



# CROSSHALL INFANT SCHOOL



**Crosshall**  
Infant, Nursery and  
Kids Club

# WELCOME

On behalf of the staff and governors I want to extend a warm welcome to you and your child as you begin your journey with us.

Our staff team share a common vision and a commitment to ensure that all of our pupils are exposed to a knowledge rich curriculum, full of exciting first-hand learning experiences, which will prepare them for the world in which they are growing up in. We build on what children know, understand and can do, and by using our 'Learning for Life' mission statement the children will become lifelong learners who are successful and confident individuals.

We actively encourage close co-operation between home and school because we firmly believe that parents/carers have a vital role to play in the education of their children. As your child begins their journey with us, we look forward to developing a successful partnership with you which will help in making your child's time at school both happy and successful.

**Mrs Rebecca Sawford**  
Headteacher

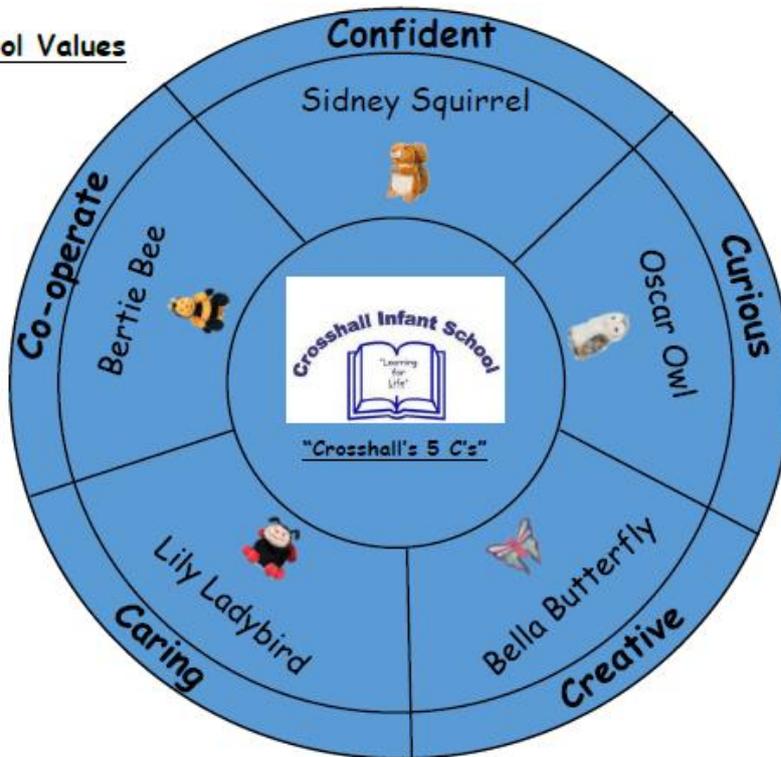


# MISSION STATEMENT

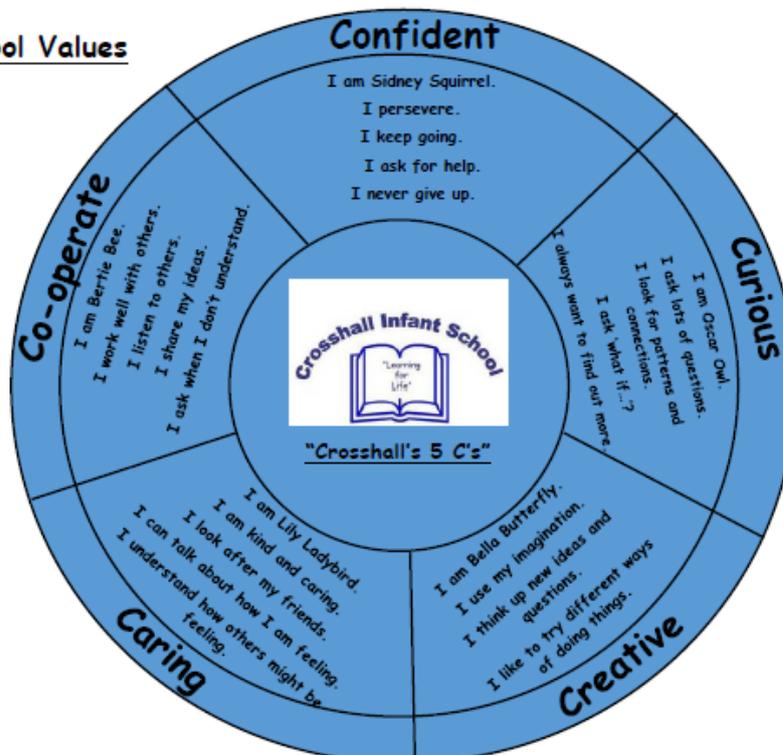
The staff and governors of the school are committed to the following mission statement for everyone in the school community: "Learning for Life."

Our School Values are the Crosshall 5 C's:

## Our School Values



## Our School Values



# SCHOOL

Crosshall Infant School was opened in May 1974. The buildings have been extensively remodelled and extended. The expected number on roll in September 2025 will be 250 plus 40 children in Crosshall Nursery School. One of the Year 2 classes is situated in a free-standing, independent building, which also houses the computer suite. The Nursery children are accommodated in a purpose-built nursery building at the front of the school.

Each teaching area is semi-open plan with individual class 'bays' and a central practical area shared by all classes in the year group. The flexibility of this area means that it can be used for a variety of activities applicable to all children's needs.

In addition, the school has resource rooms, a kiln room, a music room, a purpose-built children's kitchen and a main hall which also serves as a dining hall. The school has use of a hygiene suite and a small hall, both of which are shared with Crosshall Junior School. There are also offices and a reception area.

The grounds provide a variety of different landscaped areas to encourage safe and happy play. This includes an adventure playground, a pirate ship, a train, a cycling/running track, a stage area, a 'quiet' garden, a 'magic' garden at the front of the school and areas for different types of play.

Our out-of-school 'Kids Club' is situated on the school site. This operates before and after-school in the term time and throughout the holidays. Kids Club provides before and after-school care for children in the Infant School, Nursery School and Crosshall Junior School.

For more information on the school, please visit our website on [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk)



# NURSERY

We are proud of the high standards of teaching and the stimulating learning environment and experiences we provide for all our children. Regardless of their age or stage of development, all the children enjoy coming each day and are keen to participate in the varied activities we offer.

The purpose-built Nursery School comprises a wet play area, a large carpeted area, three small group areas, a cloakroom, toilet facilities, staff room and staff resource room. There is a sensory area, a book corner, a construction area, sand and water play, art easels, creative tables, a dressing up area as well as space for table top activities. Outside there is a painted tarmac area, a gazebo, a playhouse, a giant sandpit, a water table, a large slide and a fenced-in garden. In the garden, there are flowerbeds, a vegetable bed and a sensory garden. We are also able to use the facilities of the Infant School including the Magic Garden, Reception playground and the school hall.

## **Interior Environment:**

Includes

- A large Art Easel
- Craft Table
- Sand
- Water
- Carpeted Area
- Table Top Activity Tables
- Imaginative Play
- Finding Out Table
- Writing Table
- Computer
- Creative Play Area
- Book Corner
- Large Sitting Area (which includes an Interactive Touch Screen)
- Maths Table
- Construction Area
- Home Corner - role play



## **Exterior Environment:**

We are continually developing the exterior environment to extend our outdoor provision, which is used throughout the year as an 'outdoor classroom'. We have a gazebo which provides protection from the elements all year round as well as being another teaching and learning space.

## **School Facilities and Resources:**

We are fortunate to be able to share facilities with the Infant School when needed, including the hall (for PE, assemblies, concerts and various special celebrations including our Christmas Concert). We are also able to use resources from the extensive range in the Infant School.

Children are eligible to start in the Nursery School the term after they have turned 3 years old (September, January and April).

## **Session Times**

Morning - 9am - 12pm  
9am - 12:30pm - lunch included

Afternoon - 12pm - 3pm  
11:30am - 3pm - lunch included

All day - 9am - 3pm

# KIDS CLUB

The Kids Club building is spacious and well resourced inside offering water play, sand play, creative activities, role play and construction areas. There is also a large outdoor area including a field, a gazebo, a sand pit, a play house, a climbing frame and a large area for bikes/trikes and outside play.

We are able to provide before and after school care between the hours of 8am and 6pm for up to 50 weeks per year. Kids Club provides childcare for children from Nursery to Year 6.

Kids Club provides holiday care 8am - 6pm with lots of fun activities planned during this time.

For more information about Kids Club please contact the Kids Club Manager, Jo Gowling at [Kidsclub@crosshallinfant.co.uk](mailto:Kidsclub@crosshallinfant.co.uk)



# MEET THE TEAM

The school is staffed by a team of highly skilled and dedicated teachers. They are supported by teaching assistants, lunchtime supervisors, office administration staff and kitchen staff.

## **Headteacher**

Mrs Rebecca Sawford

## **Assistant Headteacher's,**

Mrs Claire Boyce

(Key Stage 1 Leader, Year 2 Team Leader)

Mrs Karen Hurrell

(SENDco, Early Years Team Leader, Inclusion Leader)

## **Team Leaders:**

Miss Emily Dodson - Year 1 Team Leader

## **Class Teachers:**

Mrs Amanda Chandler

Mr Daniel Darlow

Mrs Danielle Ferrara

Mrs Hannah Heenev

Miss Jane Hemingway

Mrs Katie Hill

Mrs Caroline Kinglake

Mrs Bethan Morgan

Mrs Naomi Nethaway

Mrs Sarah Sheridan

Miss Amy Thomas

Mrs Rachael Whitfield

## **Nursery**

Mrs Jo Gowling (Manager)

Miss Bekki Skinn (Assistant Manager)

Mrs Becky Ashford - Early Years Practitioner

Miss Emma Parker - Early Years Practitioner

Mrs Jo Selley - Early Years Practitioner

## **Teaching Assistants for Nursery and School**

Mrs Andrea Butcher - HLTA

Mrs Adele Seaman - HLTA

Mrs Sue Colquitt - HLTA

Mrs Heidi Bartocha

Mrs Julie Champkin

Mrs Liz Curtis

Mrs Michelle Ellis

Mrs Carly Enstone-Frisch

Mrs Janet Golden

Mrs Bev Goodman

Mrs Julia Hackett

Mrs Maria Llewellyn

Mrs Jo McArthur

Mrs Katie McCrum

Mrs Emma Murphy

Mrs Carol Painter

Miss Hannah Pearce

Mrs Cristina Presada

Mrs Anki Smart

Miss Sophie Strang

Mrs Kylie Young

## **Lunchtime Supervisors:**

Mrs Zoe Grace

Mrs Kim Hutchinson

Mrs Michelle Jones

Mrs Helen Whatmore-Thomson

## **Wraparound Care**

**(Before and After School)**

Mrs Sue Colquitt

Mrs Liz Curtis

Mrs Janet Golden

Mrs Lynette Lanham

Mrs Maria Llewellyn

Mrs Sheila Lloyd

Mrs Kate Smith

Mrs Carol Sproul

Miss Sophie Strang

# GENERAL INFORMATION

## A TYPICAL SCHOOL DAY

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School starts:	8:45am
Morning break:	10:30am - 10:45am
Lunch break:	
Reception	12:00 noon - 1:00pm
Key Stage 1	12:30pm - 1:30pm
School ends:	3:15pm

Children may come into school between 8:45am and 8:55am. You are asked to respect school times and to see that your children arrive and leave punctually. The school is open to children for 190 days per year.

Children enter the building at the entrance for their class. Once the children have settled in we ask you to encourage their independence by saying "Goodbye" to them at the classroom door.

It is important that parents inform the class teacher who will be collecting their child if they are unable to do so themselves. This may be done by writing details in the class 'going home arrangements' book on a daily basis or, by letter when it is a long-standing arrangement. The class teacher is unable to allow children to go home with unauthorised people or older siblings.



## EQUALITY AND DIVERSITY

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Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy in order that they look forward to their school day. We aim to provide equal opportunities for all irrespective of social background, culture, race, gender, differences in ability and disability. Every child is unique and we view differences as an opportunity for adults and children alike to learn more about themselves. To ensure that our school is inclusive we set suitable challenges, respond to the diverse needs of learners and overcome potential barriers to learning and assessment for individuals and groups.

If your child has a disability, he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information. A copy of our accessibility plan is available from the office and on the school website, [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk)

The school has a policy for supporting children with special educational needs. It is reviewed every year. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to ensure that disabled pupils in our school are not placed at a substantial disadvantage. We take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We make reasonable adjustments for disabled pupils and we know we have succeeded when disabled pupils participate fully in school life.

In order for effective partnership working between home and school to take place, we request that parents:

Inform the school at the earliest opportunity if their child has a disability or special need and the exact nature of it.

Provide the information the school needs to plan effectively for the child to be a full member of the school community.

Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher 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.

## OFSTED

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We are very proud of our Ofsted report and it shows how dedicated our staff are to providing a fantastic education for the children. To view our Ofsted report please visit

<https://www.crosshallinfant.co.uk/ofsted-2/>

## THE CURRICULUM

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We work hard to create a curriculum that is engaging and exciting, whilst also meeting the set standards in the Early Years Foundation Stage (EYFS) and the Key Stage 1 Curriculum. We aim to enhance their learning through first hand experiences such as visitors to school, local area walks and educational visits off-site. All these experiences, along with engaging lessons in school, allow the children to build up their knowledge and curiosity for learning. For more information please see our curriculum booklet which can be found on our website

<https://www.crosshallinfant.co.uk/curriculum-information-2/>

## SEX AND RELATIONSHIPS EDUCATION

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Sex and Relationships Education is firmly rooted in the PSHCE curriculum through the Cambridgeshire Personal Development Programme. We aim to promote the children's spiritual, moral and cultural development both in the context of school and in society. We help pupils to develop their relationships and responsibilities with each other.

## BRITISH VALUES

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We offer a wide range of experiences and activities that, combined with our general school policies, aims, vision and values, promote each child's personal development and the core values needed to be a successful and valuable member of our society. We believe in educating the children in our care to be good citizens and to develop the skills they need to have a successful and productive life in modern Britain.

We celebrate cultural diversity in our school and community including through visits and assemblies, whilst learning what it is to be a British citizen. We provide a broad and balanced PSHE, RE and Spiritual, Moral, Social and Cultural Development (SMSC) curriculum which explicitly teaches the children the importance of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths.

Personal and Social and Citizenship Education includes Health Education, Financial Education, Personal Safety and the promotion of self-esteem. New parents to the school are asked to support us by signing our Home/School Agreement.

## PREVENT DUTY

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Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extreme causes. All schools, including ours, have a duty to safeguard children from radicalisation and extremism

and to report any concerns. A leaflet detailing more information on this is available from the school office or on our website, [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk).

We are fortunate to be able to share facilities with the Infant School when needed, including the hall (for PE, assemblies, concerts and various special celebrations including our Christmas Concert). We are also able to use resources from the extensive range in the Infant School.



## MULTI CULTURAL EDUCATION

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We take positive steps to ensure that all pupils are aware of and gain some insight into the multicultural society within which we live.

We take a whole school approach in recognising that bilingualism is a strength and that all children for whom English is an additional language (EAL) have a valuable contribution to make to our school.

A high emphasis is placed on developing these children's social and emotional development, offering additional support where appropriate. This may be in the form of specific one to one support or within a group focusing on a particular area of development. EAL children are always given time to talk to adults, and peers, in a variety of situations.

## SAFEGUARDING

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Under the Education Act 2002 (section 175), schools must 'make arrangements to safeguard and promote the welfare of children'. We provide a safe and welcoming

environment where children are respected and valued.

The school is alert to signs of abuse and neglect and follows the Safeguarding Children Partnership Board's 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. School staff will seek, in general, to discuss any concerns with parents including referrals to other agencies. Records of safeguarding concerns are kept by the school.

Local procedures state that 'Consent should always be sought from an adult with parental responsibility for the child before passing information about them to Children's Social Care, unless seeking consent would place the child at risk of significant harm or may lead to the loss of evidence for example destroying evidence of a crime or influencing a child about a disclosure made'. This includes allowing them to share information without consent, if it is not possible to gain consent, if it cannot be reasonably expected that a professional gains consent, or if to gain consent would place a child at risk.

Where there is a need to share special category personal data, the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows professionals to share information.

In accordance with legislation and 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. In all circumstances, the safety of the child will be the paramount concern.

School will contact Children's Social Care when they have reasonable cause to suspect a child may be suffering or, is 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 Safeguarding Lead or Deputy Designated Safeguarding Lead) 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, 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.

The school also has an agreed protocol which is followed should late or non-collection of a child occur; this protocol can be viewed on the school website at: [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk).



## EARLY YEARS PUPIL PREMIUM

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Registering for free school meals could raise extra funding for your child's school, to fund valuable support like extra tuition, additional teaching staff or after school activities. This additional money is available from central government for every child whose parent is receiving one of the welfare benefits listed below. It is therefore important to sign up for free school meals so that your child receives as much funding as possible.

If you are in receipt of any of the benefits listed below, your child may be eligible for Early Years Pupil Premium. This means that your child will receive a free school meal each day that they are in attendance at Nursery and the Nursery School will receive additional funding to support your child during their time at Nursery School.

The benefits are:

- Income Support
- Income-based Job Seeker's Allowance
- Income related Employment Support Allowance
- Child Tax Credit - but no element of Working Tax Credit - and have an annual income that does not exceed £16,190
- If you are supported under Part V1 of the Immigration and Asylum Act 1999
- Guaranteed element of State Pension Credit
- Working Tax Credit during the four week period immediately after your employment finishes or after you start to work less hours per week.
- Universal Credit with an annual net earned income of no more than £7,400

Or if your child has

- Been looked after by the local authority for more than one day
- Been adopted from care

- Left care through special guardianship; or
- Is subject to a child arrangement order.

The application form can be obtained from the main school office or accessed via Cambridgeshire County Council's website at <https://www.cambridgeshire.gov.uk/residents/children-and-families/childcare-and-early-learning/early-years-pupil-premium/>

## PUPIL PREMIUM

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Registering for free school meals could raise extra funding for your child's school, to fund valuable support like extra tuition, additional teaching staff or after school activities. This additional money is available from central government for every child whose parent is receiving one of the welfare benefits listed below.

It is therefore important to sign up for free school meals even if your child is in Reception, Year 1 or Year 2 so that your child receives as much funding as possible.

Parents whose children are eligible for the Pupil Premium must submit an application to Cambridgeshire County Council. Parents must be in receipt of any of the following benefits:

- Income Support
- Income-based Job Seeker's Allowance
- Income related Employment Support Allowance
- Child Tax Credit - but no element of Working Tax Credit - and have an annual income that does not exceed £16,190
- If you are supported under Part V1 of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Working Tax Credit during the four week period immediately after your employment finishes or after you start to work less hours per week.

- Universal Credit with an annual net earner income of no more than £7,400

The application form can be obtained from the School Office or accessed via Cambridgeshire County Council's website at <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/help-with-school-&-learning-costs/pupil-premium/>

This also entitles children to free educational visits as well as providing additional funding for the school.

THE ACADEMY RECEIVES AN ALLOCATION OF MONEY FOR EVERY CHILD WHO IS ELIGIBLE FOR PUPIL PREMIUM. OUR PUPIL PREMIUM STRATEGY STATEMENT CAN BE FOUND ON OUR WEBSITE [WWW.CROSSHALLINFANT.CO.UK](http://WWW.CROSSHALLINFANT.CO.UK)

## EDUCATIONAL VISITS

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Educational visits form an important part of the curriculum and are usually an introduction to or a follow-up from a topic of focus. They provide a valuable first-hand experience for the children to learn from.

Schools are unable to make compulsory charges for activities if the major part of the activity takes place within school time. Charges incurred include transport, insurance and admission charges. The school will therefore ask for 'voluntary contributions' to cover the cost of these activities which, without adequate financial support, will not be able to take place. Children who are eligible for Pupil Premium are able to access educational visits free of charge. Please contact the school for more information.

## FUNDRAISING COMMITTEE

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A full and varied programme of social and fundraising activities is planned at the beginning of each academic year, for the benefit of all the children in the nursery and school. These activities are organised and run by staff and parents.

We are very fortunate to enjoy the active support of a large number of parents. This is a great way to find out more about the school community and maybe make new friends. Support is welcomed on a regular or occasional basis. If you would like to help, please contact the school office.

The money raised from fundraising events is used to provide additional resources for the nursery and school or sent to charities to help fund their work.

## PARKING

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Unfortunately, we are unable to provide parking for parents on the school site. When parking outside the school, parents are requested to follow parking regulations, keep the school entrances and exits clear for emergency vehicles and to be considerate of our neighbours. Please be aware that our Community Police Officers regularly patrol the outside of the school and issue parking tickets to parents who commit parking offences. You are, however, welcome to take advantage of our 'park and stride' facility, which allows parents to park at the Co-Operative store on the Great North Road and walk the short distance to school.

There is one disabled parking space on the Infant School site for visitors to the school who need to access disabled facilities.

## BEHAVIOUR

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We proudly follow the Cambridgeshire Therapeutic Together approach. We want children to have the opportunity to flourish in our school or setting and for the next stage in their education and lives.

The Therapeutic Thinking approach to behaviour is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.
- Equality and equity are not the same thing and we want to ensure all children's individual needs are met.

With a therapeutic approach the priority is to focus on **strengths** rather than deficits to plan how we build empathy and resilience. Creating pro-social behaviour is the **ambition**. Our focus is on how to create pro-social experiences and feelings to achieve pro-social behaviours. This begins with our Golden Rules and our behaviour curriculum which permeate school life.

A kind, firm approach to behaviour management sets the tone of our school. Children are required to act with consideration for other people at all times. We endeavour to create a happy learning environment. The staff display a high degree of caring for the children and the children, in turn, are expected to care for each other and the school. We aim to foster self-discipline. Children learn to understand early on the parameters of acceptable behaviour. These standards are set out in the 'Golden Rules' and in the school's Behaviour Policy. We pride ourselves on the high standards of behaviour and discipline throughout the school, which help to ensure high-quality learning takes place. These high standards are frequently commented on by our many visitors.

A restorative approach is employed by all staff at Crosshall Infant School. In any incident of inappropriate behaviour, we establish the facts. It is often said that there are three sides to every story: yours, mine and what really happened. Restorative questioning allows those involved to tell their story from their perspective and to be listened to in a way which assures no pre-judgement.

Restorative language builds on 'affect' and feeling by asking 'Who has been affected by what has happened and in what way?' This helps to develop self-awareness and empathy which are two of the key aims of our PSHCE curriculum. The restorative approach challenges those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed, enabling all involved to move forward.

The school operates a zero tolerance of any incidents of bullying. Bullying, as defined by Cambridgeshire Local Authority (LA), is 'a persistent, deliberate attempt to hurt or humiliate someone'. We find that our approach to discipline means that although children can sometimes test our 'Golden Rules', which is a natural part of growing up, incidents of bullying are rare. The school, however, does take any bullying allegation seriously and works closely with parents and children to ensure issues are resolved quickly.

The school is committed to ensuring that all our staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour. Physical intervention is used as a last resort in line with Department for Education (DfE) and Cambridgeshire LA guidance. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Parents will be informed after a non-routine incident where physical intervention is used with their child.

## PREJUDICE RELATED INCIDENTS

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We investigate, follow up, record and report all prejudice incidents including racist incidents.

## DEFINITION OF A RACIST INCIDENT

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Cambridgeshire LA and schools, as advised by the Home Office, adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999:

"A racist incident is any incident which is perceived to be racist by the victim or any other person"

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem.

Incidents involving children and adults are recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a prejudice related incident does not necessarily have a victim.

## PROCEDURES

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Parents will be contacted if their child is involved in any way in an alleged prejudice related incident and they will be kept informed on the progress and outcome of any investigation.

Any incident that is alleged or perceived to be prejudice related will be recorded and if, following investigation, it is concluded that it is not prejudice related, this outcome will be noted on the school record of the incident.



The school will seek advice from Cambridgeshire Local Authority as and when required. Parents may also discuss any concerns regarding prejudice related incidents with the Local Authority.

## SPECIAL EDUCATIONAL NEEDS (SEND)

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In September 2014 the government introduced a new Special Educational Needs Code of Practice. The new Code of Practice 'Special Educational Needs and Disabilities' (SEND) is statutory guidance. It is for all organisations who work with and support children and young people, up to the age of 25, with special educational needs and disabilities.

<https://www.crosshallinfant.co.uk/special-educational-needs-sen/>



# UNIFORM

The school is a uniformed school. We expect all children to wear our uniform. The wearing of school uniform helps promote a sense of belonging to a thriving community. Uniform is available to order from our online supplier, Gilt Edged, whose website can be accessed via the school website at [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk).

Uniform cannot be purchased in school but the office has sample sizes available to view and try on for sizing purposes.

Orders can be delivered to school for free directly to your home address for a charge. Deliveries are sent to the school on a regular basis and are distributed to the classroom for children to take home.

Uniform bearing the school logo can be purchased from Gilt Edged. The items that are available are:

- A navy sweatshirt and cardigan
- Navy polo shirt
- Book bag
- Water bottle
- PE bag
- White PE T-shirt



School uniform consists of:

- A navy sweatshirt or cardigan.
- Navy or a white polo shirt or a white blouse.
- Dark-navy, black or grey trousers or skirt.
- In the summer, children may wear a blue-checked dress or dark-navy, black or grey shorts.
- Dark, flat footwear.
- If children choose to wear tights, they should be plain in black, navy or grey.
- Long hair needs to be tied back



A waterproof coat is required in school every day as we go outside regardless of the weather. If children come to school in boots, please provide another pair of shoes to be worn inside the building. All children in Reception, Year 1 and Year 2 need a pair of wellington boots that they keep in school.

We encourage children to put on and do up their own coats, so please therefore help us by buying a practical waterproof coat (not double zipped or with awkward fasteners). We also find that children are more easily able to pull on mittens rather than gloves. Please ensure that all items of clothing that may be taken off are named.

A preloved uniform sale is held annually during the summer term.

Tattoos, nail varnish, make-up and extreme hairstyles are not appropriate for school.

## PE

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Every child needs a pair of dark coloured shorts, a t-shirt and plimsolls for the warmer weather and jogging pants and a sweatshirt for the colder weather. All PE clothes should be sent to school in a drawstring bag, which can be ordered from our school uniform supplier. Children work in bare feet in the hall. Earrings should either be removed or covered with tape for PE.

## ART

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Reception children are provided with an art apron, however, every child needs an art overall when they move into Year 1. One made from an old shirt, with the cuffs and collar removed and elastic in their place and with a loop sewn in for hanging up, is ideal. These are then worn with the buttons at the back.

## SCHOOL BAGS

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As the cloakrooms are extremely small, we ask that children do not bring their belongings in large bags. A drawstring bag for PE kit, which can hang on a child's peg and a book bag which can fit into a child's drawer are both acceptable and may be ordered from the school uniform supplier.

All items should be named.

The wearing of jewellery in school is discouraged. Please ensure that if your child has pierced ears, only stud earrings are worn. Earrings should be either removed or covered with tape for PE.

Expensive watches, precious toys and personal belongings should not normally be brought to school except when connected to the work the child is undertaking in class. This reduces the risk of loss or damage



# ADMISSIONS

## NURSERY

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The Nursery School has its own Admissions Policy, which is available to parents on our website. The Nursery School Admissions Policy is separate from the School's Admissions Policy. Whilst there is no automatic entry to the Reception year in the Infant School, children who attend the Nursery School receive priority when places at the Infant School are allocated. Parents have to register their children separately for the Infant School in accordance with the School's Admissions Policy.

All children are eligible to receive universal 15 hours of nursery funding. A further 15 extended hours are available to eligible parents [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

## SCHOOL

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The Governing Body of the Academy Trust is the admission authority for Crosshall Infant School ('the school'). This means that it is the Governing Body that sets and applies the Admissions Policy for the school. All decisions regarding the admission of children into the school are made by a sub-committee of the Governing Body.

In determining the Admissions Policy, the school complies with current legislation. The Department for Education's School Admissions Code 2014 states that no school providing education for children up to the age of seven years old should exceed class sizes of 30 children.

The school is approved by the Secretary of State for Education to admit up to a certain maximum number of children in each of the three year groups: Reception, Year 1 and Year 2. This figure is set at 120 children per year group, (a year group is then divided into four classes with each class having a maximum of 30 children).

In order to allocate places on a fair basis to all, we have formalised the admissions procedure and clearly defined the method of prioritising in the event of over subscription.

The school places no constraints on who may apply for entrance to the school and all applications will be considered and processed in accordance with the guidelines in this document. Children will be admitted without reference to ability or aptitude.

Parents have to apply on line via Cambridgeshire County Council's School Admissions Portal [https://ems.cambridgeshire.gov.uk/CitizenPortal\\_LIVE/en](https://ems.cambridgeshire.gov.uk/CitizenPortal_LIVE/en) for their children to attend the Infant School in accordance with the School's Admissions Policy.

Our admissions policies can be found on our website [www.crosshallinfant.co.uk/school-admissions-policy](http://www.crosshallinfant.co.uk/school-admissions-policy)

[www.crosshallinfant.co.uk/nursery-admissions-policy](http://www.crosshallinfant.co.uk/nursery-admissions-policy)

All parents are advised to read the LA booklet for parents on primary admissions.

For further information, please contact either:

- The LA Admissions Team

Tel: 0345 045 1370

E-mail: [admissions@cambridgeshire.gov.uk](mailto:admissions@cambridgeshire.gov.uk)

- School Admissions Secretary  
- Mrs Kirsty Digby

Tel: 01480 475980 (Main School Office)

E-mail: [info@crosshallinfant.co.uk](mailto:info@crosshallinfant.co.uk)

# SCHOOL MEALS

We take great pride in the excellent standard of our school meals. All food is freshly prepared and home cooked on site using local fresh produce whenever possible. The menus are designed with young children in mind. We have achieved the Schools Food Trust Award and a Food For Life Award. The kitchen has been awarded '5 star' status (the maximum) for food hygiene by Huntingdonshire District Council.

Children are encouraged to select their own food from a guided choice. There are a wide variety of foods to suit all tastes, including a protein option (a vegetarian choice is always available), a carbohydrate option, fresh vegetables, a salad bar, fruit, yoghurt and a homemade dessert. Our Kitchen Manager is happy to discuss and cater for children with allergies or special dietary requirements.

The children sit with their friends and enjoy the social interaction that sharing a meal together allows. Parents, families and friends are also welcome to join the children for lunch. Meals may be booked at the school office, up to 9.30am on the day, subject to availability of places. Unfortunately, late cancellations (i.e. after 9.30am on the day) or "no shows" will be charged as the Kitchen Manager will have prepared the meal.

All children in Reception, Year 1 and Year 2 are provided with a free school meal. The menu can be found on our website at: [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk).

From September 2025, Nursery children's meals will cost £2.50 and adult visitor meals will cost £6.50.

## PLAYTIME SNACKS

If you feel your child needs a snack during morning break, please send in a snack of fresh fruit, raisins, raw vegetables or cheese.

Please do not send in 'School bars', 'Fruit bars', 'Fruit Flakes', health bars or any processed items for snack. This is for children at nursery and school.

Every afternoon all the children are provided with a piece of fresh fruit or vegetable as part of the Government's 'Free Fruit for Schools' scheme.

## PACKED LUNCHES

There is no option for children to bring a packed lunch at school. If your child attends nursery they do have the option to bring one. Please see our website for nursery packed lunch guidance

<https://www.crosshallinfant.co.uk/school-lunch/>

We actively encourage all children in nursery to have a school lunch at the cost of £2.50 per day as it supports their development and transition into Reception.

## NO NUT POLICY

In order to safeguard those children who have a nut allergy, the school operates a 'no nut' policy. This is particularly important for those children whose allergy is so severe that they can have a reaction to someone eating food containing nuts in their vicinity or even entering a room where nuts have been eaten previously. The school kitchen is a nut-free environment but parents are asked to check that any food sent for snack time is also nut free.



# HEALTH AND WELFARE

## ATTENDANCE

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Attendance at nursery has a positive impact on children's learning and development. High quality nursery education is related to better intellectual, social and behavioural development for children.

Regular attendance is important for all children. It keeps them safe and supports their learning and development. It is through regular consistent routines that children build up secure relationships and the positive attachments they need. Young children find it easier to build and sustain a range of social relationships when they regularly attend their nursery. For some families, regular attendance also allows parents to get other things done and helps them enjoy spending time with the child when they are at home.

Children who attend regularly are more likely to feel that they belong because they understand routines and expectations. They feel more confident with the adults and other children and have more opportunities to be valued and praised for their own special contribution. Children who regularly miss sessions or who are often late may have a sense of having to try a little bit harder just to understand what is going on.

Regular attendance and being on time helps many young children separate from their parents or carers and settle more readily into daily life providing them with opportunities to develop their personal, social and emotional skills.

As well as developing good habits and setting up a pattern for later learning, children who attend every planned session, develop a feel for the rhythm of the week as well as gaining a sense of security from some regular routines.

Planning for each child's individual needs can be developed more successfully if children regularly attend nursery. Children learn in many different ways, with their peers and

through being in the company of consistent staff who actively support their learning and development.

Regular attendance and punctuality are important in ensuring children get the greatest benefit out of education.

## ILLNESS DURING TERM TIME

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If children are ill, parents/carers should ring or email in the morning before 9:30am to inform the school of their child's absence and the reason why. The school has a dedicated 'absence' email address [absence@crosshallinfant.co.uk](mailto:absence@crosshallinfant.co.uk) together with an option on our phone system where messages can be left before the start of the school day; these messages are checked on a daily basis. If the absence continues into a second day, a follow-up call or email will be necessary.

From time to time we get an incidence of 'tummy bugs' in school. If children have sickness or diarrhoea we ask parents/carers to keep them away from school for 48-hours after it ceases, in line with UK Health Security Agency guidelines. This gives a chance for parents/carers to see if it has completely cleared or if it develops into something more serious. It also helps prevent the germs from spreading to other children and staff.



## MEDICAL APPOINTMENTS

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If your child requires a medical appointment which is not urgent, e.g. dentist, optician or routine doctor appointment, we would appreciate it if this could be arranged outside of the school day.

Where forthcoming appointments have to be made during school time, parents/carers should complete a sickness absence form or notify the school via email or letter. The form is available from the school office or from the school website at:

[www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk).

## MEDICINE

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As a general rule, we do not accept responsibility for administering medicines in school. You are free to come to school at a designated time to do so or alternatively to keep your child at home until they are completely recovered. We make some exceptions, at the discretion of the Headteacher, e.g. for asthmatic children who need to use an inhaler regularly. These medicines must be named and handed into the school office, where parents will be asked to complete the relevant paperwork.

## FIRST AID

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When the children are in school, they are in the charge of the Headteacher, who is caring for them instead of the parents/carers, that is, in 'loco parentis'. The Headteacher delegates this responsibility to members of the teaching and non-teaching staff.

When necessary, simple first aid is applied in school. We have members of staff who are fully qualified first-aiders, while others have emergency first-aid training. All accidents are recorded in the appropriate accident book and an accident form completed which is given to parents.

If an accident needs hospital treatment or other medical attention we try to contact parents/carers first. If we are unable to do so, the school will take the responsibility for dealing with the situation as appropriate. It is extremely important that we have up-to-date contact information so that we can contact parents/carers quickly in case of an emergency.

## OTHER ABSENCE

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National school data illustrates that children who have good attendance make significantly better progress than those who are late or who have a significant amount of time off. We work hard to help your child reach their full potential, we would like your support in the following areas:

- Ensure that your child arrives at school on time.
- Take your child on holiday during school holidays. We do not authorise any family holidays during term time. We hope that parents/carers will do all they can to avoid taking family holidays during term time, but, if this is unavoidable, written notification should be given to the school prior to the absence.

We do not authorise absence in term time except in exceptional circumstances, such as a funeral or music/dance exams. Authorisation for exceptional circumstances needs to be requested in writing.

For Year 2 children, End of Key Stage 1 Assessments will be administered throughout May. Please do not take your child out of school during this time.

Unauthorised absences are reported to the DfE. The Headteacher monitors attendance in school. She may liaise with a Local Authority Attendance Officer (LAO), who supports and advises on issues that may prevent children from attending school. The aim of the LLAO is to help all children benefit from the education being offered.

## SCHOOL HEALTH SERVICE

Children who are happy and healthy achieve more at school.

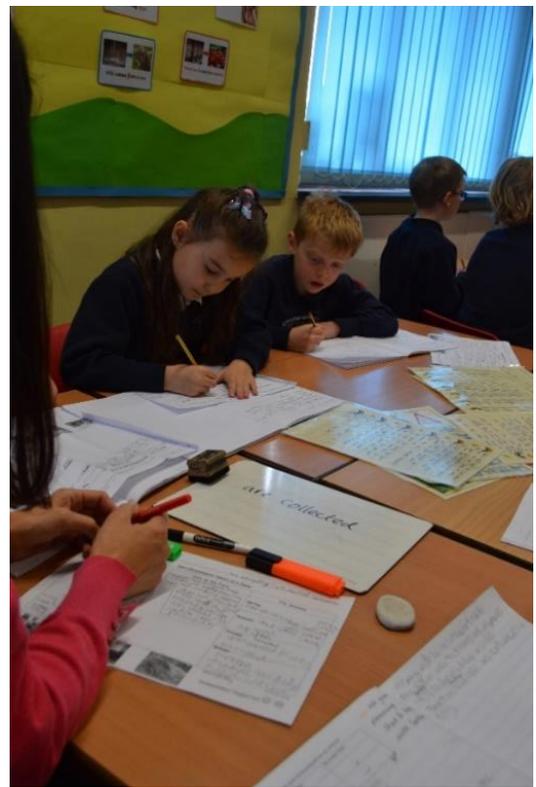
Health and emotional problems can prevent children from enjoying school and can slow down their learning capabilities. If you think your child has a problem, it is very important that their teacher knows. We want to work with you to help your child stay fit and well and make the most of their good health.

Our school is supported by the Huntingdonshire School Health Service, which comprises the School Medical Service and the School Nursing Service. School Doctors and Paediatricians working within the School Medical Service identify the way in which medical conditions may affect a child's ability to learn. They work closely with family doctors and hospital consultants.

Together they:

- Arrange health checks, to make sure any problems are found early and appropriate referrals are made. All children receive a hearing test and have their height and weight measured on entering school. Medicals take place for specific children only, in consultation with parents, where either the school and/or the parents feel there is a need.
- See parents and children when asked to discuss health and personal problems.
- May explain any special health needs to teachers.
- Encourage a healthy lifestyle at home and at school.
- Act as a link between home, school and health workers.

The school nursing team can be contacted via the duty desk on: 0300 029 5050.



# PARENT/CARER INVOLVEMENT

Positive parental involvement is central to the learning process. This can be achieved in many ways: by taking an interest in children's learning; talking; sharing books and encouraging children in every aspect of their school life. This support has a positive effect on children's performance and their future.

The school has a 'Home/School Agreement', which all parents are asked to sign as their child starts school. This agreement outlines the shared expectations of working together for the benefit of the children.

Our aim is to make parents welcome at all times. Involvement can happen through helping in classrooms, working with children on their activities, supporting educational visits or general assistance within the school. All parents who help in school must have Disclosure and Barring Service (DBS) clearance; information is available from the school office. We invite continual communication, ensuring that parents are fully informed about their children's progress. These processes include Parent/Teacher Consultation Evenings, mid-year and annual reports.

Parents are regularly informed of day-to-day issues through newsletters, curriculum updates and bulletins. Information from the school is distributed via email. There are many opportunities for parents to support their children in school life throughout the year. These include joining their child for lunch, attending Christmas celebrations, class assemblies, summer concerts, sports day and visiting for open day.

Staff at the school are always happy to meet parents should they require further information or have any questions. We make ourselves available as frequently as possible for this purpose. If you want to guarantee a time, for example if you require more than a 'quick chat', please make an appointment either directly with the class teacher or via the school office.

The school office can also arrange appointments with the Headteacher. The Headteacher aims to keep the slots of 8.45am - 9.00am and 3.00pm - 3.30pm available for parents, although this cannot be guaranteed

## VISITORS

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All visitors are asked to sign in at the front office and to wear a 'Visitor' badge before entering the school. Crosshall Infant School receives and welcomes many visitors to school every day. Visitors are always welcome. However, if they are violent, threatening or abusive to any child, member of staff or other visitor, they will be asked to leave the premises.



# THE GOVERNING BODY

The Governing Body of an Academy Trust is wholly responsible for the management of the school. The school is run according to the requirements of the law, the powers and duties given through the Education Reform Act and as laid out in the Memorandum of Association and Articles of Association. The Memorandum of Agreement and Articles of Association are available for reference on the school website.

The Articles of Association set out how the academy is governed, including how governors and trustees are appointed.

The principle responsibilities of the Governing Body are to:

- Ensure clarity of vision, ethos and strategic direction
- Hold leaders to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff
- Oversee the financial performance of the school and make sure its money is well spent

Effective governance is based on six key features. The first two features are the core pillars of the board's role and purpose. The second two are about the way in which governance is organised and the final two are about ensuring and improving the quality of governance.

- Strategic leadership that sets and champions vision, ethos and strategy
- Accountability that drives up educational standards and financial performance
- People with the right skills, experience, qualities and capacity
- Structures that reinforce clearly defined roles and responsibilities
- Compliance with statutory and contractual requirements
- Evaluation to monitor and improve the quality and impact of governance

The Governing Body meets at least once a term for a business meeting and sub committees meet regularly as required. Each member of the Governing Body sits on a committee, which concentrates on and develops a particular aspect of the school as a whole. These committees are: Finance and Audit, Curriculum, Pupil Welfare and Admissions; Health and Safety and Property and Personnel.

The Governing Body and the Members produce an Annual Governors Report which contains performance data and audited financial statements for the preceding year. The Governors' Annual Report is available on the school website.

The Governing Body comprises:

- Parent Governors (elected by the parents but appointed by the members of the Academy Trust): Emmanuel Enaifoghe, Bharat Pankhania, Vaibhav Sharma and Emma Sibthorpe.
- One Local Authority Representative Governor: Mariyam Azher.
- Community Governors (appointed by the members of the Academy Trust): Marisa Adams, Mate Borbely, Stephanie Kemp, Keith Martin (Chair), Tom McCormick and Kimberley Pearson.
- Rebecca Sawford (Headteacher) Ex Officio Governor.



# ASSESSMENT

Assessment is the process by which a teacher establishes a child's current level of understanding and ability in a given area before planning their next stage of learning. It is at the heart of promoting children's learning and it is an integral part of the curriculum.

Assessments are made of the knowledge, concepts, skills and attitudes that the children have acquired. They are carried out through teacher observations of oral and written work.

Assessments are included within the termly and weekly planning and are part of the teaching day taking place through normal classroom activities.

## EARLY YEARS FOUNDATION STAGE

Most assessment in the Early Years Foundation Stage is ongoing observational assessment and provides information for the child's Early Years Foundation Stage Profile, which is a record of a child's achievement towards the Early Learning Goals.

## BASELINE ASSESSMENT

At the start of the year, we are required to complete a 'Reception Baseline Assessment' on each child starting in Reception. It is completed alongside the assessments that we already conduct, which are fun, age appropriate and take place within the classroom environment. The Reception Baseline Assessment is used to check a child's early literacy, communication, language and maths skills.

## YEAR 1 PHONICS SCREENING CHECK

The phonics screening check is a check of a child's phonics knowledge that helps confirm whether a child has made the expected progress. Children sit individually with a teacher they know and are asked to read 40 words aloud; these may be words the child has read before while others will be completely new. The check is carefully designed not to be stressful for a child.

The check will contain a mix of real words and 'non-words' (or 'nonsense words'). Children will be told before the check that there will be non-words that he or she will not have seen before. Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the 'non-words' by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

## END OF KEY STAGE 1 ASSESSMENTS:

In the summer term of Year 2, teachers make a formal assessment of the standard at which the children are working in reading, writing, mathematics and science. The children also complete the End of Key Stage 1 Assessments. These results are used to inform Teacher Assessments. The results of these assessments are sent home to parents with the annual report.

Teacher assessment in Reading, Writing and Mathematics is informed by the administration of statutory tasks and tests during Year 2.

The Academy's assessment data can be found on our website [www.crosshallinfant.co.uk/school-performance-data](http://www.crosshallinfant.co.uk/school-performance-data)

We are very proud that the children of Crosshall Infant School achieve such high standards above both the Local Authority and National average. Thank you to all the children, staff and parents who work so hard to achieve this success.

Mid-year reports and annual reports are sent to parents outlining development across all aspects of learning.

## COMPLAINTS

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Should you have any cause for concern it is always possible to make an appointment to discuss it.

All issues concerning children's welfare or learning should initially be addressed to your child's class teacher. Further difficulty may then be dealt with by the year group's Team Leader, the Assistant Headteacher or the Headteacher, as appropriate.

Our complaints procedure is available on our website [www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk)

## AND FINALLY

The staff are dedicated to providing your child with the best possible start to the many years of education ahead. If you would like further information on the curriculum we teach or have any questions about the school please contact the school directly. Please give us any constructive comments you have to make and positive feedback to help us achieve the best for your child.

We look forward to working with you and your child.







446 Great North Road · Eaton Ford · St Neots · Cambridgeshire · PE19 7GG

Tel: 01480 475980 · Headteacher: Mrs Rebecca Sawford

[www.crosshallinfant.co.uk](http://www.crosshallinfant.co.uk)