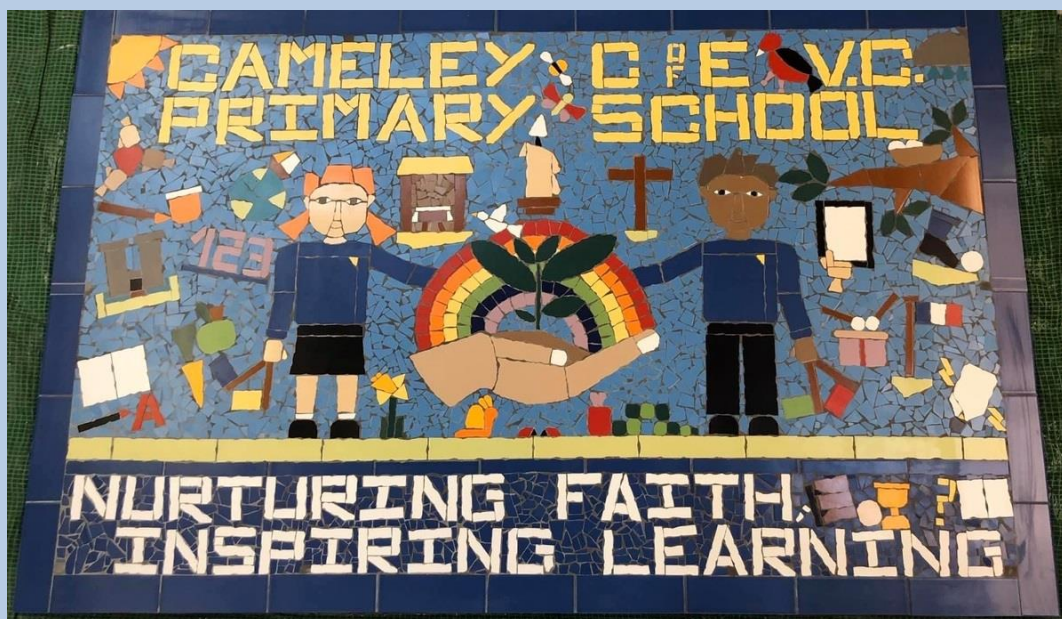


Cameley Church of England VC Primary School

Prospectus 2020



Part of the Partnership Trust

Headteacher: **Hannah Maggs**
Chair of Governors: **Derrick Wobey**

Nurturing Faith: Inspiring Learning

"Let the words of Christ in all their richness live in your hearts and make you wise"

- Colossians 3:16

Cameley Church of England Primary School



Dear Parents/Carers,

Welcome to Cameley Church of England Primary School. We are a happy, friendly and caring school where every individual is valued and given the opportunity to realise their potential. We aim to discover and utilise all children's unique gifts and talents, and to ensure that they flourish within our care.

As a Church of England school we value and promote the Christian ethos of the school through our vision and values. We believe these are the key to success within any community. We enjoy close links with our parish church.

We hope you find the information in this prospectus useful. If you would like to find out more about our school, please come and visit us!

Hannah Maggs
Headteacher

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School Vision Statement

Our vision is to inspire every child to be happy, confident, self-motivated and resilient so they achieve personal success and make a positive contribution to society.

Through our distinctive Christian nature, we acknowledge our responsibility to all of our community, to enrich the lives of others and show love and respect within our school community.

Our Vision and Values for the school community are:

- Delivering outstanding education in a safe, creative environment.
- Lifelong learning for all members of the school community.
- Outstanding inclusion, care, support and guidance with shared ethos, aims and Christian Values.

'Nurturing Faith: Inspiring Learning' is our school motto, to equip our children to live life today and be well prepared for tomorrow.

"Let the words of Christ in all their richness live in your hearts and make you wise" - Colossians 3:16



Our Governors

The primary task of the Governing body is to oversee the running of the school on behalf of the church, local authority and parents, focusing on maintaining high expectations and standards of achievement so that the children can reach their full potential.

Staff Governors

Hannah Maggs - Headteacher

Parent Governors

Piran Scott

Foundation Governors

Rev Mark Cregan

Margaret Hunt

Lynda Hooper

Community Governors

Derrick Wobey - Chair of Governors

Bob Arnold - Vice Chair of Governors

Lorna Boyd

LA Appointed

Naomi Kent

Clerk to Governors

Lucy Scott/Maggie Wobey

Our Staff Team

Teaching Staff

Hannah Maggs - Headteacher & Designated Safeguard Lead

Clare Gardner - Early Years Lead

Megan Sloan - KS1 Teacher

Alice Sheppard - KS2 Teacher

Alison Tanner - KS2 Teacher

Hayley Hornby - KS2 Teacher & SENcO

Charlotte Gregory - KS2 Teacher

Teaching Assistants

Lisa Ridding - Early Years Teaching Assistant

Amy Burge - Early Years Teaching Assistant

Tracey Parsons - Higher Level Teaching Assistant

Julie Baker - Teaching Assistant

Zoe Edwards - Teaching Assistant

Debbie Moccock - Teaching Assistant

Will Merrick - Teaching Assistant

Admin Team

Nicki Moore - School Business Manager

Lucy Scott - School Administrator

School Cook

Sara Box

Lunchtime Staff

Zoe Edwards, Pauline Memory, Tasha Dix,
Rebecca Ridding, Will Merrick

Parent Support Adviser Rachel Heywood

Class Teachers:

	Stage	Class Name	Teaching Staff
Early Years Foundation Stage Nursery & Reception	EYFS	Willow	Clare Gardner
Years 1 & 2	KS1	Hazel	Megan Sloan
Year 3	KS2	Chestnut	Alice Sheppard
Years 4 & 5	KS2	Rowan	Alison Tanner
Years 5 & 6	KS2	Oak	Charlotte Gregory Hayley Hornby

The Foundation Stage

Foundation Stage education is an extension of the child's home. Professionally trained staff structure learning through different forms of play, and play equipment is chosen so as to provide meaningful experiences for children as part of their daily learning.

The purpose of Early Years Foundation Stage education is the learning and development of skills, attitudes and understanding so that:

- Children lead full and satisfying lives
- Are ready for learning in Key Stage 1
- Are confident, competent and active members of our diverse and constantly changing society



We aim to develop an integrated Foundation Stage education which involves parents in the care and education of their children. The curriculum complements and adds to the home experience to ensure the full development of every child.

The Curriculum - Key Stages 1 & 2

The curriculum of the school is planned to enable all children to achieve their highest possible level of attainment in work and behaviour and to equip them to go forward to secondary school willing and able to take full advantage of the opportunities that will be open to them there.



The school follows the new National Curriculum in England which includes eleven compulsory subjects. In addition, Religious Education (RE) is taught according to the Agreed Syllabus of Bath and Wells Diocese. The school focuses on teaching the skills needed in each subject area in order to enable children to independently master the curriculum.

We also help children to develop their own interests and, in addition to the formal curriculum, the school offers a range of extra-curricular activities. For further details about the National Curriculum visit:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

English

Speaking & Listening

The development of speaking and listening is essential for success in learning. These key skills are developed through a range of classroom activities and are essential for success in all areas of the curriculum. Activities include storytelling, group work, class discussions and drama, as well as whole school events such as assemblies and concerts. Some children also take part in inter and intra school performances and competitions.



Story making, Big Write and Talk for Writing are given high priority. Children start to develop their listening and their speaking skills through regular class story, rhyme, poetry and circle time. As they become more proficient, more whole class and group discussion, drama activities such as hot seating and thought tapping, are introduced as well as opportunities for children to give more formal presentations to a wider range of audiences.

Reading

As soon as they begin school children are encouraged to turn to books for enjoyment and information. In the early stages they are taught to use a wide range of strategies to help them read new books. This starts in the Foundation Stage where they learn to use the sounds within the words (Phonics), learning a daily letter and sound. Parents are encouraged to support this work through daily practice.

Jess our Reading PAT dog



The Project X is the core scheme used in the early teaching of reading, but children are also encouraged to read from a variety of texts. As children become competent readers,

they are encouraged to respond to the text by answering questions and justifying their opinions. At all stages we keep parents informed as to how best support their child's progress. Children are encouraged to take books home to read and each class has access to a wide range of fiction and non-fiction. The children can also choose books from the school library.

Writing

Some of the children's first reading material is their own writing. They soon become very aware of the importance of writing as a means of recording information and ideas for a variety of audiences. They learn their writing can be improved through critical re-working or 'polishing'.

The children are taught that neat legible handwriting is important and a joined handwriting style (cursive script) is introduced in Year 1. Spelling is taught and practised regularly and the children are encouraged to check their own spellings and to aim at greater accuracy through the use of resources such as word lists, dictionaries and spell checkers. The children are introduced to the computer as a tool to aid their writing. They develop their writing skills by reading with a 'writer's eye' and understanding that the content and style of writing must be matched to its purpose and audience.

Mathematics



Numeracy is a key life skill which involves confidence and competence with numbers and measures. Logical thinking, exploration of sequences, relationships and rules are necessary for the study of science and engineering. Artists need good spatial awareness and an appreciation of the beauty line, form and pattern.

Children begin to develop their understanding of the number system, measures and shape through handling equipment, chanting rhymes and number facts, and by discussion and exercises in problem solving. There is an emphasis on developing mental arithmetic and securing an understanding of mathematical vocabulary throughout the school. These foundations of mental calculation and of recall of number facts are established thoroughly before standard written methods are introduced. Confidence in selecting and using

efficient methods of calculation is encouraged through individual, paired and group tasks as well as by whole class teaching. Practice tasks are sometimes computer based and these can often be accessed from home. By the end of Key Stage 2, children should have an understanding of the number system, a repertoire of computational skills and the ability to solve number problems in a variety of contexts. They will have developed a practical understanding of measures, shape and space and the ways in which information is gathered and presented in graphs, diagrams, charts and tables. They will be competent and confident with handling money and measures in everyday life.

Science

Science is concerned with the material world and can be investigated with the aid of our senses. These are things of great interest to the children who are keen to observe and ask questions. As they are encouraged to find answers they become actively involved in making observations and comparisons. They test their own ideas and interpret evidence in the light of their scientific knowledge and understanding.



Information & Communication Technology

All classrooms have internet linked PCs and access to a wireless network of laptop computers and tablets. In addition, each class has an interactive whiteboard. The school has its own website.

Sports and PE

The children participate in a range of sports and physical activities during their time at school. We also have an external sports coach who regularly leads sports activities for the children each week.

Each Summer all the children from Nursery to Year 6 participate in a fun sports day held within the grounds at Cameley. The children try their best at different activities to earn points for their 'house'.



Relationships & Sex Education

The school's policy for relationships & sex education aims to meet the needs of all pupils according to their age. The programme is set within the framework of Christian values and has been drawn up in consultation with governors and parents.

Religious Education and Collective Worship

Our principal aim in Religious Education is to help children develop their own patterns of belief and behaviour through exploring a range of beliefs, practices and related human experiences. The 1988 Education Act states that RE must be broadly Christian in character. The subject is taught in accordance with the Bath and Wells Diocesan Agreed syllabus and reflects the school's foundation as a Church of England Voluntary Aided school. Our children become familiar with a broad range of bible stories, and with Christian festivals. By learning about our religions and cultures we hope to foster in each child an understanding of, and tolerance for, different faiths. Through the study of religion we aim to develop a caring attitude so that our children are able to work and play alongside each other and show an interest in the wider issues of the environment as a whole. We make use of our links with the local community - children may visit our local churches to study various aspects and features of the buildings.

We have a daily act of collective worship in school, led by staff or by visiting speakers. We aim to develop a shared sense of community and morality, and foster a caring and considerate attitude for ourselves, each other and our environment.



The daily act of worship provides an opportunity for the children to consider spiritual and moral issues and to explore their own beliefs. They are encouraged to participate and respond through listening, joining in and leading. Worship also develops community spirit and reinforces positive attitudes and the shared values of the school. Parents are regularly invited to attend our Celebration Assemblies which are led by the Headteacher.

Home Learning

'Homework' is any work which pupils are asked to do outside lesson time, either on their own or with parents or carers. To be effective, homework should be a partnership between school and parents. It can be used to extend school learning and to consolidate and reinforce work done in school. With the younger children, short supervised activities such as reading and learning of spellings and number facts are appropriate. As children get older homework provides an opportunity to practise the skills of independent learning.

The involvement of parents and carers in joint activities is extremely valuable in promoting children's learning. Regular reading with parents and carers is encouraged in addition to any other set homework.

Behaviour for Working Together Effectively

The school is a caring community where adults and children are treated with respect. We encourage self-discipline and provide an environment in which this can develop. 'Special days', Learning Leaves and house points are all ways in which we value individual children, acknowledge effort and achievement and their contribution to the school community. The children know that good behaviour is praised and rewarded. Children and teachers regularly review our code of behaviour or 'Golden Rules'. Poor behaviour is not accepted and

there are clearly defined consequences for breaches of the Golden Rules. These range from a verbal warning to formal procedures, which involve parents/carers.

Parents and carers are asked to support our code of behaviour and to work with the school to help their children to develop the self-discipline they need.

Special Educational Needs and Disabilities

Some children enter our school with identified Special Educational Needs. (Since January 2002 all children have the right to be educated in a mainstream school). Other children may be identified as having physical or learning difficulties during their time at the school. In either case, their needs are met in line with a comprehensive policy for dealing with Special Educational Needs.

The school aims to value the contribution of all children and to recognise their successes whatever their gender, background, race or ability. Programmes of work are planned to enable any child who is experiencing difficulty to make progress. This progress is monitored and the school works closely with their parents. In order to support children with Special Educational Needs and their teachers we have a Special Educational Needs Co-ordinator (SENCO). The co-ordinator liaises closely with teachers and manages our small team of teaching assistants who support individuals and groups of children.

The SEND Code of Practice 2014 determines SEND provision in all schools. When a child needs help over and above that which is normally available in the classroom, this triggers 'SEND Support'. Information is collected and a plan of action is drawn up using the school's Provision Map. When this provision is later reviewed it may be felt that further specialist expertise from someone outside the school is needed to inform future planning. If, on a review of progress, it is decided that the child's needs are significant and complex then application will be made to the local authority (LA) for an Education and Health Care Plan (EHCP). If successful, further funding may be given to the school to help meet the needs of the child.

The school continually reviews its procedures in light of the Code of Practice in order to best meet the needs of our children. We are committed to providing the best possible education for all our children. Our SEND information report and SEND Policy are both available via the school website.

Inclusion

Cameley Church of England Primary School is an inclusive school and we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging discriminatory attitudes including those connected to disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Safeguarding and Child Protection

We take our responsibilities for the safeguarding of children very seriously. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff have undergone safeguarding training. We have a Safeguarding Policy and Procedures in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers are welcome to read the Policy on request or it can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about a pupil are discussed with parents/carers first - **unless we have reason to believe that such a move would be contrary to the child's welfare**. The procedures we follow have been laid down by the South West Child Protection Procedures. If you want to know more about this procedure, please speak to the Headteacher/Child Protection Coordinator or visit the website <https://www.proceduresonline.com/swcpp/>.

The school's child protection policy is available from the school office and is also available on the school's website.

Policies

All other key policies are available on our website:

<https://www.cameleyprimaryschool.org/Our-School/Key-Policies/>



PRACTICAL INFORMATION

School Organisation and the School Day

School Hours

8.50am	School day begins for all children
3.10pm	School day ends for all KS1 children
3.15pm	School day ends for all KS2 children

Nursery

9.00am	Morning session begins and finishes at 12.00pm
12.00pm	Afternoon session begins and finishes at 3.00pm

Clubs

Breakfast Club

The school runs a very popular Breakfast Club which starts at 7.45am. This is bookable through the school's payment system, School Money, and the current cost is £5 per child per day.

After School Club

After School Club provides on-site wrap around childcare from the end of the school day until 5.00pm (it can be booked until 6.00pm but 24 hours' notice is required). The costs of these sessions range from £5 - £14 depending on the length of session taken. For more details please visit the clubs section on our website or contact the school office.

Both Breakfast Club and After School Club can be booked and paid for via School Money.

Other Lunchtime/After School Clubs

There are a variety of clubs offered by the school at different times of the year. These include ICT, Drama, Football, Choir, Multi-Sports and Arts and Crafts. Information regarding clubs is sent home each term and further details can be obtained from your child's class teacher.

Music Clubs

Children may access instrument tuition via B&NES Music Service. Children can also join 'Rock Steady', an external music service that teaches children to use instruments or vocals in a band setting.



Parking

Please use the village hall car park where possible to avoid congesting surrounding roads. The school gates will be closed between 8.30-9.00am and between 2.40-3.20pm to ensure the safety of pupils. Please do not park on the zigzag lines.

Drop off/Collection

Access to Willow class is at the front of the school adjacent to the road via the blue locked gates. Access to other classes is through the main playground (left hand side of the school).

Outside Space

Cameley children are fortunate to have access to a large secure playground, sports field, forest school area and physical activity area. The playground has recently been painted with colourful features for the children to enjoy.



Cameley School 'Houses'

As well as being a member of their own class, each child is also assigned to one of the school's 4 houses:

Mandela (red)

Pankhurst (yellow)

Gandhi (blue)

Seacole (green)

Children join their fellow house team mates for the annual sports day.

School Visits

We feel that it is important that the children have an opportunity to gain experiences outside the immediate environment of the school and surrounding area. During the year each class will visit places and events locally and further afield. Children in upper Key Stage 2 attend a residential activity week.



Local Visits

Parents are asked to sign a blanket permission slip to cover their child for all local trips which do not require transport.

Other visits

Full details of visits requiring transport are provided in a letter and parents/carers must complete the attached permission slip so that children can take part in the visit. Care is taken to ensure the safety of the children and a risk assessment is carried out before any visit outside school.

The Local Authority (LA) does not provide personal accident benefits for pupils, nor does it accept responsibility for the personal property of pupils. Parents requiring this cover are advised to make their own insurance arrangements.



Charging for School Activities

All visits will be self-supporting. Parents will be informed of the cost of any proposed visit and they will be invited to make a voluntary contribution towards that cost. Children will not be excluded from a visit if a contribution is not made but the visit will not go ahead unless there are sufficient contributions for it to be financed.

Illness

Children who are unwell should not be sent to school. We have no facilities for looking after children who are unable to take part in lessons because of illness. The school has some staff trained in first aid but they are only able to deal with minor accidents. If your child is taken ill or has a more serious accident in the school, we will contact you as soon as possible. Children with diarrhoea and vomiting symptoms should not return to school until 48 hours after the last episode. For other illnesses, please see; <https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/> .

It is therefore essential that we have a telephone number where you may be contacted in an emergency!

Medicines

No medicines are dispensed in school by school staff unless an appropriate agreement form has been completed and returned to the school office. Medicines, including throat sweets, should not be brought to school.

The only exception to this are treatments for **asthma**, or similar chronic conditions, when the Headteacher should be informed so that arrangements can be made for the storage and administration of these medicines and the appropriate paperwork completed.

Absences

Parents/carers must let the school know if a child is likely to be absent for any reason. If no advance notification has been given you should phone the school, or write a note on the child's return, giving the reason for the absence. A verbal message from the child is not sufficient.

If the absence is due to illness, parents/carers should inform the office at the onset. Please telephone the office by 9.00am on the first day of illness and leave a message on the dedicated absence line.

We have to record reasons for absence and where we receive no message from the parents the absence is recorded as 'unauthorised'.

Each year a number of parents contact the school regarding family holidays - the school cannot authorise any holidays taken in term time. Sometimes particular periods of time away from school can be authorised but these need to be agreed in advance and the appropriate form needs to be completed and given in to the school office.

Punctuality

It is important that children arrive at school in time to start their learning at 8.50am. Children who are continually late are missing an important part of the day including work setting and social interaction with their peers. If lateness is unavoidable, please report with your child to the school office and ensure your child is signed in and a school lunch requested as appropriate.

School Meals

A hot school lunch is available or the children may bring a packed lunch. Meals are cooked every day on the premises by our school cook, Mrs Box. Children bringing sandwiches do not need to bring a drink in their lunch box - water is always available. The school believes it is important to teach the importance of a healthy diet. Cans of drink are not permitted and the children should not bring sweets or crisps into school as part of their lunch or as a snack.

The cost is for a hot school lunch is £2.60 per meal. Payments for these can be made via the Parent Pay system. Parents who believe they may qualify for free school meals should contact the school office for a form.

All children who are in Reception, Year 1 and Year 2 are entitled to free school meals under the Universal Infant Free School Meal scheme.



Food in School

Children in Foundation and Key Stage 1 receive a piece of fruit or vegetable free of charge each day through the School Fruit and Vegetable scheme. Toast and other carbohydrate snacks are also provided in Foundation Stage and are sometimes offered to other children in school. Children in Key Stage 2 may bring in fruit or vegetables from home or buy them from the school on a termly basis. Biscuits, sweets, crisps and nuts are not allowed. It is important that children drink water regularly through the day. Children are asked to bring a bottle of water with them to school each day. Drinking water is available in the Foundation and KS 1 classrooms and KS 2 children are encouraged to have a bottle of water on their tables. There is also a water fountain in the playground.

Nuts

Cameley is a nut-free school. Please ensure any packed lunches do not contain nuts or any items that contain nuts.

School Milk

Milk is supplied free of charge to all children under the age of five. This provision stops at the beginning of the term in which their fifth birthday falls.

Support Services

A Child Missing Education Officer makes regular visits to the school. Visits are also made by the School Nurse.

School Uniform

The Governors and staff want to instil a sense of identity and pride in our school. This can be helped by the wearing of school uniform. At Cameley Primary School we expect children to wear the school uniform.

School uniform consists of:

Grey/black trousers/skirt or pinafore

Pale blue polo shirts

Royal blue sweatshirt, cardigan or fleece. (purchased via the school office)

Summer dresses for girls are blue and white check

Shoes must be plain black - no heels, flip flops, crocs or trainers

Children will also need a book bag (purchased via the school office)

PE Kit: (purchased via the school office - excluding footwear)

Royal blue shorts

Printed pale blue T-shirt

PE Hoodie

Plimsolls/daps, or trainers

PE clothing should be kept in a drawstring bag that can be hung on the child's peg.

Please ensure that your child is in the correct uniform and smartly dressed.

Look smart, work smart!

If watches are worn to school it is entirely at the owner's risk. Children with pierced ears may wear studs, but not dangling earrings as these are not safe or appropriate for school.

ALL clothing should be clearly marked with your child's name.

The Uniform price list is available on our website.

Lost Property

All unclaimed property is kept for one term in the lost property box. After that any un-named items are sold or disposed of. Named articles will be returned to their owners. If your child loses property please look in the box, which is in the school cloakroom.

Pepper the School Dog

Cameley School are lucky to have their very own school dog, Pepper the Miniature Schnauzer. Pepper is very gentle and calm and belongs to Mrs Gardner (Willow Class Teacher) and her family.



The children will have the opportunity to learn how to look after him, how to stroke him and how to keep themselves safe around dogs. Children will be supervised at all times. Please do let the school know if your child is nervous around animals or you wish your child to opt out of having close contact with Pepper.

Home-School Links

Good education is a partnership between parents/carers and teachers. We ask parents and carers to support the discipline and authority of the school, helping their children to achieve maturity and self-regulation. Listening to children, sharing books, supporting homework tasks and encouraging their interests are important ways of supporting learning in partnership with the school.

Parents are welcome in school. The end of the day is the best time to talk informally to the teachers. If parents have any particular concerns it is better to make an appointment to see the Headteacher or class teacher.

Each year there are Parents Evenings in Terms 2 and 4 when parents can make an appointment to discuss their child's progress and attainment with the class teacher. A written report is sent home in Term 5 and an opportunity is provided for you to discuss this with your child's teacher.

We would be grateful if parents would inform the school of any health problems that might affect their child's performance in school especially if they are worried or unhappy. Appropriate action can then be taken to deal with any problems.

There are many areas of life in school that would be almost impossible without the help of parents. We ask for help, both on a regular and occasional basis. Regular help covers such things as assisting with class trips, cooking and hearing children read. You may not be able to commit yourself to volunteering on a regular basis but occasional help with such things as accompanying school visits and supporting school events is much appreciated. We are extremely grateful for all the help that parents give the school.

Friends of Cameley Primary School

The 'Friends of Cameley' PTA group exists to benefit the children of the school. It holds its AGM in September when a new committee is elected. All parents are automatically members of the group which organises a variety of fundraising and social events for parents and children. Past events have included popular film nights, discos, cake sales, Summer and Christmas Fayres.



Complaints Procedure

Any parent who is concerned about any aspect of the school curriculum, religious education or worship or the charging policy for school visits should first contact the Headteacher to discuss it. This is the first stage in a defined complaints procedure detailed in our complaints policy which is available on our website under key policies.

As well as information given in this prospectus, parents and members of the public have a right to see other information held in school. They are entitled to copies of the information unless it is covered by copyright. Some of this information is provided free but a small charge may be made for copying other documents. The information parents have a right to see is available on the school website under Parents Information.

Contact details

Cameley Primary School
Meadway
Temple Cloud
Bristol
BS39 5BD

Tel: 01761 452644

E-mail: office@cameleyprimary.org.uk

www.cameleyprimaryschool.org

