

**CUFFLEY
SCHOOL
PROSPECTUS
2020-2021**



CUFFLEY
A Foundation School



Contents	2
Headteacher's Welcome	3
Chair of Governor's Welcome	4
Cuffley Vision & Ethos	5 - 7
Curriculum Statement	8
Educational Visits & Extra-Curricular Activities	10
Charging Policy	12
Teaching and Learning	13
Assessment	14
Inclusion	15
Healthy School	16
Being a Responsible Pupil	18
Responsible Internet & Mobile Device Uses	19
Home School Agreement	21
Being a Responsible Parent	22
Complaints	27
School Uniform	28
Organisation and Timings of the School Day	31

Appendices

1. Admission Policy
2. Staff List
3. Privacy Notice – Data Protection Act 1998



Headteacher's Welcome



Welcome to Cuffley School. I hope that you will find this school prospectus insightful into life at our school. It is designed to give you an overview of what we do, sharing our ethos, clarifying our aims and intentions and providing you with a wide range of information that I hope will help you understand more about us.

At Cuffley, we are committed to our Learning to Learn agenda. We believe that instilling a love of learning in children will provide them with the skills they need for the future. Along with this philosophy, we seek to provide an encouraging and nurturing environment, where each child is supported to make the most of their individual strengths and to reach their full potential.

This prospectus is reviewed annually and whilst much of the information remains the same, some pieces of information date very quickly. Therefore, staffing lists, assessment data and some other information are presented on separate sheets of paper and updated regularly.

We hope you find the prospectus useful and informative. If you have any additional questions, please do not hesitate to ask.

We always welcome visits, however unfortunately we cannot offer them at the moment, so I would encourage you to watch our virtual tour, so that you can get a feel for what life at Cuffley is like. We are also more than happy to talk to you and answer any questions you may have; please just call the office.

Wendy Wing

2020/21



Headteacher

Welcome to Cuffley School (Foundation Status)



STATEMENT FROM THE GOVERNING BODY

The Governing Body's main aim is to help raise standards of achievement and make sure the school provides a good quality education. The day-to-day management of the school is the responsibility of the Headteacher and staff. Governors are here to help shape the school's future direction and focus.

At Cuffley we have 10 Governors whose skills and experience are matched to their roles on our Governing Body. We work as a team and are an integral part of the school. We are responsible for how the school is performing. We have to be prepared to support and challenge the Headteacher by gathering views, asking questions and being a 'critical friend' to the school. We have three main committees that are responsible for Curriculum & Standards, Finance & Premises and Personnel.

I hope it will be evident from the contents of this Prospectus that the whole ethos of teaching in Cuffley School is geared to our children maximising their own potential and encouraging them to become 'lifelong learners'. Our aim is to enable the children in our care to find the best in themselves and leave us when it is time to move on as mature students ready to face the future with complete confidence and resilience.

Mrs Marie Linnane, Chair of Governors



Our vision is to

- continually strive to raise standards of attainment and achievement, and to ensure progression
- help all children develop positive attitudes towards, and a thirst for, learning
- develop children as curious, keen, independent and effective learners who have the knowledge and understanding of how to learn
- recognise, acknowledge, value and develop the wide range of talents that children bring to and develop at school
- provide a stimulating and innovative curriculum that takes children on a journey of learning
- give children the opportunity to explore and gain a wide range of knowledge, understanding and skills, with a particular focus on the core skills; English, mathematics and science
- to enable our children to explore and gain values and attitudes that will support them in developing a strong sense of community and prepare them for later life
- to nurture a school ethos where children are safe and secure, supported and challenged, where they are willing to take risks and 'have a go'
- provide an environment where learning is inclusive, expectations high and where both self-confidence and self-esteem are raised and positive

What Ofsted said:

"You (the headteacher), the governors and other leaders work closely together so that there is consistency in the drive to improve the school. You are all ambitious for the pupils and determined to improve their life chances. Together, you are achieving your plan that the school should be a place that develops and nurtures the whole child.

Teamwork is strong, staff feel valued, morale is high, and pupils are making good progress."

Ofsted, 20th March 2018



Spiritual, Moral, Social and Cultural Life

“You have developed a school with a positive atmosphere and ethos. Pupils benefit from this working environment and they say that they enjoy attending school, that behaviour is very good and that they are immensely proud of their school.”

Ofsted, 20th March 2018

At Cuffley School we believe in developing the whole child. It is important to us to:

- develop a sense of belonging and enhance children’s life opportunities;
- enable every child to achieve their potential and make a significant contribution to society.

We have a strong sense of community at Cuffley. We are proud that children have a strong sense of belonging and form very positive relationships. They do this through discussion with their teachers when making their classroom codes of conduct through assemblies. Throughout the school day, the POWERS for learning are reinforced visually and orally, with rewards shared at weekly assemblies. **Perseverance – Optimism – Wonder – Evaluation – Reflection – Social.** There are high expectations for behaviour and incidents of misbehaviour are dealt with quickly and fairly with the emphasis on children taking responsibility for their actions. Self-confidence, developing positive self-esteem and personal development are started in the Early Years, building on what the children bring with them, and continue and broaden throughout school.

Rights, responsibilities and respect are a key feature of the school’s ethos and are developed during assemblies. Children are also given the opportunity to explore values and beliefs through class assemblies, RE lessons, our Personal Social and Health Education programme and our curriculum, which, as a result, supports and develops children’s own values and principles that will underpin their life. Children at Cuffley have the opportunity to develop an understanding of others; mutual respect is a key element of our school. The curriculum is developed in such a way that children are able to develop a sense of empathy, concern, understanding and compassion.



There are numerous and varied opportunities to contribute to the school community through plays, concerts, assemblies and for children to take responsibilities within school as classroom monitors, sports leaders, team captains, librarians and school council representatives.

There is a very strong ethos at Cuffley of helping and understanding others. There are many charity events that are organised by the school council which have local, national and international significance, and these raise the whole issue of interdependency. The traditional events such as Children in Need and Red Nose Day play an important part, but so do our links with a wide range of other organisations.

We regularly focus on work across the school on celebrating a different culture and wherever possible we use our parents, visitors and school visits to develop a greater understanding of the diverse world in which we live. We link this to our harvest festival celebrations and as well as the giving of gifts to our older neighbours at Greenfields.

Together with the school council, the children take on extensive charity work; conducting such events as lunches for our the Greenfields residents, singing locally at Christmas and supporting a range of charities, all of which make a valuable contribution to school life and the wider community.

Children develop an understanding of their own culture and have opportunities through a range of subjects and experiences to recognise this. We are committed to building an understanding of British Values and these are embedded through our curricular and extra-curricular activities. Mutual respect of all, regardless of race, belief or sex is fostered. Exploration of different cultures is delivered through assemblies and the curriculum. Spanish is the modern foreign language in our curriculum. Within our structured reading programme we have ensured that a range of cultures are present.



Curriculum Statement

“The rich, broad and balanced curriculum that you provide develops pupils’ imaginations.”

Ofsted, 20th March 2018

Cuffley aims to empower:

- ✓ *successful learners who enjoy learning, make progress and achieve,*
- ✓ *confident individuals who are able to lead safe, healthy and fulfilling lives,*
- ✓ *responsible citizens who make a positive contribution to society.*

We do this through a wide range of curricular activities which embrace, enhance and extend these aims within a broad and creative curriculum focussing on ‘learning to learn’. We are also a Forest School and all year groups take part in a variety of Forest School activities which support learning beyond the classroom.

In the Early Years Foundation Stage (EYFS) we follow the statutory Early Years Curriculum. Children are given a wide range of opportunities to help them develop self-awareness, respect of others and effective social skills, whilst creating positive attitude towards learning. They learn to develop their speaking and listening skills and through a range of exciting activities they learn to read and write. The children develop a range of numeracy skills, solve mathematical ‘real life’ problems and are encouraged to provide reasons for their answers. Children are given opportunities to help make sense of the world around them. They are involved in practical activities and investigations. They are encouraged to explore and question, to observe and record and to look closely at similarities, differences, patterns and change. Through physical activities children will develop confidence, control and co-ordination. They use their imagination and recognise the importance of healthy living. The children’s creativity is developed by stimulating their natural curiosity, by giving opportunities to explore thoughts, ideas and feelings through curriculum areas such as art, music, dance and drama. The curricular experiences will be enhanced through visits and visitors, by the use of our extensive outdoor areas and through both direct interactive teaching along with child initiated learning.

In Key Stages 1 and 2 (Years 1 to 6), we follow the National Curriculum. The Programmes of Learning identify, for each of the subject areas, the knowledge, understanding and skills that children have to experience and gain as they move from Year 1 through to Year 6.



Within the curriculum offered at Cuffley there is a strong focus on the process and skills for learning, as well as the content that needs to be learnt. The curriculum is organised in a variety of different ways including subject-based teaching, cross-curricular topics and themed days/weeks. This is enhanced by a wide range of rich and diverse activities including educational day visits, residential journeys and the use of invited visitors and organisations.

The school enjoys the benefit of having both a computing suite and music pods. In addition to the formal music curriculum we offer a wide range of musical experiences including school assemblies, plays and performances, which provide opportunities where children can display their musical and artistic talents. A wide range of musical opportunities beyond the standard curriculum are available through either individual or group lessons for which there is a charge.

Computing is a very important part of our curriculum. Children use story phones, robots, digital microscopes, video and still cameras along with a wide range of software applications to help them learn. We have a fully equipped computing suite along with mobile trolleys of laptops, Chromebooks and iPads.

The school has a rich programme of physical education (PE). In addition to the 'standard' offer, children learn to sail and play tennis at the local tennis club, as well as having a specialist fitness instructors who teach yoga and karate classes. There are extensive outdoor areas and facilities, along with a wide range of extra-curricular activities and opportunities to use local sports centres.

Our programme for Religious Education is governed by the Hertfordshire Standing Advisory Council for Religious Education (SACRE) and children learn about five major religions. Our Personal, Social and Health Education curriculum closely follows the PSHE Society's programme. The focus is on self-awareness, managing feelings, motivation, empathy and social skills and includes our own focus of developing children as effective learners. This aspect of the curriculum also includes drug education, anti-bullying and sex education. Parents have the right to withdraw their children from the collective act of worship and aspects of sex education, however this must be done following a discussion with the Headteacher.

Educational Visits

We value (as do the children) educational visits off-site as well as visitors to school. From time to time, children will be taken to places of interest in connection with the class work they are doing. Cost is kept to a minimum and parents are notified in good time of any proposed visit by their child.

Short walks or local visits will also be undertaken during the working day which will not incur an expense.



Residential educational visits are organized for our Key Stage 2 children at various locations; for example, our Year 5 children usually take part in a few days away at an outdoor and adventurous activity centre in Shropshire, whilst our Year 6 children have the opportunity to undertake a week long residential, (past residentials include visits to York and to France). Arrangements are made well in advance and parents are invited to meetings at the school so that details can be given and any questions answered.

The Governors have agreed the following policy for charging for school visits:

"Educational visits can only go ahead if the parents of all children involved make a voluntary contribution, which in total will cover the cost of the activity. If any parent declines to make a contribution but wishes their child to be included in the visit, the school reserves the right to withdraw the activity. Where cases of hardship are known, special provision may be made".

Sport

Cuffley School is committed to promoting enjoyment through exercise, showing an awareness of how sport can foster self-esteem, tolerance and co-operation. We try to ensure all children develop their practical skills and confidence, having opportunity for success regardless of ability.

Individual and team sport activity occupies some teaching time for each class every week. Gymnastic activity, from floor work right through to large apparatus work is taught across all ages. Ball skills are developed right through the school, with lesson time given to teaching a particular skill (e.g. catching or throwing) as well as practising it in a variety of small-sided team game situations. All the traditional team sports, for example, football, netball, tag-rugby and hockey, are played at the school, along with other less usual sports, for example tennis.

We are fortunate in being able to make extensive use of two indoor halls (for gymnastics, dance, volleyball, etc.), considerable playground areas (there are two marked netball courts) and a field large enough for two five-a-side football pitches or a 200m round running track.

Many children enjoy extending the competitive elements of sport in organised fixtures against other schools. There are teams for both football and tag rugby (boys and girls) and netball, and we always enter a team for the Annual District Athletics Competition each summer. (These activities necessitate travel in private cars.)



In addition to the sports mentioned, a variety of clubs run after school by teachers and outside organisations, cater for a range of abilities and interests. They include football, netball and games clubs.

Swimming and the principles of water safety are taught to Key Stage 2 children at a local public swimming pool. Qualified swimming instructors take the lessons.





Charging Policy

The Governing Body is required by Section 110 of the Education Reform Act 1988 to determine policies for making charges for activities permitted by Section 109 of the Act ("Charging Policy"), and remitting such charges ("Remissions Policy"). None of the following will apply in those instances where a third party levies a charge direct on parents in return for services provided in accordance with the terms of Section 118(4) of the Act.

Charges will be made for optional extras, and may include an appropriate element for travel, board and lodging, materials, books, instruments, other equipment, nonteaching staff costs, entrance fees, insurance costs, teaching staff costs where the teacher has been engaged specifically for the purpose of providing the activity. The charges so levied will not exceed the total cost of the activity.

Board and l

odging - in all instances where a school activity involves pupils in nights away from home; a charge will be levied to meet the cost of board and lodging.

A charge will be made for specialist music tuition. A charge will be made where children take home materials used in school, typically this would include cookery items or design technology items.

Breakages or loss of school equipment may be charged at replacement costs.

Remissions Policy

Section 110 of the Act requires that pupils whose parents are in receipt of income support or family credit may not be charged for board and lodging for participation in a residential visit which is provided specifically to fulfil statutory duties under the National Curriculum. Where cases of hardship are known, special provision may be made.



Teaching and Learning

“The school is a hive of activity. Teachers and teaching assistants work closely to make sure that no learning time is lost.”

Ofsted, 20th March 2018

At Cuffley School we have a number of different ways to help children become effective learners. We aim and encourage all children to develop and take responsibility for their learning and we ask them to be resilient and resourceful. We provide opportunities for children to reflect upon their learning and as a result set targets for improvement. We teach our children to be respectful. Lastly, but by no means least, we encourage children to ask worthwhile questions and provide reasoned answers. The children learn about our POWERS, which enable them to structure their learning around key processes: Perseverance, Optimism, Wonder, Evaluation, Reasoning and Social skills.

“Leaders have made sure that staff training has improved teaching across the school. As a result, standards have risen since the previous inspection and the school is going from strength to strength.”

Ofsted, 20th March 2018

We encourage children to develop a wide range of skills to help them with their learning; we want them to be analytical and systematic in their approach. We want them to develop the skills to be creative in their thinking, to work in different social groupings, collaboratively and independently, and to work through and solve both practical activities and problem solving challenges. We try to provide children with opportunities where they have to make choices and take decisions.

Our approach to teaching and learning is based in current best practice and is creative; aiming to capture interest and develop curiosity. The teachers introduce the children to a wide range of strategies to help them learn. We want to inspire and motivate, exploit and develop the children’s own talents and present them with a range of diverse activities that challenges their thinking. Our expectations, with regard to work and behaviour, are very high. Teachers plan activities that acknowledge children’s attainment, provide challenge and support the children’s progress. Teachers are themselves encouraged to try out new and exciting ideas by planning collaboratively and enhancing their own skills through the wide range of professional development opportunities on offer at Cuffley.



We recognise the importance of developing children's self-confidence, self-awareness and self-esteem, since this in turn has a significant impact on their ability to learn and make progress. At Cuffley we want the children to enjoy their learning and become lifelong learners.

Assessment

“Current pupils achieve well in mathematics and English and their attainment is above the national average at the end of key stage 2. However, you are not complacent and are putting in place actions to further improve the progress of pupils.”

Ofsted, 20th March 2018

Children are engaged in self and peer assessment from an early age. They are shown how to look at their own and other children's work, focusing on the positives, acknowledging success and setting targets to improve their learning. Children take part in lots of discussion about suitable responses to a piece of work and are shown how to assess a piece of work according to the success criteria that have already been shared by the teacher.

We monitor children's progress in a variety of ways; both formally and informally. In the Early Years we monitor children's progress predominantly through observation and discussion, centred on the Early Years Foundation Stage Profile. This information is shared with the parents before the children go into Year 1. As children move through teachers record many of their responses to the children's learning in their books.

Work is formally assessed on a termly basis and assessment judgments are moderated at staff meetings. At the end of Key Stage 1, Year 2 children are formally assessed in English and maths and their results are reported to parents. In Key Stage 2 children take a variety of tests to help inform teacher assessments. At the end of the Key Stage, Year 6 children are formally assessed through national standard assessment tests (SATs) and these results, along with teacher assessments, are reported to parents.

Throughout the year and across school, we regularly hold pupil progress meetings to discuss children's individual progress. This enables us to target appropriate support to groups of children and individuals.

During the autumn term formal consultations between teachers and parents are arranged for children in EYFS through to Year 6, to discuss how their child has settled in to the new year group and to share targets for the future. Towards the end of the spring term the annual written report is sent to parents. A final formal consultation takes place in the summer term where parents have the opportunity to review their child's progress with the class teacher.



If parents have any concerns at other times during the school year, they are encouraged to make an appointment to see the class teacher or other member of staff at a mutually convenient time.

Inclusion

“Comments such as ‘Staff at Cuffley School always make time to listen to parents,’ and ‘I feel that Cuffley has given my children the opportunity to achieve their potential, not just academically but as individuals too,’ are the views of many.”

Ofsted, 20th March 2018

Our over-arching aims are to:

- provide learner-friendly classrooms,
- recognise, acknowledge and celebrate diversity,
- encourage the participation of all children in all aspects of school life,
- identify barriers to learning and the resources and strategies needed to overcome them,
- provide effective teaching and learning strategies,
- help children understand how they learn best, and provide them with the opportunities to develop different learning strategies,
- ensure the identification of all children requiring ‘specific’ provision as early as possible in their school life,
- ensure that parents are kept fully informed of their child’s progress and attainment,
- ensure that all children are involved, where practicable, in decisions affecting their future provision.

We recognise that many children will have specific needs at some time during their school life and we believe all children will and can be helped to achieve their full potential. Our focus will be on overcoming and removing the barriers to learning.

Special Educational Needs and Disabilities

At Cuffley School we align our provision to the Special Needs Code of Practice when carrying out our duties towards all pupils with Special Educational Needs, and ensure that parents are notified when SEN provision is being made for their child. We have a SEND offer and details are on our website under Learning Support. We also have a capable SENCO who is able to offer specialist support to parents. Having identified children as having a specific need, then a range of strategies are put in place to enable these children to make progress. These may include group or individual intervention programmes.



Most Able Children

At Cuffley School we recognise those children who are identified as being particularly able. Having identified them, we provide for them in a number of different ways including: differentiated work, providing enrichment opportunities, extension activities opportunities to deepen learning.

Disability and accessibility plan

At Cuffley School we have regard for those adults and children who are identified as being disabled, according to the 'Disability and Discrimination Act' 2005. We endeavour to provide an environment which treats those with a disability equally to all others, and we make reasonable adjustments to ensure that disabled adults and children are not at a significant disadvantage compared to able bodied adults and children. The governing body regularly monitors and reviews its disability and accessibility scheme.

Enhanced Healthy School

At Cuffley we are proud to be a Healthy School and this has been acknowledged by the Local Authority with our accredited Enhanced Healthy Schools status.

Healthy eating is an important aspect of the school's curriculum. Children need the knowledge and understanding, skills and confidence to make healthy choices. In Early Years and Key Stage 1 children have a daily fruit snack provided. School meals offer a variety of food cooked on the premises, with vegetarian choices and a salad bar. Children have the opportunity to 'cook' in many different areas of the curriculum; examples of which include Year 5 children making bread.

Another important aspect of being healthy is physical activity and the children in Years all benefit from high quality PE teaching. Children take part in a wide range of sporting activities, both competitive and non-competitive. Children take part in local football, netball and tag rugby events, as well as District Sports in the summer. The Year 5 residential trip to Shropshire involves outdoor and adventurous activities and in Year 4 the children have the opportunity to take part in an overnight camping and activity experience.

We have staff trained in road safety who deliver a programme to children in Years 5 and 6, and, in upper Key Stage 2 the children take part in cycle training in the summer term. We also have visits to the school from the local fire brigade to talk about safety, as well as Crucial Crew for Year 6.



Every playtime and lunchtime the children are provided with equipment to encourage physical activity. The playgrounds are zoned to ensure health and safety, whilst promoting exercise and enjoyment.

Personal, Social and Health Education (PSHE) is a vital part of the education at Cuffley as it gives children the knowledge and understanding to make informed choices in their lives. As part of the PSHE programme we focus on:

- Developing children's self-awareness
- How to manage our own and other people's feelings
- The importance of motivation
- Empathy
- Social and communication skills

Through the PSHE programme, the children are given the opportunity to share their ideas, worries and concerns, honestly and confidentially. Children are also able to express themselves through role play, drama and group work.

We have a Nurture Base, The Oasis, which provides a central hub for our pastoral care focusing on mental wellbeing and social development.

The School Council gives the children a voice and class representatives are active in seeking the views of their peers. They help the school support local, national and international projects and charities including: Children in Need, Red Nose Day and Sport Relief.

We support the older residents in our community by shared activities, including inviting them to lunch and school events. They are also the local recipients of our harvest boxes.



Being a Responsible Pupil

At Cuffley School all pupils learn to be responsible from the moment they enter in the Early Years. The level of responsibility given to the children is built upon each year, so that by the time the children are in Year 6, they become role models for the rest of the school and take on a wide range of monitor jobs within school. As you will have already found out, taking responsibility for their learning and the way they conduct themselves. We use the POWERS to focus on this. Each class celebrates children who have demonstrated aspects of the POWERS and the school celebrates these achievements in a weekly assembly, where the children mentioned are given a sticker to proudly wear.

At playtimes and lunchtimes the children are given school equipment to play with, so that they learn to play and share with their peers. At lunchtimes there are zones which are supervised by adults wearing blue tops (our midday supervisors), who encourage the children in a variety of games. Older children, called Sports Leaders, also help the children to get involved. In the playgrounds there are quiet areas, where the children can sit and play games on picnic tables or listen to stories.

All the children in school are taught social and emotional aspects of learning and are encouraged to speak and listen to others. One of the themes addressed within this programme is that of bullying, which each year is a focus for the whole school. Older pupils look at the definition of bullying and try to put it into words that the younger children will understand. Often this is shared as part of an assembly, with a short piece of drama to put across the important messages.

Cuffley has a very active school council, with class representatives from Years 3 to 6. Supported by adults, they meet regularly to discuss a variety of projects; recycling, school dinners, fund raising for charity and so on. The representatives report back to their classes and discuss ideas with them.

Expectations at Cuffley are high and children develop classroom Codes of Conduct which are shared and easily understood by the children. Cuffley has a positive approach to managing behaviour and therefore a variety of rewards are used throughout school and within assemblies. On the occasions where sanctions are necessary, we aim for strategies that are both proportionate and fair.



CUFFLEY SCHOOL

Responsible Internet Use

We use computers and the Internet connection for learning. This code of conduct will help us to be fair to others and keep everyone safe.

- I will only use ICT in school for school purposes.
- I will not bring memory sticks into school without permission.
- I will make sure that all ICT contacts with other children and adults are responsible.
- I will only e-mail or text other people, as part of the curriculum that I know that my teacher has approved.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will turn off the monitor and tell my teacher immediately.
- I will not give out my own details such as name, address or phone number, share a picture, or arrange to meet someone when using the internet.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I know that my use of ICT can be checked and that my parent/carer contacted if a member of school staff is concerned about my e-safety.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of e-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.



Being a Responsible Parent: e-safety at Home

- Involve everyone and agree your family guidelines and rules about internet use at home.
- Regularly discuss online safety and go on line with your children.
- Keep virus and firewall software up to date.
- Enable your 'browser safe' search option and/or consider using internet filtering software, walled gardens and child friendly search engines.
- Keep the computer in a communal area of the house where it is easy to monitor what your children are viewing.
- Talk to your children about why they should not give out their personal details. If they want to subscribe to any online service then make up a family email address to receive mail.
- We all love to chat and children are no different. Encourage your children to use moderated chat rooms and never meet up with any on line 'friend' without first telling you.
- Time spent online should be monitored to help prevent obsessive use of the internet.
- Encourage your children, and all family members, to tell you if they feel uncomfortable, upset or threatened by anything they see online
- Have proportionate responses if the family guidelines are not followed

'Communication is the key to e-Safety'



Our Home School Agreement

We expect all parents to:

- ensure children are prepared for school, wear our school uniform, attend school every day on time;
- read the curriculum newsletters and the headteacher's newsletters, together with other forms of communication, to keep up to date with school news;
- support your child's learning school and at home;
- talk about books, explore picture books, share books, read regularly and encourage the love of books, both fiction and non-fiction;
- practice number bonds and 'quick fire' time tables; make children familiar with money, time and measures;
- attend both our parent consultations and our information sessions;
- share and support our high expectations with regard to both learning and behaviour;
- support our behaviour, anti-bullying and e-safety policies;
- contribute to school events to support children's learning, as well as events which benefit the school, children and local community.



Being a Responsible Parent: Delivering and Collecting your Child

1. Before and after school

Supervision is not provided before 8.45 am. Children arriving before this time will remain unsupervised in the playground and staff cannot be held responsible for their safety and well-being.

All children in Reception – Y6 must be in school by 8.55 am (doors open at 8:45am). The Nursery morning session begins at 9:00 am. If you arrive late at school please report to the school office so that your child's name is entered into the register.

Children in the Early Years classes can be taken directly to their classroom door where they will be met by staff. Those children arriving for the afternoon Nursery session should wait with their parents outside the main office where they will be collected by staff at the start of the session.

Children in Years 1 and 2 should be taken to the external classroom doors where they will be opened by the teacher at 8.45 am.

Children in Years 3, 4, 5 and 6 should make their way to the Key Stage 2 playground entering school when the doors open at 8:45am.

Parents should collect Early Years and KS1 children from their classrooms. These children will only be allowed to leave if a parent is waiting to take them home. If for any reason a friend or relative is collecting a child, the teacher concerned must be informed of the change of plans. If, in unforeseen or exceptional circumstances, no one appears to collect a child, the child will remain at school until arrangements for their safe collection have been made.

Children in Key Stage 2 should also be collected at the door. At the end of Key Stage 2, parents may request waivers to sign to allow their children to leave the classroom independently and to meet them at an agreed location.

2. Home/school agreement

Upon entering school, parents will be asked to sign a Home/School Agreement. This confirms the school's commitment to providing a high quality of education for all of our children and provides an opportunity for parents to confirm their commitment to supporting the school rules and ethos.



Being a Responsible Parent: Absences from School

All absences disrupt children's learning and unfortunately the way we organise children's learning does not allow us the flexibility or time to meet the needs of individual children who have missed work. We are afraid to say that direct teaching cannot be made up by homework. It is therefore very important that children are only absent from school when absolutely necessary. If there are significant long term absences due to illness then we will do our utmost to support families.

It is a safeguarding requirement that the school is contacted on the first day of absence and when the child returns to school we should have a written note explaining the absence, even though the school may have been contacted previously by telephone or through an informal message. The school has a 24 hour answer-phone.

Headteachers can, **in exceptional circumstances only**, give permission for leave of absence. Permission must be sought in advance and parents should contact the Headteacher through the office.

Illness and injury at school

At school we have a number of trained paediatric first aiders, whose duty is to deal with sick or injured children. If a child is significantly sick or injured then a member of staff will contact parents immediately so that the child can be collected from school. If deemed necessary an ambulance will be called and medical advice taken.

Schools are under no obligation to agree to accept responsibility for the administering of medication to pupils. If a child requires regular medication, this should be done at home, or arrangements can be made for parents to attend the school to administer the medicine directly.

In exceptional circumstances the school may assist by administering medication that has been prescribed by a doctor or consultant, provided the appropriate form, which is available from the school office, is completed and signed by a parent or carer. The medication must be clearly named, have the dosage and frequency clearly indicated, together with 'when to be given'. Please contact the school office should you need advice. Children with asthma can administer their own medication, but we must have a written notice of this from parents or carers to keep on file.



Common Illnesses and Exclusion Periods

Children must not be sent to school for at least 48 hours after a bout of vomiting or diarrhoea.

Chickenpox	Excluded 6 days from first appearance of rash. Not necessary for all scabs to have disappeared, however, they need to be dry.
German Measles (Rubella)	Excluded for 5 days from onset of rash.
Measles	Excluded for minimum of 5 days from appearance of rash.
Mumps	Excluded until the last of the swelling subsides.
Whooping Cough	Excluded for 21 days from onset of the characteristic cough, or 5 days after commencing antibiotic treatment.
Impetigo	Excluded until lesions have healed.
Scarlet fever	Excluded for 5 days after the commencement of antibiotics.

Please contact the office for advice if you are unsure of any particular illness.

This information is accurate at the time of publication and is subject to change. Again, if in doubt please contact the school office.



Being a Responsible Parent: A Good Driver's Guide

The use of the school car park

With over 450 children using the school site each day, we are sure you will agree that for safety reasons we do have to limit the use of the school car park. The following people only are entitled to use the car park:

- School staff
- Parents, or other adults, who have been asked to collect sick or injured children during the school day
- Parents providing transport for matches, outings and other school related activities
- Parents who have been given permission by the headteacher for a specific reason
- Visitors who are supporting curricular activities within school
- Parents **may not** bring their cars into the school grounds to put down or collect children, except in exceptional circumstances, and only with the express permission of the Headteacher.

All parents and visitors must sign in at the school office.

Motor car insurance

On occasions parents kindly offer to drive children to school activities and visits; whilst the school is delighted with these offers, it is very important that you contact your Insurers since our Insurance Policy does not cover parents' vehicles for damage, loss or third party liability.

We have been advised by our insurers to remind parents that the owner and driver of a car has a legal obligation, under the Road Traffic Act, to obtain insurance. Parents should also ensure that the cover provided by the policy extends the 'limitations as to use' shown on the certificate of Motor Insurance Policy to provide cover for such use.



This may mean checking with the insurer to find out the insurer's interpretation of the use to which the vehicle may be put. We must also request that parents be able to provide evidence of cover by way of a current Certificate of Insurance

Driving to school

In the interest of child safety, consideration to others and good neighbourliness to those living near the school, we ask all parents to follow this very simple code when driving their children to and from school:

- Follow the agreed unofficial one way system; enter via Theobalds Road from Station Road and leave at the Northaw Road East junction which helps to avoid congestion.
- Do not exceed 20 mph (32 kph) in Theobalds Road.
- Never stop in the middle of the road to drop your child off.
- Never stop or park on (a) the yellow lines or zigzag marked areas outside the school (b) the corner opposite, even when just dropping off or picking up.
- Never park so that you block a driveway or on the grass verge.
- Try and avoid taking your vehicle down South Drive; turning there can be very dangerous.
- Try to leave home in ample time and arrive before school starts so that there is not a final rush; this will help minimise the danger to children who walk and cross the road.
- Do not park in the private parking bays at Greenfields or the turning bay at the far end of South Drive. The residents, carers and medical staff, as well as relatives have found it difficult at times to access Greenfields. As a number of these residents are very elderly and vulnerable, we need to show them greater consideration.



Complaints

The Governing Body has set up arrangements for considering complaints including the curriculum or any related matter. These arrangements proceed in three stages. In the first instance, any complaint should be discussed informally at the school with teachers or the Headteacher. Secondly, if dissatisfied, a formal complaint should be made to the Headteacher in writing. Thirdly, if still dissatisfied, the matter will be referred to the Governing Body or its appropriate committee via the Clerk to the Governing Body.

Please refer to our Complaints Policy, a copy of which can be obtained from the School Office or the School Website.



SCHOOL UNIFORM

We believe that our uniform is an integral part of the ethos at Cuffley and that it has an impact on our standards and the attitude of our children. All children are expected to wear the correct uniform at all times. Unless otherwise stated, the following policy applies equally to girls and boys.

The approved uniform can be purchased from:

Marks and Spencer

Online ordering only - <http://www.mandsyourschooluniform.com>

Smith's Schoolwear

25 Station Parade, Cockfosters, EN4 0DW

Telephone: 020 3818 3622

155-157 Lancaster Road, Enfield Middx, EN2 0JN

Telephone: 020 8363 2424

Penny's School Outfitters

249 Turners Hill, Cheshunt, Herts. EN8 9DG

Telephone: 01992 630640

Please ensure that all items of clothing worn or sent to school are clearly marked with your child's name and class to prevent loss.

Jewellery must not be worn to school, except for plain silver or gold small stud earrings and a watch.

In line with Hertfordshire County Council guidelines, under no circumstances may jewellery be worn during P.E. lessons for health and safety reasons. Earrings should be removed prior to the lesson. Staff are not allowed to remove earrings on behalf of children. Earrings may not be taped.

Hair should be neat and tidy. Hair below shoulder level, or fringes longer than eyebrows, should be clipped/tied back. Hair gel should not be worn. Hair accessories should be in the school colours (maroon, black or white).

Nail varnish and tattoos are not permitted.



Cuffley School Uniform 2019/2020

Nursery, Reception and Key Stage 1 (Years 1 & 2)

Winter Uniform

Grey trousers (for reception & KS1 only)/skirt/tunic
Maroon joggers (for nursery only)
White polo shirt with school emblem
Maroon sweatshirt with school emblem
Plain white, grey or black socks
Maroon, black or grey tights
Black shoes
Suitable waterproof coat, preferably with hood
Wellingtons/snow boots may be worn in inclement weather to and from school, but black school shoes should be provided to change into at school.
Maroon reversible fleece/waterproof jacket (optional)
Woolly hat (optional; school emblem not essential)

Summer Uniform

As above winter uniform with addition of:

Cuffley summer dress
Grey shorts
Sun hat/cap (school emblem optional)

P.E. Kit

Maroon shorts
Maroon, grey or black joggers
Plain white round neck t-shirt with Cuffley Logo (Reception & Nursery only)
School Team Colour round neck t-shirt with Cuffley Logo (Year 1 & 2 only)
Short white ankle socks (trainer socks not permitted)
Suitable trainers (plimsolls not required)

Additional Items (optional):

Spare socks/pants



Key Stage 2 (Years 3, 4, 5 & 6)

Winter Uniform

Plain white school shirt with tie for boys and girls (ties to be worn from October half-term to end of Spring term)
School maroon cardigan / pullover with motif
Grey skirt, tunic, culottes, and trousers
Plain white, grey or black socks
Maroon black or grey tights
Black shoes
Suitable waterproof coat, preferably with hood
Maroon reversible fleece/waterproof jacket (optional)
Woolly hat (optional; school emblem not essential)

Summer Uniform

As above winter uniform, with the addition of

Cuffley summer dress
Cap (school emblem optional)
White polo shirt with school motif
Plain white short-sleeved school shirt (to be tucked in) or blouse
Grey shorts

P.E. Kit

School Team Colour round neck t-shirt with school logo
Maroon shorts
Maroon pleated netball skorts (optional)
Maroon socks (not football socks) or short white ankle socks for summer term
(trainer socks not permitted)
Maroon, black or grey jogging bottoms
Maroon school sweatshirt
Maroon Cuffley zip up fleece (optional)
Suitable trainers (plimsolls not required)
Year 6 only – football boots (optional)



Organisation and Times of the School Day

Children enter Nursery and Reception at the beginning of the autumn term in September if they are born between 1 September and to 31 August prior to their 4th or 5th birthday. A visit for new entrants and their parents is arranged in the term prior to admission.

Children will be allocated to a class. These may change during your child's time at school. Each class has a teacher who is responsible for their day-to-day educational and pastoral care. The school also employs a number of teaching assistants who provide support to every class in the school.

SCHOOL SESSIONS

<u>Nursery</u>	am session:	9am -12noon
	pm session:	12noon – 3pm
	all-day session:	9am-3pm

<u>Reception – Year 6</u>	am session:	8.55 am – 3.15pm
-------------------------------	-------------	------------------

Doors open at 8.45am

We offer breakfast and after school clubs. For more information, please contact the school office.

The details in this prospectus are correct at the time of going to press. It should not be assumed that there will be no change which affects these details or arrangements, either during the school year in question, or in relation to subsequent years.



Appendix 1

CUFFLEY SCHOOL

ADMISSION POLICY 2021 - 2022

Cuffley School has an annual admission number of 60 pupils. Application is made electronically through the County Council. For more information and to apply for a place in our Reception class for September 2020 please apply online at www.hertfordshire.gov.uk/admissions. The deadline for Reception applications will be **15th January 2021**. Preliminary visits can be arranged by contacting the school office.

RECEPTION – SEPTEMBER 2021

All children turning 5 in the academic year 1 September 2021 to 31 August 2022 will be eligible for a place in reception at the start of the Autumn Term.

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a Education Health Care Plan that names their school. Schools must also admit children with an EHC (Education, Health & Care) Plan that names the school.

If the school is over-subscribed, the Governors will apply the following criteria in the numbered points order:

1. Children looked after (CLA) and children previously looked after.
Children looked after and children who were previously looked after.
2. Medical or Social need/Children looked after from abroad/medical or social need.
3. Siblings of pupils attending Cuffley School at the time the child will enter the school.
4. Children of Staff
5. Children who live in the parish of Northaw and Cuffley. In the event of over subscription the deciding factor in this category being the proximity from the child's home, based on a straight line measurement as determined by the Local Authority.
6. Any other children. The deciding factor in this category being the proximity from the child's home based on a straight line measurement.

Notification of place allocations will be sent before the term of admission. Children not offered a place can be placed on a continued interest list and places allocated in accordance with the over-subscription criteria.

SUMMER BORN APPLICANTS

Children born between 1st April 2015 and 31st August 2015 are categorised as 'summer born' and if parents/carers do not believe that their summer born child is ready to join Reception in 2021 they should contact Cuffley School of their intention to defer. Cuffley School Governors will consider each application on an individual basis.

Summer born applications that are delayed for a year (for entry in September 2022) will be processed in exactly the same way as all other reception applications received at that time; there is no guarantee that a place will be offered at a child's preferred school. If parents wish to delay their application for a Reception place they are advised to discuss their child's needs/development with their current early years or nursery provider. If parents wish their child to remain in their existing nursery school or class for a further year (rather than moving into the Reception year group) they must let their current school know before the end of the Spring term in 2022 (Easter break).

MULTIPLE BIRTHS

If a twin, or a child of a multiple birth family is offered the last available place at the school, then the other sibling/siblings will also be admitted over the PAN.



DEFERRAL OF PLACES

Parents can defer the date their child is admitted to school until later in the same academic year or until the term in which the child reaches compulsory school age (5 years). Summer born children are only able to 'defer' entry to Reception class until the beginning of the final term of the school year for which the offer was made. Where parents wish, children can attend part-time until they reach compulsory school age. Any parents wishing to take up a part-time place or deferred entry should contact Cuffley School to discuss their child's requirements.

APPEALS

Parents wishing to appeal who applied through Hertfordshire's online system should log into their online application and click on the link 'register an appeal'. Out of County residents and paper applicants should call the Customer Service Centre on 0300 1234043 to request their registration details and then log into www.hertfordshire.gov.uk/schoolsappeals and click on the link 'log into appeals system'.

NURSERY APPLICATIONS 2021

To apply for a place in our Nursery for September 2020, you will need to apply **directly** to Cuffley School. Application forms will be available from the school office during the Spring Term 2021. Updated information will be made available via our website www.cuffleyschool.org.

IN-YEAR APPLICATIONS 2021

Cuffley School is part of the county council's scheme of In Year Co-ordination. Parents should apply directly to HCC (www.hertfordshire.gov.uk/inyear). The county council will write to you with the outcome of your application and, if you have been unsuccessful, will include registration details to enable you to login and appeal online at www.hertfordshire.gov.uk/schoolappeals. You will also be able to apply for your child to be placed onto the appropriate In-year waiting list.

CHILDREN OUT OF YEAR GROUP (except applications for reception from summer born)

The schools policy is for children to be educated within their correct chronological year group, with the curriculum differentiated as necessary to meet the needs of individual children. This is in line with DfE guidance which states that "in general, children should be educated in their normal age group".

If parents/carers believe their child(ren) should be educated in a different year group they should, at the time of application, submit supporting evidence from relevant professionals working with the child and family stating why the child must be placed outside their normal age appropriate cohort. DfE guidance makes clear that "it is reasonable for admission authorities to expect parents to provide them with information in support of their request – since without it they are unlikely to be able to make a decision on the basis of the circumstances of the case".

The governors will decide whether the application will be accepted on the basis of the information submitted. The governors make decisions based upon the circumstances of each case including the view of parents, the relevant headteacher(s), the child's social, academic and emotional development and whether the child has been previously educated out of year group. There is no guarantee that an application will be accepted on this basis. If the application is not accepted this does not constitute a refusal of a place and there is no right to an independent statutory appeal. Similarly there is no right of appeal for a place in a specific year group at a school. The internal management and organisation of a school, including the placement of pupils in classes, is a matter for the Headteacher and senior leadership of individual schools.

FAIR ACCESS

The school participates in the County Council's Fair Access Policy, and will admit children under this protocol before children on the Continuing Interest lists, and if necessary above the Published Admission Number (PAN).



EXPLANATORY NOTES AND DEFINITIONS

Criteria 1: Children looked after (CLA)

Places are allocated to children in public care according to Chapter 7, Section 2 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements (England) Regulations 2012.

These children will be prioritised under Rule 1.

Highest priority will also be given to children who were looked after, but ceased to be so because they were adopted, or became subject to a child arrangements order or a special guardianship order.

A 'child looked after' is a child who is:

- a) In the care of a local authority, or
- b) Being provided with accommodation by a local authority in the exercise of their social services functions (section 22(1) of The Children Act 1989)

All children adopted from care who are of compulsory school age are eligible for admission under rule 1³. Children in the process of being placed for adoption are classified by law as children looked after providing there is a Placement Order and the application would be prioritised under Rule 1.

Children who were not 'looked after' **immediately** before being adopted, or made the subject of a child arrangements order or special guardianship order, **will not** be prioritised under rule 1. Application made for these children, with suitable supporting professional evidence, can be considered under rule 2.

¹ Child arrangements order

Under the provisions of the Children and Families Act 2014, which amended section 8 of the Children Act 1989, residence orders have now been replaced by child arrangements orders which settled the arrangements to be made as to the person with whom the child is to live.

² Special guardianship order

Under 14A of the Children Act 1989, an order appointing one or more individuals to be a child's special guardian or guardians.

³ This definition has been amended in accordance with paragraph 1.7 (footnote 17) of the School Admissions Code that came into force on 19th December 2014.

Criteria 2: Medical or Social/Children looked after from abroad

Children for whom it can be demonstrated that they have a particular medical or social need to go to the school, this includes children previously from abroad who were cared for by the state because he or she would not otherwise have been cared for adequately and subsequently adopted.

A panel of Governors will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to the school applied for under Rule 2 and must clearly demonstrate why it is the only school that can meet the child's needs.

Rule 2 applications will only be considered at the time of the initial application, unless there has been a significant and exceptional change of circumstances within the family since the initial application was submitted.

All schools in Hertfordshire have experience in dealing with children with diverse social and medical needs. However in a few very exceptional cases, there are reasons why a child has to go to one specific school.

Few applications under Rule 2 are agreed.

Applications for children adopted but previously looked after abroad will be considered under this rule and accepted if the child's previously looked after status and adoption is confirmed. Hertfordshire's "Virtual School" will be asked to verify all such applications.



All applications are considered individually but a successful application should include the following:

a. **Evidence that the child was previously cared for by the state abroad because he or she would not otherwise have been cared for adequately and has been subsequently adopted**

OR

b. Specific recent professional evidence that justifies why only one school can meet a child's individual needs, and/or

c. Professional evidence that outlines exceptional family circumstances making clear why only one school can meet the child's needs.

d. If the requested school is not the nearest school to the child's home address clear reasons why the nearest school is not appropriate.

e. For medical cases – a clear explanation of why the child's severity of illness or disability makes attendance at only a specific school essential.

Evidence should make clear why only one school is appropriate. A Rule 2 application will generally not be upheld in cases where more than one school could meet the child's need.

In exceptional cases relating to a disability, where more than one school in the county can meet the child's specific needs, a clear and compelling case can be made for the "nearest" school with the relevant facilities, environment or location. You must clearly explain why attendance at the "nearest" school with these facilities is essential.

Applications under Rule 2 can only be considered when supported by a recent letter from a professional involved with the child or family, for example a doctor, psychologist or police officer. The supporting evidence needs to demonstrate why only one named school can meet the social/medical needs of the child.

Criteria 3: Siblings

Sibling applications using the school's admission criteria, is defined as: the sister, brother, half brother or sister, adopted brother or sister, child of the parent/carer or partner or a child looked after or previously looked after¹ and in every case living permanently² in a placement within the home as part of the family household from Monday to Friday at the time of the application.

Criteria 4: Children of Staff

Pupils who reside permanently with a parent who is employed by the school on a permanent contract for a continuous period of two or more years at the date of application

or

Pupils who reside permanently with a parent who has been recruited to a vacant post at the school for which there is a demonstrable skills shortage.

Criteria 5 & 6: Proximity

A 'straight line' distance measurement is used in all home to school distance measurements. Distances are measured using a computerised mapping system to two decimal places. The measurement is taken from the AddressBase

Premium address point of your child's house to the address point of the school. AddressBase Premium data is a nationally recognised method of identifying the location of schools and individual residences.

The measurements are made by Hertfordshire County Council on behalf of the Governors of the school.

Tie-Break scenario

A tiebreak will also be used if 2 applications have addresses that measure the same distance from a school.



For example, if 2 applications had identical home to school distance measurements, a random tiebreak would be used to decide which applicant is offered a place.

Every applicant is given a unique random number for each of their school preferences. When a random tiebreak is needed, this random number is used to allocate the place – the lowest number is given priority.

If 2 applications were received from the same block of flats, the applicant with the lower door number would be classed as nearest and offered a place because they are likely to be closer to the ground floor and, therefore, the school.

Continued Interest process

After places have been offered, the school's continuing interest (waiting) list will be maintained by Hertfordshire County Council. A child's position on the CI list will be determined by the admission criteria outlined on the previous page and a child's places on the list can change as other children join or leave it. The county council, on behalf of the school's governing body, will contact parents/carers if a vacancy become available and it can be offered to a child.

Continuing interest lists will be maintained for every year group until the summer term (date to be confirmed). To retain a CI application after this time, parents must make an In Year application.



Appendix 2

Staff List September 2020

Class	Teacher
N	Miss K. Ellis Hall
RC	Mrs Andrea Charalambous
RS	Miss Bethany Shevlane
1PY	Miss Tracy Pearce/ Mrs Vas Yiakoumi
1DC	Miss Tierney Dunn/ Mrs Clare Collins
2G	Mrs Charlotte Greaves
2B	Miss Gemma Best
3F	Mrs Tracy Farmer
3H	Mrs Elizabeth Hopking
4R	Miss Rebecca Rowson
4H	Miss Elise Hayden
5F	Miss Lisa Finch
5T	Miss Sofia Tozzi
6E	Ms Rachel Evans
6J	Mr Jon Fish

Headteacher:

Deputy Headteacher:

SENCO:

Support Teachers:

Mrs Wendy Wing

Mr Adam Gatrad

Mrs Hannah Bedwell

Miss Diana Prentice (Mon/Tues)

Mrs Kate Karko (Tues-Thurs)