

School Details

Alderman Payne Primary School is situated in the village of Parson Drove, in the heart of rural Fenland. The village lies approximately seven miles to the west of Wisbech and twenty miles to the east of Peterborough. The village is very close to the Lincolnshire border. The school is very important aspect of the village and is therefore well supported by the community it serves. We were judged "good" by the OFSTED inspection team. (Nov 2012 and Nov 2017) and "good with outstanding behaviour and attitudes" (April 2023).. This was a result of the hard work and dedication of all the staff in school.

Should you need to contact us please telephone: 01945 700275

Our full postal address is: Alderman Payne Primary School
9 Main Road
Parson Drove
Wisbech
Cambridgeshire
PE13 4JA

It is also possible to E-Mail us: office@aldermanpayne.cambs.sch.uk

And visit our website: www.aldermanpayne.co.uk

Follow us on Facebook [search for Alderman Payne](#)

Please read on, we hope that this prospectus will give you a good idea of what your child will achieve at our school. We look forward to meeting you soon!

Accommodation and Organisation

Alderman Payne Primary School was built in 1933 to serve the village of Parson Drove and the surrounding area. The building was extended in 1990 at the same time part of the building was let to Social Services to enable a Day Centre for the elderly to be established. The Day Centre moved in April 2010 and the school now uses all of the building due to an increased roll.

The school comprises of several areas, mainly four classrooms and a multi-purpose hall. In addition there are safe areas around the school for children to work in small groups or independently. These include quiet reading areas and small group work areas. The children are currently in four class groups. The number of classes changes to accommodate the number of children on roll.

The grounds present the children with plenty of space to play. There is a large playground area and a field area; these are used at playtimes and for sporting activities. In recent years we have built a wildlife garden to celebrate the Queen's diamond jubilee. We have built a greenhouse out of recycled bottles. In the past couple of years we have installed a stage, a new trim trail and a story teller's chair in the school grounds. Our most recent projects involved turning a double decker bus into a library and building a play dragon for the Queen's platinum Jubilee. The school also has a small heated learner pool which has undergone a complete renovation and is used from Easter to October. The school has access ramps and facilities to cater for children with special needs should they be required. The facilities are updates and improved as regularly as possible according to need.

The local pre-school operates on the site. The number of sessions offered is dependent upon the number of children on roll. These groups operate independently from the school. If you wish to contact them, there number is 01945 700 496. They take some children from the age of two. Most of the children who join the Reception class have attended these pre-school sessions.

Admission and Transfer Policy

The local authority is responsible for school admissions. To find out more about the process please visit the local authority website

<http://www.cambridgeshire.gov.uk/info/20059/schools.and.learning/363/apply.for.a.school.place/4>

Children start at the school in September of the academic year in which they reach their fifth birthday and leave in the July following their eleventh birthday. Sometimes we have a small number of Year One children in the Reception class. This means that we sometimes have children in the Reception class who are a year older. The teacher is very used to working with this, and this is not an issue for the children. The current number on roll is 101. Our published admission number is 15 in each year group.

Visiting in advance of registration

We would always advise that you visit the school prior to registration. This will enable you to meet the staff and the children. It will also give you the opportunity to ask any questions that you might have regarding the education of your child. Please telephone the school to arrange a visit. Our office manager will be happy to arrange a convenient appointment. It is a good idea for your child to visit too. This does not have to be at the same time. We are always happy to show you around so that you can see it for yourself.

Priority is given to the admission of children within the designated catchment area; this is determined by the Local Education Authority, but largely comprises the village of Parson Drove and its surrounding area. If you are outside of the catchment areas and places are available, then your request will be met. If there are more applicants than places the following criteria will be applied:

Oversubscription Criteria for Community and Voluntary Controlled schools

Children who have a Statement of Special Educational Need (SEN) / Education Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with a statement of SEN / EHCP that does not name the school will be referred to the Statutory Assessment Team (SAT) to determine an appropriate place.

1. Children in Care (CIC) and Children who were previously in care (CIC) but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order;
2. Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted.
3. Children living in the catchment area with a sibling at the school (or partner infant/junior school) at the time of admission;
4. Children living in the catchment area;
5. Children living outside the catchment area who have a sibling at the school (or partner infant/junior school) at the time of admission;
6. Children of members of staff, providing that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
7. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line.

The closing date for admissions is usually 30th April. Parents/Carers are however encouraged to register as early as possible in the academic year before the child is due to enter. Children are normally admitted to Alderman Payne Primary School in September of the academic year in which the child will be five years old. If you are not admitted to the school and wish to gain a place there is an appeal process which our Office Manager will be happy to advise on.

It is important to us that children come to school happy and willingly. Arrangements for our youngest children are flexible in the first few days, this allows for the children who are very young, get very tired or exhibit particular needs to be given time to settle.

Each Reception intake will be considered separately and parents will be informed at the initial visit to the school; this takes place in the previous summer term.

In the September following their eleventh birthday the children will transfer to Secondary school. Children from Alderman Payne Primary transfer to a variety of secondary schools according to parental preference. We make the transfer as easy as possible for all our children, encouraging visits and visitors from all the secondary schools in the area.

Occasionally children transfer during their primary education. We maintain links with all of the primary schools in the Wisbech area. We make the transfer as smooth as possible. Where transfer follows a grievance of any kind we will always try to encourage parents to ensure that this is settled before the transfer takes place. This is very important for the child who will be aware of any concerns that may have arisen.

Our School Community (June 2024)

The Staff

Head teacher	Sarah Mulford (from September 2024)
Reception and Year 1 Class Teacher	Rachael Pick
Year 1 and 2 Class Teacher	Stephanie Dickenson
Year 3 and 4 Class Teacher	Molly Johnson
Year 5 and 6 Class Teacher, Assistant Head	Rachel Lynn
Inclusion/Special Needs Co-ordinator (INCO)	Nic Hemsall
One to one tuition	John Pegden
Office Manager	Sue Scott
Office Assistant	Julie Clarke
Teaching Assistants	Julie Clarke
	Laura Allen
	Hayley Lakey
	Emma Whitmore
	Holly Kilby
	Terri-Anne Jameson
	Dawn Oldale
	Vicky Ainsley
	Emily Hazzard
	Dainie Wardill
	Suzanne Smith
	Sarah Wainwright
	Colin Killingworth
Caretaker	Jan Grooms
Cleaners	Emma Whitmore
	Ingrid Browne
Lunchtime Supervisors	Hayley Lakey
	Terri-Anne Jameson
	Suzanne Smith
	Hayley McGuire
	Sarah Wainwright
Cook	Louise Fisher
Assistant Cook	Laura Barney
Family support worker	Jurate Trumpickiene

The Governing Body

The Governing Body is a representative group of people with interests in the school: parents, staff the Local Education Authority and the community. Governors are responsible for creating the policies that are operated by the staff in school on a day-to-day basis. Governors make decisions that affect the long term development of the school. Governors serve for four years. The job is unpaid, demanding, carries lots of responsibility, but can be very rewarding. Elections are held when required. If you are interested in becoming a Governor please talk to the Head teacher or one of the other Governors who will be happy to discuss the role further.

The Governing Body

Chair of Governors	Paul Stratford
Vice Chair	Derek O'Sullivan
Chair of standards and effectiveness committee	Alex Craig
Chair of finance committee	Derek O' Sullivan
Parent governor	Alex Craig
Parent governor	Sheree Richardson
Parent governor	Felicity Amor
Parent Governor	Vacancy
Staff governor	Rachel Lynn
Local authority governor	Vacancy
Co-opted governor	Colin Killingworth
Co-opted governor	Christine Killingworth
Co-opted governor	Anna Lee
Clerk to Governors	Martin Thorner

The Aims and Values of Our School

At Alderman Payne Primary School we support 5 outcomes, these are;

Enjoy and achieve

Through our linked curriculum, we develop learners who are resistant, independent, enthusiastic and determined to improve. We teach our children that a mistake is the opportunity to learn something new. We expect all children to achieve their personal best irrespective of their starting point and celebrate this individual success.

Make a positive contribution

Our children develop pride in themselves, their family, their school and their community. We teach them to value themselves and others, to be open minded, and to have the confidence to participate fully in the wider world.

Stay safe

We teach our children to solve problems and recognise and assess risks, to learn to make good choices and understanding the consequences of their actions as the children progress throughout the school. We seek to develop their understanding of potential risks in the wider world and strategies to stay safe.

Be Healthy

Our children learn about the importance of good health and physical activity; how to respect themselves and others, and to make healthy lifestyle choices.

Achieve social & economic well being

We seek to develop interpersonal skills, the ability to manage change, and a good work ethos to ensure our children achieve social & economic well-being as adults, and continue with their lifelong learning.

Developing a love of learning and confidence underpins all that we do in order that our children ultimately become responsible, thinking citizens in adult life.

All staff have a responsibility to ensure implementation of these aims.

Our Curriculum

At Alderman Payne Primary School we base our curriculum on five principles that we call the "Five Fabulous Foundations". These are;

- Reading
- Respect
- Resilience
- Perseverance
- The wider world

We follow the Early Years' Curriculum in the Reception Class and the National Curriculum in the rest of the school. We teach literacy, numeracy, science, ICT, history, geography, music, art, design and technology, personal, health social and cultural education (PHSCE) and PE. We use a project based approach to link subjects together and to teach the Five Fabulous Foundations. In addition, all of the children learn French from Year One. All of this means that the children progress through a well- planned, balanced curriculum.

We teach reading, writing and spelling through a highly structured programme called "Read, Write, Inc." which is highly differentiated and structured. We use a scheme called the "White Rose Maths Hub" to support the teaching of maths in the school.

The teachers have high expectations of the children, constantly encouraging them to give of their best to ensure that potential is fulfilled. Teachers plan to meet the needs of all the children in their care.

We ensure that our curriculum offers equal opportunity to all, regardless of gender, ability, special educational need, race or background. We foster a desire to learn that will be lasting. We want our children to believe in the principles of life-long learning, respect for others and awe and wonder about the world around them.

The Foundation Stage

During the first year at school (the Reception year) it is very important that the children learn from first-hand experience. Play is a very important feature of the activities. Children are given the opportunity to practise skills that they have learned during lessons. The children follow the Early Years Foundation Stage Curriculum. This begins in the pre-school setting and provides children with many of the keys to future learning. Their curriculum consists of Personal, Social and Emotional Development, Communication and language, Literacy, Maths, Understanding the World, Physical Development and Expressive Arts and Design. We also look at how they approach their learning and comment on Playing and Exploring, Active learning and Creating and Thinking Critically.

Personal, Social Health Education

As well as the National Curriculum which is taught from Years 1 to 6, we also focus on personal, social and health education. Many different areas of growing up are discussed each year. Issues that may affect children in school and at home are shared in group sessions. These can be sensitive issues like bullying. Personal safety is a major feature. Children will be taught how to deal with a variety of situations that may arise. Personal hygiene and health education will be an integral part of the study. We also discuss healthy eating and encourage our children to take pride in their selves, their families and their surroundings.

Relationships and Sex Education

Much of the work at Alderman Payne Primary School in this area is found within the science and PSHE under the headings of growth, growing up, relationships and reproduction. As the children near puberty they need to be given more detailed information, so that they understand how their bodies are changing. Parents are always given the opportunity to watch any videos being used before they are shown to children. Parents have the right to withdraw their children from the sex education sessions if they so wish. However we would encourage you to let them take part by the school. This way they receive the correct biological information from an adult, rather than second hand from a child in the playground

Collective Worship

There is a statutory requirement for children to take part in an act of collective worship each day. Our policy ensures that the children have time to reflect and think during the school day. Our assembly themes are very varied and call on a variety of stories from the major world religions as well as stories with moral messages. Although we are not a religious school, the majority of stories are founded in the Christian traditions and beliefs as we are required to do by law.

Home Learning

At Alderman Payne Primary School we set home learning. The children will be given a variety of tasks to complete in their own time. Teachers will ensure that the children receive tasks on a regular basis. All children are required to do daily reading practice, and a minimum of three times a week. The length of time spent on tasks of this nature will change according to the age of the child. Home learning will be a mixture of practical tasks and practice questions. Children are expected to complete home learning when it is set.

How we assess children

At Alderman Payne Primary School we assess the children on a daily basis. This helps teacher's plan future lessons and to get an idea of the next steps to take in developing the child's education. Teachers will continually carry out assessments, to mark progress and to highlight or identify areas causing concern. Progress in reading, writing, spelling and mathematics is tracked through more formal tests. Again, this information is used to group

children so that class teachers can meet the needs of the children most appropriately. Targets are set for children and discussed with parents at our twice yearly parents' meeting. These change regularly and enable children to be aware of their own progress. This helps them to take control of their own learning. These targets are amended as soon as the child has achieved them.

In the summer term children aged seven and eleven years take the end of Key Stage, statutory teacher assessments and tests. These are referred to as the SATs. They are a national requirement. Sometimes, because our year groups are very small, the results do not appear in published league tables. Regardless of ability we expect all of our children to try their very best. The results of the last few years SATs tests in year 6 are detailed below. Differences in scores are reflected by the small number of children in each cohort and consequently 1 child counts for a large percentage of the total.

Annual Results

Attainment 2023

These are the results for our Year Six children compared to the national averages in 2023.

Key Stage Two outcomes.

Expected	Reading %			Writing %			Maths %			Grammar punctuation and spelling %			RWM combined %		
	2023	2022	2019	2023	2022	2019	2023	2022	2019	2023	2022	2019	2023	2022	2019
School	86	69	60	71	64	40	86	69	67	79	77	67	64	46	40
National	73	75	73	71	69	78	73	71	79	72	72	78	59	59	65

Greater depth	Reading			Writing			Maths			Grammar punctuation and spelling			RWM combined		
	2023	2022	2019	2023	2022	2019	2023	2022	2012	2023	2022	2019	2023	2022	2019
School	29	23	0	0	0	0	7	15	0	14	23	0	0	0	0
National	Not available	28		Not available	13		Not available	22		Not available	28		Not available	7	

Special Educational Needs

As an inclusive school we provide for the needs of all our children. Every child is different and we view difference as an opportunity for children and adults to learn more about themselves.

If your child has a disability they will not be treated less favourably than other applicants for admission. We make reasonable adjustments to ensure that children with disabilities are not placed at a substantial disadvantage. The school has a policy for special educational needs which is revised every few years. This policy is available from the school office or is on the school website. Our aim is for all children to have access to school life, as far as is reasonable and practicable.

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

- Inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- Provide the information school needs to plan effectively for the child to be a full member of the school community;
- Acknowledge that when deciding whether an adjustment is reasonable. (One of the factors the Head teacher must consider is the effect of the proposed change on all members of the school community);
- Recognise the importance of school and home working in partnership.

Assessing special learning needs in school.

Initially the needs of all children will be met in school. Sometimes children need extra support to meet their learning needs. If this is the case, a special programme of additional support will be developed. Parents will be

informed and asked to help with the child's individual education plan. This is a special programme for the child and will offer advice about how everyone can help.

A small number of children will need very specific external support to help them. This could be a specialist teacher, a physiotherapist, an occupational therapist, an educational psychologist or another specialist who may be able to help us to meet the needs of the child. Where the child's needs are likely to be long-term, require additional support over a long period or are unlikely to be met by the school alone a special plan may be provided by the Local Authority in conjunction with the school.

Gifted and talented pupils

We differentiate our learning to accommodate different pupils' needs. If your child has a particular talent in a curriculum area we try to give them additional support. For example we accommodate our gifted mathematicians in part by using a website where they can compete against other very able mathematicians in other schools.

Attendance and Punctuality

The School Day

Breakfast club (Paid for club)	from 8am
Morning Session	08.45 – 12.05
Afternoon Session	13.05 – 15.15

Children are asked not to be on the premises for more than ten minutes before or at the end of the school day. The school can accept no responsibility for children outside these hours unless they are engaged in extra-curricular activities or are attending our Breakfast Club.

Children enter the playground via the side gate and go into school when collected by their teacher through the respective doors. Please make sure that your child arrives at school just before 8.50am, in this way, (s) he can appreciate the importance of punctuality and form good habits early in their school life.

Good attendance and punctuality are one of key reasons children make progress in school irrespective of ability. If a child is not at school, they cannot learn. Although a few days absence may not seem like a lot it quickly adds up to significant periods of time. The national average for attendance is 95% and all children are expected to attend school every day unless they are seriously ill. Doctors and dentist appointments should be made out of school hours whenever possible. In the unlikely event this is not possible your child should be signed out from the Reception during the day and returned as soon as the appointment has finished.

Please note in line with all school in the Wisbech area, **holidays are not authorised in school time**. Any holidays taken during school time will be recorded as unauthorised absence and you may be fined £60 per child per parent. This fine has to be paid within 21 days or the fine doubles. If this fine is not paid in a month, court proceedings will follow.

If a child's absence falls below 90% over a six-week period, or there is a pattern of absence, the Education Welfare Officer may become involved in improving their attendance. If a child's attendance remains a serious cause for concern and does not improve, court proceedings will take place and you will be fined in a similar way to taking holidays in school time. This is a very rare event however. Our view is that "every day matters" in a child's educational life and every effort should be made to have the child in school every day. At the end of the year prizes are awarded for children who have achieved 100%, 98% and 95% attendance for the year.

A note/proof of an appointment is required when

- Your child returns after a period of absence
- In the unlikely event your child needs to be excused from an activity

- On the very rare occasion that your child is out of school during the school day

If your child arrives at the school after the register has been taken, (s)he will have been marked absent. A reason will therefore be required to explain the lateness. . Any child who arrives late after the register has closed will be accompanied to the office where the office manager will confirm arrangements for lunch.

Registration is taken at 8.50a.m. and any time after that is marked as late.

Illness

If your child is absent from school through illness, please inform the school by telephone on the first day. If we are not notified as to the reason for absence it will be recorded as unauthorised. If you attend the doctors please bring your appointment card to show the Office Staff.

Our improving attendance for the last few years is shown below;

Whole School Attendance

2023 - 2024	95.8%
2022 - 2023	94.3%
2021 - 2022	92.7%
2020 - 2021	no published data due to Coronavirus
2019 - 2020	no published data due to Coronavirus
2108 - 2109	96.4%

Our attendance is at national or above every year.

Behaviour

The Home School Partnership

A Home/School Agreement formalises the links that exist between home and school. The parents, the children and the staff sign to confirm their intent to work in partnership. This agreement is made when the child enters the school. The success of every school is dependent on good working relationships at every level. We ensure that relationships are open and honest at every level. We are approachable and will endeavour to make time to have discussions with you whenever the need arises.

High standards of behaviour are expected from all children, so we encourage them to take responsibility for their own actions from a young age. When children join the school they sign a home school agreement which sets out what the expectations are.

Children in every school and every home misbehave from time to time. When a problem arises children can expect this to be discussed, and where appropriate a reprimand to follow. We ensure that each incident is treated as fairly as possible.

Where a matter is recurring or of a more serious in nature, parents/carers will be informed as soon as possible. This will either be by letter, telephone or short meeting at the end of the day. Children are expected to let their parent/carer know if there has been a problem at school as this helps them to take responsibility for their own actions. This is often the most difficult part for a child.

Please also bear in mind that the offence will have been minor, or a member of staff would have contacted you. The child will usually be telling you that the matter has been dealt with and is over. If you are at all concerned by what your child tells you then please come into school to discuss the matter with either the class teacher or the Head teacher.

Bullying

No Head teacher can ever consider their school to be a 'bully free zone'. Bullying by its very nature is underhand and is unlikely to be witnessed by an adult. We all encourage children to be open about anything which has upset them. We do not tolerate any acts of bullying at Alderman Payne Primary School. Any parents who have concerns should discuss them immediately. The problem, if it is allowed to start, does not simply go away. Parents are actively discouraged from entering into dialogue with children or parents of children who may have been involved, however tempting this may be, as the problem does need to be addressed by staff in school. The children have written their own Anti- Bullying code which is reviewed periodically by the School Council. The anti-bullying policy can be found on our website or a copy obtained from the office.

Child protection

Under the Education Act 2002 (section 175/157), schools must "make arrangements to safeguard and promote the welfare of children".

We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

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 school should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely 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 member of staff in the school with responsibility for child protection (known as 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.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child "may....do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare". This means that on rare occasions, a school may need to "hold" a child in school whilst Social Care and the police investigate any concerns further.

Support for families

We have a family support worker called Jurate Trumpickiene who can offer parenting advice or support. She can help you with a whole host of issues for example ideas for positive bedtimes, children's behaviour at home or even how to claim benefits. She can be contacted on 07767048838, or by email

Jurate.trumpickiene@cambridgeshire.gov.uk This is a confidential service.

General information

School Uniform

Our uniform is royal blue with grey or black trousers or skirts. This can be purchased online from www.designandembroidery.co.uk

Once you have entered the website, click on "shop", and you will see the Alderman Payne logo on the page.
All uniform must be labelled with your child's name.

Swimming

We are lucky enough to have our own swimming pool and swim every year. Apart from the Reception Class, we swim from September to October, then again from Easter to July (Reception children start swimming after Easter.)

Two adults (i.e. the class teacher and the teaching assistant) teach the children either at the poolside or in the water. At least one of these staff members is trained in resuscitation training. The pool is a learner pool which means that the depth is no greater than 0.85 metres. The pool is heated and there are separate boys and girls changing facilities.

The children will need swimming costumes (no bikinis or knee length swimming shorts), a swimming hat, flip flops and a towel. Earrings, all jewellery and hair clips must be removed before swimming. Children may wear goggles in the pool. If your child has a verruca they can swim as long as they have a verruca sock on their foot. Parents usually find it easier to send the swimming kit in at the start of the week as there are sometimes opportunities for extra swimming sessions.

Book bags

Each pupil is provided with a hard-wearing book bag. This is for transporting books, home learning and letters to and from school. This helps us maintain the quality of our library stock and ensures that homework is kept neatly together. Children will not be permitted to take books home without a book bag. The book bag should last throughout the time spent in school. Should a replacement be required they can be purchased through the school office at cost price.

Wearing Jewellery

In order to protect our children from injury we follow the guidelines recently issued by the Local Education Authority on the wearing of jewellery, particularly in P.E. and technology lessons. The Local Authority advises that for safety and hygiene reasons jewellery (metal or plastic) cannot be worn during sporting activities and swimming. In line with the guidance from health and safety, stud earrings cannot be covered for sporting activities, but must be removed or replaced with silicone "keeper" earrings.

Where jewellery is worn in other lessons, it should be limited to stud earrings. The children must be independent in removing jewellery in the stated lessons and must be responsible for its safe keeping. Staff cannot be personally involved in the removal or temporary storage of items of jewellery.

Nail varnish, gel nails and temporary tattoos are not allowed in school.

Food

Breakfast

Once children are in full time education, they should eat breakfast. The children who don't take breakfast find it hard to sustain concentration for the whole morning. The situation can be made worse by a 'quick fix' playtime snack. We cook bagels every day for all the children who want them. These are given out in the class at the start of the day and are free.

Breakfast Club

We have a Breakfast Club which is open from 8.00 a.m. Children can have a range of cereals, toast, fruit, fruit juice and milk. There is no need to book in advance, just bring your child into the playground and go into the school hall to register. The cost of the club including childcare and food is £2.00 per day per child.

Playtime Snacks

Most children like to bring a snack for break time. We encourage the healthy snack so pieces of fruit, raw vegetables, or dried fruit are allowed. They also provide a slow release of energy, this helps with behaviour during lesson times. As we are part of the healthy eating fruit scheme our KS1 children benefit from being given free fruit or vegetables daily.

School Meals

The majority of children have a school meal.. The children eat in the school hall. We have grouped our children onto tables across the Key Stages to encourage a 'family' atmosphere in the hall. We employ our own cook, so none of the food is cooked from frozen. You can look at our school menus on our website. School dinners are paid for online.

When children first start at school in Reception, then during Year One and Year Two, they are all entitled to a free school meal, irrespective of income, paying for meals only starts when the children move to Year Three. Although your child will automatically be entitled to this, if you are on benefits you will still need to register for these dinners so you can claim these. (Please fill in the form in the attached pack)

When the Reception children start school and for the first half term, there is no need to provide any food for your child because all Reception children are given a school meal every day. This is either a hot meal or a packed lunch, depending on your child's preference. This is an excellent way of getting your child to try a wider range of foods, as, once they see their friends trying new things, they tend to try new foods too. Our cook will encourage all the children to select a balanced meal. The menu is posted on the catering board inside the hall and on the outside notice board, as well as on the school website, so that children can discuss the options with their parents. . The menus are planned in line with current nutritional guidelines. There is always a salad bar and fresh fruit available very day. Special diets can be catered for. The lunchtime supervisors also keep an eye on what children are eating. If there is a problem it will be reported to the class teacher who will talk to parents.

Payment for school dinners

Dinner money (from Year Three upwards) is paid online using the "Arbor" App. Parents will receive a welcome email from "Arbor" when this is relevant to you.

School dinners cost £2.40 per day per child. Children can take dinner any day of the week but the money must be paid before the dinner is taken. **WE ARE UNABLE TO SERVE DINNERS WHERE PAYMENT IS NOT RECEIVED IN ADVANCE.** Occasionally special events take place e.g. Christmas Lunch. Bookings for these meals are taken in advance; on occasions parents will be invited to join the children.

If you think that your child is eligible for **free school meals** it is important that you ensure that they are registered, even if they choose on occasions to bring a packed lunch. The number of children eligible for free school meals has an effect on the overall funding of the school. Other children in the class are not aware which children have free dinners as this is not discussed.

Parking Outside School

Parking outside our school is a health and safety issue, as it is at every school. We ask that parents consider the safety of the children as paramount and not park on the double yellow lines. The areas around both of the gates should be left clear. There are road markings to help. We ask that parents also be considerate of our neighbours, leaving their gateways and petrol pumps clear. The pub called "The Swan" opposite school has agreed that parents can park in their car park at drop off and collection times to ease congestion.

Money

Bringing Money to School

The children do not generally need money in school.

Educational Visits

Educational visits are organised for the children each year. These enhance and often bring to life projects being studied in school. Staff organise visits where they think they are appropriate. Parents are notified of these by letter and written permission has to be received before children can be taken out of school.

We ask parents to agree to permit their children to be taken off the school premises for educational visits into the direct locality of the school. This includes the shop, the post office, the war memorial, the churches etc. within the village. If a parent objects to their child being taken from the premises for activities of this nature they are asked to notify the Head teacher in writing. Where children travel further afield or special events are organised in school, it is necessary to request financial contribution from parents. Under the Education Reform Act 1989, schools are not permitted to 'charge' for activities that take place largely in school time. Funds are such that some worthwhile activities could not take place without assistance from parents. Schools are therefore permitted to request voluntary contribution. Our Governing body has a policy which invites contribution towards specially organised activities. Where insufficient funds are raised to cover costs, the school reserves the right to cancel the event.

Charity Events

Children are encouraged to take part in events to support charities e.g. Red Nose Day. The school does not have a specific charity. Events often occur following the interests or concerns of the children. The events that they organise themselves are important for personal development and are therefore encouraged in school.

School Dogs

We have a school dog called Boris who comes into school on some Fridays and children are chosen to spend time with them through "Hot choc with the dogs" (1 child from each class). If your child is allergic to animal fur, or scared of dogs, please let us know.

Health Matters

The Health Service

We work closely with colleagues from the health service. They carry out screening in the first year at school. These checks include; height, weight, vision and hearing. If you have concerns about your child's health please let us know so we can pass on your concerns.

Head lice

Every school has children and adults who catch head lice. The most effective action is for parents to ensure that hair is checked thoroughly at least monthly and for children to be encouraged to brush their hair regularly. It takes a head louse quite a long time to walk from head to head. If hair is short, heads have to be in contact and if long hair is tied back it is difficult for them to gain access or move. It is therefore easier for lice to transfer if hair is long and loose as the children will not realise that they are in contact with each other. If we find head lice, we discreetly let the child's parents know and also send a general letter out to the other children in the class.

Medicines in School

From time to time children get ill. With the exception of inhalers or EpiPen medicines are not usually present in school unless this has been agreed and a plan has been set up. If your child uses/begins to use or finishes with an inhaler the school must be informed. In an emergency this information is critical. Antibiotics **MUST NEVER BE PLACED IN LUNCHBOXES FOR SELF ADMINISTRATION AT ANY AGE.**

Schools are not obliged to administer medication, however this will be considered in exceptional circumstances. If a child needs to take medication of any type parents must fill in a "Request for medicine administration form". These are available from the school office. All medication must be prescribed by a doctor. (Refer to the administration of medication policy for more information). Children with epilepsy, diabetes and other ongoing medical conditions have a care plan which is set up by the school nurse or special needs coordinator. The care plan must be discussed with the Head teacher or special needs coordinator and the parent.

Accidents in School

It is essential that parents/carers give the school full medical particulars of the child and notify us immediately of any changes. It is also important that we have up-to-date information on address, telephone numbers and points of contact in an emergency.

Every reasonable care will be taken of your child whilst on school premises. In the case of minor bumps, falls, accidents or injuries, medical care will be provided in school. The children will then report this to you at the end of the school day. In the event of a more serious injury including a bang to the head, every effort will be made to contact the parent/carer, where this is not possible, the child will be monitored closely and you will be informed at the end of the day. In all cases involving heads the child will bring home a note to describe the nature of the injury and any relevant observations. In an emergency the child will be taken to the health centre or hospital. Staff will then act as any responsible parent would act. As always our main concern will be the welfare of the child.

Complaints

Should you have a complaint, we need to know. Initially the class teacher will be happy to discuss your concerns. If the issue cannot be resolved then an appointment will need to be made to see the Head teacher. If concerns continue then they should be passed to the Chair of Governors via the school office. If this does not resolve the issue, contact should be made with the Education Officer based at Shire Hall in Cambridge. For more information, our complaints procedures can be found on our website.

How you can help

Parents/Carers in School

Parents/Carers are welcome to come into school as volunteers or by prearranged appointment. We ask for help in school whenever it is needed; we may like you to cook with children, or enjoy sharing books with them. You may have something to share with the children, an interest, a special job or an exciting event. Grandparents can be equally helpful in school. If you would like to do this, have a chat with Ms. Blyth, the Head teacher. Please do come into school, it is your school too. Most Thursday afternoons at 2.20pm parents are invited in to Family Reading. This is an opportunity for you to share books with your child. At 2.45pm on most Thursdays we also have a celebration assembly where some of the previous week's achievements are shared. Children are awarded special golden certificates. You are always welcome to join us. Sometimes children share some of their learning at this event. We try to keep parents/carers well informed about events in school. We also have the "Curiosity Café" where parents are invited to see what the children have been learning about. There are about four of these a year. These events are also on Thursdays. They are very popular with parents.

You will receive newsletters by email from the school, so please make sure that you have given us an up to date email address. The school website also contains lots of useful information too; www.aldermanpayne.co.uk Please

make sure we have an up to date mobile phone number too, as this is the speediest method of contacting you in an emergency.

Parent Council

When you join the school every parent automatically becomes a member of the Parent Council. We meet to discuss fundraising and also look at strategic policies. The school is very grateful for the amount of fundraising that the Parent Council has done over the years for special events e.g. subsidised coaches for trips, buying leaver's presents. Our meetings are in the evening about once a term and you are very welcome to attend. There is a Parent Council notice board in the front garden which will keep you up to date about events. There is also an Alderman Payne "Facebook" page where you can find out current information and post your thoughts.

And Finally

What really matters.....

- High quality learning.
- Stimulating environment.
- Willingness to take a risk.
- Positive thinking.
- Praise when things are done well, when children try and work hard.
- Being a good citizen.
- Constructive debate and a willingness to do it better.

To do our best for the children; that we equip them to make and have choices and that they are better human beings because they have passed through our hands