NORTHUMBERLAND COUNTY COUNCIL

Director of Education, SEND & Skills David Street

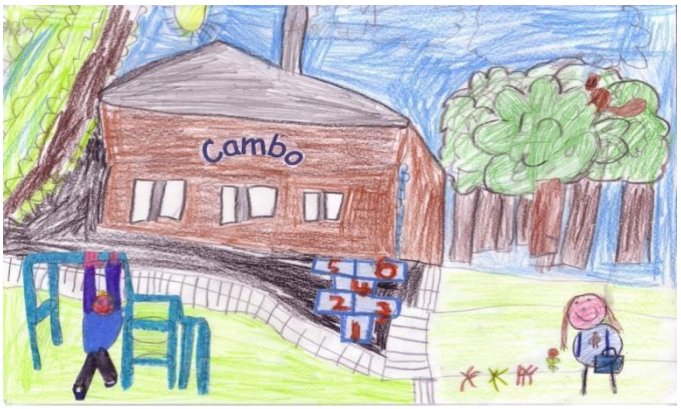
CAMBO FIRST SCHOOL

Cambo, Morpeth,
Northumberland NE61 4BE
Telephone (01670) 774210
Email:Admin@cambo.northumberland.sch.uk
Website:camboschool.com



Prospectus 2026-2027

Contacting School - If you have a speech or hearing impairment you can contact us by dialling 018001" 01670 774210 [the school's number including the area code.]



Welcome to Cambo School, a school of which I am proud to be Chair of Governors. Cambo is a small school but a very special one that is at the heart of its community. In addition to mainstream schooling we have a wraparound facility that provides care and education for all children of preschool age and up to the end of middle school. In all areas of its work and the curriculum the school is highly creative and the staff are constantly updating their expertise, to the extent that they are asked to share their skills and knowledge with other schools and professionals in Northumberland. We also aim to work in partnership with our parents and are open to any ideas you can bring that will improve our school. Should you choose to send your child to Cambo School you can be assured that they will receive the best possible education in a supportive environment that respects the individual.

Pam Walker
Chair of Governors

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Dear Parents/Guardians

I am so pleased to share with you this year's admissions information for Reception children at Cambo. I have also enclosed a school and Wraparound prospectus for your perusal. Fingers and toes crossed to see you and your child at Cambo in September 2026.

Eligibility for School Transport

Children who are in catchment
Nearest School criterion
Are eligible for school transport

Most parents will know the procedures for school transport having had other children in school. However it is always good to hear the information again.

In July parents/guardians need to apply to:

School Transport
Northumberland County Council
County Hall,
Morpeth ,
Northumberland.
NE61 2EF

Tel 0845 600 6100
Website www.northumberland.gov.uk

If you have any problems regarding school transport and your eligibility, please get in touch with me and I will endeavour to sort the problems.

If you have any questions or queries please feel free to pop into school and have a chat with me. You are always welcome at Cambo.

Many thanks
Stephen Tunesi
Headteacher

Cambo First School –Medical details

Every Child Matters at Cambo. If your child has any illnesses/conditions prior to, or during, their school life it is important that school is aware of this. Therefore we would be grateful if you could complete the information below.

Name of child _____

Does your child suffer from any conditions of which the school should be aware of?

Yes ☐ No ☐

If yes , please give details e.g. illness, travel sickness, allergies etc:

Does your child require medication Yes | | No | |

what is this medication? ----------

How is the medication to be administered in school?

GP Medical Practice/Doctor details

Please be aware that a separate form must be completed regarding medication administration. If the required form is not completed no medication can be given. A form can be obtained via the school secretary.

Cambo First School

e-Safety Consent Form

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.

Think then Click		
These rules help us to stay safe on the Internet		
	We only use the internet when an adult is with us	
	We can click on the buttons or links when we know what they do.	
	We can search the Internet with an adult.	
	We always ask if we get lost on the Internet.	
	We can send and open emails together.	
	We can write polite and friendly emails to people that we know.	

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Our School

e-Safety Rules

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/ca

Parents/Carers are asked to sign to show that the

e-Safety Rules have been understood and agreed.

Pupil:	***Form:***

Pupil's Agreement

- I have read and I understand the school e-Safety Rules.
- I will use the computer, network, mobile phones, Internet access and other new technologies in a responsible way at all times.
- I know that network and Internet access may be monitored.

Signed:	***Date:***

Parent's Consent for Web Publication of Work and Photographs

I agree that my child's work may be electronically published. I also agree that appropriate images and video that include my child may be published subject to the school rule that photographs will not be accompanied by pupil names unless in the newspaper or press reports.

Parent's Consent for Internet Access

I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task.

I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

Signed:	***Date:***

Please print name:

Please complete, sign and return on entry to Mrs. Flatman, the school secretary



Please return to school on entry

Dear Parent,

Photographs of your child at school may be used in printed publications like the school prospectus and newsletters, project display boards or on the school website. Video or webcam recordings may also be used for educational purposes and historic reference.

Our school may also be visited by the media in order to celebrate a particular achievement or as part of footage for a high-profile event. When this occurs we will also send specific permission slips as a precaution. *Please be aware when photographs/stories are published they may be held on social media.

To comply with the General Data Protection Law 2018, and to protect your child's interests, please read the conditions of use and complete and submit the form below.

Please tick the relevant boxes where you give your consent to photographic images and videos of your child being used. Please also indicate whether you consent to your child's name being associated with their image.

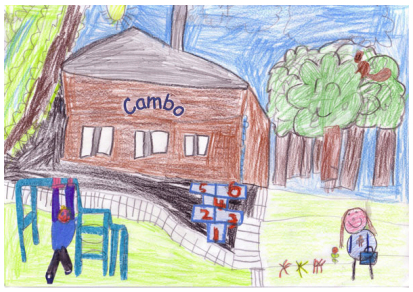
Childs Name	Agree to: Use of images or videos	Agree to: My child being named
In school materials aimed at the school community, e.g. prospectus, newsletter, displays around school		
On the school website		
In media/press coverage of the school		

1. be taken out on educational activities ☐
2. To have face paint applied e.g. performances ☐
3. to put a plaster on if needed ☐

I confirm that I have read and agree to the terms contained within this consent form, and agree to inform the school, in writing, of any changes to my consent.

Parent Signature: ----------

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Please return to school on entry.

Free Lunches

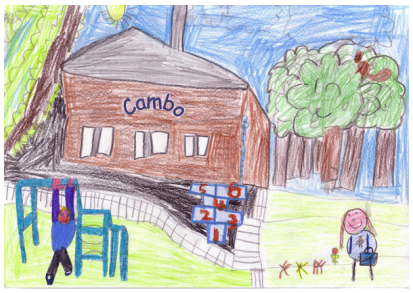
Children in Reception, Year 1 and Year 2 are eligible for free school lunches via a government initiative. Therefore there will be no charge for lunches until your child enters year 3.

Milk

Your child is entitled to free milk until the end of the term they are 5. After this milk is charged termly.

Many thanks
Carol Flatman

Milk
Your child is entitled to free milk until the end of the term they are 5. After this milk is charged termly. Presently the cost for this is £16.00 per term.



Please return to school on entry.

Dear Parents,

Please can you fill in the details below so we can update any changes i.e. change of address, mobile numbers, and emergency contact numbers.

Many thanks

Carol Flatman

✂----------

Childs name _____

Address _____

_____ Postcode _____

Home telephone number _____

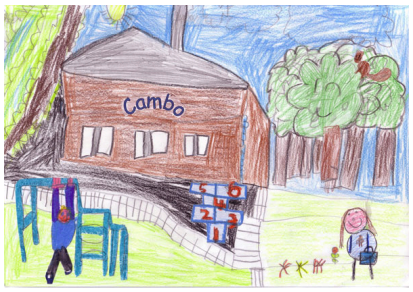
Mobile contact number _____

Emergency contact numbers _____

_____

Email address_____

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Register of Special Diets

SCHOOL NUMBER - 2246
SCHOOL NAME - CAMBO FIRST SCHOOL
COOK - DAWN LEWINS
CHILD'S NAME _____

DATE OF BIRTH_____

My child is

Diabetic ☐

Gluten Free ☐

Nut Allergy ☐

Lactose Intolerance ☐

Dairyfree ☐

Protein Free ☐

Vegetarian ☐

Ethnic ☐

Other [Please specify] _____
A vegetarian does not eat any meat, poultry or fish]

_____

Signed _____ Date _____

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The aims of the school

Cambo School is an amazing school. At Cambo First School we strive to provide our children with an excellent education through creative, broad and balanced learning opportunities. We want all of our pupils to perform to their maximum potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes. We positively believe that a strong global relationship with others across the world is necessary to help our children grow and become effective citizens. We have therefore developed effective, real life links with schools and children in the North East, The Gambia and we are currently developing links with schools in Germany. We provide a caring environment in which every child feels valued and respected. We listen to children and offer them our honest opinions

We believe that we can best achieve our aims by working in close partnership with families. We feel that the school is at the heart of the local community and we strive to maintain and develop as many links as possible with people around us.

The Governors and staff are committed to working together to maintain and further develop standards of achievement in all curriculum areas and to provide an excellent, safe, secure, happy, high achieving and worthwhile education for all.

As always, our aim is to continue to improve levels of attainment and quality of provision for every child and to provide a school, which works in partnership with, and is accountable to the community it serves.

At Cambo First School "Every Child Matters" the safeguarding, health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a safe, secure environment in which their children can flourish. Cambo therefore has to ensure that this expectation becomes reality. We believe our children:

- Must be and stay safe
- Must be healthy
- Must be able to enjoy and achieve
- Must be able to achieve economic well-being
- Must make a positive contribution.

Cambo First School is part of the Morpeth School Partnership we have worked closely with our colleagues to ensure that we have a curriculum from 2-19 years of age. Our aims are outlined below.

Our goal as a Morpeth Partnership of schools is to provide an education that encourages and promotes a strong sense of identity and pride of place based on local heritage, culture and landscape of Morpeth and Northumberland. We have high aspirations for the children of the Morpeth Partnership by offering equality of entitlement as we have sequenced our curriculum to build pupil knowledge and skills. We are an outward-looking learning community who strive to ensure all children achieve their potential to become happy, fulfilled individuals and have the appropriate cultural capital to succeed in life.

We provide:

- A broad, balanced, stimulating curriculum that ensures clear progression of skills and knowledge in all subjects as our children move through our Partnership.
- A curriculum that is planned with themes in mind, and is adapted and designed to be ambitious to meet the needs of all children.
- A wide choice of enrichment activities to challenge and engage our children by bringing learning to life.

Morpeth Partnership Curriculum Themes

Equality - we develop empathy in individuals and ensure we provide equality of opportunity and freedom from discrimination.

Identity- we develop a pride and sense of social, moral, spiritual and cultural identity in order to shape and define who we are.

Future ready- we prepare our children for an exciting but unknown future with the empathy and resilience they need to succeed.

Excellence - we have high expectations in all we do and seek to enable all children to meet their potential.

Collaboration - we provide our pupils with the opportunities to develop the skills to work in teams.

Cambo First School is also a part of the Font Alliance along with five other first schools and two primary schools in Northumberland.

The schools are:

Cambo First School

Longhorsley St Helens CofE First School

Stannington First School

Morpeth First School

Rothbury First School

Whalton CofE Primary School

Ponteland Community Primary School

Tritlington CofE First School

These schools are led by a group of like-minded head teachers, who want the very best for our children. The alliance provides for closer working with other similar schools, collaboratively sharing ideas and resources along with Northumberland County Council. We continue working with the Morpeth partnership as we remain part of the Morpeth Partnership of schools as normal, but feel the Font Alliance is better placed to focus on the early stages of education.

This alliance is a collaboration and not a federation, Trust or Academy etc there are no legal links or changes and transition to middle schools remains the same. It is purely a verbal/written commitment to working together

School Improvement Partners/Adviser

Every school has an independent School Improvement Adviser. This Adviser is paid for via the school/NCC. At Cambo our School Improvement Adviser is Mr. Alan Johnson. Mr Johnson submits a report to the Head teacher and the Governing body three times per year after his focused school visit. This includes the observation of teaching and learning.



Admissions

Cambo First School is situated just outside the village of Cambo, in the heart of rural Northumberland, 12 miles west of Morpeth. Children come to the school from the area marked the designated catchment area. Transport is provided free to children who live within this area when: -

(a) Up to 8 years old they live more than 2 miles away from school.

(b) Over 8 years old they live more than 3 miles from school.

(c) Cambo is the closest school

While transport arrangements are made directly between parents and County Hall, we do appreciate how frustrating this area can be and if problems are incurred, then the school would endeavour to make contact numbers available, and to support and advise in any way we can.

Children from outside the area are very welcome to come to Cambo School and their parents are requested to apply for permission from the Director of Education before 15th January 2024.

It is necessary for all parents to express a preference for the school they wish their child to attend.

Priority is given which meets the criteria in descending order of merit.

i. pupils living within the catchment area of the school and those on whose behalf firm evidence is presented that they will live in the catchment area by the appropriate admission date;

ii. pupils on whose behalf evidence of exceptional medical or social need is presented (this will normally have to be supported by a professionally involved third party)

iii. pupils whose requests are based on a need to maintain continuity of educational provisions within the feeder pattern of

Northumberland's system of first, middle and high schools;

iv. pupils who have an older brother or sister who already attend the school and who are expected to be on roll at the school at the time of admission;

v. pupils on whose behalf preference is given on grounds of other than those outlined above.

Information about the school

Cambo First School caters for the educational needs of pupils in the 4-9 age range. There are presently 37 pupils. The pupils are organised into two classes. The first class has Reception and Year 1 children. The second class has Year 2, Y3 and Y4 pupils. There are currently 9 children in class one and 28 children in class two. It is a traditional village school in an attractive setting with large playing fields. There are two classrooms, a group room and a separate hall. The community is widespread, drawing pupils from several villages.

At 9+ pupils normally transfer to Morpeth Chantry Middle School and subsequently to The King Edward V1 High School. Children can also transfer to Newminster Middle School, Morpeth and then on to King Edward V1 High School or to Rothbury Middle and then to King Edward Vl High School. Children who are in the Ponteland catchment may also transfer to Ponteland Community Primary encompassing Y10, or to Richard Coates Endowed Primary School/Belsay Primary school and then to Ponteland High School after Y6. As these schools are primary an in-year transfer will have to be completed to gain a place after Y4.

The staff and governors are pleased to welcome you to Cambo First School. If your child is joining us for the first time, we look forward to beginning a happy and successful relationship. If you already have, or have had, a child at Cambo School, we are pleased to renew our partnership with you.



Our School Community



Staff have expertise/strengths in areas listed however coordination of subjects is shared with all staff

Mr Stephen Tunesi	Head Teacher and Governor, EVC, e-Safety, Designated Child Protection , First Aid, Safeguarding, LAC, Complaints Coordinator. Shared Coordinator for all other areas/subjects
Mrs. Elizabeth Patterson	Class Teacher and Staff Governor, Class teacher for Reception and Y1 Vice Designated Child Protection person Early Years Coordinator, Shared Coordinator for all other areas/subjects
Mrs. Julia Wilson	Class 2 teacher Responsible for MFL/Science, Special Educational Needs, Shared Coordinator for all other areas/subjects
Ms Kate Freeman	Teaching Assistant providing classroom support in class 2 to individuals and groups of children. Support with SEND children. Support for swimming and Breakfast Club Lead.
Mrs Louise Chalmers	Teaching Assistant providing classroom support in Class 1 to individuals and groups of children. Support with SEND children where pertinent
Ms Christine Stewart	Additional Needs Assistant providing 1-1SEND support in class.
Mrs Carol Flatman	School Secretary and Wraparound Assistant
Mrs Dawn Lewins	School Cook

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Mr Gary Flatman	Caretaker
Mrs Sharon Birdsall	Lunchtime Supervisor and Wraparound Assistant

Wraparound Care

Mrs Johanne Hodgson	Joint Wraparound Manager/Practitioner
Mrs Sarah Sayers	Joint Wraparound Manager/Practitioner
Mrs Ailsa Forsyth	Wraparound Assistant

Cambo School Governing Body

Mr Stephen Tunesi	Head teacher Governor
Mrs Liz Patterson	Staff Governor
Mrs Pam Walker	Chairman Co-opted Governor
Mrs Nanette Robson	Vice Chair Co-opted Governor
Mrs Isobel Anderson	Co –opted Governor
Mr Mike Dowrick	LA Governor
Mr Paul Cowie	Co-opted Governor
Rev Janet Parker	Co-opted Governor
Mr Barry Ayliffe	Co-opted Governor
Ms Margaret Anderson	Parent Governor
Ms Gemma Bradshaw	Parent Governor
Ms Claire Thompson	Parent Governor

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Times and Terms from September 2026

The school day differs for different age groups.

The session times are as follows:-

Foundation/Key Stage One: 8:45am – 11.45 3 hours
(Reception, Year 1 and Year 2) 12.45pm – 3:15pm 2hours 30minutes
The whole school day is 6.5 hours
The school week is 32.5 hours

Key Stage Two: 8:45am – 11.55. 3hours 10 minutes
(Year 3,4) 12.45pm – 3:15pm. 2hours 30 minutes
The whole school day is 6.5 hours
The school week is 32.5 hours

SCHOOL HOLIDAY AND TERM DATES 2026-2027

SEPTEMBER 2026

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2026

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2026

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2026

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2027

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2027

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2027

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2027

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2027

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2027

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2027

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2027

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	Autumn Term		Spring Term		Summer Term

	Bank Holiday		School Holiday

1. Foundation Trust, Academy and Voluntary Aided (church) schools are not obliged to follow these dates and may choose to set a different calendar. You should contact individual schools for confirmation.

Please see school website for TT Days 26-27

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Visit by parents

Parents and families are always welcome at Cambo First School. We hold open afternoons in autumn and spring so that you can come and discuss your child's progress. Parents and families are also invited to attend special events. We are happy to discuss any concerns at other times, although an appointment may have to be made. In addition, we welcome the help of parents in classroom

Entry and exit to school by children







Entry

School starts at 8:45am all children must enter school via the lower car park. Children who come to school via school transport or parental transport cannot be left in school unsupervised before 8:45am. The rear entrance doors are opened at 8:45am by staff. All children must enter the premises when the school doors are opened they are not allowed to play outside unless supervised. Children must be supervised prior to 8:45am.

End of the day

At the end of the day the children are escorted via a member of staff down to the lower car park. The gate is opened and children are delivered to parents, agreed carers or bus and taxi drivers.

No child is allowed to go beyond the gate without a parent or being placed on transport. Any child who is not picked up from school must be taken back into the building. Parents are contacted via the emergency contact list. If a parent is more than 15 minutes late their child is placed in the After School facility and the head teacher or senior teacher is informed.

School Attendance



At Cambo we believe that good attendance equals good learning. Holidays during term time have a detrimental impact on good learning. The law states that parents have no right to take a child out of school for holidays during term time. If you wish to take your child out of school during term time, then you must apply to the Headteacher for permission at least two weeks in advance. Permission for leave of absence may be granted in exceptional circumstances. If the school refuses leave of absence and you still take your child out of school the absence will be treated as unauthorised [please see the leaflet / policy enclosed with the prospectus].

If your child should be absent from school for any reason it is your responsibility to contact the school secretary stating the reason for absence before 10a.m. This is very important, as the school is legally required to report reasons for absence.

School Prospectus Analysis

Group Session Summary

Period: 01/09/2025 AM to 09/07/2026 PM

Scope: Whole School

	Sessions	%
Attendances	14149	97.36
Authorised absences	317	2.18
Unauthorised absences	66	0.45
Possible Attendance	14532	
Including		
Approved Educational Activity	62	0.43
Lates before reg closed	10	0.07
Lates after reg closed	0	0.00
Unexplained absences	0	0.00

Our absences are below the Local Authority and the National Average level, and have been for several years. We have no unexplained absences in school

Attendance for 25-26 was 97.4%

0.45% of pupils have an unauthorised absence for holidays in term time.







Teaching Methods

Children are taught, as a whole class, in groups and individually, where appropriate. Work is matched to children's ability by setting and grouping children in different ways. Lesson planning and delivery is developed to incorporate the learning styles of the children. We also enhance the children's learning through a variety of creative and specialist teaching in e.g. Music Physical Education, Drama and MFL. We want learning to be fun!







The Curriculum



The National Curriculum requires that children study the following subjects: English, Mathematics, Science, Design and Technology, Information Technology, History, Geography, Art, Music, P.S.H.E., Physical Education. In addition each school must provide Religious Education and an act of daily worship.
At Cambo First School we have grouped these subjects in to seven areas of learning and our curriculum is organised in this way:

- Communication and Language/Literacy
- Understanding of the World – History/Geography
- Mathematics
- Physical Development
- Expressive Arts – Art/Music/drama
- Personal, Social and Emotional Development – RE/PSHE/SRE

Literacy and Numeracy and Science & Technology where pertinent are taught as discrete subjects.

All children at Cambo are assessed on entry and at the beginning of each year. Targets are set in Literacy, Mathematics and Science. This enables staff to stretch each individual with reference to attainment. Progress is tracked termly. Children are taught in mixed ability/age classes this means that they can achieve at a very high level. The children are encouraged to self-evaluate and set their own personal targets wherever and whenever possible. Attainment in 2022 in all areas of the curriculum is above the Local Authority and the National average. Children at Cambo make excellent progress.

Within the National Curriculum, Programmes of Study set out the essential learning in each subject. There are national tests for children at ages 7, 11 and 14, these assessments are planned as part of daily lessons at Cambo.

Equal Access to the curriculum

- We know our children well, we plan for children with SEND to come into school and transition through year groups

- As a small school staff we talk about our children regularly and share progress and interventions
- We have quality-first teaching
- We have a high staff /child ratio where possible whether staff/volunteers
- We believe in early identification prior to Reception [we have strong links with PVI setting] and during school
- We have Personal Learning Plans [PLPs] in place to develop support plans and ensure we have the required two waves of intervention should we need to progress concerns.
- We have strong external links with relevant services e.g. Educational Psychologist, Behaviour / ASD /speech and language.
- We have excellent, highly qualified TA's who are able to support groups and individual pupils effectively with enthusiasm.
- We have support staff who are able to support the class teacher ably in teaching and learning
- We employ external teaching support developed with Dyslexia/Dyscalculia support
- We have strong CPD outlined in SEND to ensure we have a highly skilled workforce.
- We have good relationships with our families and share with them aims/objectives/actions

National Assessment

At Cambo we complete a baseline Passport Assessment in Reception upon entry. The assessment is based on teacher assessment. This baseline assessment helps us to identify areas of strength and weakness to ensure that we support all learning and progression at the highest levels in Cambo.

From 2023 there are no statutory assessments in Key Stage 1 e.g. SATs for Year 2. These are now only carried out on a voluntary basis by the school to confirm or add weight to Teacher Assessment.

Pupils at the end of key stage 2 (aged 11) are assessed against the curriculum, which has been taught in all local authority maintained primary schools in England, from September 2014.

Phonological Assessment at Year 1

All pupils in year 1 sit a mandatory phonological awareness assessment at the end of Year 1. This assessment is completed in a very child friendly way. There are 40 real and made up words for children to decode using their phonological skills. The results are reported to parents at the end of the academic year. Children who do not meet the threshold score, this year 32, are required to complete the assessment in Year 2. There is no requirement to extend this beyond year 2 if the threshold is not met.
Please try to avoid any absences in the first two weeks of June

Multiplication Assessment at Y4

Children in year 4 must complete a mandatory multiplication assessment at the end of year 4. Children must complete each oral question in 5 seconds. A threshold score will denote how children have faired in the assessment. In 2026 the results will be reported to parents at the end of the academic year.

Data for 25-26

EYFS – 2 children

Children at Cambo achieve at a very high level in the EYFS **100%.** We are above the Local Authority and National Average

Phonological Assessment – 8 children

87.5% of our Y1 children met/exceeded the Phonic Threshold in summer 2026 this is again is above the Local Authority and the National Average

Gaps in learning between advantaged/disadvantaged pupils

There are no negative learning gaps between advantaged and disadvantaged learners at Cambo. Progress from EYFS to KS1 and across each year group is very good.

Progress for Cohort 2020-25 leaving Cambo in 2026 e.g. EYFS-Y4

10 children in the cohort
Progress from EYFS-Y4 is outstanding.

Reading 100% of children are working at expected or above. 50% of children are working at depth.
Writing 100% of children are working at expected or above. 30% of children are working at depth.

Maths 100% of children are working at expected or above. 30% of children are working at depth

All children have made excellent progress from their starting points in learning.

*Progress across all curriculum years and individual children is outstanding







Communication and Language Literacy

We place great emphasis on the teaching of reading.
Our reading scheme is carefully graded to give children broad experience at each level of their reading development. The children are also encouraged to use reference books and to read for information as well as enjoyment. We use Lexia to support our reading progress. Lexia is an online program. The children use the program independently to develop reading skills.

We use a multi-sensory approach to reading so that children learn from simultaneous visual, auditory and kinaesthetic activities which are designed to secure their essential phonic knowledge and skill. The process includes:

- blending phonemes,
- segmenting words applying phonological knowledge and skills to reading and spelling
- learning high frequency words





We want the children to be good communicators and so we encourage them to speak with confidence using appropriate forms of speech. We also develop the capacity to listen with attention and understand the viewpoint expressed by others. Our main aim in developing writing skills is to enable our children to express their ideas in a variety of ways, using accurate spelling and punctuation.

The literacy session takes place in each class four days per week and usually lasts 1 hour, although this can vary. The session usually begins with shared text work,

followed by sound, word and sentence work. Children are then given group tasks. The teacher works with one or two groups. The session concludes with a plenary, where all children come together again to share, explain and, or, further develop learning.

The children develop their extended writing skills through a 'Big Writing/Pie Corbett' focus on Fridays. The children write via a different text type each week, rotating through all the text types e.g. poetry, narrative, non-narrative, information writing etc. This is linked to project areas whenever possible.






Mathematical Development

We aim to give children a powerful and systematic means of communication. This includes the ability to solve problems, understand numbers, shapes and relationships, and to predict likely results. We try to arouse a lively interest and pleasure in mathematics and in its creative use in everyday life. The children are encouraged to work independently and cooperatively to develop skills. A daily dedicated mathematics lesson is structured in accordance with the new curriculum. The lesson begins with a short mental activity to sharpen skills and develop strategies. The lesson continues with direct teaching of the whole class. The focus for these sessions are taken from The Numeracy curriculum. The children then spend time in groups before coming together at the end of the lesson to share, explain and, or, further develop learning. We adopt a White Rose Mastery approach to teaching which means we ensure all children have the same opportunities to learn; and the support they need to fully grasp concepts. The children use many ICT programs to support their mathematical development e.g. Rockstars, RM maths.









Understanding of the World

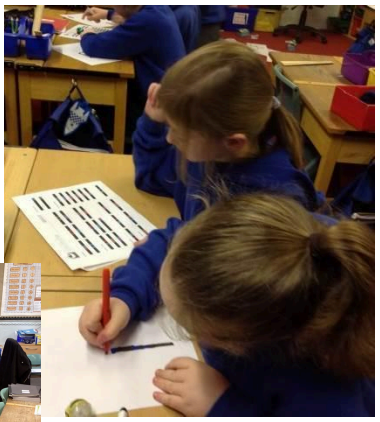
Science

Pupils have the opportunities to develop knowledge and understanding in many areas of science. The children learn and investigate through life and living processes, materials and their properties, and physical processes through experiments and investigations. Individual and group skills of planning, decision-making, investigating and communicating results, as well as observing, classifying, recording, making and testing hypotheses, designing experiments and drawing information from evidence

are vital to science – based activities, but can also be applied to everyday life. Cambo School holds a Gilt Primary Science Quality Mark for science.









Information Communication Technology

Pupils are encouraged to use IT equipment to communicate ideas and handle information. The use and purpose of everyday devices are also considered

through controlling, coding and modelling. ICT is integrated into all areas of the curriculum where pertinent as a teaching and learning tool. ICT resources are excellent within the school. E safety, and keeping our children safe, is an integral part of ICT and our school ethos.







Geography

Children are introduced to the study of the local area as well as extending their knowledge of other parts of the world. We encourage children to appreciate the variety of physical and human features around them and how to protect the environment







History

The study of history develops skills, which enable children to interpret the world around them, and which help them to understand the relationship between the past and the present.









Expressive Arts

Children gain a great deal of pleasure and satisfaction from experiences, which provide a means of self-expression. They are given the opportunity to experience a variety of activities and use a wide range of materials. They are taught to observe and record, to use their imagination and creativity and to respond to the work of other artists. They are also given opportunities to draw, paint, design and make products and to work with textiles. Cambo holds an Arts mark Gold award for the Arts.





Design and Technology

Pupils are encouraged to develop designing and making skills as well as developing their knowledge and understanding of how things work. Focused practical tasks enable pupils to develop and practise particular skills and knowledge. There are also opportunities for pupils to investigate, disassemble and evaluate simple products, applications and structures. Every child has 4/6 weeks of food technology with Mrs Flatman and Mrs Lewins.

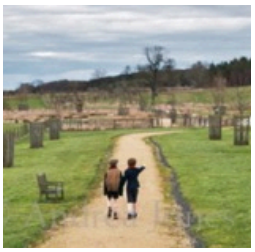




Physical Development

Children are given experiences of gymnastics, dance, outdoor and adventurous Activities, individual/team games and swimming, in order to develop good body coordination and control. We also offer an excellent after school programme regarding physical education. We use specialists to develop our PE curriculum in every year group. Staff work alongside these specialists to develop their own knowledge, understanding and delivery.








Personal, Social and Emotional Development

Children are rewarded for good behaviour, as well as kindness to others. They are encouraged to think about the feelings of others and to help wherever possible, in and around school and also within the community. We also encourage children to think about the needs of others within our world community and to offer support through school projects.

In Religious education, the school follows the NATRE/Jigsaw schemes which are closely aligned to the Northumberland syllabus for RE., this explores:

- aspects of the Christian church and other world faiths,
- questions of meaning and purpose in life,

- religious and ethical teaching thus enabling children to make reasoned and informed judgements on religious and moral issues,
- sense of identity and belonging thereby preparing them to be effective citizens of the 21st Century,
- the belief system enabling children to analyse and evaluate their own beliefs, values and practices,
- Religion and religious diversity.

We are also pleased to welcome visitors to provide us with knowledge and insight into their values and beliefs. We encourage children to ask questions, make comments and be tolerant of the viewpoints expressed by others.
We would appreciate information about your beliefs so that we can be sensitive to children's family experiences.
Parents have the right to withdraw children from religious education and/or collective worship. Please contact the Head Teacher if you wish to discuss this matter.

Children and young people need the self-awareness, positive self-esteem and confidence to:

- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect the differences between people;
- develop independence and responsibility;
- play an active role as members of a democratic society; make the most of their own and other's abilities;

Education for citizenship at key stage 1 to 4, comprises three interrelated strands.

- *Social and moral responsibility*. Pupils learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- *Community involvement*. Pupils learning how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.
- *Political literacy*. Pupils learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.

Sex Education

Sex education is not taught formally in our school. However, if questions arise through science work involving animals and living things, or through other school topics, we will answer children's questions as openly and honestly as we can. We do have an active program with reference to Personal Social Health Education. We use NATRE/Jigsaw/Lucinda and Godfrey resources linked to this.

Special curricular provision and arrangements for children with Additional Educational needs

Children with particular learning or other special needs can benefit from specialist help. This may be because they experience particular learning difficulties or because they show exceptional ability. Special help is given in the classroom whenever possible. If a child does not make the expected progress, parents will be informed and additional arrangements will be made. If a child continues to have problems, we will seek support from outside specialists. Please refer to our Special Educational Needs and Disabilities information on our website www.camboschool.com

Gifted and Talented

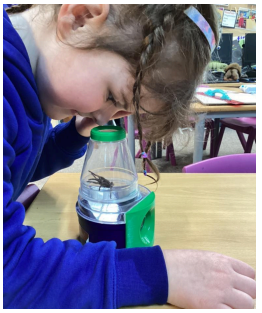
At Cambo First School we endeavour to meet the needs of each individual, including those children who are more able. Our small class size and system of working enables us to cater for those children working outside the boundaries of the year group programme. Mixed age classes facilitate cross year group work and the school is resourced to cater for those children who require a curriculum beyond year 4.





Curriculum for Early Years Children

From September 2021 our Reception children will follow a new Early Years Foundation stage programme designed to help them achieve what are known as the 'Early learning Goals'.



Contacting School - If you have a speech or hearing impairment you can contact us by dialling 018001" 01670 774210 [the school's number including the area code.]

These are targets that most children are expected to achieve by the time they leave

the Reception class. This will provide a firm foundation for National Curriculum work in Year 1. We believe that children learn best from practical experience and all areas of the curriculum are delivered in this way as much as possible.

The EYFS Curriculum includes:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Mathematics

Literacy

Understanding of the World

Expressive Arts and Design

An effective curriculum for young children recognises that they often need to repeat experiences. This is a necessary part of the teaching process, which develops confidence and leads to a greater and deeper understanding. In Reception we are building on the children's previous experiences and knowledge gained through Pre-school. Practical experiences are more valuable and appropriate at this stage of learning. Play provides important opportunities for learning in many ways: exploration, discovery and communication. The children develop these skills using both the indoor classroom and the outdoor environment. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are Communication and Language, Physical Development and Personal, Social and Emotional development

Three Prime areas

1. Communication and Language

Communication and language is made up of the following aspects:

Listening, Attention and Understanding

Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking



Children at the expected level of development will:

Participate in small group, class and one-to-one discussions; offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

2. Physical Development.

Physical development is made up of the following aspects:

Gross Motor Skills



Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Fine Motor Skills

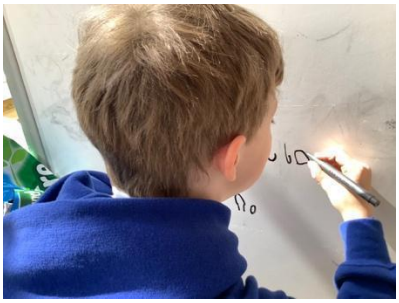


Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.



- To further support physical development children, take part in a range of activities designed to support our curriculum. These include Yoga, Dough Disco, Hula Hooping, Dance sessions and PE delivered by specialist teachers.

3. Personal, Social and Emotional Development

Self-Regulation

Children at the expected level of development will:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



Managing Self

Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and

personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will:

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Opportunities are provided for children to work alone and in small groups. To be able to learn, children need to feel safe and secure thus a supportive and positive environment for them to grow in is established. At Cambo we work to develop a sense of belonging and encourage every child to respect themselves and others. Role-play is particularly important in developing this area, at Cambo we provide opportunities to learn using various topics beginning with...'All about ME!'



At Cambo we also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are: -

Literacy (reading, writing and phonics), Mathematics, Understanding of the World and Expressive Arts and Design

4. Literacy

Literacy development is made up of the following aspects:

Comprehension

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Word Reading

Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:
Write recognisable letters, most of which are correctly formed;
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

Language and Literacy development takes place in planned activities for each area of learning. Children are encouraged to communicate their thoughts, ideas and feelings and build up relationships with adults and each other. Language is linked with movement using action songs and rhymes, role play and other practical experiences. Many opportunities are planned to develop children's pencil control and to develop their emergent writing skills which, linked with their growing phonic knowledge, enables them to be confident to write independently. Children are exposed to a variety of key words.
We aim to foster a love of reading and writing.



Phonics – daily phonic session

The children take part in a daily phonic session where we begin to teach and develop their graphic knowledge. It is vital that children learn these sounds as soft sounds and not with an added 'uh' at the end!

We move away from level 1 where the children have been listening to sounds in the environment, developing vocabulary, orally segmenting and blending and rhythm and rhyme as part of their Pre-school experiences and enter the world of sounds.



As children move into level 2 they are taught 19 phonemes (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f ff, l, ll, ss.) During this phase the children will be introduced to reading two syllable words (it in at) and simple sentences using phonetically correct words (c,a,t) coupled with those tricky words (the) (the cat is in bed).

We begin to introduce those tricky words such as 'the, to, go, no.' These words are not decodable but need to be taught by sight.

We also build a knowledge of decodable words to, as we introduce sounds starting with 'a, at, as, sat'.

These words will also be sent home for you to practise in your home learning book.

We will introduce the children to Twinkl Phonics, which is a fun way to acquire phonetic knowledge. We believe that this programme caters for all learners. This is a fun session with lots of practical activities and Twinkle Phonic actions including songs.

Children progress through levels 2-4 in Reception and complete level 5 during year 1.

5. Mathematics

Mathematical development is made up of the following aspects:



Number

Children at the expected level of development will:
Have a deep understanding of numbers to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Patterns

Children at the expected level of development will:
Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.



Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We develop children's mathematical knowledge and understanding through a variety of practical games and experiences in all areas of the classroom. We work on numbers, counting, sorting and developing the mathematical vocabulary required to compare numbers, describe shapes and use measurement. Your child will develop an understanding of maths through stories, songs, games and imaginative play.

6. Understanding of the World.

Understanding the World development is made up of the following aspects:

Past and Present

Children at the expected level of development will:
Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.



People, Culture and Communities

Children at the expected level of development will:
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



The Natural World

Children at the expected level of development will:
Explore the natural world around them, making observations and drawing pictures of animals and plants.
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Pigs and Hens

We do, of course, have our hens and pigs to look after each day. Collecting eggs, checking water and giving food, all help to provide your child with the understanding of looking after pets and animals and observing the changes that occur as they grow. We also foster an understanding of where their food comes from.



7. Expressive Arts and Design

Expressive arts and design development is made up of the following aspects:

Creating with Materials

Children at the expected level of development will:
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.
Make use of props and materials when roleplaying characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will:
Invent, adapt and recount narratives and stories with peers and their teacher.
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others and when appropriate – try to move in time with music.

Children are encouraged to develop their imagination and creativity through a range of independent and directed activities including music, dance, role play, art and design and small world play. They will have regular opportunities to experiment with colours and textures in art, collage and malleable materials constantly available to them. They will have opportunities to explore and investigate sounds, move to music and build a repertoire of songs during music lessons and of course our infamous Christmas Plays and end of year performances!



There is a national expectation that children in the EYFS will be assessed at the beginning and end of Reception. At Cambo we use NFER/Teacher assessment as the basis for assessment. This is a good baseline assessment as it is quick to carry out, and enjoyable and engaging for children. It provides objective and reliable information on an individual child's stage of development in some crucial areas. Combined with other evidence, this helps the teacher to plan learning activities tailored to support each child's progression.



Outdoor Provision

We believe that "play" is the most important indoor and outdoor activity for young children. Our outdoor provision provides young and older children with safe dynamic experiences that have a lot of meaning. They are usually led by the child. We have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and community.

Our outdoor space and curriculum harness the special nature of the outdoors thus complementing and extending our indoor provision.

We also try to ensure that our children have access to activities and venues that are not within the community.



Forest School Outdoor learning

At Cambo we believe that it is the child's right to access the outdoors (and in particular a woodland environment); the right to access risk

and the vibrant reality of the natural world and the right to experience a healthy range of emotions through all the challenges of social interaction, in order to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle.



During our Forest School sessions, we aim to provide a diverse range of opportunities for children to help to build positive values and attitudes about themselves, about learning and the environment in which they live. Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence and are given time to thoroughly explore their thoughts, feelings and relationships.

We understand that outdoor learning and play offers opportunities for children to use all of their senses and to be physically active. They can learn by moving, doing and exploring, they can experience first-hand the weather, the seasons and nature as well as working in different ways and on larger scales than indoors.

Children can be more exuberant and messier than indoors and can enjoy a greater sense of freedom and independence. We have a number of all in one waterproof suits to allow children 'messy' experiences. Our own outdoor area is set up to allow children room to explore, make, design, build, write, share, take risks and learn. We have regular trips to Wallington and of course our own fire pit! We are very proud of our school allotment, the Polytunnel where we can experience growing plants and fruit and vegetables for our school dinners!








Extra- curricular Activities

Cambo School offers a brilliant variety of after school activities ranging from art and drama to sport.

On Fridays we offer football training between 3:30 – 4:30 which takes place on the school field. This is run by a community volunteer, Mr Donald Aynsley, who has a current DBS and is suitably qualified. There is no charge for this activity.

Katherine Anderson also delivers lunch time ukulele and recorder sessions across the school. She is suitably qualified and has a current DBS. These sessions are paid for via the school.

On Monday's Mrs. Lewins and Mrs Flatman run a Healthy Cooking Club. Each year group has 4 sessions.



We offer a variety of activities over the year e.g. tri golf, art, dance, craft, basketball, cricket fencing, dodgeball, tennis etc. the list is endless.

Mrs. Katherine Anderson, our specialist music teacher visits school on a weekly basis to teach individual music lessons. Children learn to play guitar, violin and keyboards. A charge is made for this activity. Lessons take place during the school day.

We also purchase the services of Northumberland County Council Musical practitioners which enables us to offer whole school instrument tuition to all of our children in Y2,3, and 4. In 2023 the children have learnt how to play the violin, recorder and the ukulele. We encourage our children to be proactive in their own creative development. To this end we support children in gaining their Arts Discovery/Explore Awards.



Well established professionals come into school regularly to deliver specialist PE and other curricular subjects where pertinent e.g. cricket, football, rugby, drama, music and tennis.

Year 4 pupils take part in a residential visit with year four children from other schools in the area. This provides an opportunity for new friends to be made before transfer to feeder middle/primary schools.

Sporting aims, provisions and achievements

Cambo First School is part of the Morpeth and Ponteland Schools Partnership; this allows us to take part in a variety of sporting competitions, festivals and activities with other schools in the area. Children in Year 2,3,4 also take part in a residential to London biennially to develop knowledge of the city and citizenship via a visit to Parliament which includes a workshop.

As part of the Physical development curriculum children take part in gymnastics, dance, athletics, games and swimming during each school year. At least two hours are dedicated to sports and physical education each week.

We run cycling proficiency and Young Leaders courses for Y4 children biannually. Reception/Year one children also take part in cycling proficiency via a Balance Bike program biannually.

After school there are also opportunities for children to take part in football, swimming, etc.
The school has a playing field and a hall with large items of apparatus. We are well resourced with reference to small apparatus.

The school uses the coaching skills of various sporting clubs e.g. Newcastle United Football Team, The Kwik Cricket Association, All Stars and Wallington Tennis Club.

We take part in many sporting events across the Morpeth family of schools e.g. Multi Skills festival, Dance festival, Football tournaments, athletics, etc.

We signpost sporting gifted and talented children to relevant clubs and academies.

Assessment

We aim to identify children with special educational needs and disabilities, with either high or low achievement, and implement a suitable learning programme to ensure progress is maximised. Assessment is part of the learning and teaching process; it informs future planning and ensures that work is matched to children's needs. We involve children in the process of reviewing and monitoring and help them to set realistic targets.

Twice a year in autumn and spring, there is an opportunity for teachers and parents to meet and discuss children's progress. However, if there are any

concerns regarding specific children the teacher of the class would contact the parents immediately. We encourage parents to contact us if they are in any way concerned about their child.
At the end of every term the children bring home a written report about their work and progress. Parents are invited to add comments about their child's report.
[please refer to our assessment and marking policy



Homework

Many successful class projects rely on children bringing in materials, which they (and parents) have found. Teachers may suggest activities to extend children's learning at home. The children have reading diaries in which parents are invited to write comments about their reading progress. Spellings are given to children to learn each week. The children also have maths homework diaries. They are given maths homework every Friday via our learning platform. This platform encourages and develops the link between home and school very effectively.



School Uniform

At Cambo First School, we have a general school uniform which all children are expected to wear. We believe that our uniform promotes a sense of pride in the school, and helps to create a sense of community and belonging. Parents can buy this uniform from school or from a variety of retail shops. We also have some second hand uniform available free.

School reading bag/PE Bag - are provided by the school free of cost. We have a supply of school hats for the summer months should a child not have one in school.

We recommend :

Royal Blue jumper, fleece, hoodie or cardigan. These can be ordered with logos from the school office; or parents can purchase none logo items in a variety of retail shops. These can be worn as long as they are the same colour.

White/Blue polo shirt, blouse or shirt. These can be ordered with logos from the school office; or parents can purchase none logo items in a variety of retail shops. These can be worn as long as they are the same colour.

Grey/Black trousers/ leggings, jeggings. We do not allow any skinny jeans, denim or fashion trousers.

Grey/Black skirt/skorts/shorts/culottes or pinafore. We do not allow fashion, mini or jersey/lycra skirts

socks/tights

Sensible shoes

Earrings and jewellery

Children are allowed to wear watches for school, but should not wear any other items of jewellery. If any parents do want to have their child's ears pierced, they should please consider having this done at the beginning of the summer holidays. One pair of small stud earrings can be worn at school; these must be removed/taped for P.E. and swimming.

Physical Education

Long hair must to be tied back

Indoor PE Kit

We would recommend that children have a t-shirt, shorts and black plimsolls, kept in a P.E. bag, provided by the school.

Outdoor PE Kit

We would recommend that children have a sweatshirt/fleece, jogging trousers and training shoes, and spare socks. In cold weather they will also need hats and gloves as we will be doing PE outside. Outdoor kit should be in school throughout the Winter and the Spring.

Swimming

All children have the opportunity to go swimming during school time. They need a costume, goggles and a towel. Please dress your child in easily removed clothing for swimming days e.g. jogging pants. [no tights please]. Hair must be tied back and no jewellery can be worn. [we have spare goggles in school for children who do not have any goggles]

All items of clothing/wellies/plimsolls etc need to be named

A Pair of Wellies must be kept in school so that the children can go on the field during wet and snowy weather.

Personal property

Children should not bring expensive items to school, as their safety cannot be guaranteed. The authority cannot accept responsibility for the loss or theft of personal property. Children are not allowed to bring in/use mobile phones on site.



Medical matters

In the event of an accident or illness, we will care for your child and seek further advice if necessary. We ask all parents to provide us with an emergency contact number so they can be notified. If your child needs to take medication during school hours, please write to the class teacher [forms are available in school] The medicine labelled with the child's name and the details of administration must be given to the class teacher and then collected at the end of each school day. Health plans are drawn up where necessary e.g. asthma and the use of inhalers. Staff training is developed where necessary via the school nurse e.g. use of inhalers

Accidents/illness in school

In the event of an accident or illness, we will always try to get in contact with parents as soon as possible using the contact numbers given. All changes must be reported to the class teacher or secretary. A record of accidents is dated and kept in the school.

School Closure/Emergencies

We have a specific procedure for reporting to parents regarding this area.

- Parents who have given permission to be contacted via email will be contacted in emergencies. A receipt will be asked for and High importance will be placed on the email
- Those parents who do not have an email address will be contacted via text message or telephone call using the same procedures.
- The school website will also display school closures and important information on the 'School News' page www.camboschool.com
- The Northumberland County Council website will also display important information regarding school closures www.northumberland.gov.uk
- Parents can also glean information about school closures due to inclement **weather via listening to Metro Radio.**

Child Protection/Safeguarding

There may be an occasion when we need to contact social services, without notifying you, because we are concerned about your child. We have a child protection policy and guidelines in school which are reviewed annually. Each member of staff has partaken in Child Protection training and has been briefed about procedures. Mr. Tunesi is the designated person for Child Protection at Cambo First School. In his absence Mrs Patterson is also trained as a Designated Person. All staff/Governors and Volunteers are DBS checked in line with safeguarding child procedures. All staff and volunteers working with children have a DBS. The Governor for Child Protection is Mrs. Isobel Anderson. Keeping Children Safe In Education [KCSIE Sept 26 update] is adhered to re child protection.
A copy of our Child Protection Safeguarding Policy can be found on our Website along with other safeguarding policies and information for parents/carers and visitors to the school. www.camboschool.net

Data Protection

Cambo First School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools/educational bodies, and potentially social services. We have policies in place to ensure all staff and

governors are aware of their responsibilities and outline how the school complies with the core principles of the GDPR. Organisational methods for keeping data secure are imperative, and Cambo First School believe that it is good practice to keep clear practical policies, backed up by written procedures. Please see our Privacy Notice below.

Privacy Notice - Data Protection Act 1998/25th May 2026

We, Cambo First School are a data controller for the purposes of the Data Protection Act. We collect and use pupil information under the Education Act 1996/ Data Protection Act 1998 and EU General Data Protection Regulation (GDPR) Article 6, and Article 9 -from 25 May 2018.

We hold this personal data and use it to:

• Support teaching and learning;

• Monitor and report on progress;

• To assess the quality of our services,

• Provide appropriate pastoral care,

• Assess how well school is doing, and

• To comply with the law regarding data sharing.

In some cases, your data will be outsourced to a third-party processor; however, this will only be done with your consent, unless the law requires the school to share your data. Where the school outsources data to a third-party processor, the same data protection standards that Cambo First School upholds are imposed on the processor.

The school determines the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed. Paula

Cummings acts as a representative for the school with regard to its data controller responsibilities; she can be contacted on 01670774210 or **Stephen.Tunesi@cambo.northumberland.sch.uk**

Mrs Pamela Walker is the data protection officer, [DPO]. Her role is to oversee and monitor the school's data protection procedures, and to ensure they are compliant with the GDPR. The data protection officer can be contacted on 01670774210 or by email to **Pamela.Walker@cambo.northumberland.sch.uk**

The Categories of information that we collect, hold and share include:

- Personal Information [such as name, address, unique pupil number and telephone numbers
- Characteristics [such as ethnicity, language, SEND information, medical information, nationality, country of birth and free school eligibility.

- Attendance information [such as sessions attended, number of absences and absence reasons, exclusions and behavioural information]
- Assessment information [such as national assessment outcomes and teacher assessments, progress etc]
- Relevant medical information
- Information relating to Special Educational Needs and Disabilities

[SEND] • Behavioural information e.g. temporary exclusions

- Photographs- these will be used to aid our records management and attendance procedures

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

Collecting pupil information

Whilst the majority of the personal data you provide to the school is mandatory, some is provided on a voluntary basis. When collecting data, the school will

inform you whether you are required to provide this data or if your consent is needed. Where consent is required, the school will provide you with specific and explicit information with regards to the reasons the data is being collected and how the data will be used.

Storing pupil data

Personal data relating to pupils at Cambo First School and their families is stored in line with the school's GDPR Data Protection Policy.

In accordance with the GDPR, the school does not store personal data indefinitely; data is only stored for as long as is necessary to complete the task for which it was originally collected.

Who do we share pupil information with?

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding, educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to

https://www.gov.uk/education/data-collection-and-censuses-for-schools.

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The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to:

https://www.gov.uk/government/publications/national-pupil-database-user-guide-and supporting-information

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please

visit: https://www.gov.uk/data-protection-how-we-collect-and-share-research-data

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

https://www.gov.uk/government/publications/national-pupil-database-requests-received To

contact DfE: https://www.gov.uk/contact-dfe

Primary Care Trusts (PCTs)

We are required, by law, to pass certain information about our pupils to PCT's.

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PCT's use information about pupils for research and statistical purposes, to develop, monitor and evaluate the performance of local health services. These statistics will not identify individual pupils. It is necessary for certain health information about children (for example, such as their height and weight) to be retained for a certain period of time (designated by the Department of Health) and requires these PCTs to maintain children's names and addresses for this purpose. PCTs may also provide individual schools and Local Authorities (LAs) with aggregated health information which will not identify individual children.

Local Authority - education and training

We are required, by law, to pass certain information about our pupils to local authorities.

The LA holds information about young people living in its area, including their education and training history. This is to support the provision of their education up to the age of 20 (and beyond this age for those with a special education need or disability). Education institutions and other public bodies (including the Department for Education (DfE), police, probation and health services) may pass information to the LA to help them to do this.

The LA shares some of the information it collects with the Department for Education (DfE) to enable them to; produce statistics, assess performance, determine the destinations of young people after they have left school or college and to evaluate Government funded programmes.

The LA may also share information with post-16 education and training providers to secure appropriate support for them. They may also share data with education establishments which shows what their pupils go on to do after the age of 16.

If you want to see a copy of information about you that the LA holds, please contact the Data Protection Officer: northumberland.gov.uk

Local Authority – social services

In order to comply with our statutory safeguarding duties, we are required, by law, to pass certain information about our pupils to local authorities. Information will only be

shared where it is fair and lawful to do so.

If you want to see a copy of information about you that the LA holds, please contact the Data Protection Officer: northumberland.gov.uk

Police, Fire and Rescue Service, Ambulance Service and other emergency or enforcement agencies

In order to comply with our duty of care to pupils, our statutory safeguarding duties and our obligations in respect of the prevention and detection of crime, we may also share personal data with other statutory and partnership agencies.

We routinely share pupil information with:

• Transition schools which pupils attend after leaving Cambo First School

• The Three Rivers MAT and other schools in the Morpeth /Ponteland Partnership, where pertinent e.g. when discussing assessment, transition, admissions and admission difficulties. etc

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• Cambo Wraparound where and when appropriate e.g. transition from Pre School into Main School

• The School: nurse, doctor, ophthalmologist, audiomatrician, dentist and Special Educational Needs Services when and where appropriate.

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs. Carol Flatman, the school secretary in the first instance

You also have the right to:

• object to processing of personal data that is likely to cause, or is causing, damage or distress

• prevent processing for the purpose of direct marketing

- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at https://ico.org.uk/concerns/

If you require more information about how the Local Authority (LA) store and use your information, then please go to the following website:

http://www.northumberland.gov.uk

Contact:

If you would like to discuss anything in this privacy notice, please contact:

Mr Stephen Tunesi Head teacher
Tel: 01670 774210
Stephen.Tunesi@cambo.northumberland.sch.uk

Mrs Carol Flatman Bursar/Secretary
Tel: 01670 774210
Admin@cambo.northumberland.sch.uk

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Declaration

-

I, ---------- declare that I understand:

- Cambo First School has a legal and legitimate interest to collect and process my personal data in order to meet statutory requirements.
- How my data is used.
- Cambo First School may share my data with the DfE, and subsequently the LA. • Cambo First School will not share my data to any other third parties without my

consent, unless the law requires the school to do so.

- Cambo First School will always ask for explicit consent where this is required, and I must provide this consent if I agree to the data being processed.
- My data is retained in line with the school's GDPR Data Protection

Policy. • My rights to the processing of my personal data.

- Where I can find out more information about the processing of my personal data.

Name: _____

Signature: _____

Date: _____

Disabled Pupils

Cambo First School is a single storey building and the entrance for pupils allows access for wheelchairs. Parking spaces are identified for disabled users. The Governors will treat the needs of disabled pupils sympathetically. The building has ramps for access and suitable viewing panels in the doors.

Charging policy

By law, schools may not charge for educational activities within school hours. Charges may be made for individual music tuition, swimming, excursions, residential visits and optional extras, not directly connected with the National Curriculum. However, in order to offer your child as many opportunities as possible, there will be occasions when we will ask parents to make voluntary contributions to help finance school events. Children of parents who do not contribute will not be excluded, but contributions will have to be made up from school funds. S.O.Ks. work very hard to raise funds and lend financial support to many events.

School rules

Adults and children try to help each other and respect each other at all times. Adults and children provide good role models in and around school for children to copy. Good behaviour and positive attitudes are rewarded and recognition is given in weekly assemblies. Children collect stickers on a card and "Owl" badges are given when the cards are full. We also operate Proud Cloud and a marble jar reward scheme within the school. Children can gain marbles for good behaviour, good work, positive attitudes etc. When the marble jar is full the children then decide what reward, they would like to have as a school.

Behaviour

We endeavour to maintain an atmosphere of responsibility and self-discipline. We aim to achieve this by reward and praise for good conduct or withdrawal from privileges for misbehaviour. We want to encourage a caring, courteous and considerate attitude amongst children.

Children are given every opportunity to gain skills in personal relationships and to become more aware of their own important contributions to the school and wider community and as a result of these skills being fostered any major incidence problems are rare.

Parents' co-operation and support is required to uphold these high standards of behaviour assisting the school to develop sound citizenship qualities in our children. A home school agreement is in place in line with government legislation and is signed by the school, parents and each individual child. We have a list of rules to help guide us in knowing what the right thing to do is:-

- Be proud of yourself, your behaviour and your appearance.
- Keep the school tidy.
- Walk quietly around school; never run or shout.
- Smile at people you pass, look to see if they are happy, or if you think there may be a problem. Tell someone if you are worried.
- Make sure that all your belongings are named, so that if they are lost and then found, they can be returned.
- You can bring water to school to drink at break time; school milk is free to children under 5, after this there is a termly charge of £12.00
- Fruit is provided by school for Reception, Y1 and Y2 children in the afternoons. Children can bring a piece of fruit into school for the morning break time.
- Sweets are not allowed.
- Money should be handed to an adult and never left in the cloakroom, in case it gets lost.
- The outside apparatus can only be used when an adult is supervising, as someone could fall and hurt themselves.



From Home to School

Babies and toddlers, pre-school groups and school work together closely. Pre-school sessions are run in the school hall, Monday – Friday mornings between 8.45am and 11:45am. Children from the age of 2½ years can join us at preschool for a charge of £10.00 per session. The group is registered, which means that it can apply for Government Early Years Funding for 3 and 4 year olds. The facility is also subject to Ofsted inspections.

Early Years Pre-school provides a nurturing environment that promotes the development of each child's emotional, social, intellectual and physical skills and attributes. Creative, stimulating activities allow each child to develop and

learn at his or her own pace through exploration and play. Staff meet regularly with the foundation stage coordinator/ Head Teacher to ensure continuity and progression in the provision for young children.

On Tuesday mornings we offer stay 'n' play sessions from 9:30pm – 11.15pm. The costs are: under 1 year olds 50p, 1 – 2year olds £1.50 and 2-4 year olds £2.50 per session. Parents/carers are expected to stay with their child/children.



Requests for Places

There were 8 requests for admission to Reception last year.

Reception children are admitted at the beginning of the autumn term in the school year in which they are five. We welcome parents' support in making transitions as smooth as possible.

Parents, children and teachers have negotiated a home/school agreement, which follows on the next page. Please can you fill in the slip at the end of the agreement and return it to school, thank you.





Out of School Wraparound Club

We are proud to say that Cambo First School is a fully extended school. We offer care prior to and after school. We also offer some holiday provision.

The After School Club runs from Monday to Friday from 3.15pm until 6pm. [5.30pm on Fridays]. This facility is managed by Johanne Hodgson/Sarah Sayers and the Wraparound team. Various activities are offered. Sessions cost £4.50 per hour per child. After School is subject to Ofsted inspection. If you would like your child to attend After School Club please email cambowraparound@hotmail.co.uk, telephone **07887409641,** and speak directly to Johanne/Sarah or the wraparound staff.

The breakfast Club is run by Kate Freeman, Carol Flatman and Dawn Lewins from 8.00-8.55. With the support of the DFE we are able to offer 30 minutes free childcare/breakfast from 8.15-8.45 It operates Monday–Friday. Parents wishing to take up the full 55minute offer per day pay £1.50. A healthy breakfast is served using wholegrain cereal, yoghurt and toast with fresh juice, milk or water. All children and adults are welcome.







At Cambo we presently have a summer school for one week of the summer holidays. It operates from 9:00am – 4:00pm. The summer school is run by Johanne Hodgson, Sarah Sayers and the Wraparound team. Summer School only operates if we have enough children to attend. The cost at present is £28.00 per day, or £15.00 per half day.





Art and Creativity
Sport
Humanities
Music

Drama











HOME SCHOOL CHILD AGREEMENT

The school will:

a) Value pupils as individuals and promote wellbeing of pupils – self-esteem.
b) Encourage respect for self and others.
c) Care for the pupil's safety and happiness/wellbeing.
d) Encourage pupils to do their best at all times.
e) Provide a broad and balanced curriculum setting realistic targets.
f) Provide information about the curriculum.
g) Have regular contact with the family to keep them informed of their child's progress.
h) Encourage pupils to take care of their environment and surroundings.
i) Maintain an open and welcoming environment and offer opportunities for pupils to become involved in the daily life of the school.

The Child will:

a) Make the most of the opportunities offered by the school and tell an adult if he/she has a problem.
b) Be polite and show respect for others.
c) Be responsible for his/her behaviour, and for staying on-task with his/her own work.
d) Do all his/her class work and homework to the best of his/her ability.
e) Have respect for all property and equipment.
f) Attend school regularly and properly equipped.
g) Be tidy in appearance.

The family will:

a) See that the child goes to school regularly, on time and properly equipped for lessons.
b) Contact the school to provide an explanation for absences.
c) Let the school know about any concerns or problems that might affect the child's behaviour.
d) Support the school's policies and guidelines for behaviour.
e) Support the child in homework and other opportunities for home learning.
f) Attend parents' evenings and discussions about the progress of the child.
g) Get to know about the child's life at school.
h) Maintain good communications with the school/teacher.

Together we will:

Support pupils' learning to help them achieve their best.

Teacher's signature

Family signature

Child's signature

Contacting School - If you have a speech or hearing impairment you can contact us by dialling 018001" 01670 774210 [the school's number including the area code.]

Community links

There is an active Parenting Group in school, This group is called PTA/SOCKS. Support our Cambo Kids. This group organises many social, educational and fund-raising events to which everyone is most welcome. We have a notice board to advertise such events in the children's cloakroom. Information can also be obtained from Claire Thomposn and Beth Robson who share the roles of Chair/Treasurer and Secretary.
A newsletter is produced every month and families are invited to contribute. The various church newsletters are also available to all.

Cambo is a Flagship school in Food For Life. As such we hold a Silver award for our work on food.





We are very lucky to have a brilliant cook at Cambo, Mrs Dawn Lewins. She ensures that school meals are cooked on the premises and provide a varied, balanced and nutritious diet. Fresh meat or poultry is served twice a week, fish once and cheese, eggs, sausages, pizza feature on other days. Children are encouraged to eat fresh vegetables, [a lot of them are grown in our own polytunnel and allotment!]

Children are encouraged to try all the foods on offer. Chips are rarely served. Traditional puddings with custard are alternated with homemade cakes or pastries, served with a drink of water or milk. Yoghurt and fresh fruit are offered as an alternative to the main sweet. Vegetarian or special diet meals can be arranged. Cambo First School operate their own lunch time service. We have Food and Health Policy documents, which follow Government nutritional guidelines, based on The School Food Trust report. We only use top quality produce, cooked in an excellent way! Our Health and Hygiene Certificate is 5 stars.

Facilities are also provided for children to eat packed lunches.
The school secretary collects dinner money every Monday and Friday.
Pupils whose parents are in receipt of Income Support are entitled to free school meals. Further details are available by telephoning school or Northumberland County Council on 08456006400.

Parents Perspective

Dear Parents/Carers

Welcome to Cambo First School!

As a parent of a child in year 4 who was had a wonderful introduction to school life at Cambo, I thought I would share some of the useful things I have learned over the past 5 years and pass them on to new parents. My daughter did not attend pre-school at Cambo, so we were completely new to the school and although lots of information was provided by school, it took me a while to learn the ropes.

1. **Check your email daily – this is the most effective route for communicating with parents.**
2. **Check the school website weekly – the monthly newsletter contains important dates and the "what's happening this week" page is very useful. [also the parents facebook page]**
3. **Find term dates for the whole year on the Northumberland County Council website but watch out for additional teacher training days. The latter are confirmed after the main term dates – there is always one in the summer term separate from the half term holiday.**
4. **Check your child's school bag - occasionally there are letters from school but there may also be invitations to parties, leaflets about local events and of course homework, reading record and spellings.**
5. **Homework is usually given on a Friday for completion by the following Thursday.**
6. **Older children sometimes have homework on School 360 (Learning website) but they usually know about this and there will be a note in the learning log book.**
7. **Community assembly on Friday in the school hall at 3pm most weeks. This is a chance to see your child receive certificates and awards. There are often musical performances to enjoy too. You have an opportunity to meet other parents/carers.**
8. **Even when there is no assembly, Time to play/chat after school on Friday is a chance to meet other parents. It is common for some children to stay and play together outside.**
9. **The PTA/SOCKS sometimes provide tea/coffee and a tuck shop after assembly on Friday if the need arises.**
10. **The PTA/SOCKS support the school by providing mundane items such as teaching aids requested by the school (most recently Ipads) to treats such as the annual pantomime visit.**

11. **The PTA/SOCKS organise fundraising events throughout the year, the major event being the Autumn Fayre/Easter Fayre Come along and get involved!**
12. **Cambo First School has excellent wraparound care. Breakfast club is available very morning – no need to book. Afterschool is available until 6pm Monday to Friday but must be booked (although this can be on the day). The newsletter contains all the details. Afterschool offers various activities and is thoroughly enjoyed by the children who are often reluctant to go home!**
13. **Wraparound is dependent on fundraising. Joint PTA/SOCKS/Wraparound events are also held. Again I urge you to support them.**
14. **Every summer term the children have a sleepover at school as part of one of their learning topics. A great time is had by all and parents get a night off! School will finish early the next day (usually) so be prepared for an earlier pick up.**
15. **At the end of each full term there is a church service at 1.15/1.30 pm and parents/carers are welcome. Again there are presentations and children take part in the service. School ends immediately after the service.**
16. **Cambo Fete in late June or early July is really popular with the children as there are stalls and activities in Cambo village. The children will have submitted work to the art/handwriting classes via school and cash prizes are awarded! There is also a football tournament.**
17. **Ask your child if they need anything special for the next day at school – it is easier than finding out just as they are about to leave for school in the morning.**
18. **If in doubt ask Carol!**

I hope you have found this useful. Enjoy your time as part of the Cambo School community.

Kind regards

Jane Potterton (Mother of a, year 4 leaver)



Hartburn - Trevelyan Trust

Parents of children at Cambo School may apply to The Hartburn-Trevelyan Trust for financial support. The Trusts can help with the purchase of educational materials or with the cost of educational activities [usually around 100-200 pounds]. Please see Mr. Tunesi

The closing date for applications is December 1st annually.



School Office

The school secretary works Monday-Wednesday 8:15am – 3:15pm. Mr. Tunesi will be in the office on Thursday and Friday.

If you have any queries concerning any matters within this prospectus, or you require further information or documents, please do not hesitate to contact us. We would also welcome comments and suggestions for next year's prospectus.



Useful contact numbers

Chief Executive Director of Education and Skills (Audrey Kingham)
01670 622742
Northumberland County Council Customer Services: 08456006400
Chair of School Governors (Mrs Pamela Walker) 01670 772301
School Transport office (Morpeth Area) 08456006400
Darras Minibuses – 01661886000
Phoenix Taxis-01670540222 OFSTED-03001231231

Contacting School - If you have a speech or hearing impairment you can contact us by dialling 018001" 01670 774210 [the school's number including the area code.]



Complaints procedure

Please contact the Head Teacher, at school; or one of the governors if you have any concerns. Governors can be approached individually or contacted through the school office if you prefer.

Contacting School - If you have a speech or hearing impairment you can contact us by dialling 018001" 01670 774210 [the school's number including the area code.]