



# CAMBRAI PRIMARY SCHOOL 2022 PROSPECTUS

A NEW PRIMARY SCHOOL FOR THE COMMUNITY  
OF CATTERICK GARRISON.



*"Growing good people – doing great things."*





Cambrai  
Primary School





# Welcome to Cambrai...

Cambrai Primary School is a new school, which opened in September 2019, in Catterick Garrison. It is the latest family member to join Lingfield Education Trust - a medium sized Multi Academy Trust, which currently operates eight schools across the North East.

The school was opened to meet the growing demand for pupil places across the area and aims to be a school firmly rooted in its community, growing alongside the families which it will serve. We have worked with North Yorkshire Local Authority to ensure that the school will work in close partnership with their education department and local schools.



When full, the school will provide 210 places for children from reception age, to year 6 (one class per year group). The school will, however, opened in September 2019 with only a reception class intake, meaning in September 2022, we will only admit reception, year 1, year 2 and year 3 aged children.

As well as this publication, please also take a look at our website at **[www.cambraiprimaryschool.co.uk](http://www.cambraiprimaryschool.co.uk)**, as well as our Facebook page at  /cambraischool and Twitter feed at  @cambraischool to gain updates and an additional flavour of what our school has to offer, including videos tours on our facebook page.

*Come and join us on our exciting journey and be part of our family.*

## Why is a new school needed?

The population of the area around Catterick Garrison is set to rise considerably over the next few years. Recently, there has been a large scale building programme of new houses across the area, with further housing developments planned, as well as future plans to increase the size of the Garrison resulting in an increase in service families' accommodation. North Yorkshire County Council identified the need for a new school, following the expansion of many of the local schools in the area, in order to address their projected shortfall of pupil places over the coming years.

Cambrai Primary School now provides families with a further choice of school in the community of Catterick.

## Why 'Cambrai'?

Contemplating the school name whilst driving on holiday in France, our CEO noticed a sign for 'Le Cateau' (another school in Catterick Garrison), with the next junction being 'Cambrai'. After a bit of research, we uncovered that Cambrai was the Duke of Wellington's headquarters for the British Army of Occupation in the 1800s and was a British base during WWI, where tanks were used successfully for the first ever time. The name fit perfectly and Cambrai was born. The name is pronounced 'Cam-bray'.









## The School Site

The site for the new school is the building previously used by Darlington College, situated on Catterick Road. The building was purchased by the Department for Education and is has been fully remodelled and refurbished to make a wonderful and state of the art school. We are so proud of our school building.

The ground floor of the building contains infant classrooms, a library and 'creation space' – where children can cook, paint and complete technology projects. The upstairs includes a large hall and classrooms for the older children.



The Trust worked closely with the DFE and appointed contractors to ensure that the building is perfect and a school to be proud of. Some of the key features include:

-  **a large hall**, large enough to fit all of our children for collective events and assemblies as we are determined to develop **a family approach** to our school;
-  a dedicated space for **technology**, including **cookery and construction** activities;
-  a separate library to promote a love of reading and the importance of valuing books;
-  state of the art **ICT facilities** with top specification equipment and facilities across the school;
-  **generous sized classrooms**, with break out spaces allocated to each year group;
-  **extensive outdoor areas**, including our own school field, woodland area, stream, sports pitch, play area and dedicated playgrounds for all ages.







## School Leadership



### **CAMBRAI'S EXECUTIVE HEADTEACHER**

Mark Dent was appointed as the Executive Headteacher for the new school in January 2018 – 5 terms prior to the opening of the school. Mark is an experienced school leader and Headteacher, having been a successful Headteacher in Durham prior to taking up post with Lingfield Education Trust. Because of Mark's track record of supporting other schools across the region, he was also appointed as our Trust's 'School Improvement Lead', which sees him work with all of our family of schools to support their continual improvement and successful OFSTED inspections.



### **CAMBRAI'S ASSISTANT HEADTEACHER**

Stephanie Guest is a key appointment for Cambrai. Previously working as an Early Years Leader of an outstanding primary school, Stephanie has a proven track record of ensuring that children love coming to school - and fly when they are there! Stephanie has extensive experience of teaching Early Years and Key Stage 1 and leads this phase of the school.

As our school grows, so will our staff. Check out our website for details of the other valued members of Team Cambrai.



## School Admissions

In order to apply to Cambrai Primary School, simply follow the online admissions form using North Yorkshire Local Authority's website [www.northyorks.gov.uk/school-admissions](http://www.northyorks.gov.uk/school-admissions). A full copy Cambrai's admissions policy can be found at [www.cambraiprimaryschool.co.uk](http://www.cambraiprimaryschool.co.uk).



## School Ethos and Vision

*"Growing good people – doing great things."*

The notion that we have a school that grows children in to more than a 'set of results' is the bedrock of our vision and ethos for Cambrai. Our school aim to develop children in to 'good people' who will go on to do 'great things'. Developing children's positive attitudes, resilience, bravery, kindness and care is central to daily life at Cambrai.

Alongside this, we ensure that all children reach their academic potential. We believe that this is best achieved when children love coming to school, feel loved when they are there and develop their own love for learning. We aim to do this by:

- ✿ Utilising our **extensive building and grounds** to their full potential. Some learning is best in the classroom, some learning is best done outside, through a trip, through ICT or play – at all ages.
- ✿ Ensuring that our **children are safe and feel safe**. The building has been cleverly designed with young children in mind, to ensure that they ‘own’ the building from the day they set foot in it.
- ✿ Adopting an **inclusive, family approach** to school life. Children will mix with children from all ages (as the school grows), reading together, playing together and learning from each other. We will expect our older children to be role models for new children and the youngest members of our family. We want our children to be proud of their school, each other and themselves. We want our children from Service Families to feel like they have always been here – settled, appreciated and valued from day one.
- ✿ Focusing on **high quality teaching**. Nothing but the best teaching will be accepted by the leadership of this school. A great teacher has an impact that lasts a lifetime, not just for the time a child is in their class. At Cambrai, we will never forget the importance of high quality daily teaching, coupled with an exciting and rigorous curriculum.
- ✿ **Working with families** – openly, honestly and with genuine care. As our school grows, so will its pastoral team. We understand that school has the potential to support children and families beyond the classroom as when schools do this well, children fly.
- ✿ Having **high aspirations** for our children, regardless of background – academically, socially, in sports, through the arts – whatever our children’s strengths are, we will find them, celebrate them and aim to ensure that they achieve their full potential.


Our overarching aim is for Cambrai to be a **centre of excellence for our Trust** and the wider community. It will embody our Trust values and be a distillation of the strong practice seen across our Trust schools and beyond.

### Cambrai’s ‘strap line’ and approach:

*‘Growing good people – doing great things.’*

Our strap line has been carefully created to embody the values of the Trust and school, including:

- ✿ Our children and staff are growing and learning – it is integral to all we do as a school.
- ✿ We aim to develop our children in to good people. This takes precedence and is embodied in our curriculum and all interactions and approaches with children. We lead by example. Developing children’s positive attitudes and care is central to daily life at Cambrai, through our school ‘virtues’ of **fairness, kindness, coolness, stickability, respect and bravery**.

 We aim to 'do great things' with our children every day and we aim for our children to go on and do great things in life, beyond the school setting. We have long term aspirations and goals at heart for all of our children.

# *Key Priorities for Cambrai*

In order for Cambrai to be the centre of excellence which we aim it to be, we have identified 5 key priorities that we will continually work towards at Cambrai. We will work with the Trust, families, staff, children and community to ensure that we meet our goals, year after year.





# **Leadership and Governance**

The effective and sustained leadership, including governance, is vital to the success of a new school. Whilst it is recognised that Cambrai will grow in all aspects over the first few years of existence, including at leadership level, careful plans are in place to ensure that all responsibilities are distributed effectively.

## **Planned staffing structure, roles, responsibilities and organisation chart**

**In 2021/22 our staffing structure is:**

Executive Headteacher			
Safeguarding (DSL), Curriculum, Assessment, Teaching and Learning, attendance, LAC, SEND			
Assistant Headteacher – Reception Class Teacher			
Early Years and Key Stage 1, Transition, Teaching Support, Deputy DSL, NQT Mentor			
Year 1 Teacher		Year 2 Teacher (also shadow SENCo)	
Teaching Assistant <i>One per class</i>	Office Manager	Caretaker <i>Plus cleaner</i>	Cook <i>Plus catering assistant and Play Team Member</i>
		Health and Safety	
Wraparound Lead			
Wider Support			
We also procure the services of a School Psychologist and Education Welfare Officer.			

## **The Local Governing Body for Cambrai Primary School**

Cambrai Primary School has its own 'Local Governing Body', or LGB.

The LGB of Cambrai comprises 9 Governors. Our governing body currently includes the Garrison Sergeant Major (GSM), parents, staff and the Executive Headteacher.

More information about our governors can be found on our governance page of the school website: <https://www.cambraiprimaryschool.co.uk/governance>

The Local Governing Body meets each half term, with a themed meeting of either Curriculum & Standards or Finance & Management. The LGB's do not have terms of reference, instead they operate in accordance with the Trust's Scheme of Delegation, which is to be found on the Trust's website at [www.lingfieldeducationtrust.com/financial-governance-information](http://www.lingfieldeducationtrust.com/financial-governance-information)





***“Children want the same things we want. To laugh, to be challenged,  
to be entertained, to be delighted.”***

**Dr Seuss**

At Cambrai Primary School, we understand that the importance of getting our curriculum right; a rigorous curriculum matched to the needs of our children allows them to flourish – both academically and socially. In order to achieve this, we provide a curriculum that is broad, balanced, relevant and able to provide for varied needs.

**Our ultimate school aim is to ensure that children leave Cambrai Primary school as 'good people';** we are determined to ensure that our curriculum enhances our school culture and climate in order to deliver this fundamental ambition. We aim to identify and remove barriers to learning and provide suitable learning challenges that respond to diverse needs, including those of the most able. Our curriculum encompasses a variety of exciting, first-hand experiences to enable children to acquire appropriate skills, knowledge and understanding preparing them for today's world – respecting the nature of individual subjects. Through the provision of a stimulating environment and extensive school grounds, links within the community and beyond, children will develop their full potential. We are determined to reach our aim that any child should reach their goals and excel in any area of the curriculum - and not just in English and Mathematics. As such, children's Social, Moral, Spiritual and Cultural (SMSC) development, and their Personal, Social, Citizenship and Health Education (PSCHE) is at the heart of our curriculum approach.

**Our curriculum is aspirational;** we aim to promote children's self belief and a 'can do' attitude. We make links to the 'real world' whenever we can, including occupations and locations which children may not relate to on a daily basis. We also aim to make relevant links for our **Services Children** whenever relevant, be it the choice of locality we chose to study, addressing gaps in children's learning and a core focus on belonging. We aspire for our children to be productive, successful and happy adults in tomorrow's society. We embrace the notion that what they are taught and experience today, directly sets the standard for tomorrow.

Our curriculum assessment procedures are designed to facilitate ever deepening learning in all subjects, often with key learning objectives revisited across a year and beyond in order to ensure that children's knowledge deepens each time a concept or skill is revisited. Our subject overviews highlight how this deepening is explored across the school and in individual year groups, with clear prior learning identified, key knowledge and skills to be assessed and the vocabulary which children should experience and know by the end of the unit of work.

Parents are kept up to date about curriculum foci by means of a curriculum overview sent out each half term by individual teachers, which includes how the curriculum can be further extended at home; we see the home school relationship as vital in making our curriculum purposeful and 'real' to the children. We have a detailed 'early reading' page on our school website to support parents.

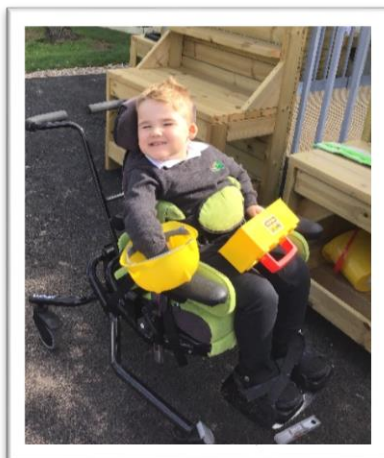
**Whilst our school is committed to a 'topic' approach, we value – and plan for - the study of each subject separately** - being conscious of the very 'essence' of each subject. This 'essence' is clearly captured in the individual subject 'intent' sections as part of each subject overview, and the subject specific overviews below. We want children to be confident historians, geographers, artists and musicians. Therefore we have clear subject and disciplinary knowledge and vocabulary expectations for each subject, which are purposely linked through the theme of a class topic.

The teaching of British Values is integral to our school's mission of ensuring our children are 'good people' and leave our school ready for life in Modern Britain. The 4 key 'British Values' are:

- Individual Liberty
- Respect for the Rule of Law
- Respect and Tolerance of others, regardless of beliefs, faiths or lack of faith

- Democracy

The teaching and promotion of British Values however, goes deeper than individual 'lessons' - it embodies our school attitudes, ethos and the way in which we work and interact with children and families – including our school reward system. We truly do embody our school motto of 'Growing good people - doing great things'.



### Our Curriculum programme for Key Stage 1 & 2 (Years 1 to 6)

Linked to the design of the curriculum, a topic based approach is to be taken as the approach to learning, with the value and uniqueness of each subject promoted, appreciated and valued. As a school, Cambrai Primary School will teach the National Curriculum subjects of ([Click here for National Curriculum](#)):

English	Mathematics	Science	Physical Education	Computing (&ICT)	History
Design Technology	Art & Design	Religious Education	Music	PSCHE	Geography



Whilst subjects may link and interweave knowledge, skills and understanding, we will ensure there are indicative time allowances made across a school week. Both key stages will receive the same teaching time at Cambrai Primary School.

Our curriculum offer can be seen on our website in great detail, at [www.cambraiprimaryschool.co.uk/loving-learning](http://www.cambraiprimaryschool.co.uk/loving-learning)

Typically, across a week, from Year 1, these will include:

English (including reading & phonics)	Mathematics	Physical Education	Other National Curriculum Subjects
7.5 hours	5.5 hours	2 hours	9.25 hours
25 taught hours			
This does not include additional school times, such as breaks, lunch, registration, collective worship			

In line with quality teaching and learning approaches, some subjects may be 'blocked' e.g. working on an art project over a full day rather than spreading it out over several weeks.

When children enter key stage 2, they will also study Latin as our choice of foreign language!



An example daily timetable could be seen as:

8.45	Doors open – registration at 9am
9.00	'Breathing Space'*
9.15	Reading and phonics
9.45	Assembly
10.00	English
11.00	Break
11.15	Mathematics
12.00	Lunch
13.00	Registration Topic
14.00	PE
15.00	End of Day Story
15.15	End of Day

This is an example timetable of the way in which the day may be structured.

\*Mindfulness, check in, togetherness time.



### Collective Worship & Assembly

England is a broadly Christian country and as such, during our collective worship we will promote children's social, moral, spiritual and cultural development through links to Christianity as well as other religions. We are not a faith school, but uphold the broad aims and ethos of Christianity, as required by the Department for Education.

All children will meet together for collective worship or assemblies once a day.

Parents have the right to withdraw pupils from Collective Worship, although this is very rare. If you wish to discuss this or find out any further information, please contact the Executive Headteacher.

### Homework

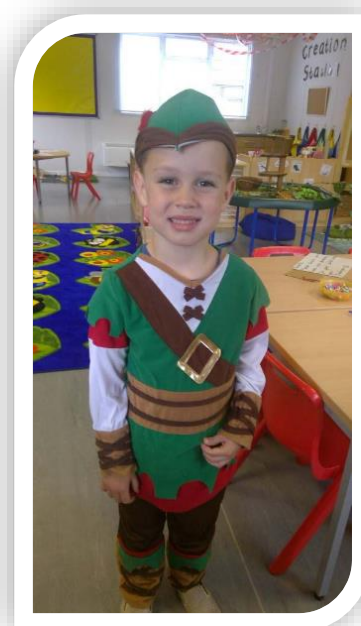
Homework is a vital part of the home – school partnership. Whilst we don't overload children, we do expect some work at home in order to build upon school learning. This includes:

<b>Weekly Reading</b>	<b>Weekly Spellings</b>	<b>Maths Practise</b>	<b>Tables</b>
<b>Topic Research</b>	<b>Finishing Work</b>	<b>Handwriting</b>	<b>Life Skills</b>

Not all of these will be given each week, but we do expect weekly reading, spellings/phonics and tables (Y2 onwards) practise. Life skills work may include learning to make the bed, tidy their bedroom or even look after a plant... the list is endless!

### Languages at Cambrai

Provision for the 'languages' national curriculum will be met through the teaching of Latin in Key Stage 2. This has been conscious element of our curriculum design, in order to meet the needs of our pupils. The rationale includes:



- ✿ With particularly transient pupils, children may join us having previously learned a number of foreign languages e.g. French, Spanish or German.
- ✿ Whatever curriculum we teach, we need to ensure it prepares children for the next stage of their education (which again, could be a school which teaches any number of languages).
- ✿ The teaching of Latin is the bedrock of most European languages and supports children's wider comprehension.
- ✿ The learning of Latin at primary age is more unitised rather than progressive, so that children are more easily able to learn discrete units of work, without requiring vast degrees of prior knowledge due to the more comprehension heavy focus of ancient languages, as opposed to the speaking element.



### The Provision for Early Years

At Cambrai, we recognise and value the **unique opportunities** and benefits that an excellent Early Years curriculum can bring. We have taken the opportunity to revisit, reflect upon and share our expectations for a quality reception year, encompassing our Trust values, and collective experience along with a realignment of the core principles of the Early Years Foundation Stage.

#### These principles are:

- ✿ every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- ✿ children learn to be strong and independent through **positive relationships**;
- ✿ children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- ✿ children **develop and learn in different ways** and at different rates.

Whilst some aspects of our 'Trust Ready' Early Years curriculum are **academically challenging**, we fully embed and 'live' the three **characteristics of effective teaching and learning** of:

- ✿ **playing and exploring** - children investigate and experience things, and 'have a go';
- ✿ **active learning** - children concentrate, keep on trying if they encounter difficulties, and enjoy achievements;
- ✿ **creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We firmly believe that skilled practitioners can develop all aspects of child knowledge and skills through the characteristics above, with a memorable, enjoyable and effectively unique Early Years experience.

Our Early Years curriculum includes key life skills, experiences and expectations, which are not explicitly part of the government 'Early Years Outcomes' document – we go above and beyond. For example, the key aspects of early childhood of table manners,



responding to greetings, cooking skills and fitness have all been interwoven into the document. **Understanding the World is a central driver** to this curriculum, as such, the experiences within this aspect of the curriculum, are seen as vehicles and contexts for learning across the curriculum.

In light of the review, our curriculum demands that **every child** across the Trust:



- ☞ Actively listens and takes part in **'five a day'** language rich experiences each day (stories, poems, raps, rhymes, nursery rhymes, tongue twisters, songs).
- ☞ Has access to at least one **physical education** lesson weekly.
- ☞ Is expected to have the opportunity to develop accurate **letter and number formation** prior to year 1.
- ☞ **Develops a love of learning** – they are confident, articulate and increasingly independent learners, because their curriculum is **fun, inspiring and relevant**.
- ☞ Uses the 'Trust Bear' as a common context for learning and sharing.

***"The first 5 years have so much to do with how the next 80 turn out."***

Bill Gates

### Literacy and Numeracy Provision – Year 1 onwards

The provision for high quality literacy and numeracy teaching and learning is the bedrock of an effective school. Being part of a multi academy trust, the school is part of a highly successful group of schools, which are resolute about what successful provision and outcomes look like and how they are achieved. Cambrai Primary School works alongside other schools in the Trust to ensure outcomes for all children are as strong as they can be.

As a school, we do not generally slavishly follow set purchased schemes, but develop our own schemes of work, linked to the needs of our children. We do, however, include the following in our approach to literacy and numeracy:

Literacy	Numeracy
We will follow a text led curriculum. Whole class reading sessions will immerse children into a text, which will in turn link to their writing, grammar and spelling opportunities.	Children in all year groups will experience daily discrete number fact lessons, focussing on rapid recall of key number concepts (number bonds, tables etc).
Spelling rules will be prioritised over spelling lists.	Problem solving, justification and reasoning will be at the heart of the approach to mathematics lessons. We firmly believe in the mastery approach to mathematics – and with support, aim to ensure children keep up, therefore reducing their need to catch up.
Phonics will follow the 'Letters and Sounds Revised' approach to phonics, using the Big Cat Collins reading scheme.	

Appropriate, accurate and meaningful assessment is at the heart of effective teaching and learning at Cambrai Primary School. Our assessment policy details thoroughly the school's approach and level of care and impetus that is placed upon fair, accurate and useful assessment practices.

## Enrichment Programme

By design, our curriculum is enriched; visits, visitors, the grounds, the community – all have a part to play in educating and engaging our children. As such, schemes of work are carefully designed to include a variety of learning opportunities beyond the classroom desk. We firmly recognise the use of the school grounds as a teaching approach. As a key asset of the school is its provision for safe, but challenging outdoor learning.

As the school grows, we see the opportunity for after school provision to grow with children able to sign up to more clubs and experiences, trying new things with new people. These will be designed by the children in order for them to be relevant, appealing and well attended. Wherever possible, these will be free at the point of access for our children; making effective use of PE and Sport Premium funding, existing staff expertise or Trust wide opportunities.

In 2020, we opened our own wraparound provision for before and after school care. It is called 'The Nest' and further information can be found at

<https://www.cambraiprimaryschool.co.uk/the-nest-wraparound-care>

## ICT to Improve Learning

As a new school in a refurbished building, ICT is central to curriculum delivery. Rooms have been carefully designed to integrate technology to ensure that ICT does not feel like a bolt on, but integral to teaching and learning spaces.

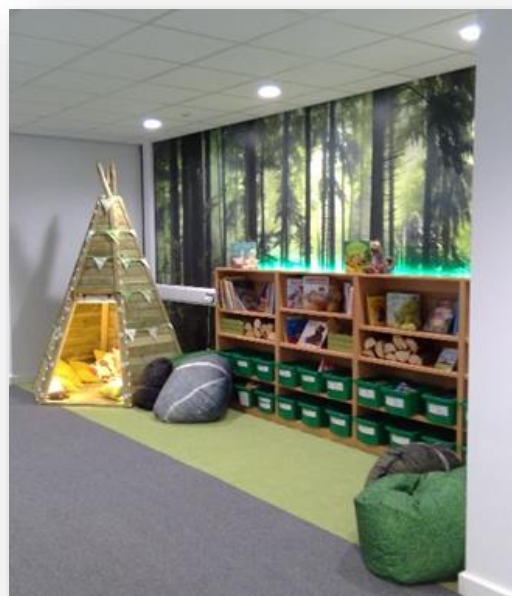
The building has been designed without an ICT suite to embed the belief that ICT should permeate all teaching and learning experiences and not be a single lesson, once per week. As such, mobile technology features heavily in the design of ICT provision. Children have access to fast, reliable and appropriate web enabled technology to ensure that when children need to go on line at any point within a lesson, they can without fuss, frustration or issue.



## arrangements

As part of the building design there is a large, well equipped kitchen in order to cook hot, freshly prepared meals on site. The school employs its own cook, who makes sure that the menus set meet all 'food in schools' nutritional guidance. The current school menu can be found here:

<https://www.cambraiprimaryschool.co.uk/parent-information>



*Infant library area*





### **Welfare/pastoral arrangements**

This is an area of school planning which we take seriously and recognise that it may be a key requirement of many of our families. As such, there are several 'transitional' arrangements in place, until our school reaches full capacity. For example, we have commissioned the services of an Education Welfare Officer to support families in relation to attendance expectations and School Psychologist to support our children.

We have continually budgeted for two classroom support members of staff in the reception class in order to afford the AHT capacity to address pastoral and welfare issues either personally, or through delegation. Importantly, until the school grows the Executive Headteacher will assume overall responsibility for this aspect of the school's work. He will be the Designated Safeguarding Lead, with the AHT as the Deputy Designated Safeguarding Lead to deputise in his absence. Parents/carers need to be aware that in the event of a member of staff suspecting that a child may have been deliberately harmed or neglected, the Executive Headteacher has a legal duty to inform the Local Authority Social Services.

The school will usually share their concerns with parents prior to the referral, the exception to this being if the school considers that informing parents of the referral will put the child at further risk of harm.

We feel confident that you will realise that these safeguards are necessary to ensure the safeguarding of all children and that referrals have to be made in all cases where deliberate harm to a child is suspected.

As the school grows, the staffing structure will be under constant review. As a team, we will continually review what support our children require and adapt our staffing structure as appropriate, utilising the Service Pupil Premium Grant to support this work.

### **Attendance and registration arrangements**

School opens at 8.45am, and registration is at 9am and 1pm each day.

For the vast majority of children, attendance will be expected to be at least 96%, with a graduated response to children who drop below this without clear medical reason. This is in line with most schools nationally. Attendance will be continually promoted, with clear protocols in place and explained to families joining the school.

The school will seek to issue fixed penalty notices for poor attendance and unauthorised term time holidays as a last resort.

The Trust's attendance policy is within the Trust's website at **[www.lingfieldeducationtrust.com/trust-policies](http://www.lingfieldeducationtrust.com/trust-policies)**

Rewards for attendance will be decided with children but will not penalise children who are genuinely poorly, or whole classes for a minority of children who have not been able to, or have not attended well.

## Behaviour for learning and conduct outside the classroom, support, rewards and sanctions

A clear and positive behaviour policy and approach is vital for children who may have already been to several schools before joining Cambrai. Expectations, rewards and sanctions must be clear, with all staff being consistent in the application and articulation of the school policy using shared language. The school behaviour policy is detailed on the school website at [www.cambraiprimaryschool.co.uk/policies](http://www.cambraiprimaryschool.co.uk/policies). We always expect to work in partnership with parents with the expectation that parents and carers support us, in the way that support from school can be expected by families when they need it.

## Special Educational Needs Provision

Many children may need a little 'extra' at some points in their school life, and our staff will work with parents closely to ensure that they are fully involved in their children's development and are reassured regarding their child's needs.



Children's progress is constantly monitored and assessed and careful records are kept. Occasionally, we find that a child does not make the progress we expect and when this happens, the parents are consulted and appropriate steps are taken to support the child.

An 'Individual Support Plan' may be made with individual targets, review dates and ideas to help parents to support their child at home and all staff to work towards within school. If more external support is required, then various professionals from outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Support Specialists may be called upon for extra assessment, support or advice.

After further consultation with parents, the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an Education, Health and Care Plan. This describes all of the child's needs and all of the special help that should be provided. Sometimes children join school with an EHCP, already in place. If this is the case, we will work with parents and professionals prior to the child starting to ensure we have all the appropriate provision place.

Our school has a Special Educational Needs policy which is available to be viewed at any time on the school website. The policy sets out the aims and objectives within the school for children at all levels.

From 2021 we have appointed a 'shadow' SENCo to the staff team on site however, the Trust SENCO Lead will oversee SEND provision until they have become embedded in to the school and Trust policies and procedures. The Trust and Executive Headteacher have inclusion at heart, with the Executive Headteacher being an experienced professional in the realms of SEND having previously been the Headteacher of a successful Enhanced Mainstream Provision School and a registered inspector of specialist settings. Teaching support quotas are high in order to add capacity to deal with both the transient nature of the children joining the school. As such, Cambrai is a school well placed to meet the demands of this group of important children.

The Assistant Headteacher is the designated teacher for looked after children.





To wear a uniform with pride says something special about a child belonging to a school. As such, our children are expected to wear a uniform throughout their time at Cambrai. The school colour is grey. Grey jumpers with an embroidered logo can be purchased through school website. We expect all children to wear black school shoes and to have smart haircuts, and strongly discourage radical designs, such as tramlines, patterns, coloured dyes, 'rats tails' or 'skinheads'. The Executive Headteacher reserves the right to decide if a haircut is 'radical'. Children are not allowed jewellery other than a watch and a single stud in each ear, which must be removed or covered for PE.



A full list of uniform can be found below. It is important that all items are clearly marked (and re-marked at intervals) with the child's name. A great effort is made to restore lost items, which proves difficult when not named.

All children receive a school book bag upon joining 'Team Cambrai'. The school will hold a small number of school jumpers to purchase, but we recommend using our online supplier, linked from our school website, in order to guarantee your sizes are available. The link is found at [www.cambraiprimaryschool.co.uk/parent-information](http://www.cambraiprimaryschool.co.uk/parent-information)



#### **School Uniform:**

Winter: School Grey Jumper, black skirt, pinafore or school trousers, with white polo shirt or shirt.

Summer: Children can choose to wear a green gingham dress, or black short trousers. We expect all children to wear black school shoes.

#### **P.E. Equipment Uniform**

The following items of clothing (in a bag please) are required and compulsory for children to use for P.E. and to leave at school for use when required:

-  Plain white PE t-shirt, black shorts (or black/dark grey tracksuit bottoms), gym shoes or trainers (for outside) and a P.E. bag.
-  On 'PE Days' children will be able to come to school in PE kit, and their school jumper





All schools must hold and update many policies of which there are too many to outline here. Several of the key policies which relate to parents are detailed on our school and Trust websites. Feel free to review our policies online. These include important policies such as:

- ✿ Safeguarding and Child Protection
- ✿ Behaviour
- ✿ Attendance
- ✿ Equal Opportunities
- ✿ Relationships and Sex Education
- ✿ Special Educational Needs

If you require a specific policy in paper format, we will be happy to provide you with what you request.



If you would like to see a specific policy, you may find what you are looking for at:

**[www.cambriaprimaryschool.co.uk/policies](http://www.cambriaprimaryschool.co.uk/policies)**

**[www.lingfieldeducationtrust.com/trust-policies](http://www.lingfieldeducationtrust.com/trust-policies)**

If not, please contact us and we will try and answer your query.



*“Educating the mind,  
without educating the  
heart, is no education  
at all.”*

Aristotle







**Cambrai Primary School**

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