

St Laurence Catholic Primary School



Prospectus

*Through God's grace, a community growing in knowledge
and understanding."*

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A warm welcome to St Laurence Catholic Primary School

Welcome to St Laurence Catholic Primary School, Cambridge. As a community, we value every member of our school, home and parish family. We work together in a caring, friendly and hardworking atmosphere, where everyone is encouraged to give their best, and we live out the Gospel values of Jesus through showing our love and respect for each other.

Everyone at St Laurence School is special and talented, and these attributes are further nurtured and developed so that when the children move closer to adulthood, they have a firm foundation in Faith, in the joy of learning, and a stronger belief in themselves.

At St Laurence School we encourage the children to celebrate their successes and achievements in all aspects of their lives, and we fully support them in their learning. We are a family who are open and honest, enjoy making and seeing progress, have fun in learning, and strive to do our very best.

In March 2014, Ofsted rated us as good. In our RE Inspection (Section 48), carried out a couple of weeks later, we were rated as "outstanding". The staff and Governors are very proud of the Catholic ethos of our school and parents identify it as a strength of the school.

This prospectus aims to give a taste of St Laurence, but a visit will bring these words and pages to life. If you would like to visit our school, please do contact us to arrange a convenient time.

At the very centre of the school's life is the commitment to Christ - that we serve each other because we love. The school's philosophy revolves around the words of Christ and, by this, the school is "Through God's grace, a community growing in knowledge and understanding"

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1. ABOUT OUR SCHOOL

The school buildings are modern and organised on a single level, allowing excellent access to all pupils and adults. Building work was recently undertaken which included the creation of two new classrooms, a studio and new school office. This enhances our existing facilities and accommodates eleven classes including a purpose built Foundation Unit and outside learning environment for our children in Reception. We benefit from a large hall, and learning resource base, and a children's cooking area. We have extensive grounds with hard surface areas, a spacious playing field, environmental area and a woodland area used as a 'Forest School'.

We are growing in size and moving towards having 45 children in each cohort. By September 2017 we will have eleven classes in total; two classes in our Reception Unit, three in Key Stage One and six in Key Stage Two (three Y3/4 classes and three Year 5 and 6 classes).

Care is taken to ensure classes are mixed in terms of age, gender, ability, behaviour, attitudes and confidence, and special educational needs. Each class is taught by a fully qualified teacher who is assisted by a Teaching Assistant. We encourage professional development and our staff are highly qualified. All our staff have half a day each week to support planning and assessment.

2. ADMISSIONS ARRANGEMENTS

As a Catholic school we are part of the schools' family of the Diocese of East Anglia, our Admissions Policy gives priority to Catholic children; 86% of our pupils are baptised Catholic. While the school Governing Body are responsible for admissions to our school the local authority, Cambridgeshire County Council, co-ordinates the administration of the admissions process.

To apply for a place at St Laurence School, you will need to do **both** of the following:

- i) Complete the Cambridgeshire County Council primary school application form.

A booklet 'Starting School', setting out the Reception admissions procedures and criteria for each school, together with an application form is available from the school office or County Council Admissions Team. For a place in Reception Class a completed form must be returned to the County Council Admissions Team by the submission date in the year prior to starting. For further information about this process, please see the County Council website at: www.cambridgeshire.gov.uk/admissions or ask at the school office.

- ii) Complete the Diocesan Supplementary Information Form (SIF) and return it to the school (not to the County Council). The SIF is available from the school website or office.

Starting School for the First Time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding. In the term prior to their entry, pupils are invited into school for visits. This will help them become familiar with the surroundings and routines of school. During this period, there will be opportunities for parents and staff to discuss our partnership with you and talk about any concerns you might have.

Pupils will be admitted to St Laurence Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

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The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. At St Laurence Primary School we value the potential of home-school links and make many efforts to involve parents in the learning and development of their child.

Admission In Later Years

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after and monitored so that they quickly make friends and can find their way around the school. Parents and carers of children seeking to join the school in other years, should in the first instance contact the school office or the in-year Admissions Team of the County Council. Further information is also available in the "In Year Admissions Guide" on the County Council website.

St Laurence welcomes all children regardless of special needs or disability. We aim to ensure that everyone has the same opportunities in their access to education and to prevent any form of unlawful discrimination Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

3. THE SCHOOL DAY

All classrooms are open and children welcomed from 8.55am to 9.10am each morning for a calm and orderly start to the day. Children should not arrive unaccompanied before 8.55 am when the school doors are unlocked. Football and other games are not allowed before school because of younger children's presence on the playground at this time.

- 8.55-9.10 children arrive
- 9.15 registration closes
- 9.20-10.30 morning lessons
- 10.30 Break
- 10.45 morning lessons
- 12.00-1.00 Lunch for Foundation/Key Stage 1
- 12.30-1.30 Lunch for Key Stage 2
- KS1 Lessons
- 1.00/1.30 Afternoon lessons
- 3.00 Assembly and Prayers
- 3.25 end of school for Foundation/ KS1 (Reception / Year 1 / Year 2)
- 3.30pm end of school for KS2 (Years 3, 4, 5 and 6)

Lunchtimes

All pupils in Reception, Year 1 and Year 2 are offered a free school meal – all of our meals are prepared in our on-site kitchen which is run by Cambridge Catering Services. Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day. We work with our meals provider, in liaison with parents to cater for any pupils with special dietary needs and a vegetarian option is on offer daily. Menus are supplied to parents in advance so that meals can be pre-ordered;

Children in Years 3-6 can order a school meal at the cost of £2.15 per day. Parents can choose not to take-up a school lunch for their child, in which case children should bring a healthy packed lunch into school. We ask parents not to include sweets, chocolate, crisps or fizzy drinks in packed lunches . As we have a number of

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children and staff who suffer from nut allergies, we also ask that no products containing nuts are included in lunch boxes.

Free school meals

If you think your child is eligible for free school meals, please collect a form from the school office or see <https://www.gov.uk/apply-free-school-meals> for details and to apply online.

Even if your child is in Reception, Year 1 or Year 2 and receives the universal free meal it's still worth applying if you think you may be eligible for a free school meal. The school receives extra money for every child on the Free School Meals register. This extra money, called "Pupil Premium" means we can afford extra support for children and contribute toward specific costs, such as trip and visits.

End of the school day

At the end of the school day, children are collected from their classrooms by their parents. If someone else is collecting your child, please let us know in advance.

Reception and KS1 children are not allowed to leave the school unsupervised. Children who are not collected on time are brought to the school office where they are supervised until collected. Children going home by taxi or being collected by one of the local after-school clubs wait at the office. Cambridge Kids Club (07960 4127160) offers after school care and collect children from school at the end of the day.

When a child attends an after school activity on school premises that is not run by school staff, then responsibility for the safe collection of the child is shared between the parent/guardian and the organisation running the activity.

Absence

If your child is unable to attend school for any reason please telephone or e-mail the school office to let us know followed by a letter addressed to the class teacher on your child's return to school. If your child has sickness or diarrhoea we ask that they do not return to school for 24 hours as this type of illness can be very infectious.

A number of strategies are used to encourage and celebrate high levels of attendance and punctuality e.g. a weekly attendance reward for the highest attending class with the highest attendance of the week in the Celebration Assembly, class attendance display in the school hall, sharing attendance figures at all parent consultation meetings and regular monitoring meetings with the Local Authority Education Welfare Officer.

Holidays During Term Time

From 1st September 2013 new DfE regulations came into force regarding leave of absence for children from school. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and will be granted at the discretion of the head teacher in accordance with the school's Attendance policy.

Our Attendance Policy and leave of absence request form are available to download on our website.

School Emergency Closures

Any decision to close the school in an emergency e.g. due to weather conditions is taken only after consideration of the safety of pupils and staff both on the school site and in travelling to and from school. Should the school has no option but to close we will update the school answering machine and website and send a Parentmail message as early as possible and inform local radio stations (BBC Radio Cambridgeshire, Heart FM).

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4. CURRICULUM

The school curriculum comprises all planned learning and other opportunities experienced by our pupils. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full. The school's curriculum is planned to meet the needs and interest of our pupils and to promote and sustain a thirst for knowledge and understanding, and a love of learning. It covers a wide range of subjects and provides opportunities for academic, creative and sporting excellence as well as spiritual growth.

Our curriculum is planned in units of work, with topics chosen to capture the interests and imaginations of our children. Themes include Temples, Tombs and Treasures, Land, Sea and Sky, Chocolate, Time Travellers, Super Humans, Fairgrounds, and Space Explorers as well as many other exciting topics. Each theme is introduced through a Curriculum Launch Day which is designed to engage children in their learning. Skills-based learning is developed by linking subjects such as history, geography, art, design technology and music to the topic being studying. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, maths, science and computing where relevant. RE, PE and Music and Modern Foreign Language are taught as discrete subjects to allow coverage of the main objectives and age appropriate skill development.

Religious Education (RE)

As a Catholic school we believe that all learning is about God. As such, the teaching and learning of RE is at the very heart of our curriculum. While RE exists as a discrete subject area in its own right, the skills, concepts, attitudes and beliefs learned in the subject permeate every area of life at St. Laurence School. Our RE teaching follows the East Anglia Diocese RE Curriculum.

We recognise that young children have a natural aptitude for prayer. They are open to God and respond in joy, wonder, anger, disappointment and elation to the world around them. Collective worship is an integral part of school life and central to our Catholic ethos. The school holds a daily act of collective worship, enabling the children and staff to come together to re-focus our day with God at the centre. In Year 3, children are prepared for the sacraments of Reconciliation and First Holy Communion.

Whole School Themed Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include: Anti-bullying Friendship Week, World Book Day, Sport & Health Week, Lenten Almsgiving Week, Science Day, International Day of Languages, RE Days and others.

Forest School

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland area and teachers trained to deliver the Forest Schools programme.

Forest Schools is offered to our Foundation Stage and KS1 children. Sessions are designed around the needs of the group to ensure that they are learner-led. Sessions are designed around a theme, themes are sometimes subtle such as evolving or exploring the site or more obvious such as butterflies, spies, fairies or nature investigators. Teamwork skills are developed through games and activities. Individual

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skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

Educational Visits, Visitors & Charging

We arrange a wide range of class visits both in and out of school to support and enhance our children's learning. We may ask parents to make voluntary contributions towards the cost of such visits. If enough contributions are not received then the visit may not be able to go ahead.

Extra-Curricular Activities

Each term we offer a variety of groups and clubs at lunchtime and after school, which include football, dance, netball, Jackanory, choir, art, food technology, multi-skills & other sports. Some clubs only operate during one or two terms. We have a number of peripatetic music teachers who come into school offering instrumental lessons. Please enquire at the school office.

5. NATIONAL CURRICULUM SUBJECTS

English

In studying English, pupils develop skills in speaking and listening, reading and writing. It enables them to communicate effectively with a range of audiences and express themselves clearly, creatively and imaginatively. The effectiveness of literacy teaching determines the success of the whole curriculum. English is cross-curricular - it is an essential element of learning in all areas of the curriculum. We follow the National Curriculum and believe the development of literacy skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning; talking clearly, confidently and with expression to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. At St Laurence School we aim not only to teach children the skills to read with confidence, fluency and understanding but, also to read for pleasure and purpose. All children are encouraged to take books home to practise and reinforce the skills taught in school. Pupils are helped to develop the ability to express their thoughts and ideas through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Mathematics

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time. Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year-by-year basis in the areas of:

- Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
- Measurement
- Geometry – properties of shape; position & direction
- Statistics

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Science

Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling.

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.

Computing

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We are well equipped with IT infrastructure including laptop trolleys, iPads and interactive whiteboards in all classrooms.

Geography and History

The teaching and learning of geography and history is through themed units, which are incorporated into an overall two year curriculum framework. Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures.

History inspires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions.

Design & Technology

Design & Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

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Music

Children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. The school provides opportunities for children to take part in a wide range of musical activities and performances, including Years 3-6 participation in a weekly instrumental programme delivered by specialist Cambridgeshire Music teachers.

Art, Craft & Design

Art, Craft & Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools.

Languages

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. French, German and Spanish are taught to all Key Stage 2 classes. The emphasis is on active learning to engage motivation and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities.

PE & School Sport

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At St Laurence School children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

All children take part in a minimum of two hours of high quality PE and sporting activities each week led the school's teaching staff or a professional sports coach.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games and outdoor and adventurous pursuits. Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships. Children have the opportunity to take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions.

Physical Education is enriched through a wide range of well-attended extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life. All pupils in Year 6 have the opportunity to take part in a residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered. We value these opportunities for our pupils to participate in physically challenging believing they can make an important contribution to children's personal and social development.

In September 2015 we achieved the Bronze Schools' Active Mark.

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Personal, Social, Health Education (PSHE) & Citizenship

Personal, Social, Health Education and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work. We want pupils to leave our school with feelings of self-confidence, self-worth and high self-esteem. We are committed to the health, safety and emotional well-being of all our pupils and staff and are proud to be recognised as a Healthy School having met national standards.

We have had an established School Council recognising the importance of pupils having a voice in decisions that affect them. The Council is made up of elected members from each class, and representatives from the staff. It represents the pupils and puts forward new ideas, suggestions and ways of solving issues.

6. EARLY YEARS CURRICULUM

The Early Years Foundation Stage (EYFS) Framework sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1.

In the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued. The curriculum for the Foundation Stage is designed to inspire children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected. There are three prime areas:

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

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There are also four specific areas through which the three prime areas are strengthened and applied. These are:

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

7. SCHOOL UNIFORM

What a child wears to school reflects their learning. It also portrays the school's ethos and shared positive values. We have a smart but inexpensive uniform that we encourage all pupils to wear. This is a blue V-neck sweatshirt or cardigan with school logo, a white polo or shirt and grey shorts, trousers, pinafore dress or skirt and a royal blue and gold tie. A light blue gingham checked dress may be worn in summer.

School uniform, including sweatshirts and cardigans, ties, fleeces, polo shirts, PE kits and outdoor coats with the school logo (optional) are sold at cost and can be purchased from the school office. Children are asked to wear white or grey socks, grey tights and sensible black shoes or school suitable sandals in summer - not trainers please. Sunhats can be worn in the playground during the summer, and a royal blue cap can also be purchased from the school office

Jewellery, other than watches and a single cross or crucifix worn inside a shirt, is not permitted and studs or sleepers only are to be worn in pierced ears.

PE & Games Kit

It is important for pupils to wear correct clothing for physical activities. For PE children require a white t-shirt and navy shorts. For games activities outside, children need a white t-shirt, navy shorts and trainers. Track suits, preferably navy or fleeces may be worn for games during winter months.

Jewellery must not be worn for sporting activities and long hair should be tied back.

All items of uniform should be clearly named.

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8. INCLUSION AND SPECIAL NEEDS AND DISABILITY (SEND)

At St Laurence Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive. We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2104 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support. Teachers closely monitor the progress of all pupils and review progress with the Headteacher and senior leaders twice each term. Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the school's Inclusion Manager (SEND Leader), provision is carefully planned. Provision strategies to help support the child in class and notes from discussions with parents form a "Pupil Profile." The Inclusion Manager is responsible for supporting, planning and monitoring interventions and pupil profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress. Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

Equality

At St Laurence Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our school aims to be inclusive. Every child is unique and different, and we view differences as an opportunity for adults and children alike to learn more about ourselves. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Our accessibility plan describes the arrangements we make to improve physical access to the school, access to the curriculum and access to written information.

9. BEHAVIOUR

St. Laurence School is a happy and caring school where high standards of behaviour and work are expected. We believe that all members of the school community including staff, children and parents are responsible for promoting, maintaining and improving excellent standards of behaviour. Everyone is expected to behave in such a way that their own learning and that of others will be enhanced.

Aims and Principles:

We believe that the most effective way of achieving our aims is to promote and praise positive behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

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Our Behaviour Policy is underpinned by our school mission statement and School Gospel Values of Responsibility, Community, Peace, Hope, Thankfulness, Generosity, Forgiveness, Wisdom, Respect, Courage, Compassion and Justice.

Our Policy uses a Restorative Approach to promote effective means by which all members of the school can live and work together in a supportive way. The aim of employing restorative approaches is to proactively empower adults and children with skills, knowledge and strategies in order to successfully and proactively address conflict and behavioural problems.

The school creates an atmosphere of respect, acceptance and forgiveness towards all members of the school community. We are proud of the diversity of our school's harmonious community.

School Code of Conduct

Our Code of Conduct enables the school to function efficiently as a place of learning and to ensure the safety and well-being of children and adults. Our Code of Conduct sets out our behaviour expectations and is displayed around school and referred to frequently with all children, depending on age and ability. It encourages children to be positive in all that they do.

Our Code is based on the teaching of Jesus, “**Love one another as I have loved you**”. As friends of Jesus, we act with **care, courtesy and concern** at all times. This makes St. Laurence a happy place where everyone can learn and grow.’

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy which is available via the school's website. All staff are expected to deal with any discriminatory incident that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable.

10. PARENTS, TEACHERS AND FRIENDS ASSOCIATION (PTFA)

We are very fortunate to have a PTFA that has been an integral part of the school community for many years. The PTFA has raised many thousands of pounds, which has been spent on improving equipment and resources to enhance our children's education and school facilities in general. In addition to fundraising the PTFA exists to provide closer links between home and school, and it is an excellent way to bring staff, parents and friends together socially in support of the school and working towards a common goal.

All parents **automatically become members of the PTFA when they join school** and other members of the wider school community can get involved if they want to, even if they only have a small amount of time available. As in most schools, the majority of PTFA funds are raised through the events that we run such as the annual **Summer Fayre, Family Discos**, As well as **Cake Sales** and a **100 Club** run jointly with the Parish.

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The PTFA committee consists of five elected officers (Chair, Vice-Chair, Treasurer, Secretary, and Publicity). The Committee meets on a regular basis, usually once each half term. In recent years the PTFA have funded: KS1 Playground equipment, an audio, visual and multimedia sound system for use in the hall, a Christmas pantomime for the whole school, sports and PE equipment, an Author visit for World Book Day and extra Laptops for the School

This year the PTFA are raising money to help fund some new playground markings for both the KS1 and KS2 playgrounds.

11. PARISH & COMMUNITY LINKS

St. Laurence School has close links with St. Laurence's Parish and the local community. We belong to two clusters of schools:

The Catholic Schools Cluster: consisting of Catholic primary and secondary schools in Cambridge, Peterborough and March. A range of joint events are organised for the children and staff in these schools e.g. Schools' Pilgrimage to Walsingham.

The CB4 Schools Cluster: which includes local primary and secondary schools.

Many of the staff are involved in the life of St. Laurence's Parish. Sunday Mass is celebrated in the school each week, as are Masses on Holy Days of Obligation. Various parish groups and individual parishioners involve themselves in the life of the school. We encourage this relationship of the parish and school working together. The majority of our governors are foundation governors, appointed by the Bishop.

We have well established links with the wider community, including Arbury Court Library, Cambridge Science Park, the University of Cambridge, Cambridge Regional College and the local Police Community Support Officers. The children are involved in short term local projects.

We have strong links with student teachers from the University of Cambridge, Faculty of Education and Cambridge Regional College.

*Through God's grace, a community growing in knowledge
and understanding."*

12. SCHOOL STAFF 2015

Headteacher: Mrs Clare Clark

Deputy Headteachers: Mrs Veronica Harvey (Pastoral) Mrs Lizzy Bennett (Teaching and Learning)

Inclusion Manager: Mrs Jenny Robertson

Class	Teacher	Teaching Assistants
Robins Foundation	Mrs Veronica Harvey EYFS Leader	Mrs Emma Cinque Mrs Julie Fall Ms Jennifer Migliari
Wrens Foundation	Miss Emma Sayers	Mrs Connie Barresi Mrs Sonia Peloe
Kingfishers Year 1/2	Mrs Rachel Chalklin Key Stage 1 Leader	Ms Aleks Kucharska
Nightingales Year 1/2	Miss Sarah Corcoran	Miss Laura Peters Miss Anika Bhadeshia
Skylarks Year 1/2	Miss Jenni Camps	Ms Paula Hawkins
Quails Year 3/4	Mrs Barbara Quail	Mrs Angela Lemmon Mrs Sharron Woods
Doves Year 3/4	Miss Julia McLoughlin	Mrs Laura McHugh
Starlings Year 3/4	Miss Kathryn Dillon	Ms Tina Hoskins Mrs Pam McGeorge
Owls Year 5	Miss Catherine Phillips Key Stage 2 Leader	Mrs Eliane Hamaia
Eagles Year 6	Mrs Annabel Sharman	Mrs Phyllis Maynard

Additional teaching staff:

Mrs Mica Trace Kleeberg - Monday (pm), Thursday and Friday

Mr Adam Daniel – Pupil Premium Teacher

Mrs Dee Fraser - Intervention teacher

Mrs Phil Bradshaw – KS1 Intervention teacher

HLTAs:

Mrs Sonia Peloe, Mrs Julie Fall and Mrs Phyllis Maynard

School Business Manager: Mrs. E Taylor

Admin Support: Mrs. S Gallucci and Ms. C Taylor

School Caretaker: Mr. T Mansfield

HLTA/ Senior Midday Supervisor: Mrs. P Hawkins

Midday Supervisors: Mrs. A Lemmon, Mrs. F Mirza, Ms. N Williams, Ms. T Dyer, Mrs. K Shanahan, Mrs. K Jain, Ms. A Kucharska, Mrs. M Thomas, Mrs. M. Costa

Cleaner: Mr. J Fernandez

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13. THE GOVERNING BODY

The governing body has 3 main functions:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the Headteacher to account for the educational performance of the school and its pupils;
- c. Overseeing the financial performance of the school and making sure its money is well spent.

The Full Governing Body meets 6 times a year. The Headteacher's role is to manage the school on a day to day basis. The Governors work closely with the Headteacher. We support and oversee her management by setting policy and monitoring its implementation.

St. Laurence's is a voluntary aided Catholic school and the majority of its Governors are appointed by the Roman Catholic Diocese of East Anglia. These are 'Foundation Governors' who also have a specific responsibility to protect and enhance the continuing Catholic character of the school. At least 3 Foundation Governors must be parents at the time of their appointment.

Governing Body - September 2015

Foundation Governors

Mary J O'Sullivan - Chair of Governors

Janet Scally - Vice Chair

Harry Roberts

Father Pat Cleary

Claire Southgate

Charlotte Woodford

Terry Taylor-Crush

Nick Fraser

Head teacher

Clare Clark

Parent Governors

Rebecca Imhagwe

Paul Robertson

Staff Governor (non-teacher)

Phyllis Maynard

L.A. Governor

Sonali Kumarakulasinghe

Associate Governor

Joan Brierley

Co-opted Governor

Shauna De Wolf

The Governing Body can be contacted through the School Office. Correspondence should be addressed to the Chair of Governors, Mary J O'Sullivan, at the school address.

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14. SAFEGUARDING

St Laurence Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Mrs Clare Clark, Headteacher or Mrs Veronica Harvey, Deputy Head (Pastoral) our designated staff for Child Protection.

We hope that parents/carers, appreciate how difficult it is for schools to carry out this significant responsibility and accept that the Headteacher always acts in the child's best interests.

15. CHILD WELFARE

School Health Service

The school nurse visits the school to offer support and advice for pupils and parents plus advice to teachers about promoting good health. She also offers training for staff on how to manage specific medical conditions.

Occupational therapists, physiotherapists, the family support worker and speech therapists advise on particular difficulties some children may have.

Education Welfare Service for Safeguarding Children

The Education Welfare Officers (EWO) help to build relationships between family and child, the school and the local authority. Their aim is to help all children benefit from the education being offered.

The school has close links with our EWO and he supports the Headteacher in ensuring attendance and punctuality.

Our EWO is based with other members of the Education Welfare Service (tel. 01223 712468).

School Security

The school regularly reviews its security systems. All visitors have to report to the office to sign in. Parents are asked not to use the main school building as a short cut to classrooms at the beginning and end of the school day. There is a security lock on the front door. The school site is monitored by CCTV.

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Travelling To and From School

The school has the Sustrans "Bike It" School Bronze Award.

Children are encouraged to walk or cycle to school wherever possible. There is a bicycle and scooter shelter available. Please ensure your child's bicycle or scooter is securely locked. Parents are not permitted to use the school car park at the beginning and end of the school day. If you park locally, please do so legally with consideration for the safety and convenience of local residents.

Health and Medicines

If your child is ill, please make sure they are free of infection before they return to school. Medication is not usually administered in school. If your child needs medicine in school, please ask at the school office. If your child needs an asthma inhaler or epi-pen in school or suffers from any allergies, please let the school office know so that a care plan can be put in place.

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