



Southfields Primary School

Prospectus 2016-17

Welcome to Southfields Primary School

Our School Mission Statement

*Believe in yourself
Value others
Be proud of your achievements
Smile, Shine, be happy*

School Ethos

Southfields Primary School provides an outstanding education within the context and understanding of shared values. We believe all children should be taught kindness, care, consideration, co-operation, resilience, honesty, respect, hard work, perseverance and openness.

We believe in the magic of childhood and our children are encouraged to enjoy and achieve as individuals, as part of a team and as a school. We believe in having a positive approach towards school life and children are supported to become highly motivated, hardworking and confident.

The school has been successful for many years and has embedded traditional family values, whilst being forward thinking in providing the very best education for the whole school community.

Southfields is a National and Local Leading School supporting and work in partnership with other schools to raise standards. The Head Teacher is a National Leader of Education - currently the only one in Peterborough.

It is recognised for its work in Environmental Education, Sustainable Schools, Arts, Academic Study and has the unique feature of teaching Music as a core subject. Throughout your child's time at the school they will be taught four instruments and, in addition to this, we have fourteen additional instruments that can be learnt with peripatetic teachers. We also have a choir which works at a national and international level with specialist voice training.

Aims of the School

- Ensure that Every Child Matters.
- Ensure outstanding basic skills in Literacy, Numeracy, Science, Multi Media and Music.
- Create an interesting and stimulating environment, which reflects our values and promotes a sense of community as well as an individual sense of self worth.
- Provide a broad and balanced curriculum with high expectations and outstanding outcomes.
- Develop a community of life-long learners where access to knowledge is a right and a recognised achievement.
- Provide learning experiences that allow all pupils equal opportunities.
- Provide opportunities for children to develop lively and enquiring minds.
- Promote social, cultural, moral and spiritual development, preparing pupils to be responsible citizens.
- Encourage partnership with parents/carers and foster positive links with the community.
- Encourage kindness, honesty and respect in a school that makes sustainable choices to foster a care for the future.

We believe the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

Our school aims are to be an inclusive school where all children are welcome and feel happy and look forward to their school day. Every child is different and we view those differences as opportunities for adults and children alike to learn more from each other.

We work hard on supporting children with Special Educational Needs and our school practice and policy is revised every year. The policy is available from the parents' library. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practical. Southfields is already a very inclusive school and has been awarded the Peterborough Inclusion Charter Mark.



Achievements and Plans

The school was judged outstanding in the last Ofsted Inspection (Sept 2012). The report stated that children's personal development was outstanding and they commented on the school's caring approach to the pupils. Pupils behave well and are enthusiastic and have excellent relationships with staff and one another.

The school has been awarded the prestigious Peterborough Inclusion Mark for the second time, National Artsmark, National Healthy Schools award, National Active Gold Mark for its work in sports and health, Cambridge University Partnership award for working with training teachers, and the Silver Ecological award. We have also achieved the Arts Mark Silver Award, FMSIS for financial management, and Basic Skills; we are currently working towards the Governors' Quality

Mark. We are one of the fifty leading sustainable schools in the country and work closely with the Royal Horticultural Society. We have recently been recognised by the National College and accredited as National Leaders of Education.

The school recognises the needs of the wider community and is committed to providing opportunities for life long learning. We provide wrap-around care from 7.50 am until 6.00pm. We also provide a large range of extra curricular activities for children and adults.

OFSTED judged Southfields School "outstanding" in the previous two inspections 2008/09 and 2011/12

"Southfields Primary Schools provides an outstanding education for its pupils; the whole school community have taken up the pursuit of excellence. The curriculum is outstanding and provides a range of exceptional experience for its pupils. There is a strong sense of team spirit and sense of pride in the school about what has been achieved. Pupils' behaviour makes a strong contribution to the school. The whole school community is colourful and full of creative places. Teaching assistants provide exemplary support and the whole school has meticulous attention to building pupils' basic skills. The curriculum has a strong focus on inspiring curiosity. The school has very close links with parents/carers and the local community and they recognise the outstanding learning the school offers. Children have a sense of curiosity and clear enjoyment in learning they make an excellent contribution with their excellent concentration, thoughts, ideas and the play in complete harmony. EYFS is outstanding and remarkable changes to the provision and quality of teaching over a short period of time which has resulted in an exceptional provision. "

Ofsted 2011

"Southfields is an outstanding school. It provides pupils with a wealth of excellent opportunities and experiences, both as young citizens and as learners. The needs of all pupils come first and they flourish in a secure and happy, yet challenging environment, in which much is expected of them. Parents are unanimously supportive of the school.

The outstanding curriculum has led to pupils' growing interest in learning. They are enthusiastic and often excited by the great variety of learning opportunities, which are promoting their excellent personal development and rising standards. Careful attention to the needs and interests of all pupils ensure that the curriculum is equally appropriate for boys and girls, with creativity an important aspect. Pastoral care of pupils is outstanding feel safe in school and well cared for. The very positive relationships between pupils and staff encourage pupils' confidence and trust."

OFSTED inspection, November 2008

Inspection judgements are made using a graded scale which is listed below:

Overall effectiveness of the school was judges as Grade 1 - Outstanding

The schools capacity for sustained improvement - Grade 1 - Outstanding

Outcomes for individuals and groups of pupils - Grade 1 - Outstanding

Pupils' achievement and the extent to which they enjoy their learning - Grade 1 - Outstanding

- Pupils' attainment **Grade 2 - Good**
- The quality of pupils' learning and their progress **Grade 1 - Outstanding**
- The quality of learning for pupils with special educational needs and/or disabilities and their progress **Grade 1 - Outstanding**
- The extent to which pupils feel safe - **Grade 1 - Outstanding**
- Pupils' behaviour - **Grade 2 - Good**
- The extent to which pupils adopt healthy lifestyles - **Grade 1 - Outstanding**
- The extent to which pupils contribute to the school and wider community - **Grade 1 - Outstanding**
- The extent to which pupils develop work place and other skills that will contribute to their future economic well-being - **Grade 1 - Outstanding**
- Pupils' attendance - **Grade 1 - Outstanding**
- The extent of pupils' spiritual, moral, social and cultural development - **Grade 1 - Outstanding**
- The quality of teaching - **Grade 2 - good**
- The use of assessment to support learning - **Grade 2 - good**
- The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships - **Grade 1 - Outstanding**
- The effectiveness of care, guidance and support - **Grade 1 - Outstanding**

The effectiveness of leadership and management in embedding ambition and driving improvement - Grade 1 - Outstanding

- The leadership and management of teaching and learning - **Grade 1 - Outstanding**
- The effectiveness of the governing body in challenging and supporting the school so that weaknesses are checked decisively and statutory responsibilities met - **Grade 2 - Good**
- The effectiveness of the schools engagement with parents and carers - **Grade 1 - Outstanding**
- The effectiveness of partnerships in promoting learning and well-being - **Grade 1 - Outstanding**
- The effectiveness with which the school promotes equality of opportunity and tackles discrimination - **Grade 1 - Outstanding**
- The effectiveness of safeguarding procedures - **Grade 2 - Good**
- The effectiveness with which the school promotes community cohesion - **Grade 2 - Good**
- The effectiveness with which the school deploys resources to achieve value for money - **Grade 1 - Outstanding**

Overall effectiveness of the Early Years Foundation Stage - Grade 1 - Outstanding

- Outcomes for children in the Early Years Foundation Stage - **Grade 1 - Outstanding**
- The quality of provision in the Early Years Foundation Stage - **Grade 1 - Outstanding**
- The effectiveness of leadership and management of the Early Years Foundation Stage - **Grade 1 - Outstanding**



School History

This school was one of the first post war schools built by the old Huntingdon Education committee and was built in 1954 to cater for the newly developed housing estate. When the school opened, there were 234 houses completed and 140 under construction. The school opened with 306 children and 8 teachers. As the Estate grew, the school reached 528 with 14 classes. Today the school has 400 children and 19 teachers and 70 staff in total, following the closure of the Infant school and expansion of age range from 7 to 11yrs. Today we educate children from 4 - 11yrs.



Accommodation

The children enjoy the excellent facilities the school provides. We have two large buildings and vast grounds. Furthermore, we have two football pitches, three netball courts, four playgrounds, outdoor Victorian and willow classrooms, trim trail, climbing wall, sensory garden, meditation garden, environmental garden with arts sculptures, an allotment and forest school area, Tudor house and knight's training camp, Crooked tree house and a secret garden, Anderson shelter and our own swimming pool. The school building is extensive and along with 20 classrooms we also have an ICT and multi media Apple Mac suite where we film, use lego and muliti media music and publishing. Additionally, there are two large main halls with stage including full sound and lighting, costume and props room; a dining room, two sensory rooms (gross motor Skills and Light room - these are used in partnership with occupational health), art and technology room, library, a dedicated SEN resource base, a number of small areas for group work and a PSHCE and music classroom. We also have an Internet and International Café, Sustainable Barn & Accessory Shop for children's business enterprise; and an old curiosity shop called 'Morphus and Nonsense' to inspire writing.

The school building is on three levels, two of which the children use. Each classroom has a mini ICT suite with Internet access and whiteboards; the children also have access to laptops, I pads, a number of Nintendo 3DS, I touches, I pods notebooks. We have a Multi Media suite for publishing, film, video, Lego and music garage band, Wii Connect and Playstations.

Organisation

Children spend 7 years in our school and each age group is classified as follows:



Age/Year

4-5 years - Reception

5-6 years - Year 1 (YR1)

6-7 years - Year 2 (YR2)

7-8 years - Year 3 (YR3)

8-9 years - Year 4 (YR4)

9-10 years - Year 5 (YR5)

10-11 years - Year 6 (YR6)

EYFS is - Reception

Lower School is - Year 1 and Year 2

Middle school is Year 3 and Year 4

Upper School is Year 5 and Year 6.

The number of pupils on the roll is approximately 580 and we have class sizes that range from 22 to 30. Within each class, pupils are taught individually, as a group, or as a whole class but always according to their needs and abilities. We set for Mathematics and also run a number of intervention groups to focus on specific children and their needs.

All children between the age of 4 and 11 study a curriculum which has been designed with the children's education in mind, based on the new revised National Curriculum. Reception follow the early years curriculum and Years 1, 2, 3, 4, 5 and 6 follow the Key Stage 1 and 2 curriculum, which has core skills in Literacy, Numeracy, ICT and personal development as well as skills for learning and life.



The school is divided into houses (Robins, Kingfishers, Parrots and Canaries) which are led by house captains. The school has two hours per week allocated for enrichment activities (Italian, European culture; dance; team games, logic and puzzles; cookery; health and first aid; cycling proficiency; Drama and puppet making; Positive Contribution, Global Community, Fair Trade and International pen pals; Art and creativity; Library; General Knowledge; Touch Typing, ICT graphic design and Photography Construction, English Heritage, World Geography, First Aid, Music and Forest/Sustainable Schools). During this time, the children work with other pupils in their house group across Reception to Year 2 and Years 3 to 6 as a family which they remain in as they work their way through the school.



Parent Partnership

We welcome parents and carers into Southfields Primary School, believing we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and are greatly valued.

Police checks and DBS checks are carried out on all adults helping in school. If you are ever able to help, especially on a regular basis, please contact the Headteacher.

We have many evenings for parents during the school year. Parents' consultation evenings, residential and visits information evenings, feedback from visits, sex and relationships education, monitoring progress and SATs, curriculum and inspirational educational evenings, sports, performing arts and musical events.

As a family centred school, we have many family events over weekends and after school through Healthy Schools, sports and arts. We also have regular assemblies and performances on our wonderful stage.

Communication with parents/carers

The school communicates with parents/carers in various ways through newsletters, questionnaires, interviews and informal evenings. Information is also placed on our website <http://www.southfieldsprimary.co.uk/> and Parent Pay to pay for school meals, trips and visits as well as communicate with parents and carers. There are opportunities throughout the year for parents/carers to meet the staff and governors in both formal and informal setting. Parents also have password protected access to the Learning Platform. We also have a website for parents to access when the Children go on school visits.

The school has set in place a Home School Agreement and involves parents in many decisions.

At the end of the school year we have a grand awards ceremony, leavers' ceremony and awards for attendance, punctuality and good behaviour.

FOSS Friends of Southfields School Parent Teacher Association

The Southfields Primary School association (FOSS) is made up of parents, carers, staff and governors of the school who provide invaluable support to the school through organising many events. The money raised provides extra facilities and equipment for the pupils.

FOSS hold regular meetings in school and if you are interested in attending or becoming a committee member please contact the school. FOSS needs the support of parents to ensure it is able to continue to enrich the lives of your children. You can play a part in three ways:

- Become a committee member.
- Support and attend FOSS events.
- Volunteer to help at an event - as a one off or on a regular basis. Many hands do make light work.

Become a Governor

The Governing Body of the school is made up of people from the community within and beyond the school, these are elected, nominated or co-opted, and are representative of parents and teachers, the Local Education Authority and the local community.

School governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main Governing Body meetings. If you would like to be a school governor, please contact the Headteacher to find out about any vacancies and ask for a Governor's Information Pack.

The chair of Governors is Mr J. Durance and we have two named Safeguarding Governors Mrs K. Judge and Mrs J Proctor who can be contacted through the school on using this email directly:

Katie.judge@sky.com

Joining the School

For the academic year 2016-17 administration of admission arrangements to community schools has been taken over by the Local Authority (LA) to be dealt with centrally. This reflects existing arrangements for admission to secondary schools. The children will be allocated their place and parents will be asked to complete a number of forms that will follow their child throughout the school.

Starting Primary School

Starting school is a very important time for you, your child and the schools. We work closely with parents. In the term prior to their entry, pupils will be invited into school for visits; this will help them become familiar with the surroundings and routines of school. We will also timetable a visit to see the child at home and have time for parents to meet with the staff and tour the school.

Many children join our school from Southfields nursery and other local Nursery schools, although we have a number of children who join from other schools throughout the year. We have an annual New Parents' Evening for parents/carers to find out more about the school.

A happy start is important for a successful school career and we ask children to complete a simple questionnaire about themselves, which allows us to know them a little before their first day.

Moving on from Southfields Primary: transfer to secondary school

At the end of their primary school career, children transfer to secondary schools. Throughout the year, Year 6 children are invited to local secondary schools to take part in academic, sports and arts events. Early in Year 6 parents are sent a booklet and form to complete and send back to the Local Authority. In July, Year 6 children spend a day at their secondary school meeting new friends and getting to know their new school. Teachers spend time with secondary colleagues sharing information. The process is very positive and supports ensuring a smooth transfer.

General Information

School Hours

KS1	KS2
Morning Session	Morning Session
8.55am-12.10pm	8.50am-12.10pm
Afternoon Session	Afternoon Session
1.10 pm-3.10pm	1.10 pm-3.15pm

In KS2 pupils are asked to arrive at school between 8.40 am and 8.50 am and KS1 and Reception between 8.45 and 8.55. A member of staff is on duty for 10 minutes before and after school. We are not legally responsible for your children before or after these times, unless they have been allocated a space in one of the clubs taking place before or after school.

All pupils are registered in the morning and afternoon. Please make sure your child arrives at school on time otherwise a late mark will be recorded. It is very important that good habits are formed early. Being punctual is very important and helps the day get off to a good start. All pupils have a morning break of 15 minutes.

Absences

If your child is absent through sickness or any unavoidable cause, please inform the school by telephone in the first instance. This absence constitutes an authorised absence. A note will be required from you on the child's return.

The Headteacher has a discretionary power to grant leave of absence for a family holiday or visit overseas, however, the Headteacher and Governing Body discourage such absence and you should not expect such leave to be granted as of right. Term time leave requests will be considered individually, taking account of the child's previous attendance record, age, the time of year, nature of the holiday, circumstances of the family and the child's general educational progress. Permission will not be given for general holidays or during times when the children are sitting national or school end of year tests in any situation.

We appreciate that all family circumstances are different but we want children to be in school as much as possible. Absences during term time can seriously disrupt continuity of learning. The School must collect and report details of absences by law and so all absence levels are monitored closely. Attendance is a performance indicator. The current figures for this school are (July 2016) :

Attendance: 95.99%

We have set a Target of 96.5% for the academic year 2016-17

Returning to school after illness

Children returning to school after illness should clearly be fit to do so and free from infection. Children should be fit to participate in all school activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt, the school is happy to advise. In the case of vomiting, the child must have 24 hours following the last time they were sick before they attend school again.

If your child becomes ill in school

In the first instance they will be monitored for a short time to see if they improve. Parents will be contacted immediately if we do not see any significant improvement. If parents cannot be contacted the school will contact one of the alternative names on the contact sheet.

First Aid

There are a number of first aiders in school of which some are Paediatric first aiders specialising in first aid for children, all staff are resuscitation trained as we have a school swimming pool. Simple first aid is given at school when necessary. If an accident needs hospital attention, we will make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted in an emergency.

If your child bumps his/her head, or has a minor injury which still needs to be monitored, a letter will be sent home to inform parents. If your child has a major accident or becomes very ill in school we will telephone for an ambulance. The child will be overseen by trained first aiders until the ambulance arrives, and the Head teacher will then accompany the child to the hospital and wait until the parent arrives.

Medicines

If your child needs medication please contact the welfare team for further clarification or see the policy on the school website.

Head Lice

From time to time we do have cases of head lice and parents should report cases to Mrs Dawson our Welfare TA, who will advise on treatments and also contact the school nurse for support if you wish. A handy hint is to comb the hair every night with a nit comb; this breaks the legs of the lice; they cannot lay eggs and therefore die. These combs can be purchased from the school office or from local chemists. We will send out a letter to the class where the child works to ensure that all parents check their children's hair.

Emergency Contact Information

Please ensure that your contact details are kept up to date and that the school is told about any changes to health matters that change during their time at school. These are reviewed annually as part of our school systems. However, it is the responsibility of the parents to inform the school of any changes during the term - this includes changes to mobile and telephone numbers.

School Uniform

Southfields Primary School has a uniform. We are of the opinion that a uniform helps the children to take pride in their appearance and helps develop a positive attitude to each school day. The school colours are royal blue and gold and the uniform is based on these colours.

BOYS		GIRLS	
Blazer	royal blue	Blazer	royal blue
Shirt	white	Shirt	white
Tie	blue/gold stripe	Tie	blue/gold stripe
Trousers	grey / black	Skirt/pinafore	grey / black
Jumper	blue	Jumper	blue
Summer shorts	grey / black	Trousers	grey / black
		Summer dress	blue / white check

Black shoes - **trainers** are **not allowed** except for P.E
We do permit jumpers in exceptionally cold weather.

PE - Polo shirt	royal blue / white	PE - Polo shirt	royal blue / white
Shorts / tracksuit	royal blue / black / navy	Shorts / tracksuit	royal blue / black/navy



We keep a supply of blazers, badges and ties in school which are sold to parents at cost price (considerably cheaper than retail). These are on sale at school on Monday afternoons from 2.45pm to 3.45pm. Alternatively, parents can complete an order form which is available from the school office.

Many other items of uniform and bags embroidered with the school motif are available from the uniform shop which Key Cross Media which is based at unit 13 Wainman Road, Woodston, Peterborough PE2 7BU telephone 01733 367326 and from other local shops selling appropriate school trousers, shorts, shirts and PE kit and that stock standard school uniform.

It is a policy at Southfields that children have the opportunity at regular intervals to run and play actively in the fresh air at playtime and lunchtime. To enable them to do this they must have a coat with them at all times, and hats and wellington boots or other suitable footwear for wet weather. If you are particularly concerned, you can send some spare clothes for your child to change into if their clothes are wet. In summer, please provide your child with a hat and high-factor sun protection.

PE and Games kit

It is important for pupils to wear correct clothing for physical activities. All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair should be tied back. The school football team may need football boots and shin pads.

Children who perform at regional level may be asked to purchase additional equipment, eg. white plimsolls, dance tights or specific sports equipment the children may need regularly.

Swimming uniform

Boys: swim trunks and towel

Girls: swimsuit (one-piece) and towel

All children, boys and girls, need a swim hat.

Additional Uniform Information

We would like the children to bring into school an old large shirt to wear for Art and messy activities; this can remain in school for the Primary years. Please write their name in large writing on the back outside of the shirt (Dad's old shirt is ideal.)

For health and safety reasons, children are not permitted to wear hooded tops of any description.

We discourage the children from wearing hair products or having extreme haircuts. No patterns or markings are accepted in hair for any reason. We believe that children should be encouraged to develop inner confidence rather than rely on external image.

Sun Protection

During warm summer months all children will need sun cream, which should be applied before they come to school - the 12-hour type is ideal. They will also need a sun hat, which we sell in school.

Rainy/Snowy Days

The children are asked to always have a coat in school - this can be a light shower mac in the summer months. We encourage the children to have the opportunity at regular intervals to run and play actively in the fresh air at playtime and lunchtime. To enable them to do this they must have a coat with them at all times, and hats and wellington boots or other suitable footwear for wet weather. On snowy days we rarely close, however, if you tune into local radio stations they will update on school closures. We will also contact parents via Parent Mail. However, we do usually play in the snow and therefore children will need wellies and warm clothes so we can make the most of the day.



Jewellery and other adornment

The only items that are considered appropriate are watches and studs or sleepers worn in pierced ears (these must be removed for PE unless the parents sign a disclaimer form, available from the school office, which will release the school and governors from all legal responsibility in case of injury). The school will not allow jewellery or cosmetics unless for cultural reasons, and then only if approved by the Headteacher. Please note that staff are not allowed to remove or look after jewellery for children.

Lost property

Please name all items of your child's clothing. Naming everything reduces the risk of losing it for ever. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something, then please check in their classroom first; then check in the lost property box in the entrance. Displays of lost property are made and if it is not claimed, it is then sold or given away to charities. We provide new parents with a laundry pen which should be kept safe to name all future uniform.

School Meals

The school runs its own very successful school kitchen and has an excellent manager, Mrs Green, who works hard to offer nutritious and fresh meals daily. The menus are posted in advance. The dining hall and KS1 hall are used to provide five different choices of meals such as the Southfields Carvery, International Café, Jacket Potatoes, Soup, Bread hot pasties and sausage rolls, Wraps both hot and cold, English coffee shop. We have Ice cold milk and water daily as well as a choice of desserts for the pupils to select from. In addition to this we also have a salad bar, drinks and table cloths on the tables. During the week we have taster days to encourage children to try new foods, when they can try a spoonful of a new meal before it is placed onto the school menu. We so cater for pupils with additional dietary needs and please contact the school office to discuss this with the Kitchen Manager Mrs Pink.

Payment for meals should be made at the beginning of the week. Payment should be by cash or cheque, which should be made out to 'Southfields Primary School'. Please ensure money is sent in a sealed envelope with your child's name and class teacher on the front. If your child is absent, a credit will be made. If you think your child is eligible for free school meals, please collect a form from the school office.



Bringing food to school

Children who do not have a school meal may either go home for lunch or bring a packed lunch, which should be brought to school in a secure container labelled with your child's name, and with appropriate food hygiene precautions taken e.g. ice pack. Water is available, but you may like to supply a drink. We prefer drinks to be supplied in plastic flasks or bottles or other safe containers. In the interest of health and safety, we would ask that children do not bring cans or glass bottles. They should not bring fizzy drinks or sweets. If your child forgets his or her packed lunch, we will try and contact you; if we are unable to do so, we will supply a school lunch and ask you to reimburse the school.

Snack time

You may like your child to have a midmorning snack. Children are allowed to bring in fresh/dried fruit and/or vegetables for morning break time. Fresh fruit/vegetables, dried fruit, cereals, teacakes, toast and crumpets are on sale in school daily, in rotation. Children can purchase milk or milk shakes, or drink water. Please do not send your child with sweets or chocolate. Ks1 (Reception Yr1 ,Yr 2) children will be provided with fruit.

Milk is provided free for the under 5 Reception children. The Key Stage 1 children can have milk provided for them but will have to pay a small amount annually. Our provider is Cool Milk and order forms can be collected from the school office or alternatively they can have milk at Lunch time from the dispensers.

Children's Birthdays

We believe that children's birthdays are important and therefore the children are given a card from the Headteacher and the school. We also sing in our weekly assembly to them. Children may bring bought products into school to share with their class (eg. Sweets/chocolates, small cakes and snack bars). In addition to this the pupils can wear their own clothes on their birthday and a badge if they would like to.

Water Policy

At Southfields Primary School we understand the need for children to drink water regularly throughout the day. Children are provided with a named plastic bottle each year which they are encouraged to use during the day .

Playtimes and Lunchtimes

We have worked hard to make playtimes and lunchtimes a good experience and children have many facilities to use: trim trail, go kart track, sand pit, outdoor play equipment, climbing wall, music and quiet play, outdoor artwork and environmental area. We have play workers and lunch time supervisors as well as trained Play Pals, who are children who support and encourage meaningful play. We also have a unique group of children who are called CARES, a child welfare team who work with the children to improve relationships and support any children with issues who would rather talk to another child than to adults.

Dogs/Pets

Please do not bring dogs or other pets on to school premises (this includes the car park, turnaround, playgrounds and pedestrian area). No matter how gentle your animal is, children can be easily scared.

Smoking

Southfields School does not allow smoking anywhere within the school grounds. Can we also ask politely that you do not smoke outside the school gates.

Road Safety

We actively encourage children to walk or cycle to school. For safety reasons we ask that cyclists should not ride through school property (this includes the car park, playgrounds and pedestrian area). Children and parents should not walk through the car park, but keep to pavements. Motorists should respect the road markings and not park in the turnaround in front of the school. We have recently purchased a covered rack where cycles may be stored, but please note that this is at your own risk, and you should take appropriate steps to ensure that your bike is adequately secured. The Healthy Schools Committee has looked into ways of improving parking and has agreed the use of a community car park at the end of the footpath to school.

Money

Please can you use the school Parent Pay on line paying system however if from time to time you need to bring money to school for visits and other events. We ask that this is sent to school in a sealed envelope with any reply slips; envelopes should be clearly marked with your child's name, class teacher and why the money is being sent e.g. Scarborough visit payment. We have a supply of pre-printed money envelopes which can be purchased through the school office, in packs of 50 for £1.00.

Complaints

Any complaints about school matters should first be brought to the attention of the class teacher or Mrs Dawson. If the complaint is not resolved, you can contact the school to arrange an appointment with the Senior Management Team (Upper, Middle, Lower School leaders and Deputy Head) who may then refer you to the Headteacher. If you feel this is still not resolved, you can write or speak to the Chair of the Governing Body.

Cycling, Scooters, Skates

We encourage children to cycle, scoot, skate and walk to school where ever possible and have three areas to store bikes and scooters. We encourage the children to wear helmets, high visibility clothing and have storage for these within school. Whilst we encourage children to come to school on wheels, we do not allow them to be used in the school grounds due to health and safety if children are caught using these in school they will be issued a ban for a set time as you would with driving offences.

Educational Visits and Residentials

We are proud to offer a number of Educational Visits and Visitors to our school.

Residentials for next year 2016-17:

Year 2 Stibbington
Year 3 Aylmerton
Year 4 Horstead
Year 5 London
Year 6 Scarborough

Off site Day Visits completed last year the teachers will write to you with any additional visits this year with details:

Reception	Peterborough Cathedral Sacrewell Farm Long Sutton Butterfly Park	Year 3	Warwick Castle Cadbury World Fengate Recycling Centre
Year 1	Mosque Dinosaur Farm Park	Year 4	Hampton Court Palace Conkers
Year 2	Hunstanton	Year 5	Black Country Living Museum
		Year 6	Think Tank

In addition we have other visits such as: the Royal Opera House, Burghley House, London Theatre Houses, Ice rink, Key Theatre, Science Museums, Sporting Tournaments, Local Secondary Schools, Local Places of Worship and Country Walks visits, Dance Festivals and Choir Events, Town hall, regional and national events for ECO and Choir Performances.

Visitors to School

NSPCC/RHS/Fire Brigade/School Nurse/Wood Green animal Centre/Road Safety and other various assembly speakers.

KS1	Puppet Show	Year 6	Safety Challenge
Year 1	Talk on Electricity Safety		Mock Trials
	Dinosaur visit		Visitor led Latin Day
	Archeologically Dig		Zoolab
Year 2	Barnaby Bear goes to Africa followed by workshops	KS2	Image Theatre Group
Year 2 and 3	Theatre Group - History off the Page	Whole School	Education Life Bus
	Medieval Day and Knights/Castles		Circusology Skills and Workshops
Year 3	Theatre visit	RE	RE Workshops during Week
Year 3	Science Roadshow		Quantam Theatre has visited twice
Year 3	'999'Club		Theatre in Education



The School Curriculum

The school's curriculum combines high standards with a broad and rich curriculum. Great emphasis is placed on planning so that there is continuity, progression, challenge and pace.

A major part of the school's curriculum is the New Revised Curriculum 2015, which consists of: Year 1 - 6

At Southfields we believe that 'Every Child Matters' and therefore we promote an ethos where every child, irrespective of background or circumstances, has the support they need to be healthy, stay safe, enjoy and achieve, and make a positive contribution which will allow them to develop skills to achieve economic wellbeing in the future. These five outcomes are at the heart of everything the school does and are reinforced through our family school environment, lessons, events, routines and our out of school provision, including links with the wider community and what they do out of school.

We have three fundamental aims which enable the children to become successful learners, confident individuals and responsible citizens who make a positive contribution to society.

Our curriculum is well planned, creative and vibrant. It is designed to have 'programmes of study' which set out the essential knowledge, understanding, skills and attitudes to be covered throughout the school. We have also allowed flexibility to meet individual pupil needs and strengths. We have many cross-curricular studies which provide opportunities for children to enrich and enhance their learning and make connections with other parts of the curriculum, as well as further develop and encompass some excellent opportunities in the world around them.

We have developed our curriculum using six areas of learning for Years 1-6

- Understanding the arts - exciting children's imaginations about the arts and developing their creativity
- Understanding English, communication and languages - developing children's communication and language skills
- Historical, geographical and social understanding - stimulating children's curiosity about the past and the present, and their place in the world
- Mathematical understanding - developing children's understanding of mathematics and its use in everyday life
- Understanding physical development, health and wellbeing - developing children's understanding of what makes a healthy, active and fulfilling life
- Scientific and technological understanding - developing children's understanding of the natural and man-made worlds and their curiosity and inventiveness.

At Southfields we believe in every child being treated as unique. We nurture our children to be resilient, capable, confident and self assured. We encourage them to develop positive relationships

which support them as learners and in develop their self-confidence. We believe that an outstanding, learning environment, both internal and external, enhanced by wonderful resources will extend and develop learning. At Southfields, we strive for outstanding standards in teaching and learning, high quality assessments and an excellent partnership with parents and carers.

This year the school will be piloting the new recommendations in enhancing the curriculum and the key areas are as follows:

- Knowledge and understanding of the world
- Problem solving, reasoning and numeracy
- Creative development
- Communication, Language and Literacy
- Physical development
- Personal, social and emotional development

Core Subjects Yr 1-6

English

During the academic year children will be taught using the new revised framework for Literacy. The Literacy objectives are now split into 12 strands, as follows:

1. Speaking
2. Listening and responding
3. Group discussion and interaction
4. Drama
5. Word recognition: decoding (reading) and encoding (spelling)
6. Word structure and spelling
7. Understanding and interpreting texts
8. Engaging and responding to texts
9. Creating and shaping texts
10. Text structure and organisation
11. Sentence structure and punctuation
12. Presentation

English includes:

- Speaking and Listening
- Reading
- Writing

English is an integral part of the whole school curriculum and has many cross-curricular links within daily teaching.

Speaking and Listening

Speaking is fundamental to a pupil's learning. Pupils are encouraged and helped to speak clearly, confidently and with expression in order to communicate ideas and feelings. Similarly, and just as important is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening. As a school we assess children in their speaking and listening, and the children will have records of achievement to track their progress and set challenging targets.

Reading

We believe that reading should be an enjoyable activity, and that one of the greatest gifts we can give a child is the ability to read. Our approach to reading is based on an emphasis on the teaching of phonics; once this skill is embedded, we extend and develop each child's reading skills. We dedicate 20/30 minutes daily to teaching, during which time the children are given a range of activities that take forward their learning, comprehension and skills. In each year we have whole-class books which are studied by all the children. In addition to specific guided reading, we have 15 minutes of selected reading "Lighthouse", where classic novels, important to the children's appreciation of the amazing world of books, are read and shared. These books have been selected

to inspire class teaching and reading, of which there are 76 classic novels in Key stage one and reception, and 36 in year three to six.

We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you. Children need to be able to read with understanding, for pleasure and for information. We have found that just ten minutes' one-to-one reading at home with an adult can make a huge positive difference to the children, and therefore we have included this as part of homework each evening. Parents are asked to complete the reading record; teachers may use this record from time to time, but do keep their own extensive notes within school.

Pupils' reading is formally assessed termly and the children use a variety of schemes and guided work to improve their skills, ability and confidence. As pupils go through the school, they are given more responsibility for selecting materials to read. We have free-reading extension books that will challenge pupils above the level of reading schemes. These free-reading books are designed to encourage children to become lifelong readers. Your child maybe selected for APP assessments in R/W/S&L and evidence portfolio's are kept. This will be communicated to parents if your child is selected.

We have two large reading bays and a well-resourced library with an extensive selection of fiction and non-fiction books. We also have an area for big books and group reading. Each classroom has a reading corner and listening station. Children rotate daily to read different materials in the Reading Roundabout, which develops a range of reading experiences throughout the week.

Children read to the class teacher weekly through guided reading sessions and are also expected to read at home each night as part of their homework. We send home a reading book and reading record that we ask parents to complete during the evening.



Writing

Pupils are helped to develop the ability to express their thoughts, ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. For handwriting, we use the Nelson scheme. The children have regular lessons until their writing is fluent and joined.

We believe it is important that children see their work as having purpose and that they regard themselves as authors of their work. Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Each child at Southfields is given a personal writing log, which tracks their written progress throughout their time with us. It allows both pupil and teacher to see improvement over seven years.

At Southfields we believe that it is important for children to learn all the different written genres and therefore we teach them how to write in three different phases.

1. Phase 1 - immersed in the text type
2. Phase 2 - learn the necessary skills to write in the genre style, eg. imperative verbs for instructional texts
3. Phase 3 - the writing of the genre

We assess the children using "APP" resources; keep ongoing records and tracking to reflect and assess the work your child completes. This assessment provides an invaluable ongoing record of achievement.

We have agreed basic standards throughout the school and children will work to reach these standards. Individual children may need additional support through projects, 1:1 tuition, group work and have regular work to further develop their skills to reach year group standards where appropriate.

Mathematics

We use the renewed framework for mathematics. This is an online document which stems from the National Numeracy Strategy (implemented in September 1999).

All pupils receive a daily mathematics lesson of at least one hour. There are a variety of resources, both textbook based and interactive (both ICT and physical). We have a large amount of resources which will support your child's learning. In addition to this, we have Maths vocabulary projects that run throughout the school.



We hope to develop pupils' confidence, enthusiasm and their ability to apply mathematical skills and knowledge to the world around them. Children are allocated to class sets from the start of their time at Southfields to ensure that they have the opportunities that best support their learning in the subject. We also provide children with focus support groups, both inside and outside the classroom, if they need extra help with their understanding of mathematical concepts.

Many aspects of mathematics are taught in school, although some aspects need regular practice at home and are very specific to individual children – such as times tables and number bonds.

Children are assessed regularly in mathematics and they are tracked termly to monitor progress. In Years 3 – 5 we use the QCA optional SATs to form part of our summative assessments, as well as ongoing daily mathematics assessments which form a mathematics profile. In Year 2 and 6 we use national tests; Reception – e-profile; and in Year 1 we use teacher assessments.

The maths framework is divided into 7 strands:

1. Using and applying mathematics
2. Counting and understanding number
3. Knowing and using number facts
4. Calculating
5. Understanding shape
6. Measuring
7. Handling data

These strands are then taught in blocks throughout the academic year. The blocks are taught termly, so that in each term, your child will learn about mathematical concepts within blocks A – E.

Block A Counting, partitioning and calculating	Using and applying mathematics Counting and understanding number Calculating
Block B Securing number facts, understanding shape	Using and applying mathematics Knowing and using number facts Understanding shape
Block C Handling data and measures	Using and applying mathematics Measuring Handling data
Block D Calculating, measuring and understanding	Using and applying mathematics Calculating Measuring Understanding shape
Block E Securing number facts, relationships and calculating	Using and applying mathematics Counting and understanding number Knowing and using number facts Calculating

Science

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. We hope also to foster responsible attitudes towards the environment and all living things. We follow the Qualifications and Curriculum Authority (QCA) Scheme of Work for science and use resources from Folens, Nelson, Ginn and Longmans to help implement the scheme.

Computing, Multi Media and Information/Communication Technology (ICT)

We are proud of our ICT provision at Southfields. We believe that ICT should be embedded in Teaching and Learning and is a tool which is used to enhance pupils' learning ability.

We have mini suites within each classroom in addition to sets of I pads, I pods, Ninetendos 3DS Nintendos, Playstations, Digital Cameras, Green Screens, Digital Video Cameras and sound Equipment. All of this is used to support and enhance education throughout the school.

We also have a designated ICT suite for publishing, Lego, film, photography and electronic music which includes garage band.

We teach children to use Microsoft and Apple software packages. We enter competitions for our work in ICT and use it as a medium to assess and record learning.

Religious Education and Collective Worship

The aim of religious education is to enable pupils:

- To acquire knowledge and understanding of the principal religions represented in Great Britain
- To develop the ability to explore, to reflect on and to respond to human experience, drawing on their study of religion

Through Religious Education, pupils are given opportunities to reflect on the nature and role of beliefs, the attitudes and values underpinning these, and the practices and behaviours that arise because of them. Skills developed through the teaching of RE include developing self-awareness, respect for all, open-mindedness, appreciation and wonder.

RE is taught in all classes and follows the procedures and guidelines agreed by Peterborough LA Agreed Syllabus. Parents have the right to withdraw their child from RE lessons and religious assemblies if they wish. You will need to talk to the Headteacher before doing so. Alternative provision will be made for your child.

We have daily Collective Worship. Each daily act of worship focuses on different aspects, including PSHCE and the wider community, and how people in the past have taught us, Every Child Matters, religious stories learning about and from different religions, religion linked to whole school curriculum teaching and learning and a celebration assembly. The school has no affiliations to any specific religion but does have regular contact with St John's Church in Stanground which pupils visit for the Christingle and Easter service. As part of the RE programme, the children visit other places of worship including the Mosque and the Cathedral.

Foundation Subjects

History

History is taught through themes and each topic begins with a box of interesting artefacts. The children visit various locations to learn more about history, they study the local area and have dress up days, they fight Greek battles, and are evacuated into the Second World War for the day. History is brought to life through practical experiences, visits and visitors.

Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, 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. Pupils will develop skills through researching, sifting through evidence and engaging in active discussion - skills that will prepare them for adult life.

Geography

Geography is embedded in much of the work that takes place at Southfields. It provokes and answers questions about the natural and human world. Children are encouraged to explore the world around them; they use local resources, educational visits, residential visits, and contrasting localities to bring life to their learning. We develop knowledge of places and environments throughout the world, an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom. Geography develops the ability to understand and resolve issues about the environment. We believe that the children should be also taught traditional aspects of world geography through additional topics, such as "Where in the world is Tidy Tiger?"

Music

We have a full time Music Director who supports classroom based learning along with 1:1 lessons and group work. The Music Director also leads ensembles and choir.

Pupils are encouraged to sing, compose and use percussion instruments in order to develop their creative skills. Through active listening, pupils' awareness and understanding of different periods, styles and genres are developed. All children are taught to play the recorder and read music, and all children are taught to sing. Children are given the opportunity to join the school choir, and can have individual instrumental lessons in trumpet, clarinet, flute, violin, saxophone, drums, electric guitar, classical guitar and Spanish guitar. The children are taught about different styles of music. In Year 5, children have the opportunity to visit the theatre in London.

All pupils from Reception - Year 2 are voice trained and some children in reception are selected for violin. In Year 1 all children are taught the ocarina and in Year 2 the recorder, where the children are all taught musical notation. Year 3 pupils are all taught the violin or cello. In addition to this, the children in year 3, 4, 5 and 6 learn to play the recorder, guitar and are taught to read music. We also offer a range of other instrument tuition with 12 additional instruments. Please see music arrangements for more details - these lessons are subsidised by the school.

Creativity and Arts

Creativity and the Arts are embedded into the curriculum at Southfields. Children are taught to express themselves with creativity and art appreciation is taught to all children. We encourage pupils to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils also learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts. In Year 5, children have the opportunity to visit the Tate Gallery and National Gallery. During the year the whole school takes part in a week of art, where all children learn and study together about artists and art around the



world. We run many art competitions for children and families. We have arts clubs and opportunities for Gifted and Talented children to develop their skills further.

Modern Foreign Languages

The school has traditional links with Italy due to many Italian families settling in Stanground which now has a third generation Italian community. The Italian Consulate fund the school to have an Italian teacher each year who works with various year groups. We teach French or German, as well as the classical language Latin in Year 6. We also have provision to teach a range of languages through "Eurotalk": French, German, Spanish, Polish, Italian and English. We have an internet cafe and an international cafe.

Design and Technology

We provide our pupils with opportunities to work with a variety of materials such as wood, clay, textiles. They are helped to develop skills around planning, designing, construction and evaluation. Food Technology provides opportunities to learn about diet, nutrition, food safety, hygiene, preparation and cooking as well as where food comes from. Children do cookery for half a term each year and take home their produce. At lunch times we have equipment to enable children to learn through play, in order to aid their construction skills.

Physical Education

We aim to develop agility, co-ordination and confidence through physical activity. All pupils have two sessions of PE a week, covering dance, gymnastics, swimming, games and athletics. We encourage a competitive spirit while recognising the value of co-operation, fair play and teamwork. We have cricket, netball and football teams who play both competitive and friendly matches throughout the year. We work closely with Stanground College and access specialist instructors and equipment to promote the highest quality PE possible.



We have a swimming pool on site for Years 2 - 6 and children have the opportunity for deep-water swimming in the pool at Stanground College. Southfields has a 'Traditional Sports Day' held in the summer term. We also host city events with the 'Sports Spectacular' for netball and football. We also take part in the Peterborough Dance Festival. All children are taught to dance and become good team players through enrichment activities.

The Wider Curriculum

Personal, Social, Health Education and Citizenship (PSHCE)

PSHCE helps to give pupils the knowledge, skills and understanding 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, including circle time, across and beyond the curriculum contributing fully to the life of their school and community. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many spiritual, moral, social and cultural issues. They find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of community. 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. At Southfields we also follow the Social and Emotional Aspects of Learning (SEAL) Programme, which is an explicit, structured, whole curriculum framework and resource for teaching social, emotional and behavioural skills to all pupils. Our School and Class Councils help pupils to further embed SEAL issues within our school as well as focusing school improvement work.

Health Education

Many aspects of looking after ourselves are covered in the school's curriculum as well as the programmes of study in the Science National Curriculum Framework. We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise. The children undertake a programme of study which builds on their understanding of Sex and Relationships.

Sex Education is defined as *'learning about physical, moral and emotional developments'* (ref.DFEE 0116/2000).

Supported by the school's PSHCE scheme of teaching, the children undertake a programme of study which builds on their understanding of Sex and Relationships. In Reception and Years 1 and 2 children learn to value their body, look at personal hygiene, study why families are special and how they care for each other and learn basic rules for keeping themselves safe and healthy. In Year 3 and 4 children build on previous learning and study family roles and relationships along with looking at changing bodies and their own responsibilities for personal hygiene. They also learn how to support friends and manage friendship issues. In Year 5 and 6 the children are taught to recognise the pressure of unwanted physical contact and how to deal with these issues along with identifying adults they can trust, they discuss changing emotions and learn the importance of valuing themselves. The community nurse supports the school with more detailed teaching and learning on these topics. Across all of these topics teaching takes into account the diversity of lifestyles, cultures and beliefs.

Parents have the right to withdraw their children from Sex Education and should contact the Head Teacher if they wish to do so. The policy is available from the parents' library.

Early Years Foundation Stage - The Reception Curriculum

Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

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. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are four overarching principles that shape the EYFS. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

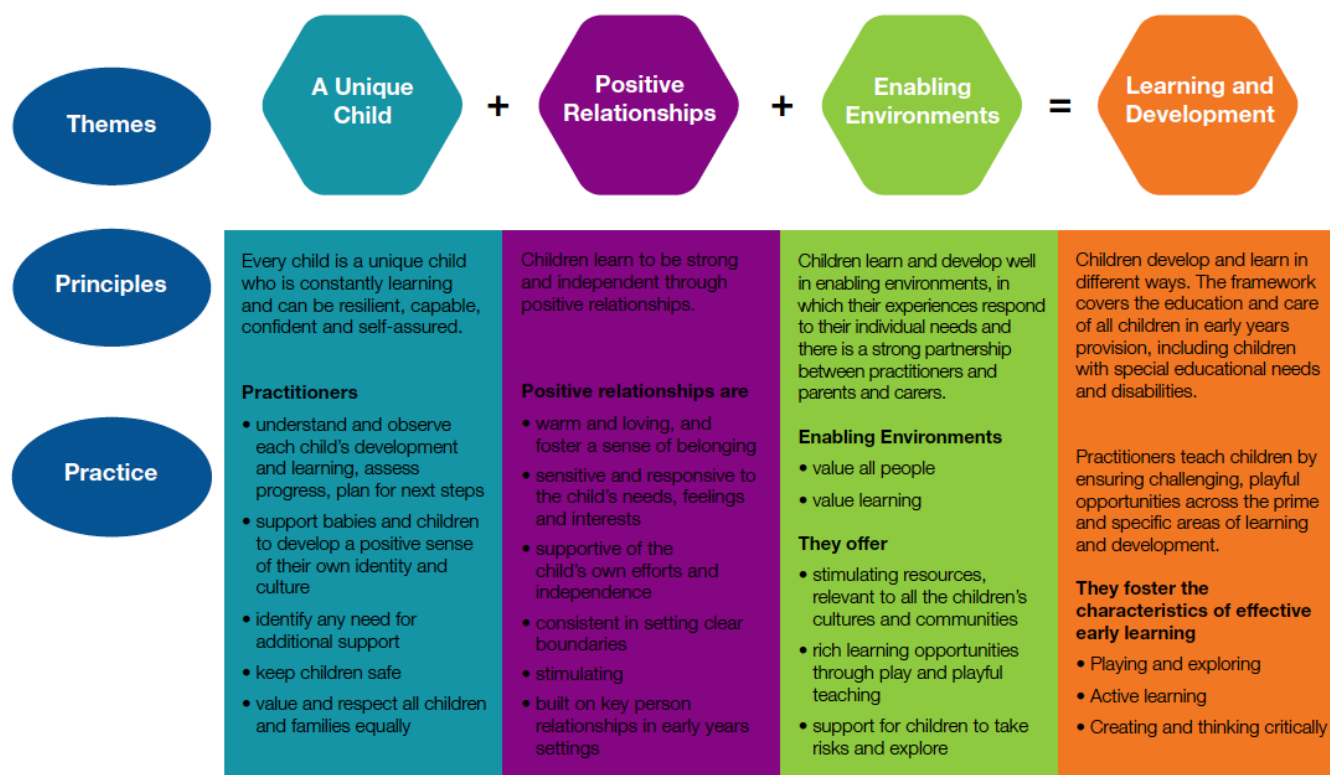
The areas of learning and development

Within these overarching principles of the EYFS, there are seven areas of learning and development which shape the educational programmes at Southfields. Three of these areas are particularly crucial for igniting children's curiosity and enthusiasm for learning; and for building their capacity to learn; form relationships and thrive. These three prime areas are:

- Communication and Language;
- Physical development;
- Personal, Social and Emotional development.

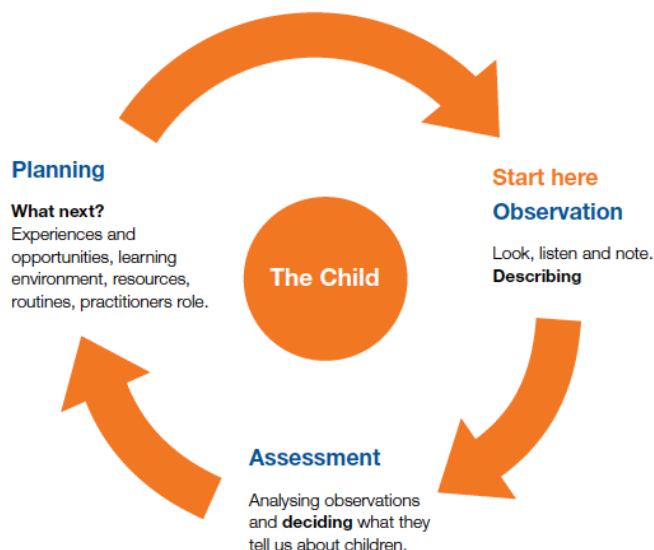
Alongside these prime areas, we also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.



How will my child be assessed? (The Early Years Foundation Stage Profile)

In the Early Years Foundation Stage assessments are ongoing. This is an integral part of the learning and development process. At Southfields our teachers observe the children daily and record their progress in order to plan and prepare new learning experiences which will enable them to develop well. Throughout the year, the teachers will meet with you regularly to discuss developments in your child's learning and set their new targets.



At the end of the year (by 30th June) the teachers will complete a document (EYFS Profile) which will provide a well rounded picture of your child's knowledge; understanding and abilities; their progress against expected levels; and their readiness for Year 1. This will reflect the ongoing observations, any relevant records held by us, discussions with parents and carers, and any other professional such as our Educational Psychologist who has relevant information.

In previous years the children have been assessed on a point score however from

September 2012 the children will be assessed against three categories. Teachers will indicate whether a child is meeting the expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

School Council

Southfields Primary School recognises the importance of the pupil voice and making them part of the decision making process. The school has elected a School Council; all the pupils at the school are given a chance to vote for a pupil from their class to be a representative. We have 14 members from Reception to Year 6 who meet monthly. The Council represents the pupils and puts forward new ideas, suggestions and ways of solving problems. The School Council meets regularly; minutes and agendas are shared on the school web site. The Council may also meet with the Headteacher and Governors to put forward pupils' views and suggestions.

Extra Curricular Activities

The school offers a wide range of extra curricular activities before, during and after school. The children have the opportunity to take part in cricket, football, netball, athletics, gymnastics, table tennis, choir, dance, ICT, chess, board games, construction club, cross-stitch, reading, homework, environmental activities and family gardening. We review the clubs regularly so that the needs of our current pupils are met.

Homework

Throughout their time at Southfields pupils from Reception to Year 6 will be encouraged to spend time at home on their individual study, using their Home Learning Journals. We ask that children read daily and revise their spellings and number facts. In addition to this, the teachers may ask the children to make or find out more about a topic. From time to time teachers may ask children to complete work;- this is part of focused group or individual support such as booster sessions, intervention groups or Springboard. We have a family homework club where parents and their children can come to complete work. The school has a Homework policy which is available in the parents' library. In Reception we also have phonic books for children to learn their letter sounds so that they can begin to learn to read and write.

Visits and Visitors

We are committed to offering inspirational teaching and learning. Day visits, residential visits and visitors to school are an essential part of our pupils' learning. We ask parents for voluntary contributions and are lucky to have such good support to allow all these experiences to go ahead. We have an Educational Visits Co-ordinator, Mrs Afford, who is available to discuss payment. We have pre-visit evenings for parents and follow up evenings after the children return, where parents have feedback on the event; photographs and film of the visit can be seen and purchased. Whilst on the visits we have a blog where parents can see regular updates and pictures.



Charging for school activities

In 1989 it became illegal to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial assistance from parents/carers. Section 118 of the Education Reform Act does not restrict schools from seeking voluntary contributions for the benefit of the school or any school activity. Our Governing Body has drawn up the following general charging policy:

- Where the school wishes to participate in activities where charging is not permitted and there are insufficient funds to meet the cost of such activities, the school will seek voluntary contributions from parents/carers.
- The Headteacher will decide what proportion of the cost of an activity can properly be charged to public and non-public funds.
- Where parental financial support is needed, a letter will be sent to parents setting out the nature of the activity and the individual contribution sought.
- There is no obligation to contribute. Children of non-contributing parents/carers will be treated no differently from children of contributing parents.
- Should insufficient funds be raised, relevant activities will not take place and parents/carers will be advised accordingly.

For guidance on residential visits please see Mrs Afford for further details

Assessment and Record Keeping

Assessment is a continuous process that takes place in all areas of school life. Through on-going assessment we hope to build a complete picture of a pupil's development: intellectually, emotionally, socially and physically. Assessment can take on many forms. We assess through discussion and observation as well as using more formal procedures such as testing. Formal assessment is carried out once a year in May. Throughout the term, we regularly collect evidence for "APP" assessment profiles on the children which form ongoing portfolios of evidence of achievement. This allows us to track the progress of individual pupils or year groups and also helps us to identify strengths and weaknesses across the school. Parents will receive information about the results of these tests as part of the pupil's annual school report.

National Curriculum Tests (SATs)

At the end of Key stage 2 (age 11) pupils are required to undertake Statutory Standardised Assessment Tests (SATs). These are summative assessment tests in English, Maths and Science. The results of these tests are published to parents and Key Stage 2 results are published nationally in the form of league tables. In Key Stage 2 and Key Stage 1 they will have met or not met the standard and this will be communicated to parents.

Pupil support and Pastoral

We have a welfare assistant who works with children throughout the school. Pupils could work with Mrs Dawson or Mrs Yeoman individually, in pairs or groups. The support groups we offer are: friendship, talk time, anger management, advice and specific case-related personal support. We have positive parenting classes and welfare drop-in sessions for parents. We have weekly meetings about welfare, and parents should inform the school at the earliest time if their child needs support at home or school.

We have an Enhanced Resource Provision for Speech and Language which children access across the school site. This provision has Teaching Assistants who are highly trained in teaching programmes and work closely with speech and language therapists and occupational health therapists.

Pupils with Special Educational Needs are helped within the normal classroom environment or by being withdrawn to work on individual programmes with school funded Teaching Assistants. The Educational Psychologist and other agencies support these children where appropriate. The Policy for Special Needs is available if you would like more information. Our Special Needs Coordinator is happy to speak to you about general issues related to special needs if the class teacher cannot answer your questions.

More Able Pupils and Gifted Pupils

It is important to understand what we mean by more able and gifted pupils. More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- general intellectual ability
- specific academic aptitude
- creative thinking
- leadership qualities/social skills

- artistic abilities
- ability in the expressive arts
- physical ability

Gifted children can be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2 % of the school population. More able and gifted children are identified through teacher assessment and judgements based on a variety of assessments. At all times the needs of the children, whatever their ability, are catered for through careful differentiation. Setting is often used throughout the school for Maths. This allows for the more able pupils to work with other pupils of similar ability.

We work in partnership with the King's School and Stanground College, and also have links with the wider community to stretch more able children. We have supported children to GCSE level academic qualifications whilst in Year 6.

Inclusion - Accessibility

The school has carried out an Accessibility audit and is confident about meeting the needs of all pupils here. We provide parking spaces, toilet facilities, a shower, wide corridors and easy access to lower classrooms.

Child Protection Procedures

Under the Education Act 2002 and children's Act 2004 1:1 (sections 10 & 175), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff and volunteers 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 in the first instance, and where appropriate will advise that a referral to Social Care. Parents/carers may not be informed if such discussion would place the child at increased risk of significant harm. This will only be done where such discussion will not place the child at increased risk of significant harm. 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.

The designated Child Protection persons in school are Mrs F Bennett, Mrs H Dawson and Mrs H Magee.

Positive Handling/Physical Intervention

Southfields Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with Department for Education and Skills (DfES) and LA advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff. A majority of staff have been trained in 'Positive Handling'.

Discipline

We have extremely high standards and children are expected to behave well and kindly to others. If necessary, we will discipline children to ensure that our excellent standards are maintained. Matters of discipline are dealt with initially by the class teacher or the 'on duty' member of staff. When a situation demands it, the Deputy Head or the Headteacher takes responsibility for disciplinary measures. At all times pupils are encouraged to consider and be responsible for their own actions.

Our aim is to make the pupil more aware of the necessity for self-discipline, self-awareness and self-control. In case of a serious breakdown of conduct, the Headteacher always seeks to assess the situation with parents. The school has a Positive Behaviour Policy which is reviewed annually.

All members of the school team: governors, parents/carers, staff and pupils are expected to implement and abide by the Code of Conduct in the Behaviour Policy. We believe that adults are role models for behaviour in our school. We run a system of 'lights' and these are both positive and negative. Parents are informed if any lights are sanctioned and the reason for the issue. We keep behaviour records of the children during their time at school. We also take children out for treats and rewards as well as awarding behaviour medals at the end of each academic year.

If your child has a problem at school

Most children make their way through school without any problems; however from time to time parents may feel they wish to discuss issues with the school. Southfields prides itself on the care of the children and works hard on Parent partnerships. We are a kind staff and would like parents to remain calm and listen to staff before they make judgements. The school is a calm, kind and happy place; under no circumstances would intimidation of staff or raised voices be allowed in school. Parents who do not mirror the school ethos will not be permitted onto the school site. We believe that in partnership, parents and school, can work hand in hand to ensure that the children within our school have the very best education and school environment possible.

Home school agreement

Parents are asked to sign a home school agreement when their child first enters school; the child then signs this yearly to ensure that we are all in agreement about how the partnership will work.

Thank you for taking time to read about the school we are all very proud of. We are a big family who have traditional values as well as a lot of fun. We believe our school is unique and special and hope that you as new parents and children will show us where we are exceptional and support us to develop to become even better in the future.

Essential Information 2016 - 2017

Address

Southfields Primary School

Stanground Estate

Stanground

Peterborough

PE2 8PU

Tel: 01733 562873 & 01733 566710

Fax: 01733 703329

E mail:office@southfields.peterborough.sch.uk

Website <http://www.southfieldsprimary.co.uk>

As Headteacher I would like parents to be able to contact me any time night or day if they have an emergency, and therefore have given my mobile number 07540940396. This number should not be used for school issues or questions that can be dealt with during the next school day but emergency use only.

Headteacher: Mrs Laura Martin

Deputy Headteacher: Mrs Lisa Williamson

Senior Leadership Team: Mrs Steward, Mrs King, Miss Mc Laughlin, Mrs Lloyd, Mrs Afford, Miss Parsonage, Mrs Ferrara

Chair of Governors: Mr J Durance

Chair of FOSPS: Mrs Amanda Eddings

School Welfare: Mrs H Dawson and Mrs H Yeoman

Assigned Local Authority Welfare: Mrs K Pearson

Assigned Local Authority Adviser to the school : Mr G Perkins

Other information

Number on School Roll: 580

Price of school meal: £2.00

Breakfast Club (7.50 - 8.50am): Information available on request

After School Club (3.15 - 6pm): Information available on request

Data Overview 15-16

EYFS

To measure this all data is recorded for each of the areas of learning. To calculate the GLD the core areas are measured.

The National GLD in 2014-15 last year was 61%

The school in 2014-15 was 49% and this was an improving trend for over 6 years. This year the GLD is 61%

Reading 61%

Writing 65%

Number 66%

Shape and Space 69%

Year 1 Data Phonics

- 74% 15-16 for school
- National in 14-15 was 73%
- 73% was school data for 14-15
- Year 2 who have to re-sit the Phonics is 79% with 5 pupils (21% of the pupils who didn't get it to sit it again in year 3)
- Therefore 90% of all pupils at the end of Ks1 have passed the phonics screening

Year 2

Subject	National 2014-15	School 2014-15	Actual School 2015-16
Reading	82%	81%	86%
Writing	72%	73%	82%
Maths	82%	90%	89%
Science			90%

Year 6

Subject	School 15-16 Teacher Assessment	National 14-15 Tests	School 14-15 Tests	Tests School 15-16
Writing	76%	87%	88%	76%
Maths	88%	87%	90%	72%
GHASP	88%	80%	86%	66%
Reading	78%	89%	93%	22%
Science	90%			

School Term Dates 2016-17

Autumn Term

School opens	Wednesday 7 September 2016
Half Term	Monday 24th - Friday 28 October (inclusive)
School closes	Wednesday 21 December 2016

Spring Term

School opens	Wednesday 4 January 2017
Half Term	Monday 20th - 24th February (inclusive)
School closes	Friday 7th April

Summer Term

School opens	Wednesday 26th April 2017
May Day	Monday 1 May 2017
Half Term	Monday 29th May - Friday 2nd June (inclusive)
School close	Thursday 20th July 2017

School Staff 2016 - 2017

Everyone who works at Southfields Primary School has an important part to play and is a valued member of staff. The emphasis at the school is on teamwork.

Teaching Staff

Mrs L. Martin	Head Teacher
Mrs L. Williamson	Deputy Head
Mrs Y. Steward	Assistant Head and ERP Manager
Mrs C. King	Head of Department Senior Leadership Team
Mrs C Ferrara	Head of Department Senior Leadership Team
Mrs N Parsonage	Head of Department Senior Leadership Team
Mrs R F-Ayub	Head of Department Senior Leadership Team
Mrs H. Lloyd	EYFS Senior Leader and Senior Leadership Team
Miss C. McLaughlin	Head of Department Senior Leadership Team
Mrs R. Ward	Class teacher and Senco
Mrs K White	Class teacher and Senco
Mrs L Barnard	Class teacher and ERP speech and Language Manager
Mrs A Nichols	Class Teacher
Mrs J Urciuoli	Class Teacher
Miss G Wicks	Class Teacher
Mrs N Bailey	Class Teacher
Mr J Addison	Class Teacher
Miss E Wilson	Class Teacher
Miss J Ward	Class Teacher
Miss L Tawn	Class Teacher
Miss J Wren	Class Teacher
Mrs R Brumby	Class Teacher
Miss H Brooker	Class Teacher
Miss K Collins	Class Teacher
Miss J Smith	Class Teacher
Mrs J Paterson	Class Teacher
Mrs H Pardo	Class Teacher
Mrs J Peacock	Class Teacher

Mrs E Burska	MFL Teacher/TA/Teacher
Mrs M. Preziso	Italian Teacher
Mrs N Moran	French Teacher
Miss B Miller	Music Director

Mrs H Pook	Speech and Language Therapist
Mr P. Boddey	School Counsellor

Support Staff

Mrs D. Afford	HLTA and Senior Leadership Team
Mrs H. Magee	HLTA and Senco
Mrs L. Arnold	HLTA
Mrs D. Campbell	HLTA
Mrs S. Bush	TA/Cover Teacher
Mrs H. Dawson	Welfare
Mrs H Yeoman	Welfare
Mrs S Mastin	Teaching Assistant and Training Teacher
Mrs K Melkowski	Teaching Assistant and Training Teacher
Mr M. Jackson	Training Teacher - SCITT
Mrs W. Beeken	Teaching Assistant
Mrs L. Bush	Teaching Assistant
Mr C. Rizzo	Teaching Assistant
Mrs M. Carters	Teaching Assistant
Miss A. Clarke	Teaching Assistant
Mrs J. Reid	Teaching Assistant
Mrs D. Crane	Teaching Assistant
Mrs M. Evans	Teaching Assistant
Mrs A. Tkaczuk	Teaching Assistant
Mrs K. Hannan	Teaching Assistant
Mrs A. Johnson	Teaching Assistant
Mrs H. Evans	Teaching Assistant
Mrs K Hannan	Teaching Assistant
Mrs A. Perridge	Teaching Assistant
Mrs D. Parker-Burns	Teaching Assistant
Mrs V. Quinn	Teaching Assistant
Mrs C. Jenkins	Teaching Assistant
Mrs J. Reid	Teaching Assistant
Mrs L. Shaw	Teaching Assistant
Mrs S. Foley	Teaching Assistant
Mrs J. Vaughan	Teaching Assistant
Miss T Gray	Teaching Assistant
Mrs L Shaw	Teaching Assistant
Mrs H. Nespoli	Teaching Assistant/Lunch Time Supervisor
Mrs S Gray	Teaching Assistant
Mrs L. Boothby	Teaching Assistant/Phonics lead teacher
Miss K. Walden	Teaching Assistant
Mrs S. Mastin	Teaching Assistant
Mrs C. Jenkins	Teaching Assistant
Mrs S. North	Teaching Assistant
Mrs S. Mullings	Teaching Assistant
Mrs A. Metcalfe	Teaching Assistant
Mrs C. Dann	Teaching Assistant

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Mrs J Loasby	Teaching Assistant
Miss N. Smith	Teaching Assistant
Mrs A Crate	Teaching Assistant
Mrs A Raines	Teaching Assistant/Nursery Nurse
Miss A Kovaleva	Teaching Assistant
Miss F Rowe	Teaching Assistant
Mr J. Shearer	Teaching Assistant

Mrs K. Rigby	Music Teacher
Mr J. Cranfield	Music Teacher
Mrs S. Long	Music Teacher
Mr P. Robinson	Music Teacher
Mr A. Smith	Music Teacher

Mrs S. Bream	Finance/Office Manager
Mrs R. Buck	Finance Assistant
Mrs Johnson	School Secretary
Mrs S. Jackson	Heads PA and Secretary
Mrs I. Sayed	Office General Assistant

Mrs P.Pink	Catering Manager
Mrs G. Kaur	Catering Assistant
Mrs K Jones	Catering Assistant
Mrs C Klimczuk	Catering Assistant
Mrs S. Lock	Catering Assistant

Mr W. Eddings	Caretaker
Mr C. Buckingham	Head Gardener
Mrs S. Mills	House Keeper
Mrs N. Hart	School Cleaner
Mrs P Porter	School Cleaner
Mrs A. Brown	School Cleaner
Mrs S. Harradine	School Cleaner
Mrs C. Slater	School Cleaner
Mrs N. Dehinbo	School Cleaner/Lunch housekeeping

Mr A. Holtham	ICT
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Mrs K Melkowski	Explorer Manager
Mrs A. Eddings	Explorer Play Worker
Mrs E Hannan	Explorer Play Worker
Miss F. Rowe	Explorer Play Worker
Mrs J Kaur	Explorer Play Worker
Mrs W. Beeken	Explorer Play Worker
Miss A. Raines	Explorer Play Worker

Highlights of Last Year

Activities change from year to year; this information is designed to give you some idea of the life of the school (not necessarily in chronological order)

Visitors include:

School nurse
Safety Challenge team
The Life Bus
Fire Marshalls
History off the Page
Radio Cambridgeshire
Many theatre groups
Court room drama
Historical and Geographical specialists
Authors and inspirational projects with reading and writing

Trips

Educational visits throughout the year
Stibbington residential visit Y2
Aylmerton Year 3
Horstead residential visit Y4
London residential visit Y5
Scarborough residential visit Y6

We have also taken the children on many different day trips including a whole school visit to the beach as well as various other inspirational and innovative curriculum visits to enhance the children's topics. These include visits to Hampton Court Palace, The Black Country Museum, The Dinosaur Park, Eco Park, Bewidderwood, local parks, hospitals, fire stations, the local swimming pool, the ice rink, play centres, Burghley Park, the Jubilee Picnic and to meet the Queen.

Music events & productions

Choir: Peterborough Music Festival
Interfaith service at Peterborough Cathedral
Katharine of Aragon Service
"Peace child" at Ely Cathedral
Flower Festival at St John's Church - Stanground

Other events include:

Peterborough Dance Festivals
Harvest Festival
Christingle service
Easter service
Christmas party
Christmas Productions
Jubilee Celebration

Events & Fundraising

Stanground College pool deep water swimming Y6
Stanground walk
School Council Elections
Children in Need
Break - Walking Bus
Mayor's Parade
Sports Day
Arts week
Sue Rider coffee mornings
Healthy Schools bike competition
Mother's Day Daffodil assembly
World Book Day
Discos
Family Bingo
Coffee Mornings
Cake Sales
Sustainable Barn Sales
Beauty Parlour Afternoons
May Day
Royal wedding Street Party
Christmas Lunch
Children's Disco

Sports teams

Netball tournaments
Football tournaments
Table Tennis tournaments
Cricket tournaments
Golf tournaments

Music lessons offered

Piano, flute, violin, drums,
Indonesian Gamelan, School of
Rock, trumpet, french horn,
saxophone, cello, trombone,
clarinet,
Guitars: electric, Spanish &
classical Keyboard, choir and voice
training, ukelele

Community

Family Learning
Eco family Saturday
Scrape book
Ferry Meadows walk
Ferry Meadows bike ride
Family camping
Good Parenting classes
Literacy and Numeracy projects

FOSPS events

Competitions
Y6 yearbooks
Coin trail
Themed days
Cake Sales

I hope that whilst this prospectus is long, it has given you an insight into life at Southfields Primary. As you can appreciate, this is a summary and the school has so much more to offer over beyond what is written in this prospectus. I personally, as Headteacher, will work very closely with you to ensure that we continue to provide an outstanding education. We work hard to ensure our children leave the school resilient, positive, having developed/nurtured a passion for subjects and learning, understand the importance of working hard, having ideas and dreams. Together we aim to nurture pupils who are kind, honest and have developed empathy to work and play with others.

Southfields Primary School Prospectus 2016-17

Mrs L. Martin - Headteacher