



Dry Drayton Church of England (C) Primary School, and Pre-school

Prospectus 2026/2027



I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9



Small school.



Big hearts.



Big ambitions.



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Headteacher's Welcome

We look forward to welcoming new children and families to our school community, from 2-4 in Dry Drayton Pre-school and 4-11 in Dry Drayton Church of England Primary School. This is an exciting and possibly apprehensive time for you. However, it need not be, since we are always here for you and we pride ourselves on the care, support and opportunities which we offer every child at Dry Drayton. ***The overflowing of love for others in the school and local community is palpable. (SIAMS 2025)***

We are a vibrant and happy rural primary school based just outside Cambridge. Class sizes are small, providing a caring and focused learning environment which meets the individual needs of each and every one of our pupils. Our staff are a dedicated, creative and supportive team. ***Leaders have high expectations for all pupils. Pupils respond well to these and achieve well. They look after their school environment and are kind and caring to one another. The pupils are full of smiles and happiness. (Ofsted 2023)***

Every day in school, we engage and inspire our children. Through creative teaching, we ignite a lifelong love of learning and equip our pupils with the skills they require to be self-motivated, independent learners who are happy, confident and respectful.

The well-being of everyone in school is very important and so our values and curriculum reflect this. We love yoga, mindful breathing, a Dress to Express Day, our annual talent show and many outdoor learning opportunities. Our learning environment is one in which every pupil is valued, supported and challenged through high quality teaching. We are fortunate to be able to offer facilities that inspire and stimulate, with our pupils benefitting from our wonderful, extensive outdoor space including Forest School, growing beds and a challenging trim trail, a cosy library and well-resourced classrooms.

Being at the heart of our village community, we pride ourselves on working collaboratively and in close partnership with parents and carers, governors, neighbouring schools and local people. We have strong ties with our church, St Peter and St Paul, which supports us in nurturing our children through sound Christian values of kindness towards others, acceptance that we are all unique and respect. We are all-inclusive and provide education for children of all faiths and none. ***Forming caring relationships between pupils, staff and parents is a high priority in school. As a result, pupils feel valued, enabling them to thrive and actively help each other and their wider community. (SIAMs 2025)***

Through the provision of a wealth of different opportunities in sport, music, art, outdoor learning, themed days and visitors in school, we hope that each child will grow in knowledge, skills, wisdom, inquisitiveness and confidence so that they may leave us with a toolkit to support their learning in life. This will create self-assured children who feel prepared to accept challenges they meet in the future.

Sonia Hegan Headteacher



Small school.



Big hearts.



Big ambitions.



Welcome from the Governors

On behalf of the governors of Dry Drayton Primary School, we are delighted to welcome your family to our school community. It is a wonderful school with an exceptionally friendly atmosphere, which we hope you have already discovered.

We are lucky to have small classes, which means that everyone in school will know your child as an individual and every child is supported to aspire to be the best they can be. The school works hard to continually improve the quality of teaching and learning, and we were delighted that Ofsted graded our school "good" in 2023. The Ofsted inspector found that: ***the pupils are full of smiles and happiness and parents are overwhelmingly positive about the care and education their children receive.***

We have high expectations for your child's academic progress and we offer many clubs and activities to develop and support their wider interests. You are invited to our weekly celebration collective worship where the whole school enjoys celebrating the children's achievements in learning, sport, music, fundraising, public speaking, performing etc. etc!

Our children understand what being part of a community is about and equally the local community recognises the importance of the school to its own wellbeing. As a church school, we enjoy a strong relationship with St Peter and St Paul Church and the Christian values of kindness and respect for others run through everything we do.

We develop a love of reading in all children and this is supported by our welcoming library, full of wonderful books, some of which have been kindly donated by the Dry Drayton School and Village Association (S&VA), along with laptops, iPads and outdoor classrooms. As a small school, we rely on the support and involvement of parents and friends. As well as volunteering as parent governors and on the S&VA, parents and friends of the school have: run the after school coding club, built an infant mud kitchen, run a mini science festival, volunteered to read with children, organised a school disco, spruced up the infant outdoor area, re-labelled all the library books, tested children on times tables and have come in to speak about their job or interests. If you can spare some time, please do get in touch if you would like to find out more. If you would like to speak to a school governor at any time, you can contact us via the school office (see the school website for a list of school governors). This is a big milestone for your child, but please know that the school governors, staff and entire school community are here to support you and your child, and we will make sure that they have an exciting and happy start to their school adventure.

With best wishes,

Stephen Gardner

Chair and signed on behalf of the Governing Body



Our Vision

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding.

Philippians 1:9

Our **vision** is to educate and inspire each child in our care, enabling them to gain the knowledge, skills and confidence to make a positive difference in the world. Our small school, open to all, provides a safe, nurturing community built on the foundations of Christian values.

Our Values

These are what we value in education and therefore we wish that everyone in our school community - pupils, staff, parents, governors and visitors is:

Respectful: actively valuing the contribution of others, even when holding differing views; being honest and proud of all achievements

Inclusive: polite and willing to put ourselves out to be welcoming to all

Kind: acting compassionately, with consideration and care

Attentive: careful listening and taking notice, in order to be aware of the needs of others and, where possible, act responsibly to meet those needs

Engaged: actively involved with those around us in the local community and the wider world

Challenged: creating change for good in ourselves, our community and the wider world with resilience and perseverance and an awareness of our impact on the environment





Behaviour

Good behaviour is essential to be able to create a safe, happy and caring environment and we pride ourselves on achieving this at Dry Drayton. In June 2025, our SIAMS inspector described the children's behaviour as 'exemplary'.

Staff have high expectations for pupils' behaviour. For example, they remind pupils that hard work is important and to respect their teachers. Pupils respond to this and behave well. Classrooms are calm and orderly, allowing pupils to be able to learn. Around the school, pupils are polite and courteous. They hold doors open for each other and adults. Pupils socialise at break times. Older pupils enjoy looking after and helping the younger children.

Ofsted 20233

The basis of our 'Positive Behaviour Policy' is that all members of our community are treated with respect, they have a right to be safe physically and emotionally and to learn without unfair distraction. We follow these behaviour principles:

- To provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values.
- To encourage everyone to take responsibility for their own actions and their consequences.
- To provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- To provide a clear set of expectations to which everyone can aspire.
- To encourage children to become independent in their approach to work and in managing their own behaviour.
- To enable children to reflect upon their words or actions, how it has made others feel and what they could do next to make others feel better. We discuss the choices they could consider and the support they might need to follow a different path in the future.
- We have high expectations of every child and support them to achieve these

We encourage and reward good behaviour and to promote this we have a house system. All children are automatically assigned to a house team when they join the school.

Every Friday we gather together for Celebration Collective Worship where we share the good things that have occurred in school that week. All parents are welcome to join us.

Pupils are rightly proud of their school. (Ofsted 2023)

Peer Mediator

As part of our behaviour policy and also for the welfare of our children, we train Year 6 children to support all children in the school through the Peer Mediator training. They work



alongside staff in this role. We also have a member of staff and a governor who oversee the wellbeing of both staff and children.

Communication with parents

We believe that in order to help children succeed, we need to have a strong partnership with parents/carers. This partnership is outlined in the Home-School Agreement which is shared when a child is admitted to the school and reviewed annually.

Parents and carers are very welcome to be involved in school in a number of ways and we rely upon your support. Throughout the year, family members are invited to visit the school to mark special events in the calendar. You are invited to join our Friday Celebration Collective Worship. This is a time for celebrating the achievements and successes of all our children. We look forward to working with you.

The school uses a parent app for sending emails, other information and our main form of communication- newsletters (although hard copies can be sent if requested). Teachers, mostly in the infants, occasionally communicate with home using Seesaw, an online platform.

Attendance

Dry Drayton CE (C) Primary School works together with parents/carers to ensure that all children registered at the school attend both regularly and punctually. Research clearly shows the link between regular attendance and educational progress and attainment. Parents/carers and school staff work in partnership in making education a success and ensuring that all children have full and equal access to all that the school has to offer. As a school, we will work with parents and carers to ensure that their child achieves maximum possible attendance and that any problems are identified and acted upon.

Class Structure

There are four classes in our school, staffed by experienced teachers, teaching assistants and EY lead practitioners. In addition, there is specialist teaching in P.E. and music.

Pre-school

All the children aged 2-4 are in the same room and outdoor area. Activities are child or adult led with tasks planned across the age range. The second year of pre-school prepares the children for transitioning into Reception and this includes weekly visits to busy learn with Reception children both inside the classroom and in the infant garden.



Lead practitioner: Susan Phillips

Assistant practitioner: Ellie Sibley

Apprentice practitioner: Ellie Oldfield



School

Children of primary age are organised into three key stages as follows:

Reception (or Early Years) and Key Stage 1

(Together sometimes called the Infants)

This class is comprised of pupils in Reception, Years 1 and 2. The teaching is designed to provide a firm grounding in the basic skills of phonics, reading, writing, maths, science, ICT and physical development, while having access to a broad and rich curriculum.

Our Reception and Key Stage 1 children share the infant garden and enjoy having the opportunity to spend time in this outdoor learning area.

Teachers: Mrs Scarrow, Miss Hampton and Mrs Stevenson

Teaching Assistants: Miss Wright and Miss Pope



Key Stage 2

Key Stage 2 consists of Years 3 to 6. The focus here is to build upon the knowledge and skills learnt in Key Stage 1, to create independent and enthusiastic learners for life.

Years 3/4

Teachers: Mrs Spink and Miss Corr (trainee teacher)

Years 5/6

Teachers: Mrs Fairbairn and Mrs Dunlop

KS2 Teaching Assistant: Mrs Sweetnam





Links with our church St Peter and St Paul

We have a range of assemblies, which we call collective worship, over the week and these include collective worship led by a member of the Lordsbridge Team from local churches, normally Rev Clare. Children are encouraged to lead and participate in our collective worships.

We have a 'Spiritual Space' in school which provides a quiet area for reflection.

We visit our church throughout the year for festivals like Harvest, Remembrance, Christingle and Easter.





Safeguarding and child protection

They are safe, happy and love coming to school.

Ofsted 2023

The DSL (Designated Safeguarding Lead) in Dry Drayton School is the Headteacher, Mrs Sonia Hegan. Mrs Fiona Sweetnam and Mrs Nicole Spink are our ADSLs and the Governor responsible for Safeguarding in our school is Mr Stephen Gardner.

Under the Education Act 2002 (section 175), schools must “make arrangements to safeguard and promote the welfare of children”. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the 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. The school should make parents/carers aware that records of safeguarding concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies.

Local procedures state that “Consent should always be sought from an adult with parental responsibility for the child/young person 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.

Schools will contact Children’s Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated 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.



Our Curriculum

Leaders have designed an ambitious curriculum for all pupils. The result is a path of learning that begins and builds from Reception Year. Teachers have strong subject knowledge, and they explain new concepts clearly. This helps pupils to understand. Teachers regularly check what pupils have learned.

Ofsted 2023

We have spent time developing a curriculum rich in knowledge. This sets out a progression of the knowledge and skills for each subject from Pre-school to Year 6 thus meeting the requirements of both the Early Years Foundation Stage Curriculum and the National Curriculum. Each half term's learning is developed around a geographical, historical or scientific theme and this allows teachers and children to take an adventurous and imaginative approach to the topic by threading together knowledge across subjects. It provides meaningful contexts for teaching and learning, helping to motivate and engage children using strategies such as role-play, drama, model-making, presentations, ICT and individual research, thus equipping them to be life-long learners.

'Listen to advice and accept instruction, that you may gain wisdom in the future.'
Proverbs 19:20

Pre-school Curriculum



Through careful planning of the Preschool room layout, resources, atmosphere, and aesthetics, we create spaces that support learning and communication. This is known as '*continuous provision*' which forms a significant part of the children's experience within the EYFS. It enables children to engage deeply in play that is rich and purposeful, which in turn promotes independence and problem solving. The individual needs, interests, prior experiences, and

developing skills of each child are used to inform how we identify and support their next steps in learning. There are strong cross-curricular links within Early Years education and our curriculum map demonstrates how these connections are developed and embedded. Our preschool curriculum, teaching approach and achievement framework blend structured learning with play-based exploration.

We plan across the seven areas of learning and development within the EYFS framework:

Prime areas:

- Communication and Language - storytelling, role-play, circle time discussions
- Personal, Social and Emotional Development - sharing games, group projects, feelings chart
- Physical Development - outdoor play, gross and fine motor activities



Specific areas:

- Literacy - 'Little Wandle Phonics', picture books, mark-making, name writing
- Mathematics - 'Whiterose Nursery', counting songs, shape hunts, sorting activities
- Understanding the World - nature walks, seasonal changes, cultural and festival celebrations
- Expressive Arts and Design - painting, music, dance, imaginative play

English

The school prioritises the development of English language and literacy skills. The children's reading journey begins with the learning of phonics using the Little Wandle systematic synthetics phonic scheme, alongside exposure to a wide and diverse range of texts through our reading spine of quality books. We place a great emphasis on teaching sound early reading and reasoning skills as they play a key role in a child's ability to engage in all aspects of learning and understanding and also to communicate effectively in speech and writing. If children learn to read, they can read to learn!

We love both reading for learning and reading for pleasure in our school. We use the Accelerated Reading programme to support this. The programme rewards children for progress and comprehension. Through our Home-School Agreement and Homework Policy, we encourage daily reading at home. The children are encouraged to read a book at their phonics or AR level and are also able to take a reading for pleasure book at any level to share at home. Daily class reading lessons throughout the school ensure children develop their reading fluency, whilst also refining their inference, prediction and fact-finding skills.

From time-to-time, we have a mystery reader surprise the children and visit to read their favourite children's book!

Reading sits at the heart of the school's curriculum. It is leaders' top priority. Children begin learning to read as soon as they start in the Reception Year.

Ofsted 2023

In order to ensure children have a firm foundation in writing, we particularly focus on securing correct pencil grip, correct letter formation, and learning spellings through phonics and common exception words in reception and KS1. In reception children develop their creativity alongside these transcription skills through their 'Drawing Club' writing lessons. A variety of writing skills are taught as children progress into KS2 so that they are able to decide which style of writing they need for a task, and to consider the audience for whom they are writing. For example, it could be for note taking in humanities, writing a creative narrative, informal writing for a presentation to their class or something more formal in a report in Science. Real life writing tasks are used to motivate children and regular extended writing tasks increase stamina. We have high expectations that all work is presented neatly with attention to spelling, punctuation and grammar.



We also endeavour to develop oracy skills as a key part of all subjects. We encourage the children to think about physical aspects of oracy such as using the correct speed and volume when speaking, and to consider how their body language and use of gestures help with communication. We use stem sentences to help the children structure their ideas clearly and we also ensure that children are taught a wide range of ambitious, age appropriate and subject specific vocabulary. We teach the skills required to ask questions and debate ideas.

Through the use of talking partners, we help the children develop social and emotional skills associated with oracy such as turn taking and listening to the ideas of others.

Maths

We are part of a working group, 'Teaching for Mastery', which is linked to our Maths Hub based at Comberton VC. We have daily 'Mastering number' sessions to help with understanding addition, subtraction, multiplication and division and for learning mathematical language to help with this understanding and to remember number facts. These numeracy skills are the building blocks of maths taught at school. Children need to learn their times tables in preparation for the National Multiplication Tables Check at the end of Year 4. Understanding of the relationships between groups of numbers and fluency with tables knowledge is vital for all further maths education.

'White Rose Maths' is an excellent resource upon which we base the rest of our maths teaching. We use a 'Build it, Draw it, Say it, Write it' approach to teaching new concepts which involves using a huge variety of equipment. We also use 'Bar Modelling' techniques to help with problem solving. Reasoning skills are a significant part of our curriculum where children are encouraged to describe patterns, draw upon what they already know to explain how and why something has happened and generally use their writing skills in maths!

Religious Education

As a Church school we ensure that our children receive an education based on the values and beliefs of the Christian faith, whilst also developing appreciation of the religious and moral values, thoughts and beliefs of others. RE teaching helps the children to make sense of the diverse and complex world we live in.

Beliefs and values of world faiths are taught as part of Cambridgeshire's own syllabus, designed by a multi-faith group led by the Diocesan Officers. This syllabus is followed by all Cambridgeshire schools.

Every term we enjoy a special whole school RE enrichment day during which we fully immerse ourselves into learning about a particular religion or religious festival.



Parents have the right to withdraw their children from Religious Education. If you would like to discuss this, please contact the school office.

The Christian values of the school contribute to the spiritual, moral, social and cultural development of the pupils and are reflected in their behaviour

SIAMS 2017

Science

Science is planned according to the National Curriculum programmes of study. In Foundation Stage and Key Stage 1, this is often organised as part of a cross-curricular theme. Across the school, emphasis is given to developing skills referred to as 'working scientifically' alongside knowledge and appropriate use of scientific language and vocabulary. Activities, often based on real-life situations, are designed to encourage pupils to plan, predict, observe, record, interpret and communicate data. We invite Scientists to visit the school to enhance the class teaching; volcanologists, palaeontologists, researchers from Cambridge ScienceTech companies and a vet have all come along to share their expertise!



Computing

Our computing curriculum teaches a wide variety of ICT skills which are transferable into all aspects of primary learning. High priority is given to frequent lessons in on-line safety. Children have access to iPads in the classroom and there is a bank of laptops available for all lessons and after school at Code Club which is run by volunteer parents.

History

In studying history, the curriculum aims to show how events in the past link together to create the present in which we live and how these events, and the people involved with them, can help to shape the future. Our history is often the stimulus for the theme for the term, therefore it is the link between various other subjects so can be studied more broadly to include areas of PSHE, RE and British Values. It can also contribute to children developing appropriate values and attitudes in a changing society. Studying the past will help children to understand their place in the present and learning about local history provides an opportunity for the children to see how they and their ancestors fit into the historical narrative of the area.



Geography

Geography is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. It stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, knowledge and understanding studying places and themes. We encourage children to learn through experience and we value fieldwork as an integral part of the Geography Curriculum. There are many opportunities for children to take part in local and residential trips to explore Geography in action, and to become familiar with our village of Dry Drayton. Recently we have been involved with a project led by the University of Cambridge which has linked us with a tiny village deep in the Himalayas and is looking at our diverse environments and climate change.

Art and Design

Children enjoy Art through developing increased confidence and control over the processes involved using different mediums. Reception and Key Stage 1 are introduced to a range of creative activity using two and three dimensional media, which are then developed throughout Key Stage 2. All pupils are allowed and encouraged to explore and experiment with a wide variety of tools, equipment and materials. They will gain experience of drawing, painting, weaving, thread and fabric work, as well as 3D work including clay, printmaking and collage.



Design Technology

Design and technology is taught across the school in order to build children's practical construction skills as well as their understanding of the processes needed to design a useful product. In KS1 children begin to evaluate existing products before designing and making their own, eg a toy with wheels. In KS2 they work through more detailed projects involving evaluating their own products and improving their design to develop the best product they can. Topics are chosen to interest and excite the children and cover the range of skills needed for wooden, fabric and food construction (eg sewing a phone case and making a pizza), as well as teaching them simple computer control systems. These are often linked to the current class topic to encourage the application of their understanding in different contexts.



Spanish

We provide weekly Spanish lessons for all children in years 3 to 6 where they learn to speak and write a wide variety of vocabulary, greetings, simple sentences and have lessons about Spanish and Latin American culture in preparation for moving onto one of the village colleges.



Physical Education



All children receive a minimum of two hours physical education each week from Mrs Scarrow, our PE specialist teacher, including half a term of swimming at a local pool. As a Healthy School, we place great emphasis on encouraging children to take part in sporting activities.

Our school is part of the South Cambridgeshire School Sport Partnership. The Partnership aims to give every young person their sporting chance by developing high quality Physical Education and school sport for all young people.

There are regular opportunities for our children to take part in inter-school competitions and festivals across both key stages.

We are delighted to have achieved the School Games Gold Mark Award, in 2023, 2024, 2025 and again in 2026.



Forest School

Forest School provides an opportunity for children to learn about the natural environment and is a child-centred, creative ethos, which helps to build self-esteem and confidence. Children have the chance to explore risky play in a safe, supervised way (tree climbing, lighting fires, using knives etc) as well as collaborative activities which can also assist in problem solving skills (den building, ladder or rope bridge making). Forest school occasionally supports the classroom-based curriculum eg learning how the Romans made



roads, or life cycles of animals. The children are outside which is beneficial to their physical and mental well-being.

Health Education

Personal, social and health education (PSHE) is highly regarded at Dry Drayton and forms an important part of the curriculum. Lessons link with other subjects and are a key aspect of children's learning, promoting a safe and healthy lifestyle and a caring community approach. We help all children develop positive personal skills, a positive self-image, effective communication skills and a sense of responsibility and mutual respect.

Music

A professional musician helps the school to provide all the children with a variety of musical experiences and opportunities for performing, composing and listening. Everyone learns to play the ukulele, recorder and xylophone at some point in their lessons. Private individual and group lessons are offered by a peripatetic musician in:

Piano
Ukulele
Flute
Recorder
Singing



We also have a choir that provides seasonal performances at both the church and school.

Reception and Key Stage 1 perform a nativity at Christmas and KS2 entertain us with an end of year musical or play.

Special Educational Needs

They use their knowledge to plan pupils' next steps in learning. Leaders have systems in place to support pupils with special educational needs and/or disabilities (SEND). Teachers adapt activities to meet pupils' needs. This allows all pupils to be fully included in lessons with their peers. Consequently, pupils with SEND achieve well.

Ofsted 2023

We pride ourselves on being an inclusive school where all children have equal opportunity to succeed. We operate an effective special needs policy in line with the latest national Code of Practice and aim to involve parents and children fully in ensuring best progress.



There are a range of ways we tailor the curriculum and offer support to children with special educational needs and disabilities. Once the needs of an individual child have been identified, our provision map of evidence-informed interventions and resources provides an initial framework of support. Children may then receive individual or group support within the classroom or in a smaller group setting with a highly-skilled TA. In some cases, a Support Plan may be co-created with parents which specifies how needs will be met on a day-to-day basis. Reviews are carried out regularly, and we are proactive in seeking advice from specialist services where necessary.

School Trips



The children have several opportunities throughout the year to participate in various school trips arranged to educate, engage and entertain. For example: the whole school visited Wicken Fen for our 'Mayor's Day Out' treat; we all bussed to Cambridge for KS2 to support their history and geography studies of explorers and the Polar Regions and for the Infants to explore the Botanical Gardens; another summer the whole school visited Felixstowe and had fun on the beach.

We normally have an annual trip to the pantomime in Cambridge too. Years 4 to 6 travelled to the O2 in London to join in with the Young Voices concert. In the past we have had KS2 residential trips to Bawdsey Manor, Grafham Water and Chellington and have walked through the village to see local lambs and to study the church stained glass windows. If a trip is too costly, we invite visitors to talk to the children about a variety of subjects or History off the Page run an immersive day where everyone dresses up in period costumes.



Homework

We ask that all children read at home at least 5 times a week. This is part of our homework policy that seeks to strike a balance. This means a policy of regular, meaningful homework that supports and reinforces the work in the classroom, yet which still allows for plenty of "free time" so necessary for other areas of good child development. We believe school homework should enrich a child's education and not be seen as some kind of chore.



Breakfast Club

All children are welcome to attend our breakfast club from 7:45am every day. They are provided with a range of breakfast options and have access to different activities. Please contact the office to book a place and for our charges.

Lunchtime and After School Clubs

We offer after school care from 3:20 – 5:30 Monday to Thursday and 3:20-4:30 on Friday and a holiday club for some of the school holidays. We also run a wide range of after school clubs which vary from term to term. The clubs include:

- Art & Crafts
- Cooking
- Science
- Football
- Gymnastics
- Multisports
- Musical Theatre and Drama
- Code Club
- Running

Lunch time clubs (free and often run by children) include:

- Choir
- Colouring
- Eco Council
- Gardening
- Justice and Fundraising Committee
- Sport
- Chess

School Times

The school door opens at 8:40am. Lunch is at 12:05pm for Reception and KS1 and 12:10pm for KS2. The school day ends at 3:20pm.





School Uniform

PLEASE CLEARLY NAME ALL OF YOUR CHILD'S BELONGINGS then we are able to return them if found!

We prefer uniform to have our logo but this is not compulsory.

- White polo shirt with embroidered school logo and name
- Royal blue sweatshirt/cardigan or fleece with embroidered school logo and name (no hoodies)
- Black or charcoal school trousers or shorts; black or charcoal skirt or pinafore
- Black shoes (plain, completely black trainer/shoes without logos are acceptable), or short fitted ankle boots (no pull on or fashion boots)
- Plain coloured socks or tights (black, grey or white)
- Blue gingham dress for summer



For PE:

- White T-shirt printed with school logo and name
- Sweatshirt and jogging bottoms (plain navy blue or black, no logos) for outdoor PE in cold weather (no hoodies)
- Optional beany-type hat and gloves in cold weather
- Plain black or navy blue shorts (above knee) for indoor PE or warm weather
- Trainers for indoor and outdoor PE and for wearing on the field at playtime
- Change of shoes for wearing indoors after PE or after playtime on the field (these could be school shoes)

For Forest School:

- Suitable warm, waterproof coat plus waterproof trousers or suit
- Wellies (or trainers in dry, warmer weather)
- A sunhat and sunscreen will be needed in the summer.

Second-hand uniform is available. Please contact the school office for details.

Most of the above uniform can be purchased from our suppliers on-line. The sweatshirts, cardigans, fleeces, polo shirts and t-shirts have a school logo printed on them, although we are happy for children to wear plain sweatshirts/jumpers/cardigans, polo or t-shirts of the same colours listed above.



Healthy School

WE ARE A NUT FREE SCHOOL.

We are constantly seeking to work with parents to improve the well-being of children in the school, including their nutrition and fitness. We ask that every child has water in a named reusable bottle with them every day.

Our days in school are so busy, it is essential the children eat the correct foods to keep their energy levels up. As part of the Government initiative, Reception and Key Stage 1 are provided with a piece of fruit/vegetable for break time. As a school, we also encourage KS2 to bring fresh or dried fruit/vegetables from home if they wish to have a healthy snack at break time. Please, no biscuits, crisps or any snack in a wrapping. Re-usable pots are our preferred container to reduce waste.

Delicious school meals are provided in house at lunchtime and are cooked from scratch using fresh and, as far as possible, locally sourced produce, by our cook, Mrs Clark.

Links with Secondary School

We have a strong partnership with Comberton Village College where most of our pupils move on to after year 6. This has many benefits for our school, including access to various sporting and arts competitions plus transition teacher visits.



Charity

There are several events throughout the year when we fundraise for worthy causes for example: World Book Day; Children in Need; British Red Cross; Great Ormond Street Children's Hospital, Jimmy's Night Shelter, Pets as Therapy and Break where we decorated a huge giraffe, named Dee Dee and she became part of a trail around Cambridge; we had a 'Rudolf Ramble' to raise funds for the Arthur Rank Hospice; we all made birthday cards for a little girl undergoing treatment for cancer.



Contact Information

If you would like to book an appointment to visit the school, please contact Ms Arnold or Mrs Dodd in the school office on:

01954 780618

office@drydrayton.cambs.sch.uk

Or go to our website:

www.drydraytonprimaryschool.co.uk

Dry Drayton Church of England (C) Primary School
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Small school. Big hearts. Big ambitions

