation, during which children practice and develop their practical skills, testing and challenging their own ideas. The development of good Health and Safety attitudes is given high priority.

Children's knowledge and understanding is supported through ICT and links to other subjects, placing new learning within a relevant context. Children are encouraged to appreciate science as an important part of everyday life so that they can develop confidence within a scientific environment. Children are encouraged to develop attitudes of curiosity, tolerance and perseverance, and to start to become aware of continuing scientific advances and their impact on society. Scientific events within school aim to reinforce all these aims and promote science as an exciting subject. ..000000

INFORMATION COMMUNICATION TECHNOLOGY

Our approach to I.C.T. is one that aims to prepare pupils to meet the needs of a rapidly changing society. I.C.T. is used to explore and solve problems across a variety of subjects. In May 2005 the school received the National ICT Quality Assurance Mark awarded by BECTA, which recognises quality and high standards of ICT provision.

Our I.C.T. Suites contain 18 computers, a data projector, scanner and two high quality printers. In addition to this, each teacher has his or her own wireless laptop, mouse and keyboard which are used extensively to promote quality learning. Classrooms are each equipped with a high quality data projector and interactive whiteboard, web cam, camera and at least three wireless laptops. All classrooms and both I.C.T. suites are networked and are linked to the Internet via Broadband. Classes have access to three hours I.C.T. tuition a week, and through the use of the interactive whiteboard, lessons use I.C.T. across the curriculum on a daily basis. Teaching and learning is further enhanced through the use of a computer-linked microscope, electronic data collection devices, dictaphones, digital cameras, movie makers, control hardware and a camcorder.

We seek to encourage children's confidence, enjoyment and competence when using I.C.T. and to assess the value of I.C.T. when working. We use a variety of software, which promote word processing, data handling, graphics and modelling skills. Pupils are taught the skills to access information via websites and communicate via e-mail.

Children have secure and supervised access to the Internet and websites pass through a filtration system to ensure maximum security. Each child has their own email address and access to a secure online learning platform called STARZ. From an early age children are made aware of the schools acceptable and safe use of the Internet and a home/school agreement is in place outlining school policy.

HISTORY

The work covered is that which is laid down by National Curriculum requirements.

In History pupils are given opportunities to develop an awareness of the past and of the ways in which it was different from the present. They will be helped to set their study of the past in a chronological framework and to understand some of the ways in which we find out about the past. Pupils are taught about important episodes and developments in Britain's past, from Roman to modern times, and about ancient civilisations and the history of other parts of the world. They also have opportunities to investigate local history and to learn about the past from a range of sources of information.









GEOGRAPHY

In Geography pupils are given opportunities to investigate the physical and human features of their surroundings. They will undertake studies that focus on geographical questions and vocabulary based on direct experience, practical activities and fieldwork within the locality of the school and beyond. They will also be made aware that the world extends beyond their own locality, both within and outside the United Kingdom. During the Foundation stage, Geography is taught within the area of learning entitled "Knowledge and Understanding of the World".

ART AND DESIGN

An enthusiasm and appreciation for the way in which Art and Design can enrich our lives, is developed in a variety of ways.

Children experiment and investigate using a wide range of media skills and techniques for use in the following areas:

-  Drawing
-  Painting
-  2D and 3D work
-  I.C.T.
-  Working with textiles
-  Photography
-  Visits to museums and galleries
-  Working with professional artists

In this way we hope to encourage in children, the ability to express their views and creativity through discussion, imaginative work and creative display.

MUSIC

Our Music lessons follow the QCA Scheme of Work, covering the key elements of listening, composing and performing. Through a wide variety of activities, children

learn to appreciate their surroundings and work co-operatively with others. They experience music from a range of times and cultures, and are encouraged to respond imaginatively and creatively.

As well as their weekly curriculum lessons, there are also opportunities for extra-curricular musical activities. The school provides lunchtime choral and orchestral groups, and offers children from year 3 and above the chance to have subsidised instrumental lessons through the Cambridgeshire Instrumental Music Agency. Piano lessons are also provided by Mrs Celia Waterhouse.

Children are given the opportunity to perform in school and in other groups, and to share music in the community. Music also plays an important part in our productions and assemblies.

PHYSICAL EDUCATION

Each class is timetabled for at least two weekly sessions of Physical Education. In Key Stage One children receive a balance of gymnastics, dance and games, and children in Key Stage Two also participate in swimming, athletics and outdoor adventurous activities.

We are very fortunate at Burwell Village College to have use of the Sports Hall and Astro Turf facilities as well as the school hall and field.

The lessons are planned to include the four key elements of:

- Acquiring and developing skills.
- Selecting and applying these skills.
- Evaluating and improving their own and other's performances.
- Developing knowledge and understanding of fitness and health.

Building upon the skills, knowledge and understanding, each child will be given opportunities to work individually, in small groups, in teams and as a whole class when appropriate.

In Key Stage Two, team games are encouraged not only on a physical level, but also as a social activity. Out of school sports and inter-school festivals are organised and for children with particular talents and skills, the school participates in organised competitive events.

We hold our own Sports Day event for each keys stage annually, to which you are all invited.

We also participate in a programme of sporting activities organised by East Cambridgeshire District Council, Cambridge United Football Club, our Family Project Development Worker and the School Sports Co-ordinator programme.

The school has a covered and heated swimming pool, which is used by Key Stage Two classes, from May until October.

All children take part in P.E. lessons, unless their parents excuse them on medical grounds by sending a letter. All jewellery must be removed prior to P.E. lessons.

DESIGN AND TECHNOLOGY

Our aim is to make design and technology relevant and purposeful to the children using a variety of teaching methods.

We hope to stimulate originality, enterprise and practical capability in designing and making thorough first hand investigation.

Design activities provide children with the opportunity to make decisions and begin to take responsibility for their work.

Working individually, in pairs or groups children will have many opportunities to develop skills of communication and logical thinking.

P.S.H.E.

Through, Personal, Social and Health Education (P.S.H.E.) and Citizenship we aim to promote children's personal and social development, including health and well-being.

Children are encouraged to develop self-esteem, self-knowledge and self-reliance and to gain understanding of others in the community, regardless of race, religion and culture.

Education for citizenship comprises social and moral responsibility, community involvement.

We encourage children to adopt the Burwell Code of Positive Behaviour to guide them in their interactions with others.

Key areas in P.S.H.E. and citizenship are developed continuously from Reception through to Year 6. A copy of the Governors' policy on sex education is available on request.

RELIGIOUS EDUCATION

The teaching of Religious Education is based on the Cambridgeshire agreed syllabus.

We aim to enable children to gain knowledge and understanding of Christianity and the other main religions represented in Great Britain, and to enhance their spiritual, moral, cultural and social development. The syllabus has been revised to ensure that children spend as much time reflecting on the key features of religions as they do on acquiring factual knowledge of them.

At Key Stage 1 Christianity and one or more other religion will be taught.

At Key Stage 2 Christianity and five other major religions will be taught.

Assemblies are held daily, and can be led by a member of staff or a visiting speaker. Local clergy from various denominations are invited to lead assemblies.

Parents wishing to have their children withdrawn from R.E. lessons or assemblies are asked to discuss the matter with the Headteacher.

Further details of the curriculum content for each year group are set out on the school's website, on the curriculum plan.

EARLY YEARS - Foundation Stage

It is our aim to provide a smooth transition from pre-school groups to school, where they continue the Foundation Stage until the end of the Reception year. In doing so your child will experience a caring and stimulating environment where he or she is encouraged to fulfil his or her potential.

Our induction period helps to ensure your child settles happily into the school routine by attending for shorter sessions. In Reception, pupils learn through structured play and practical learning situations, both indoor and outside. They are given a wide variety of activities to reinforce concepts - some adult led, some, which involve choice - enabling them to develop the necessary skills and knowledge needed for the future.

Assessment is an important part of school life. Pupils are given simple assessment tasks, which contribute to the Foundation Stage Profile of each child. This helps us, through careful planning, to cater for needs of individuals, and measure their performance.

Our aim is to provide a sound foundation for future years leading each child towards independence, self-motivation and self-discipline.

**SUMMARY OF RESULTS FROM TEACHER ASSESSMENT AT JUNE 2007
(PERCENTAGE) - KS1**

| Levels | W | 1 | 2 | 3 |
|-----------------|----------|----------|----------|----------|
| English Reading | 3 | 5 | 59 | 33 |
| Writing | 3 | 12 | 70 | 15 |
| Mathematics | 2 | 0 | 75 | 23 |
| Science | 2 | 2 | 78 | 20 |

PUPILS ACHIEVING L2 AND ABOVE FOR YEAR 2006/7

| | Burwell Village College | National Average |
|-----------------|--------------------------------|-------------------------|
| English Reading | 92 | 85 |
| English Writing | 85 | 81 |
| Mathematics | 98 | 98 |
| Science | 98 | 90 |

**SUMMARY OF RESULTS FROM STATUTORY ASSESSMENT AT JUNE 2007
(PERCENTAGE) - KS2**

| | Below 3 | 3 | 4 | 5 |
|-------------|----------------|----------|----------|----------|
| English | 7 | 9 | 39 | 46 |
| Mathematics | 4 | 16 | 42 | 37 |
| Science | 0 | 7 | 44 | 49 |

PUPILS ACHIEVING L4 AND ABOVE FOR YEAR 2006/7

| | Burwell Village College | National Average |
|-------------|--------------------------------|-------------------------|
| English | 85 | 79 |
| Mathematics | 79 | 76 |
| Science | 93 | 87 |

KS2 ASSESSMENT RESULTS - PUPILS ACHIEVING LEVEL 4 AND ABOVE

| | English | Mathematics | Science |
|--------|----------------|--------------------|----------------|
| 2000/1 | 73 | 87 | 97 |
| 2001/2 | 73 | 73 | 88 |
| 2002/3 | 79 | 82 | 95 |
| 2003/4 | 89 | 85 | 91 |
| 2004/5 | 92 | 88 | 93 |
| 2005/6 | 89 | 89 | 95 |
| 2006/7 | 85 | 79 | 93 |

Task/tests in reading, comprehension and spelling do not apply at every level, and therefore figures may not total 100%. All figures are rounded.

A POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At Burwell Village College (Primary) we are determined to meet the educational needs of our pupils.

The school caters for the needs of all pupils with special educational needs with, and without statements. All teachers plan set and mark work, which is appropriate and relevant to the individual needs of pupils. Children who are identified as having special educational needs are registered on the school's Special Needs Register, at School Action or Action Plus. The County Pupil Support Team advise staff and support the teaching of children at Action Plus. Targets are agreed with pupils and reviewed termly. Parents are invited to become part of this process. The Special Educational Needs Co-ordinator is responsible for overseeing assessment and provision.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school.

A copy of the Special Educational Needs Policy is available on request.

The name of the Special Educational Needs Co-ordinator is Mrs Alison Edwards. The Special Needs governor is Mrs Monique Hindle.

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Headteacher, or to any member of the governing body. If you speak to a governor, he or she will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you within five school days. If the Headteacher has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint at their next meeting and contact you within five school days for the date of the meeting.

PARENTS AND SCHOOL

Playgroup Liaison

During the summer term pre-school visits will be arranged for all children who will be starting school in September. The children will be able to experience a relaxed friendly afternoon in the reception classes where they can join in with any activities and get to know the other children and staff. Teachers visit playgroups prior to pre-school visits. There is also an opportunity for pre-school children to attend the Key Stage 1 Christmas Performance and a Reception Class Assembly.

Transfer to Secondary Education

Burwell parents have a choice between the excellent Village Colleges at Bottisham and Soham for their children's secondary education. In the autumn term prior to transfer, literature will be received from these schools and parents will be invited to discuss matters of interest before making their choice. The children visit their chosen school during the summer term. There is good liaison between the staff of this school and Bottisham and Soham Colleges.

We are proud of the good reports we receive about our children who have transferred to these schools.

Friends of the School

The Friends of the School is a parent group who volunteer their time to organise fundraising and social activities for children and their families. There is a very friendly atmosphere at meetings with the emphasis on the interests of the children, in helping the school provide equipment that will enhance their education. The Friends also organise the sale of book bags at the college. New members ideas or offers of help are always welcome and very much appreciated.

Education Welfare Service

Education Welfare Officers act in a liaison capacity, building up relationships between family and child, school and education department. They will support, explain and advise on many issues that may prevent a child benefiting from or attending school. Their aim is to help all children benefit from the education being offered.

Guidance and advice may also be given in respect of free meals, uniform grants, and employment of children, children in entertainment, welfare rights, child abuse and special education. The Education Welfare Office works closely with other professionals including Social Workers, Health Visitors, School Nurses, Education Psychologist, G.P's Probation Officer, N.S.P.C.C., police and voluntary agencies. There are close links between this school and our Education Welfare Officer, who is based with other members of the Education Welfare Services at Cambridgeshire Professional Development Centre, Foster Road, Trumpington, Cambridge.

Complaints

If you should have reason to complain about any aspect of school life please refer to our '*Complaints Procedures for Parents and Others*'. These are available from the office or entrance area.

County Policy on Child Abuse

It may be helpful to know that the Authority requires the Headteacher to report any obvious or suspected cases of child abuse - which included 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, proved 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 interest.

Helping Your Child

Parents make an invaluable contribution to their children's education. We encourage you to involve yourself in your child's learning through our homework activities programme. Wherever possible, this should be fun rather than an extension of the school day. Reading together; learning number bonds or spellings; discussing topic work; visiting a place linked to their project; going to the library; all help your child and reaffirm the importance of the partnership between home and school. Regular liaison with class teachers will help you focus your efforts at home.

Visiting School

In the interests of security and safety, please always report to the School Office when coming into school. If you need to take your child for an appointment or visit you will not be allowed to simply remove them from a lesson or the playground. When removing your child from school, you will be asked to sign them out and to sign them back in on their return. Please do not think teachers or lunchtime supervisors rude if they refuse to let your child leave the premises without first checking that you are who you say you are. I am sure you understand the reasons for such caution.

In the interests of health and safety, please be aware that Burwell Village College (Primary) is a dog-free site.

Accessibility Policy

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available on the school website or at the school office) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

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

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

Some Questions Parents Ask

Where do I take my child in the morning?

Year Reception to Year 2 should gather on the playground in front of the KS1 buildings. When the doors are opened children should make their way into the classrooms.

KS2 children should gather on the tennis courts before making their way into their classrooms.

What do the zebra crossings mean on the school drive?

As you walk up the drive you will see two zebra crossings. Those going to the cycle sheds or the tennis court playground should use the first one.

It is important that you walk close to the brick wall behind the parked cars. Drivers are asked to ensure that this path is kept clear.

Those going to classes in the KS1 building should use the second crossing and go via the public footpath to the side entrance gates.

We politely request that drivers do not park or stop their cars on the zebra crossing or the zig-zags to drop children off at school. This causes a hazard for parents and children wishing to cross the road.

Further details of our approach to road safety, including advice for parents, are to be found in the school's '*Road Safety Policy!*' This pamphlet is circulated to all parents. Extra copies are available from the College office or entrance area.

Where do I meet my child at the end of the day?

Year Reception to Year 2 will be released from their classrooms onto the playground and parents usually wait near the appropriate door. Teachers of younger children will want to make eye contact with the adult meeting the child before letting the child leave their care.

Please be sure to let the teacher know if the usual person is unable to meet the child and give the name of the substitute.

Parents of children in Years 3 to 6 are asked to wait on the tennis courts.

What do I do if my child is unwell?

If your child is sick or for any other reason is unable to be in school we ask that you notify us as soon as possible. This can be a telephone call, verbal message via another parent, a written message or e-mail. If you do not contact us the absence will be regarded as 'unauthorised'.

It is sometimes necessary for us to ask the Education Welfare Office to call if unexplained absences become frequent.

A note of the number of unauthorised absences will appear on your child's annual report.

What is the School Policy about taking holidays in term time?

We strongly encourage you not to take holidays during term time. This can have an adverse effect on your child's education both before and after the holiday as well as impairing the group that your child may be working with.

Requests for leave of absence for holidays must be made in advance, in writing, usually on the form obtainable from the school office. All holiday leave during term time is at the discretion of the Headteacher. A maximum of ten days per school year may be granted, provided that the child's attendance record is otherwise satisfactory.

What are the arrangements for parent/teacher contacts?

We aim to offer as many ways as possible for parents and teachers to talk about the children.

Early in the autumn term there are year group meetings when you are invited to meet your child's teacher to hear about classroom organisation, the work for the year, reward systems and other relevant information.

Prior to the October half term there will be a formal consultation evening so that all parents can meet with teachers to talk about how children have settled in their new class, their achievements and areas for improvement. We encourage help at home to meet such learning targets. There will be another formal meeting during the spring term. In the summer there will be an opportunity to visit your child's class while it is working and to tour the school to enjoy the achievements of all year groups. A written report is sent home at the end of the Summer Term. Your comments are welcomed.

These formal arrangements in no way stop you from contacting teachers at the end of the school day or from making appointments at other times. If you have a concern please come to us at an early stage - we will always be happy to help.
