

OLD PARK PRIMARY AND NURSERY SCHOOL



PROSPECTUS **September 2017 to July 2018**

Old Park Primary and Nursery School
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Welcome to Old Park Primary and Nursery School
I hope that you will find this prospectus informative and useful

Old Park Primary was established in September 2007 following the amalgamation of Langley St Leonard's Primary and Malinslee Primary Schools. If you are considering this school the prospectus should, I hope, give you an insight into the kind of school we have established here in Malinslee.

However, there is no substitute for the 'real thing' and I strongly recommend that you visit the school to see it in operation. In this way you will be able to assess the ethos of the school, the behaviour of pupils, the quality of the learning environment and the standard of teaching as well as the calm, purposeful atmosphere that permeates our school.

The partnership between parents and teachers is very important. It is a positive force that works for the benefit of your child. I want you to feel confident that the school provides an educational environment where your child will grow, develop and flourish in all aspects of school life: academically, intellectually, creatively, socially and morally. We can only achieve these if there is a climate of trust and support between all involved with your child's education. It is important that you know you can approach the staff and myself at any time to discuss your child. The school has an open door to all parents.

I hope that you will extend your knowledge of our school through contact with myself, the staff and the Governors of the school. Where you are able I hope that you will become actively involved in the life of the school through events, as a parent helper or as a Governor.

It is only through regular contact and knowledge about the school that you will have confidence in the service which we provide. This prospectus is the first step in that process.

I look forward to meeting you and your child in the near future.

Mandie Haywood
Headteacher

WELCOME TO OLD PARK PRIMARY AND NURSERY SCHOOL

Vision

Old Park Primary and Nursery School is a Local Authority (LA) maintained school.

We hope this booklet will tell you something about us and help explain the aims and general organisation of the school. If you need any further information, please ask.

At Old Park Primary and Nursery School we want to make a difference to the lives of our children.

Together we dream, believe and achieve

At Old Park Primary and Nursery School we aim to develop our young people's skills to be healthy, successful and independent adults who respect, value and contribute to the wider community and society.

At Old Park Primary and Nursery School we aim to create a stimulating environment where everyone feels happy, safe, secure, valued, inspired and empowered to achieve their full potential so that they have the confidence to fulfil their own aspirations in school and life. We want learning to be enjoyable and fun so that our young people develop a thirst for knowledge and grow into lifelong learners.

At Old Park Primary and Nursery School we believe that it is important that children develop confidence and high self-esteem. To help achieve this we offer a rich creative curriculum which nurtures independence, thinking skills, responsibility and high aspirations.

As an inclusive, nurturing school, we provide opportunities for all, whatever their learning needs. We have high expectations for all within our school community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.

At Old Park Primary and Nursery School we aim to work with local, national and global partnerships in order to strengthen curriculum links and promote an awareness of the wider world.

School Aims

In Old Park Primary and Nursery School we aim to make a difference, by building positive relationships with happy children and staff, where all the children are treated with the same respect.

We aim to develop the children's skills for life, with an appreciation for each other. We aim to empower, build confidence and improve individual's self-esteem.

In Old Park Primary and Nursery School we use high levels of professionalism and discretion, so that the children and adults feel safe and secure in their environment. We will strive to achieve the best for our pupils, doing whatever they need to promote them as individual learners.

We aim to promote a friendly and challenging learning environment, where the pupils and staff can achieve their full potential.

School Admission Policy

Telford and Wrekin Council, as LA, is the admissions authority for the school. A standard application form and information is available to parents/carers. All parents are advised that it is essential to complete and return the LA application form, what their preference for a school place is, regardless of whether they opt for their nearest school, or one further away. The forms should be returned by the end of the autumn half term to the Admissions Team in the LA to administer the allocations procedure. The admissions criteria which will be used to determine the allocation of a school place will be as follows, in order of priority:

- a) Exceptional medical grounds relevant to an admission application;
- b) Sibling connection with a pupil who will be on the relevant school's roll in the year in question, and living within the school's normal attendance area;
- c) Children within area but without a sibling connection;
- d) Children out of area with a sibling connection;
- e) Children out of area without a sibling connection.

Where necessary, in order to determine the allocation of places in schools which may be oversubscribed, the distance between the parents' normal home address and school will be employed to determine the allocation of places up to the admissions numbers, with those parents living nearest the school being offered places first.

No priority or guarantee of a place at a primary school will be given related to attendance at our nursery.

Admission limits will not be breached by the LA where to do so would necessitate class sizes in Key Stage One of more than 30 pupils.

Entry to school may be deferred by a maximum of two terms within the same academic year. Children are of compulsory school age at the term after their fifth birthday.

The school also has a nursery which caters for children from birth offering both nursery education and childcare. Admission forms are available from the school office. Places are offered according to the LA admissions criteria.

Parents/carers considering sending their children to the school are invited to make an appointment to meet the Headteacher and visit the school.

The school's standard number for Reception to Y6 is 80.

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| School Nursery Admission Criteria |
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1. Parents may apply at any time for a nursery place for their child. All parents applying will be asked to complete an application form containing the advised standard information.
2. Where there are more applications than places, all applications received will be considered using the oversubscription criteria only. **The date of application will not be taken into account when allocating places.**
3. If there are more applications than there are places, the places will be offered in accordance with the following criteria in order until the nursery is full.
 - A. **Children in the care of a local authority**
 - B. **Children with an exceptional medical, educational or social need supported by written evidence from an appropriate professional.**
 - C. **Children who have a sibling(s) who will be in attendance in the nursery/school at the time of admission.**
 - D. **Children starting with the oldest, whose home address is nearest to the provision.**
4. In any case where two or more children rank equally under any of the criteria and there is only one place available, preference should be given to the child nearest to the provision measured by a straight line on the GIS system supplied by Telford & Wrekin Council.
5. When the provision is full a waiting list will be established in the oversubscription priority order. Children will be entered on the waiting list in the above order of priority. When places become available, children will be allocated from the waiting list. New applications will be added to the waiting list in accordance with the priority order.
6. Please note that Parents with children on a waiting list can take their free entitlement with another provider and this does not affect their status on the waiting list.

The School Day

The school day begins at **8.55am**; the doors are opened at 8.45 am. Please do not leave children unattended in the school grounds before this time as we cannot accept responsibility for them.

Children are supervised by members of staff during morning break, which lasts for 15 minutes. The lunch break is overseen by a team of lunchtime supervisors. The timings are:

Key Stage 1 : 12.15 pm- 1.15 pm
Y3 and Y4: 12.30 pm -1.30 pm
Y5 and Y6: 12.00 pm – 1.00 pm

Children in reception and nursery work on a free flow system so learning takes places inside and outside during hours attended.

The school day ends at 3.15 pm.

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| <u>Minimum taught hours</u> | K.S.1 (5 - 7 years) | 21 | hours |
| | K.S.2 (8 - 11 years) | 23.5 | hours |

Nursery hours

| | |
|-------------------|-----------------------|
| Morning session | 8.35 a.m. – 11.35a.m. |
| Afternoon session | 12.25pm - 3.25p.m. |

Starting School

First days at school produce a mixture of all kinds of emotions in very young children. The school day and its demands can be quite daunting, and often tiring, for many during their first few weeks. Some children may have attended the nursery, a nursery school or a playgroup, while others will be coming straight from home. It is important to stress that for every child the experience of starting school will be different.

The school and nursery work closely to ensure as smooth a transition as possible into school. Children are invited to an induction visit before starting school. School nursery children also attend sessions within their nursery time in the reception class one day a week in the summer term to meet their Reception teachers who also liaise with other local pre-school providers.

Home/School Partnership

Just as you have high expectations of your child's school and its staff, we have high expectations of you, the parents. The fact that you choose to send your child to us indicates, in our view that you expect to work in partnership with us to provide an all-round education for your child.

Keeping you informed

Parent interviews are held early in the autumn and spring term and an open afternoon is held towards the end of the summer term. The dates for these are sent out in advance. If parents are unable to attend an appointment at school teachers are happy to arrange telephone appointments. In addition, a short, written learning review is sent out in November and March; these are designed to keep parents informed about their child's progress between parent interviews. A full written report is sent out annually towards the end of the summer term.

Each class organises parents' events each term. These help to give parents more information about their child's learning in the classroom.

How can you help?

There are always ways that you, as parents or carers, can help in school. The most important is establishing a link with the school so that your child feels that school is an extension of the home. Your child will learn and work well in the secure and happy environment that such a link provides.

Close contact between home and school makes our understanding of your child much easier and helps us to provide a programme of work suited to the needs of your child. Any problem that may arise in the child's learning can be solved much more easily if the school and the home are able to deal with it in partnership. If you are aware of anything causing your child concern, please inform us.

You can always help with the activities which take place in Old Park Primary School e.g. Art and craft work, cookery, sharing a story, language activities or joining us on an educational visit. All adults who help in school are police checked to ensure the safety of our children. If you have any special skill you can offer when helping in school please let us know about it.

Every Monday you will receive a copy of the school's newsletter. This includes information about what is going on in school, dates and details of events. Wherever possible we also celebrate children's achievements both in and outside school, particularly winners of awards. If you do not receive a copy of the newsletter please let us know. The newsletter is also posted on our website every week where you can also find information about classes and the learning that they have been doing.

Healthy Eating

The school is part of the 'Healthy Schools' initiative. The National Fruit Scheme is in operation in our school which provides all KS1 pupils (nursery, reception, Year 1 and Year 2) with a free piece of fruit each day, which they have for their tuck. We also provide fruit for all KS2, therefore children do not need to bring any other tuck to eat at school.

Pupils can bring non-spill, sports top water bottles for use during lesson time. These can only contain water. The school has 4 water dispensers where children can fill their bottles with chilled water.

No sweets, other than an occasional small piece of chocolate or a biscuit, are used as rewards in school. If parents send sweets in for children's birthdays these are given out at the end of the school day as children leave the classroom.

Breakfast Club

The school has a breakfast club open to all pupils including those who attend nursery. It opens every day at 8am for breakfast and the children are escorted to their classrooms at 8.45am.

The club costs £1 per day (£4.50 for 5 days if paid in advance), or 80p per day (£3.50 for 5 days if paid in advance) for pupils in receipt of free school meals.

No booking is required but children must be taken to the community room and handed to a member of the breakfast club staff. Menu details are available on request.

The Curriculum

The governors have adopted the Local Authority's Statement of Curriculum Policy 5 - 16 without alteration.

Aims of the Curriculum

We aim to help all pupils to:-

- enjoy learning and perceive education as a life-long process;
- develop the attitude, understanding and skills necessary, now and in the future, to exercise independence and initiative and to work, participate and thrive in a democratic society;
- develop lively, enquiring minds and the ability to -
 - find and use information;
 - question and debate rationally;
 - apply understanding and skills in order to address issues, solve problems and carry out practical tasks;
- develop worthwhile personal values and attitudes and gain a clear understanding of the ways of life of other people and other cultures;
- understand the world in which they live and the interdependence of individuals, groups and nations;
- develop appreciation and concern for the environment;
- work co-operatively with others.

These aims are achieved using a range of approaches to teaching and learning, supported by the requirements of the core and foundation subjects of the National Curriculum. Children learn within whole class, group and individual situations. Children are always well supported in their learning with access to a variety of resources. Children are expected to be able to learn directly from instruction and be independent in their own search for knowledge.

The National Curriculum core subjects are English, mathematics, science and information and communication technology (ICT). The foundation subjects are technology, history, geography, music, art, design technology, physical education and PSHE & C (personal, social and health education & citizenship). Great emphasis is placed upon a broadly based curriculum in which it is possible for subjects to complement and reinforce one another.

Organisation of the Curriculum

Pupils in the nursery and reception classes follow the Early Years Foundation Stage curriculum which progresses through developmental ages and stages. There are seven areas of learning and development; personal, social and emotional development; physical development; Communication and Language; Literacy; Mathematics; Understanding the World and Expressive Arts and Design.

At both Key Stage 1 and Key Stage 2 the programmes of study for all National Curriculum subjects are built into programmes of work ensuring continuity and progression throughout the primary years. The programmes are divided into termly units of work which form the basis of the teachers' planning. This has been carefully devised to promote appropriate and meaningful curricular links and also to identify elements that are best suited to discrete teaching.

The curricular framework describes each term's unit of work for teachers. They then write their plans which outline how they intend to combine subjects and which aspects of the curriculum will be taught separately. Teacher's weekly and daily plans show the aims of lessons, how the curriculum will be delivered, how activities are matched to pupil's abilities and how assessments will be made.

Core Subjects

There is an emphasis placed on the four core areas of the curriculum, English, mathematics, science and ICT.

Read Write Inc is a phonic scheme that we use throughout the school. Children in Foundation and KS1 have a daily phonics lesson. The spelling programme from the scheme is used in KS2, as well as the Fresh Start programme for children who need some additional support.

English and maths are taught separately during daily literacy and numeracy lessons. Each lesson, lasting approximately 1 hour, begins with a whole class introduction and is followed by group work in which the children are mainly organised by ability. A plenary session at the end also involves the whole class. The school follows the National Literacy Strategy programme for English and the National Numeracy Strategy for maths.

All classes undertake science for 2 hours each week. Through an investigative approach children study life processes (plants and animals), materials and physical processes (electricity, forces, light and sound).

The school has considerable ICT facilities. There are a large number of laptop computers in each corridor and a wireless network across the whole building. In addition, each class has an interactive whiteboard. A wide range of software is used to deliver the National Curriculum and pupils have supervised access to the Internet when appropriate. Our own monitoring software also allows us to monitor pupil access to websites.

Foundation Subjects

The foundation subjects are history, geography, music, design technology, PE and art. Generally these are taught through a theme or topic. Children are often encouraged to undertake some independent research at home about themes being studied in school.

Religious Education

Religious education, moral and spiritual education are planned as part of the curriculum, based on the Shropshire Agreed Syllabus.

Parents/carers who wish to withdraw their children from the daily act of worship and/or religious education should let the school know of their intention in writing. Children who are withdrawn will be provided with alternative work from another area of the curriculum. This will be carried out in an area of the school where the child can be supervised by another adult.

Sex Education

The school's Personal, Social and Health Education and Citizenship Policy (PSHE), which includes both health and sex education, has been considered and agreed by the Governing Body. The subject is approached and taught in the classroom, through both PSHE and science, by the class teacher. The scheme of work is mapped out across all year groups. Some aspects are taught as a whole class whilst others are covered with girls and boys separately. The school nurse supports sessions with Y6. Parents/carers who wish to withdraw their children from sex education should inform the school of their intentions in writing. Please note that parents cannot withdraw their children from any aspects included in the science curriculum.

Forest School

We have qualified level 3 Forest School practitioners at Old Park Primary and are fortunate to have an allocated area specifically for our use with some well established trees and lots of newly planted saplings. Forest School acknowledges individual learning processes and helps support the children at their own pace to follow their ideas as they explore the stimulating environment regardless of the season.

It strives to set the learning needed in life in different and interesting contexts using the outdoors; it is an effective method of developing a nature connection and respect for the outdoors within the children. We engage in a variety of activities ranging from bug hunts to 3D sculptures with a spot of mud painting and potion making regularly thrown in.

Throughout the sessions we encourage the children to take calculated risks and enable them to learn different skills that we can use to enhance classroom learning such as collaboration and perseverance.

Even the least confident children have discovered some area of the Forest School experience that they have enjoyed and want to come back and do again. Hopefully the experience will encourage more children to explore and engage with their learning as they 'play' in the woods, to the benefit of all.

In Harmony

The whole school is involved in 'In Harmony' which promotes community change through music and the orchestra. Children in nursery, reception and Y1 have a weekly music lesson to

develop their musical skills and understanding. From Y2 onwards, all children are provided with an orchestral instrument and given a weekly lesson. They also have weekly sessions in singing and orchestra. Children are allowed to take their instruments home over the weekend to practise. Parents are invited to termly concerts.

Homework

In Key Stage 1 children are expected to read each day and learn spellings when appropriate. In Key Stage 2 daily reading, spelling and mental maths is expected. An additional piece of homework is also set each week. This can be Maths, English or linked to other subjects being studied. The amount of homework set increases as children get older. Many classes use learning logs which allow children to be creative in response to a given title.

School Council

It is important that children have a say in how the school is run and their views are taken very seriously. To do this we have a School Council with representatives from each class. The council meets regularly to discuss relevant issues and they then report back to their own classes.

Sport

In this school sport is seen as the progressive development of the children's skills and is taught through games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities. In line with the national curriculum guidelines we seek to develop children's:

- true potential in a range of sporting activities;
- mobility, flexibility, strength and stamina;
- spatial, locomotive and manipulative skills;
- understanding of the benefits of general health and well being;
- concepts of team work, co-operation, competition and sportsmanship;
- individual talents and skills;
- sense of achievement, satisfaction and pleasure from physical activity.

All classes are timetabled for two PE lessons per week each lasting about an hour. From Y2 onwards Crossbar coaches lead one of the PE lessons. The areas of PE are balanced across the year.

Swimming takes place in the summer term at the Shortwood Swimming Centre. Year 6 and Year 4 attend for the term.

The school facilities include:

- A fully equipped Sports Hall;
- Football pitch;
- Running track;
- 5-a-side football facilities;
- Volleyball net;
- Hockey equipment;
- Netball posts;
- Rounders pitch;
- Cricket facilities.
- Basket ball rings
- Tennis rackets

Whenever possible the school enters local competitions which include football tournaments, badminton, basketball, athletics and cricket.

Sports Day

An annual sports day is held towards the end of the summer term which combines competitiveness and the enjoyment of taking part.

Children who have a special educational need or a disability

Old Park Primary School's policy and practice is based upon the Special Educational Needs Code of Practice issued by the Department for Education and Skills (2001) and guidance from the Local Education Authority. The school also pays due regard to the Disability Rights Code of Practice prepared by the Disability Rights Commission (2002).

The staged approach to the identification and provision for children with Special Educational Needs (SEN) involves a graduated response from within school resources and the involvement of outside support agencies, if necessary. A record of children having SEN is maintained by the school's co-ordinators for special needs, Mrs S Machin and Mrs J Bebb.

Parents/carers are encouraged to participate with the school in supporting a child with special educational needs. They are also fully consulted and informed about interventions to help their child, and progress being made.

The majority of children having SEN will have their needs met from within the school's own learning support provision. If additional resources are likely to be needed for a long time the child's needs may be assessed under the provisions of the 1996 Education Act. Such an assessment may lead to the issue of a Statement of Special Educational Needs. This document describes the child's needs in detail and the resources which will be made available by the LA to assist the school in meeting the child's needs.

A principle of the school's policy is that all children with special educational needs, or those with disabilities, are fully integrated into school and have access to a broad and balanced curriculum. Care is taken to ensure that all children are treated equally in both admission arrangements and daily school life. Modifications have been made to certain areas of the school to assist access for disabled children.

The Governor with responsibility for SEN is Mr Geoff Harding

Behaviour and Discipline

At Old Park Primary School our main aim is to make classrooms happy and successful places, allowing teachers to teach and children to learn. Our approach is based on rules, rewards and consequences.

Our Behaviour Policy is based upon the principle that children and adults make choices about their behaviour. We encourage children to make the right choices, accepting the consequences of their own actions. Children are taught the importance of honesty, responsibility, respect and consideration to all.

School Rules

We have a few simple rules for the safety and well being of children; these are explained and reinforced during the day to day running of the school:

- **To follow instructions straight away**
We expect children to do as they are asked straight away

- **To have kind hands, feet and mouths**
We expect children to interact sensibly with others in the school community without aggression. Everyone will treat each other with respect and kindness, always using polite inoffensive language

- **To walk in school**
To make our community a safe place to be.

- **To call everyone by their correct name**

- **To follow classroom rules**
Each class will agree on 2-3 rules for their own classroom.

Rewards

At our school, positive behaviour is recognised and rewarded in a variety of ways (e.g. certificates, Good Citizen Awards, Headteacher's Tea Party, Lunchtime Heroes, stickers and verbal praise)

Consequences

We help and encourage children to make the right choices throughout their time at our school. It is important that children accept that there are consequences for the choices they make.

Each class has a "time out" area where children can calm down and think about their behaviour. In years five and six, this takes the form of an independent work station.

Individual consequences YR-Y4

- Verbal warnings
- Time out
- Reflective diary
- Headteacher or Inclusion manager talks to child out of class
- Individual behaviour plan
- In school exclusion

- Fixed term or permanent exclusion-sanctioned by the Head teacher

Individual consequences Y5-Y6

- Verbal warnings
- Reflective diary
- Detention-a letter is sent informing parents/carers of a half hour detention after school
- In school exclusion
- Fixed term or permanent exclusion-sanctioned by the Head teacher

Inclusion centre- Safari

We recognise the individual needs of all our pupils and offer a range of programmes to support them. Our Inclusion Centre, “Safari” offers a KS1 and KS2 nurture group (Lions) and a Tuition Room (Tigers)

Lions

Children are screened for entry to the nurture group using a development profile. Children are identified who would benefit from small group sessions with an emphasis on building social and emotional skills. They spend four sessions per week in this small group and may spend up to four terms in the nurture group. During this time the children remain part of their class for registration, P.E, assembly and educational visits. When a child is ready to reintegrate back into their class, a careful programme of support is planned.

Tigers

This is a provision for children from Y2-Y6 who find difficulty in managing their behaviour. These children receive a programme of support aimed at providing strategies to improve their behaviour which they can transfer to their classroom and wider school community.

Lunchtime team

We have a dedicated team of lunchtime supervisors who aim to make lunchtime enjoyable for everyone.

If a child has a problem at lunchtime, the supervisor will help him/her to find a solution. Children’s positive behaviour at lunchtimes is recognized through praise, raffle tickets and certificates.

Lunchtime club also runs daily for children. It provides a quiet place to play and meet new friends.

Racism and racial harassment

As part of our equal opportunities policy, all staff work very hard to promote and reinforce the message that racism and racial harassment is totally unacceptable and will not be tolerated in our school.

At Old Park Primary we have procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LA policies and guidance. This will ensure that incidents of racial discrimination or racial harassment involving pupils will be dealt with promptly, firmly and consistently and in accordance with our disciplinary procedures for pupils. Appropriate strategies will be put in place to support victims

Dress

The school uniform is a maroon sweatshirt or cardigan, white shirt and grey/black skirt or trousers. In the summer the girls may wear a red/pink and white check dress.

We keep a stock of the following items for you to purchase from the school office:

- Sweatshirts
- Cardigans (available to order - takes approximately 2 weeks)
- Book Bags
- PE Bags
- Storm Jackets (available to order - takes approximately 2 weeks)
- Water Bottles

All items feature the Old Park logo with the exception of the water bottles.

Flat shoes are more appropriate for school activities than those with raised heels. The wearing of jewellery is not allowed. This includes earrings, except for studs. Make-up and nail varnish are also not permitted.

For PE all children require a pair of pumps or trainers, navy/black shorts and a white T-shirt in a small bag. Although each class has a timetabled PE session each week it is important that children's PE kit remains in school all week in case of any changes.

Uniform

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| General dress | Grey or black trousers, skirts(excluding mini-skirts) or pinafore dress. Pink/red checked dresses or smart charcoal grey shorts may be worn in warmer weather. Maroon sweatshirt or cardigan, either plain or with the school logo White polo shirt or school shirt with a collar. Black, brown or navy shoes (not trainers) |
| Jewellery | Stud earrings only (unless items for religious or medical purposes) |
| PE | Sports shorts, preferably black or navy Jogging or tracksuit trousers- for outdoor PE only Short sleeved, plain T-shirt (no football shirts) Trainers or pumps. |
| Make-up | No make-up should be worn, including nail varnish |
| Hair | No extreme hairstyles, such as Mohicans No brightly coloured hair or beading |
| Belts | Fashion belts are not permitted |

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME

It is surprising how often brand new items of clothing remain unclaimed because they do not have a name inside them!

School Meals

The school operates a cafeteria system that provides a good choice of meals to suit all tastes. The cost of a school meal is £2.10 per day. Parents can pay in advance or each day.

Nursery also offer a lunch club at a cost of £5.60 between 11.30am and 12.30pm, this price includes the additional childcare and their school lunch. This is an addition to their 15 hours funding entitlement and parents must inform the nursery staff if they would like their child to attend and pay on the day.

Packed lunches can be brought to school but because of problems with breakages and spillage, drinks should be in cartons or sports bottles, fizzy drinks are not permitted. Children bring home any leftovers or packaging so that parents can see what children have eaten.

If you think that your child may be entitled to free school meals, please do not hesitate to contact the office for an application form.

Safeguarding and Child Protection

The school aims to help parents understand that the school staff, like all others, has a responsibility for the welfare of the pupils and a duty to refer cases to social services in the interest of the child.

Out of School Activities

Old Park Primary School arranges a variety of out of school activities. Some of these are very much an integral part of the school routine whilst others take place less frequently, generally to places farther afield.

Those forming part of the regular routine of the school are as follows:

- Field studies in the immediate locality
- Residential visit to Arthog for Y6
- Arthog outreach adventurous activities
- Swimming lessons at Shortwood Swimming Centre;

Transport for swimming will be by hired coach. Transport for sports matches and tournaments will also be by hired coach.

Supervision will be provided by use of teaching and support staff, parent helpers and other adults, and will be determined for each outing taking into account what the children are doing, where they are going and how they are getting there. Whatever other help is used at least one member of the school's staff will be in charge. Supervision will also comply with the relevant standards set down by the Borough Council.

As these visits are all local school journeys, personal accident insurance cover will not be taken out for these occasions (see below).

Parents who want more detailed information about these activities should see the Headteacher. Parents are asked each year to signify, on a form provided for the purpose, their consent to their children taking part in these regular activities.

For other visits not listed above, detailed information and consent forms will be sent to the parents concerned at the planning stage of each visit.

A residential visit is organised each year for children in Year 6. Details of location and costs are sent to parents well in advance to allow time for parents to pay in instalments.

Insurance

The Borough Council provides insurance cover to protect your children should they suffer injury, damage or loss through negligent acts by staff or others engaged on Borough Council business.

The Borough Council does not provide any personal accident insurance or cover for personal effects. For local visits we do not take out insurance. For longer visits we shall judge each visit separately. Where we think it is wise to take out personal accident cover or any other insurance the cost will be included in the overall costs of the visit. If we do not think special insurance is necessary we will make this clear to you so that you can make your own arrangements if you wish.

Charging Policy

From time to time children are involved in both study and sporting activities that take place beyond the school premises. These can make a significant contribution to your child's understanding and development but they can also incur expense. The governors have accepted the LA's recommended charging policy, a copy of which is available in school.

Medical Information

Minor cuts and bruises are dealt with by the staff. If a more serious problem should arise every endeavour will be made to contact parents, but there may be an occasion when they cannot be contacted. To cover this eventuality we ask that you sign the medical indemnity form issued by the school and return it to us as soon as your child starts school. This consent is updated annually.

NB It is the parents' responsibility to check children's hair regularly for the presence of head lice and to take appropriate action if they discover an infestation.

If your child is suffering from an upset tummy, is feeling sick, or has actually been sick, please do not send them to school. We realise that children sometimes use these things as excuses to stay at home but we have had instances of children being sent to school when they have been ill that morning. Such action only spreads the infection to others. If a child has been sick or has diarrhoea they should not return to school until 48 hours after the symptoms have subsided. Any infectious diseases should be notified to the school promptly because we in turn have to inform the local authority.

In the interest of safety, all prescribed medications must be handed in at the office at the beginning of each day. These should be clearly labelled with the child's name and the appropriate dosage. Any medication NOT prescribed will not be administered in school.

Children with inhalers are encouraged to take responsibility for them themselves in class. All inhalers should be named.

The school dentist inspects teeth from time to time. If any decay is found, a letter is sent to parents informing them that dental treatment is necessary. Normally this work is then carried out by your own dentist.

School Health Service

Old Park Primary School has a School Nurse Julie Fozzard, whose telephone number is 01952 621340. The school also has a School Doctor, Dr Gnash, who is a Community Paediatrician.

During your child's first term at school, they will be offered a general health check, including a measurement of height and weight, and a hearing test to be carried out by the School Nurse. At some time during the first year at school, your child will also have a vision test carried out by the Orthoptist.

The School Health Service now operates a system of selective medicals. During their first year, and preferably their second term at school, children are considered for such medicals if concerns are expressed by the School Nurse, School Doctor or parents. In all cases full discussion will take place with parents and parental consent obtained before any examination takes place.

If you have any concerns about your child's health in school, including bedwetting, soiling and behaviour at home, you can contact the School Nurse who will be pleased to discuss those concerns with you.

Absences

We ask that parents telephone or send a note about any occasions when a child is absent from school. If we do not know the reason for absence the law requires us to record such an absence as unauthorised. If a child is ill we ask that parents telephone school before 9.00am. That way we can be sure of all children's whereabouts and safety.

It is very important that children attend school regularly. Any absences affect their learning and, whilst teachers endeavour to help children catch up with work they have missed, lessons are planned progressively so missing an important stage can be very unsettling both for individual children and the rest of the class. Attendance is monitored regularly both by the school and the area Education Welfare Officer.

Holidays in Term Time

Old Park Primary School's policy is that we do **not** be authorise any holidays in term time unless it can be shown that the request is for special or exceptional circumstances. All requests are at the discretion of the head teacher and depend on the stage of your child's education and their current school attendance.

If you do wish to apply for a holiday you must complete the holiday request form which can be obtained from the main school office and returned to us **well before** the date of holiday stating why you are making this request. I will then notify you in writing if permission has or has not been granted.

If permission is not given and you decide to take your child out of school for the holiday you need to be aware that the absences will be unauthorised and you could be issued with a Penalty Notice from the Local Authority.

Secondary School

At the end of your child's final year he or she will transfer to one of the local secondary schools. In early November you will be sent details of the transfer scheme. This enables you to see the local secondary schools during the day or in the evening and then gives you the opportunity to select the school you feel will offer the education you require for your child.

The great majority of pupils are offered their first choice of secondary school. However, an appeals procedure exists if the first choice is not offered and parents are not happy with the offer made.

Pupils visit their new secondary school for two days in late June/early July.

Information Publication Scheme

Parents are permitted access to any of the documents already mentioned in this prospectus. Many of these will be available on the school website at www.oldparkprimary.org

In addition they may have access to:-

- the LA's curriculum policy statement 5 - 16;
- any published HMI report which refers expressly to the school;
- curriculum information sent to the school by the Department for Education and Employment;
- any policy, scheme of work or syllabus which the school follows;
- minutes of the Governing Body's meetings.

Apart from the Governing Body's meetings, please note that a charge of £2 will be made for the copying of any documents. Please contact the school office if you would like access to any documents.

☎ 01952 387250

✉ oldparkprimary@telford.gov.uk

Under the Freedom of Information Act all records concerning your child which are kept in school are available for your inspection. This request must be made in writing giving 20 days notice.

Complaints about the Curriculum

If any parents wish to make a complaint about the curriculum, as they are entitled to do under Section 23 of the Education Reform Act, they should contact the Headteacher.

For all other complaints or concerns, parents (and others) are encouraged to raise them with the Headteacher who will be able to discuss them either there and then or at a mutually agreed time. Should it not be possible to resolve any complaint or concern satisfactorily in this way the complaint should be put in writing and sent or given to the Headteacher. If you would like assistance in setting out your complaint the school will, if asked, help you to do this, facilitating access to translation services where necessary. The school then promises to deal with your complaint as follows:-

- formally acknowledge it within five working days;
- tell you the name and telephone number of the person looking into your complaint;
- respond to it within twenty school working days or if it is not possible to give you a complete answer, tell you what is being done to investigate and how long it is expected to take;
- tell you if it has to be dealt with under a special procedure.

If you are not satisfied with the outcome of your complaint you can write to the Chair of Governors, c/o the school, who will arrange for the complaints committee to consider what you have to say. Should you still not be satisfied and want to take the matter further you will be told who else you can write to at that stage

A full Statement of the School Complaints Policy can be obtained from the School Office or our Website.

School Staff

| | |
|------------------------------|----------------|
| Headteacher | Ms M. Haywood |
| Deputy Headteacher | Mrs. S. Machin |
| Assistant Headteacher | Mrs J. Bebb |

Teachers

Ms C Ames
Mrs L Ashton
Miss D Bagnall
Mrs N Broadhead
Mrs A Clifford-Harris
Mrs S Davies
Mrs A Forster
Mrs E Fynn
Mrs H Gaunt
Miss J Gray
Miss R Harris
Miss R Heaney
Mrs R Hughes
Miss C Johnson
Miss G Lambert
Mrs S Machin
Mr A Parton
Mrs H Smith
Miss A Voros
Mrs R Whalley-Briggs
Mrs H Walker
Mr G Williams

Governors

Mr Martin Harris *Chair*
Ms Mandie Haywood
Mrs E Fynn
Mr Geoff Harding
Mrs Heather Askew
Mrs Michelle Parker
Mrs Jennifer Ellis

We are here to help

Parents or carers with particular worries or concerns should contact the school and make an appointment to discuss them with the headteacher or with the child's class teacher. Please share these concerns with us as soon as possible. The sooner we know about the things that are worrying you, the sooner we can do something about it.