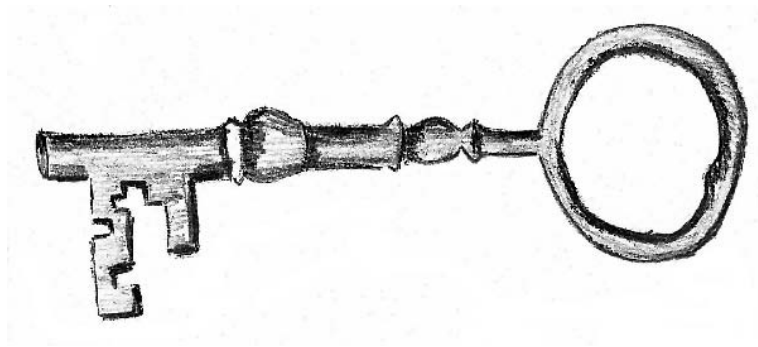


Coton Primary School



Prospectus

Welcome to Coton Primary School

Thank you for enquiring about Coton School. We hope that you will pay a visit to the school so that you can gain a greater understanding of our ethos. We are proud of the children's achievements and have high expectations of them. We place emphasis on the individual and work together with parents to achieve the best for each child. We welcome your active involvement as this is the most effective way to meet their needs.

We hope that this booklet will give you some idea of life at Coton and the way in which we operate. We are always willing to talk to you about our work and discuss any concerns you have. The school has an "open door" policy and we hope that you will soon feel part of our community and able to talk to us about anything connected with your child and the school.

To arrange a visit to the school please call 01954 210339.

School Name: Coton C of E © Primary School

Address: Whitwell Way
Coton
Cambridgeshire
CB23 7PW

Tel: 01954 210339

Fax: 01954 210623

Email: office@coton.cambs.sch.uk

Website: www.coton.cambs.sch.uk

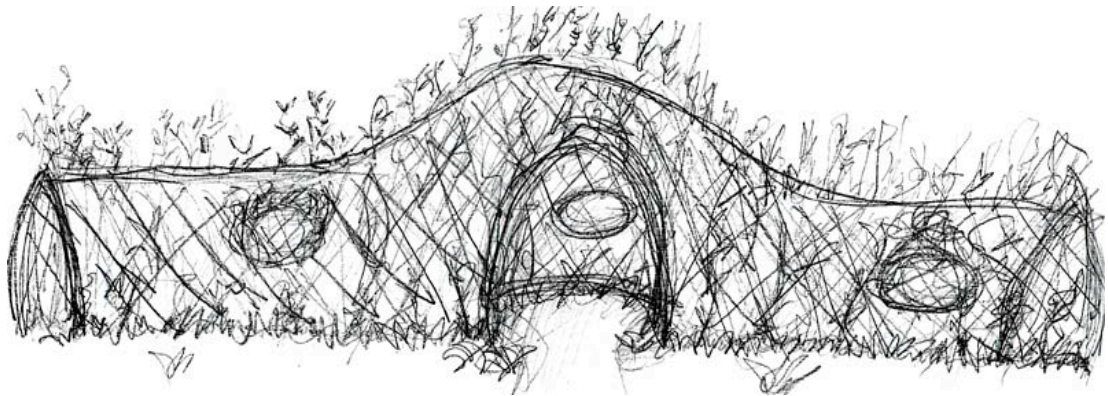
Type: Voluntary Controlled

Headteacher: Mrs Margaret Guest

Chair of Governors: Ms Bridget Sutton

The School and its Facilities

The school is in Coton village close to the church and village green. The present building was opened in 1967. It has a hall, four classrooms and an ICT suite in the main building and a single mobile used by Pre-school and Home Club. The reception class has an outdoor learning area and there is a courtyard and wild garden, which are used for outdoor study. There is a playground /netball court, a large playing field and an outdoor learner swimming pool, which is used for teaching during the second half of the summer term. The field has an all-weather track with a variety of play equipment, a willow tunnel and a copse of trees planted by the children for the millennium.



Ethos

The ethos of Coton School is based on mutual respect, valuing the skills and talents of individuals and enabling children to develop high self-esteem. We aim to:

- provide learning opportunities in the curriculum and other areas of school life for children to develop into confident, independent learners
- provide opportunities to develop social skills to enable children to work with others as part of a team
- encourage children to show a caring attitude to others and the world around them
- develop a partnership with parents so that we can work together to provide the best for their children in all areas of their development.

The Home School Agreement, which we have developed with children and parents, reflects our philosophy.

HOME SCHOOL AGREEMENT

The staff, children and parents worked together to develop the Home School Agreement. This reflects the ethos of the school and the underpinning principles of the partnership we aim to develop for the best possible education of the children.

The school will:

- Provide a foundation for lifelong learning
- Meet the requirements of the National Curriculum
- Provide a broad and balanced curriculum
- Enable children to do their best at all times by setting appropriate targets
- Encourage children to take pride in their achievements
- Encourage children to show a caring attitude towards each other
- Encourage children to take care of their surroundings
- Provide a safe and secure environment for the children
- Enable children to talk about anything that is worrying them
- Welcome parents in to school and keep them informed about school and government initiatives
- Inform parents of their children's progress and suggest ways that they can support their education
- Ensure that parents know procedures for expressing any concerns
- Ensure that all the school community is aware of safeguarding children and child protection procedures

The Parents will:

- Encourage their children in their learning and offer appropriate support
- Encourage their children to become independent and take responsibility for their personal organisation
- Attend parents' evenings to discuss their children's learning
- Make sure their children arrive on time
- Make sure their children attend regularly, inform the school of any absence and avoid taking holidays in term time where possible
- Inform the school of anything, which, they feel, may be affecting their children's learning
- Share any concerns they have by talking to the class teacher, in the first instance, and then the headteachers if appropriate
- Support the school's expectations of behaviour when they are with their children in the school environment

The child will:

- Try to respect the feelings of other children and adults
- Try their best to co-operate with others
- Show regard for their own safety and the safety of others
- Try their best to behave in a courteous manner
- Have a positive attitude in all they do
- Take pride in their work and try their best
- Share their successes with their families
- Tell someone if they have worries or concerns that are making them unhappy
- Strive to take care of the school and its surroundings
- Try their best to be a responsible member of the school community

Admissions

Coton School serves the parishes of Coton and Madingley. Children also come from the surrounding area and outskirts of Cambridge.

Please telephone the school to make an appointment to visit the school and meet the staff and headteacher. Parents wishing to send their children to Coton School should complete an application form and return it to the admissions office at Shire Hall. Application forms, and details of deadline dates are in the Local Authority admissions booklet which should be obtained from your catchment area school.

The admissions policy for the school is set by the Local Authority. Places are allocated to children in accordance with the criteria set out in the admissions booklet.

The intake limit for Reception pupil admissions is 16.

Contact number for admissions: 01223 699662

Links with Pre-school

Links with the Pre-school are very strong and the reception teachers pay regular visits throughout the year to get to know the children. During the summer term children from the Pre School spend time once a week in the reception class. Attendance at Pre-School does not automatically ensure a place at the school for children living out of the catchment area.

Starting School

The school accepts pupils for full time education from September in the academic year in which they are five. Children may start full time in the September if their fifth birthday falls between 1 September and 31 August. This ensures that pupils receive their entitlement of seven full years of primary education. Present legislation requires children to be in full time education the term after their fifth birthday. Within that time scale parents may choose when their child starts full time school. Full consultation with the Reception class teacher is available to help you make that decision.

Before starting school, pupils who do not attend the Pre-school make one or two half-day visits to the class together with a parent. For the first week of school, all children come for the morning, in the second week they come for the morning and stay for lunch. After this time parents will decide with the teachers when it is appropriate to start full time.

Welcome Meeting

A welcome meeting for all parents is held at the beginning of the Autumn Term to meet the teachers in the classrooms and inform parents about the work which their children will be doing during the year.

Class Organisation

Children are taught in mixed age classes. There are four classes in the school for seven year groups; therefore each child will spend two years in most of the classes. Class organisation is as follows;

Class 1 – Years R and 1; Class 2 – Years 1 and 2;

Class 3 – Years 3 and 4; Class 4 – Years 5 and 6.

Where it is necessary to split a year group (Year 1), it is usually decided by age. However there are occasions when we take into consideration maturity, confidence and peer group interaction. These issues are discussed with parents. The final decision rests with the professional judgement of the staff.

Pastoral Care

The children are cared for in all aspects of school life by their class teacher. If there is a problem it is important that this is discussed with the class teacher, in the first instance, who will involve as many members of staff as necessary to monitor the situation. If a problem persists, a meeting will be held with the parties concerned to try to develop strategies to help solve it.

Discipline

Discipline is based on mutual respect between members of the school community. The children are encouraged to respect the safety and feelings of others and show a caring attitude to their surroundings. Children who find that they cannot do this are asked to consider the consequences of their actions and reflect on how they can improve their behaviour. Appropriate sanctions will be taken, such as missing a playtime, helping repair damage etc. The school's Behaviour Policy is available on the website.

If children continue to misbehave, parents are informed and a strategy developed to deal with the problem together.

School Times

Morning: 9.00 to 12.00

Afternoon: 1.00 to 3.30 (KS2)

1.20 to 3.30 (KS1)

The school is open to the children from 8.50am. There is no supervision of the children by school before this time.

It is essential that children arrive on time as lessons begin at 9am. If for any reason children are late, they should report to the office on arrival.

Please inform the school of absences before 9am, if possible. This is particularly important for children who walk to school alone.

Children should be collected at 3.30pm. The Home School Club is available should this not be possible. The school should know who is responsible for collecting the children after school. Please notify the school if there are any changes to the named persons.

In the year 2010 to 2011 there were 117 children on role and 0.1% unauthorised absences.

Parents should arrange holidays to coincide with the school holidays. Only in exceptional circumstances will permission be given for holidays during term time. The school's Attendance Policy is on the school website.

School Meals

School meals are provided by the freeze chill unit. Vegetables and salads are prepared at school, which has good kitchen facilities. The children sit in family groups with the older children serving and looking after the younger ones.

Meals should be ordered and paid for in advance. Money should be sent in a **named, sealed envelope**. Cheques should be made payable to **CCC Coton C of E Primary School**.

The school secretary has details about applying for free school meals.

Children may bring a packed lunch to eat in the school hall. Two weeks notice should be given if children wish to change from packed lunches to school dinners or vice versa.

Community Activities

The following Community Activities take place in the school:

Pre School	Every morning from 9 am to 12 noon Contact: Play Leader – Linda Walker: 07930911484 Chairperson – Jo Welham: 01954 211882
Mother & Toddlers (Babies welcome)	Thursday 9.00am to 10.30am Contact: Helen Fox: 01954 211262
Pilates	Tuesday 4.30 to 5.30pm Contact the school office
Community Choir	Tuesday 7.30pm Contact the school office

Coton School Home Club

The Home Club is a great asset to the school; it is open from 3.30pm to 6pm. It is organised by a committee of governors and parents and run by qualified playleaders. It provides childcare after school where the children can participate in creative activities or just relax and play.

For details ring: 07932 085432 during Home Club hours.

Extra Curricular Activities

There is a variety of extra curricular activities which may include;

- Swimming Club (2nd half of Summer Term and Summer holidays)
- Multisports
- Dance
- Cricket
- Football
- Netball
- Choir
- Rugby
- Chess

Educational Visits

During the year several educational visits are arranged to support and extend class work. These include visits to Field Study Centres, Museums, Historical Sites and concerts. Children are also given the opportunity to participate in activities such as hands-on science exhibitions, working on the recycling bus, drama and music when these visit the school.

Residential visits are organised each year for Years 3, 4, 5 and 6, to fulfil the Outdoor Adventure area of the Physical Education curriculum. Years 3 and 4 take part in a one night residential visit in Cambridgeshire and Years 5 and 6 have a four day visit to Hilltop Outdoor Activity Centre in Sheringham, Norfolk. The children participate in team building and problem solving activities and meet physical challenges.



Summary of Charging

It is the intention of Governors at Coton School that education should be provided free of charge in line with the Education Reform Act 1988.

If an activity incurs a cost beyond that which can be met by school funds, parents may be asked for a voluntary contribution to cover the cost. Children will not be excluded from an activity if the voluntary contribution is not paid. Any requests for exemption from payment will be treated in the strictest confidence.

Equal Opportunities

All children are encouraged to participate in all activities. The school operates an Equal Opportunity Policy which enables equal access to the curriculum and extra curricular activities regardless of disability, gender, ethnicity, social class or background.

Complaints Procedure

Under the 1988 Education Reform Act all schools must inform parents about the procedure for complaints. This procedure is in three parts:

1. Informal stage e.g. discussion between parent and teacher/headteacher. It is hoped that most complaints can be resolved at this stage.
2. Formal complaint to governing body.
3. Formal complaint to Local Education Authority. A complaint will go straight to this stage if it relates to something which is solely the responsibility of the LEA.

School Clothing

There is no school uniform. Children are encouraged to come to school in comfortable clothing appropriate for the weather. They will need:

- a pair of indoor shoes
- PE shoes for outdoor games
- a drawstring PE bag
- a book bag
- an old shirt for art work (advisable)
- a warm coat for outdoor play in winter
- clothing that covers the shoulders in summer

We prefer the children to wear our own Coton School PE kit, which can be ordered at the School Office.

Jewellery and Valuables

The wearing of jewellery is not desirable in school. Please only allow your children to wear studs in pierced ears, as accidents can occur with other types of earring. It is also advisable to leave expensive jewellery, precious toys and personal belongings at home.

SCHOOL SATS RESULTS 2011 KEY STAGE 1

This table shows the percentage of Year 2 children achieving each level in Coton School in 2011. (13 children)

Figures may not total 100 per cent because of rounding.

Bracketed figures show the percentage of Year 2 children achieving each level nationally in 2010.

TASK AND TEST RESULTS

Percentage at each level

	W	1	2			3	Pupils Disapplied	Pupils Absent
			C	B	A			
Reading Task	0 (3)	8 (12)	15 (12)	15 (23)	15 (24)	46 (26)	0 (0)	0 (0)
Writing Task	0 (4)	15 (15)	23 (21)	23 (28)	15 (20)	23 (12)	0 (0)	0 (0)
Mathematics	0 (2)	8 (9)	0 (16)	38 (26)	23 (26)	31 (20)	0 (0)	0 (0)

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

SCHOOL SATS RESULTS 2011 KEY STAGE 2

This table shows the percentage of Year 6 children achieving each level in Coton School in 2011. (19 children)

Figures may not total 100 per cent because of rounding.

Bracketed figures show the percentage of Year 6 children achieving each level nationally in 2010.

TEST RESULTS						
Percentage at each level						
	Below Level 3*	3	4	5	Pupils not entered	Pupils Absent
English	0 (6)	5 (13)	16 (48)	74 (33)	0 (0)	5 (1)
Reading	5 (8)	0 (8)	11 (33)	84 (51)	0 (0)	0 (1)
Writing	0 (5)	0 (23)	42 (50)	53 (21)	0 (0)	5 (1)
Mathematics	0 (5)	11 (14)	26 (46)	58 (35)	0 (0)	5 (1)
Science **	0 (3)	5 (12)	26 (49)	68 (36)	0 (0)	0 (0)

* Represents pupils who were not entered for the tests because they were working below level 3 in English, Mathematics or Science, pupils awarded a compensatory level from the tests, and pupils not achieving a level from the tests.

** Science levels are teacher assessments.

CURRICULUM INFORMATION

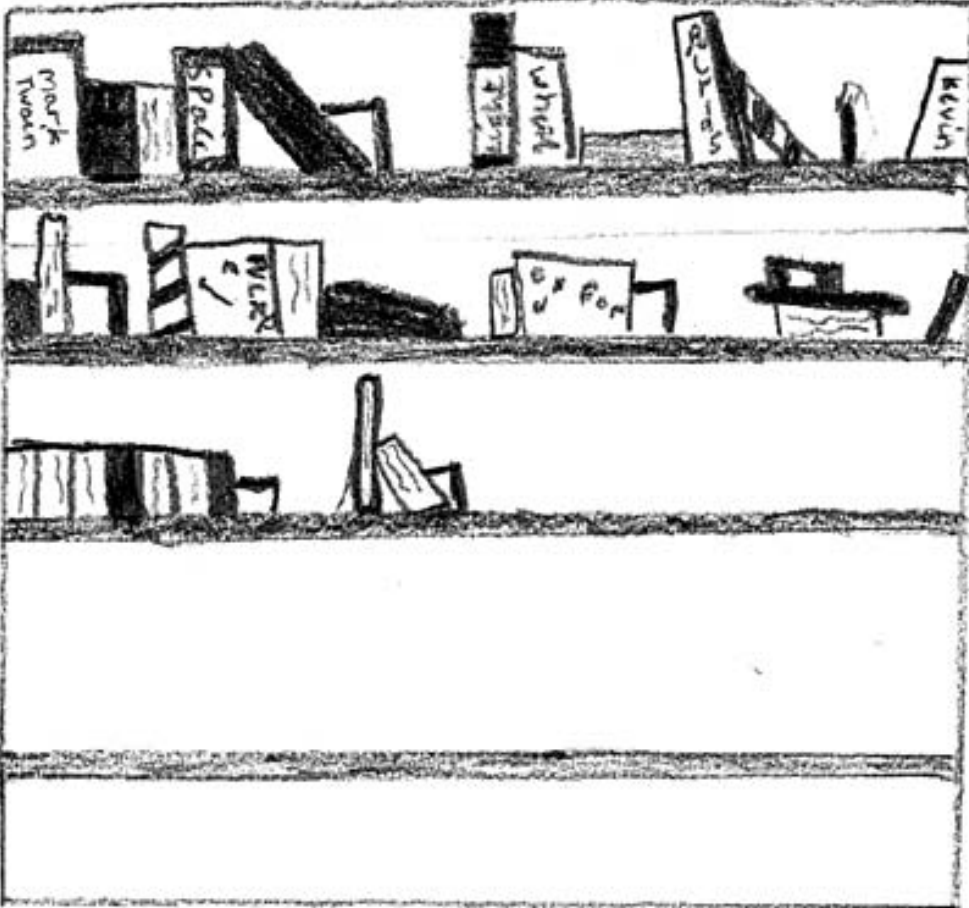
Learning and Teaching

The learning and teaching policy underpins the ethos of the school and the opportunities provided for children in all curriculum areas. A range of teaching approaches are used, including class teaching, group work and individual, using a variety of teaching methods to suit different learning styles. Opportunities are provided for children to engage in a number of different learning tasks, which extend their ability to work alone or collaboratively on group activities.



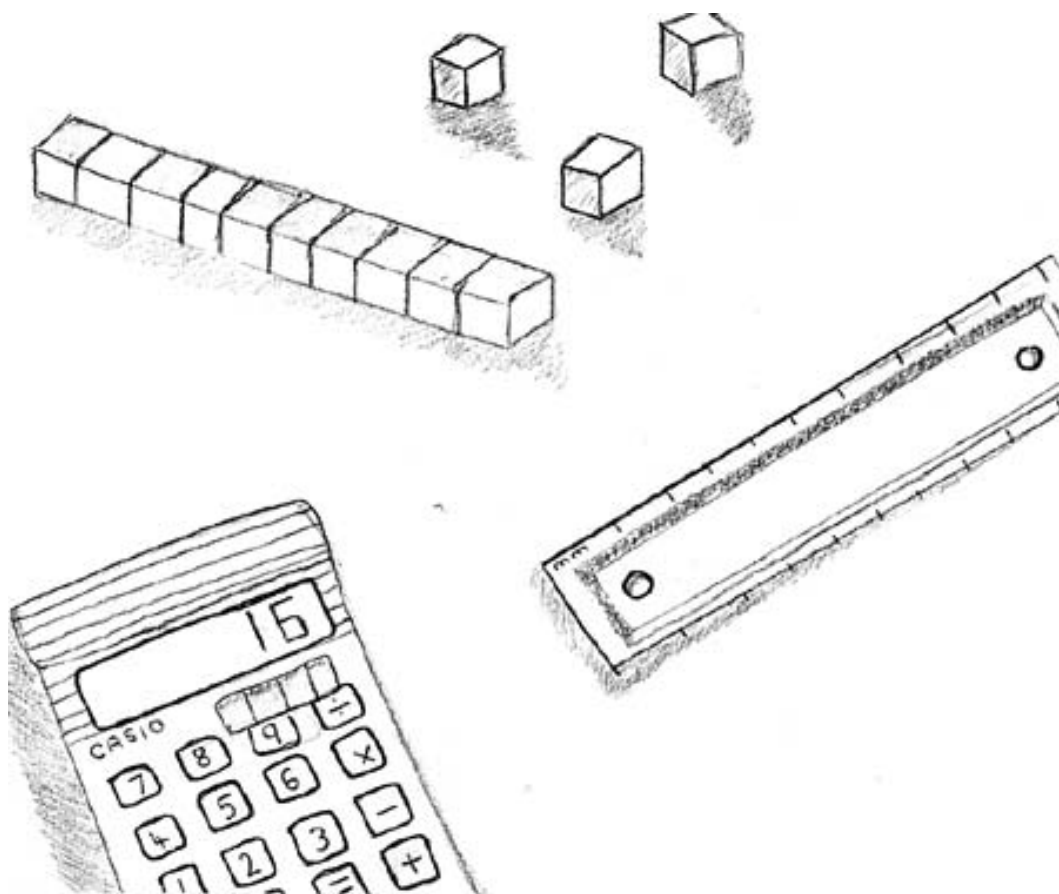
English

Following the National Literacy Strategy, each class has a daily Literacy hour. This includes the study of different genres of reading and writing, grammar and punctuation, spelling and vocabulary. Children are given opportunities to work on extended pieces of writing and opportunities to complete a piece of work in a given time. In addition, the Speaking and Listening section of the English curriculum is given high priority. We aim to foster the enjoyment of reading for pleasure. Class 4 children have reading partners in Class 1 and read with them each week.



Maths

Following the National Numeracy Strategy each class has a daily Numeracy Hour. Opportunities are provided for developing mental strategies, investigative work and problem solving. Children are encouraged to use their maths in areas such as topic work where it has relevance to their everyday lives. Children are encouraged to become actively involved in mathematics. Many practical experiences are provided to consolidate and extend their understanding.



Science

The science curriculum is based on a 2-year cycle, following the Cambridgeshire and National Schemes of Work covering the National Curriculum. Topics include Life Processes, Materials and their Properties and Physical Processes.

In all these areas children develop scientific enquiry skills through first hand observation and investigative work. Children are encouraged throughout the school to set up their own investigations and develop an understanding of a fair test.



ICT

The ICT scheme of work ensures that children get opportunities to work on:

- finding things out;
- developing ideas and making things happen;
- exchanging and sharing information; and
- reviewing, modifying and evaluating work as it progresses.

Where appropriate ICT is used to support other areas of the curriculum.

We have a well equipped ICT room with 31 computers, data projector, scanner and colour printer. Each classroom also has a group of PCs, linked to the school network, which are used for work across the curriculum. All classes are connected to the internet to provide additional opportunities to enhance and develop children's learning, using protected, filtered County Council approved access. Each classroom is equipped with interactive whiteboards to enrich learning and teaching.

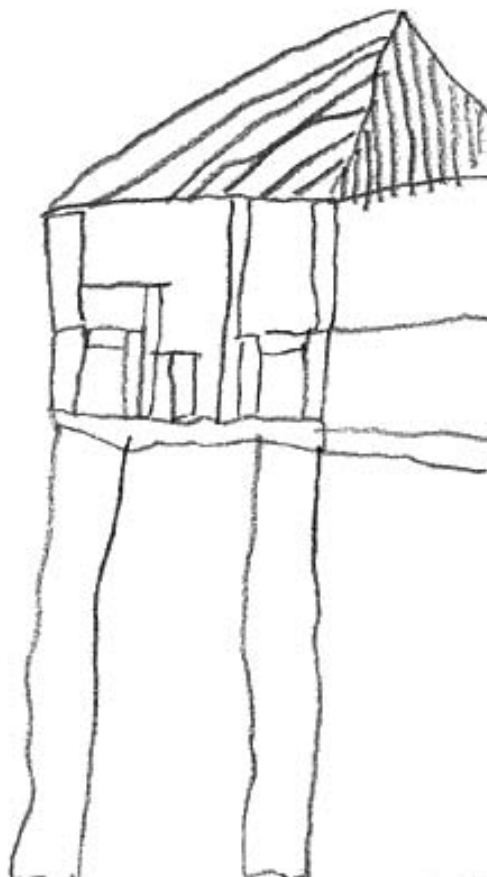
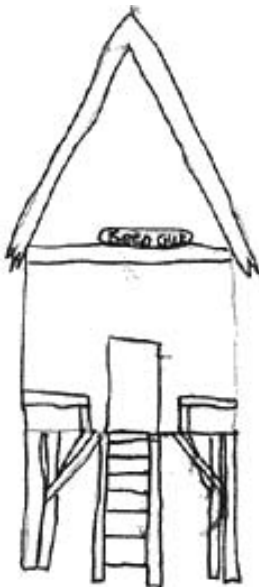


Design and Technology

Children are given opportunities for designing and making. They use a wide range of construction materials, wood, tools, textiles and artists' media. The school is equipped with various construction kits.

All children are taught to plan, design, make models, test their designs and evaluate their work. They are taught appropriate design and construction skills and rules of safety.

Children are encouraged to work collaboratively on group projects where evaluation and discussion play a major role.



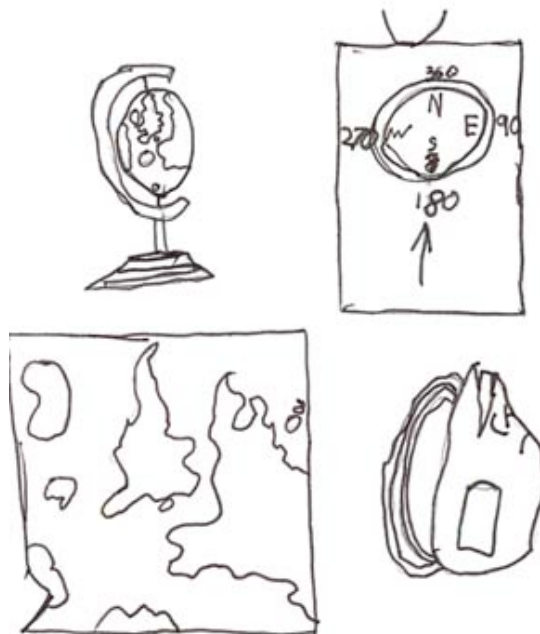
Geography

The geography curriculum covers learning the skills related to geographical enquiry, studying different localities and environment.

Areas of study include knowledge and understanding of places, physical, human and environmental geography and geographical skills. The aims are to:

- enable children to show an awareness of their own locality
- compare and contrast localities
- describe in a geographical context differences and similarities between regions and countries
- develop links with children in other parts of the world

Children take part in field trips to enrich their learning.



History

History is studied through topics relating to local study and different periods in British History and the study of Ancient Civilisations. In each of these areas children cover

- Knowledge and Understanding
- Interpretation of history
- The use of historical sources

Where possible children are given first hand experiences to enrich their learning and understanding by:

- visiting historical sites
- visiting museums containing historical artefacts
- participating in costume days and role play



Art

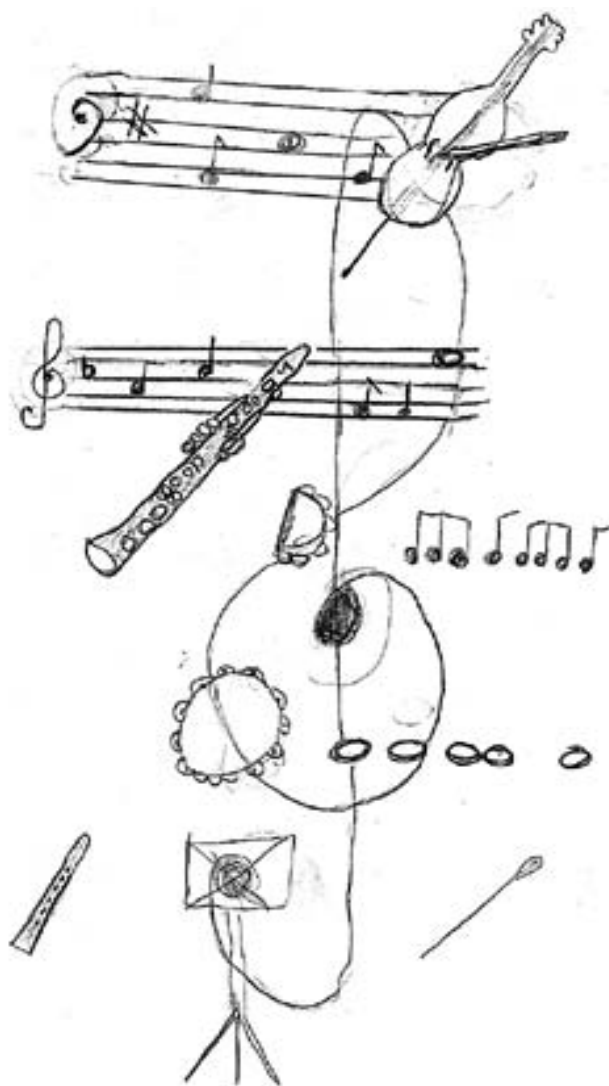
Children are given opportunities to work with a range of media and techniques which include drawing, painting, print making, batik, textiles, drawing, computer graphics, pastel drawing and 3 dimensional work. Art at Coton is based on a balance between taught skills and experimentation, with careful reference to the works of artists and craftsmen.

Children have opportunities to work on large pieces of art for display in the hall or create scenery for our productions. In contrast they are encouraged to work in detail on observational drawings.



Music

In KS1 children are taught music in their own classes. KS2 children are taught music lessons by a specialist music teacher. They learn composition, notation and evaluation of their work. They also have opportunities to play in an ensemble, instrumental groups and in some instances there is the opportunity for individual tuition. Singing and performance are an important part of the curriculum.

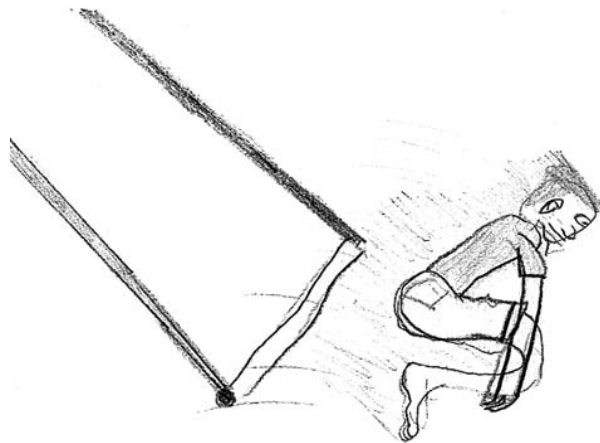


Physical Education

Coton School has a programme of study to promote a healthy lifestyle and develop a range of physical activities. This includes:

Games The children are taught to improve the skills of receiving, sending, striking, and travelling with a ball in a number of team games.

Gymnastics Pupils learn to make increasingly complex movement sequences, both on the floor and apparatus.



Dance Creative dance and traditional dance is experienced throughout KS 1 and KS2. The children compose and control movements in response to a variety of stimuli.

Athletics The children develop basic techniques in running, throwing, and jumping, using a variety of equipment. They are encouraged to measure, compare and improve their own performance.

Swimming

Children are taught in the small learner pool for 6 weeks in the Summer term.

Outdoor Adventure

The annual residential visits enable the children in Years 3, 4, 5 and 6 to take part in physical problem solving and Orienteering activities.



Sports Coaching

The school has well developed links with our local secondary school, Comberton Village College, which has sports college status. Link teachers from CVC and fully qualified coaches regularly work alongside teachers to deliver cricket, rugby, hockey, netball, football and tennis lessons. Through this coaching the children are given opportunities to participate in tournaments.

Personal Social Health Education

This is an integral part of all curriculum areas in which children meet the challenges of working as part of a group. We also set aside time to work on areas of the PSHE curriculum in its own right and give children opportunities to discuss and solve problems, which may arise. We have a School Council in which elected pupils represent the views of their classes.

Sex Education

Sex education is taught as part of the Science Curriculum. It includes human biology, reproduction, personal hygiene and relationships. The content of the sessions is covered by the use of a video and discussion with the class teacher. Emphasis is placed on caring responsible relationships and choices. Parents are given the opportunity to see the video and discuss the content of the lessons so that they can be responsive to the children's questions at home.

SEN Policy

Support for children with special needs is given a high priority. We work closely with the Cambridgeshire Access and Inclusion Specialist Teaching Service. Their specialist teachers advise us by observing or carrying out assessments on children, about whom we have concerns, and suggesting strategies to address their needs. Children's needs are assessed against the criteria set out in the Cambridgeshire Criteria for Special Needs. We aim to maintain sufficient Teaching Assistant time within the school to work with individuals or groups. We work closely with parents to support children with specific learning difficulties.

Assessment Monitoring and Reporting

Regular informal assessments are built into all areas of the curriculum, so that we can assess the needs of the children. Each year children in Y2 and Y6 take the statutory end of Key Stage Standard Assessment Tests (SATs). During this time the children in Y3, 4 and 5 take the optional end of year tests. These have proved valuable in evaluating and monitoring the teaching and learning, confirming teacher assessments and identifying strengths and weaknesses.

During the autumn term we offer drop-in sessions for parents to discuss their child's progress with the teacher.

There is a formal Parents' Evening in the Spring Term to give parents the opportunity to discuss their child's progress.

In the summer term parents receive a written report of their child's progress with targets to further develop their skills and learning.

Parents are encouraged to discuss any worries they have about their child's progress at any time during the year. Time will always be made available to discuss children's problems. Parents are contacted if the school has any major concerns about a child so that problems are tackled as soon as possible.

RE

In line with the Cambridgeshire Agreed Syllabus for the teaching of Religious Education, our aim is that pupils should:

- begin to understand the nature of religion, its beliefs and practices
- gain a knowledge of religion, particularly Christianity
- develop a sensitive attitude towards other people's beliefs

It is important that pupils develop a strong sense of values and personal integrity and learn to care for one another and their surroundings. We aim to:

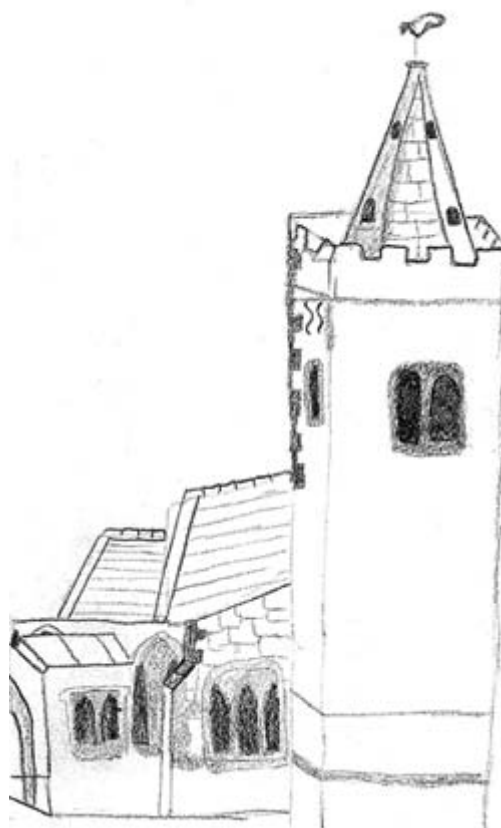
- guide them towards developing moral and ethical codes
- develop the sense of awe and wonder in the world
- develop an understanding of faith and commitment

Act of Worship

There is a daily assembly. There will be quiet reflective times during these assemblies as well as chances for the children to participate. Regular assemblies are held in the church, which are led by visiting clergy. Parents have the right to withdraw their children from the daily act of worship. If you wish to do so, please consult the Headteachers.

Church School Status

Coton School is a Church of England Controlled school which means that the Church owns the buildings but its maintenance and staffing are the responsibility of the Local Education Authority and the school governors. The school enjoys a close relationship with the Church and also with the local community. The parishes of Coton and Madingley have representatives on the School Governing Body.



Liaison with Secondary School

Coton is in the Comberton Village College catchment area. We work closely with CVC and its other feeder schools throughout the year. Advanced Skills Teachers from CVC work with our year 6 children and we participate in events such as the Science Challenge and an Athletics day, organised by the Village College. When it is time for children to transfer, the Head of Year 7 visits the school to discuss the needs of all the children so that the transition is as smooth as possible. They meet the children to get to know them and answer their questions. The children spend a day at the secondary school. If a child is not transferring to Comberton there are similar liaison meetings.

Parent Teacher Association

Coton has an active Parent Teacher Association, which organises many fund raising, and social events. Parents are automatically members of the PTA. The PTA is also involved in helping with the maintenance of the wild garden and organises regular working parties. The support and energy of the PTA is highly valued.

Parental Support in School

Many parents volunteer to work in school and teachers greatly appreciate their expertise and involvement which makes a valuable contribution to the broad curriculum of the school. Involvement is encouraged in many ways

- working with small groups in conjunction with the class teacher for reading, maths or science activities, sewing, cooking, art work etc.
- sharing experiences or expertise with children
- accompanying children on educational visits

If you are interested in helping, please do not hesitate to contact either the class teacher or the headteacher. We are obliged to carry out CRB checks on anyone working with the children and request parents' co-operation with this.

Educational Welfare Officer

The EWO acts in a liaison capacity building up relationships between family and child, school and the Education Department. They will support, explain and advise on many of the issues connected with school attendance, with the aim of helping all children to benefit from their education.

The Link Nurse

The school Link Nurse will give advice to schools, parents and pupils on health issues. They will support parents by discussing concerns. They can refer children to other agencies to enable them to reach their full potential. Another of their roles is to become involved in health promotion in schools.

Link Nurse contact: 01763 260827

Child Protection

Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible inform them of the referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.**

In accordance with local Information Sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.'

Accessibility

Our school aims to be an inclusive school. We hope to make all our children feel 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 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 at the school. 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 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 the school needs to plan effectively for the child to be a full member of the school community;
- recognise the importance of school and home working in partnership

Health and Safety

Health and Safety is an integral part of the whole of the National Curriculum and life in school. Governors have a Health and Safety Policy and Committee.

Regular statutory checks are made on the safety of the school premises, including the PE apparatus and the playground equipment.

Illness and Accidents

When children start school, parents will be asked for emergency contact numbers, so that they can be contacted in case of illness or accident. It is important that this information is up to date.

The school has a trained First Aider who will advise on incidents and contact parents if necessary.

The school does not have the facilities to look after sick children. If a child becomes ill during the day parents or carers are contacted and it is requested that children be taken home. Children must be kept at home for 48 hours after sickness.

If children have a health problem that may affect their school life it is important that the school is informed and if necessary, the staff trained in appropriate procedures.

If children need to use an inhaler for asthma, the child should be trained in the correct use and a spare one left in school. **The school cannot be responsible for administering medicines.**

Water Safety

All staff undertake annual resuscitation training before teaching swimming. There are also resuscitation training sessions organised for parents who volunteer to supervise the after school and holiday swimming sessions. The county swimming service provides this training.

Road Safety

Parents and children are requested to cross the road at the School gates. This is the safest point for visibility. The crossing is not supervised. Therefore it is essential that cars are not parked on the yellow zigzag lines. Parents who drive to school are requested to drive past the school and use the bus turning circle so that children can be dropped off on the school side of the road. Please do not turn in the school car park or allow children to walk across the car park at any time. In our school Travel Plan we recommend parking at the church and walking to school from there.

Children who have successfully completed a 'Bikeability' course, or who are accompanied by a responsible adult may cycle to school. Year 6 children are given the opportunity to take a 'Bikeability' course. We encourage children to cycle to school and there are racks for their bicycles; it is the parents' responsibility to ensure the safety of their children when travelling to and from school.

Fire Safety

Fire practices are held at regular intervals. There are regular checks on fire safety by the Cambridgeshire Fire Service Safety Officers.

HOMEWORK

The recommended times for homework are:

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes per day

We believe that

- To be effective, homework needs to be part of a wider partnership between parents and school.
- There should be regular patterns of homework.
- Homework should support and reinforce work, which is going on in class.
- Children should not struggle with homework. It should be a chance for them to share with you what they have done in school.
- Communication of homework is important. This will be dealt with in a way appropriate for each age group.
- Children should take increasing responsibility for their own homework.

Practical Tasks and Skills Practice

Children will be given some practical maths tasks to do at home. This will be work, which will reinforce what they have done in class, or it may be research, which will be used in a numeracy lesson. All maths homework should support classwork so that they can practise their skills.

Topic Work

Occasionally children will be given research work to do at home to support and enrich their topic work.

Beyond the Curriculum

The school strives to provide the children with rich learning opportunities beyond the requirements of the National Curriculum.

The aim is to create a caring environment in which everyone is valued and an enjoyment of learning is fostered. The older children are encouraged to show a caring attitude towards the younger children. This is developed by activities such as paired reading, non- competitive sports and social activities.

The children have an awareness of the world around them. Inspired by the children's interest and care, many charity events are held to raise funds for supporting people close to home and in many parts of the world.

The school aims to develop an understanding of environmental issues. The children are involved in the development of the school grounds which create a stimulating environment for them.

The school values art and music as a means of expression and enjoyment. All children take part in a performance each year in which music, dance, singing and drama all join together to create a memorable experience for all the children.

The children are also provided with many team building and problem solving activities which create opportunities for challenge and achievement.

By providing them with all these experiences, it is hoped that children will leave the school as confident, independent learners with a high self-esteem.

STAFFING 2011-2012

Teaching Staff

Margaret Guest

Headteacher

Anna Hayesmore

Class 4

Deborah Baker

Class 3

Margaret Spencer (90%)

Deputy Head

Kate Cooke (10%)

Class 2

Elanor Lark (60%)

Jules Boswell (40%)

Class 1)

Emma Cooper (10%)

Classes 3 and 4, Curriculum Music

Secretary

Katy Harangozo

Clerical Assistant

Joanna Hughes

Cambridgeshire Specialist Teaching Team

Alice Thomas

Louise Walters

Teaching Assistants

Gill King

Sheana Robertson

Tracy Gardner

Nicki Shoesmith

Maggie Gibbons

Alison Osborne

Joanne Howard

Dan Jones

Caroline Cousins

Janet Cornwall

Caretaker/Cleaner-in-Charge

Dawn McLoughlin

Lunchtime Supervisors

Tracy Gardner

Jackie Clark

Joanne Howard

Nicki Shoesmith

Shannan Gardner

MEMBERS OF THE COTON SCHOOL GOVERNING BODY 2010-2011

(Dates indicate when Governor's term of office expires. Tenure is normally for four years expiring in August)

Parent Governors

Michelle Heydon	2012
Heather Robinson	2012
Heather Rowe	2013
Chris Jiggins	2013
Penny Isitt	2013
Ralph Wilkinson	2015

Headteacher

Margaret Guest

Teacher Governor

Margaret Spencer	2012
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Non-Teaching Staff Governor

Maggie Gibbons	2011
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Community Governors

David Baldwin	2014
Bridget Sutton	2015

LEA Governors

Sue Spencer	2013
Patricia Taylor	2012
Janet Miller	2014

Foundation Governor

James Edgoose	2014
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Ex-officio Governor

Rev Mike Booker

Chair: Dr Bridget Sutton, 15 The Footpath, Coton.

Clerk: Jean Wicks