



PHEASEY PARK FARM
Primary School &
Early Years Centre



School Prospectus

September 2023



Welcome to Pheasey Park Farm Primary School and Early Years Centre

Background Information

Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

Our school is a happy, learning community where all children participate enthusiastically, continuously improve and are proud of themselves and their achievements. We have the motto "Believe and Achieve" to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it, then we really can do it.

Pheasey Park Farm Primary School was formed as a result of the amalgamation of two schools. The school gained Grant-Maintained status on 1st September 1996. Since 1st September 1999 this changed to Foundation Status and in February 2020 the School became part of Elston Hall Learning Trust.

Set in extensive grounds and on 2 levels, our large, 3 form entry school is located in the heart of Pheasey, to the north of Birmingham. Despite the size of the school, children know they are part of a school family, with a strong ethos on the care and support for one another. Good manners are strongly promoted and our children are regularly complimented on this by the many visitors to the school and when they go on trips.

Our swimming teachers are based in the swimming pool on site which is designed for teaching and has its own changing rooms adjacent to it. Outside we have an outdoor classroom, an adventure playground, tyre play and climbing equipment, two large playgrounds and a field for sports activities.

The Curriculum includes daily English and Mathematics lessons which together with all other national curriculum subjects offers a broad range of additional knowledge and skills. Music, Sport and German are taught by specialist Staff and there is a wide range of Extra Curricular Clubs including Music, Art and Sport.

The Early Years Centre was formally designated on February 8th, 2007, recognising it as a facility to deliver a core of integrated services to families with children under five.

The most recent Section 5 Ofsted Inspection of the school was on 24th and 25th May 2016.

Our school was graded as **good** and improving in all areas of its work with Inspectors clearly stating that:

...the governing body, Headteacher and senior leaders have a strong drive towards excellence.....

....there is strong capacity for further improvement...

Inspectors noted that good and better teaching by teachers and support staff across the school has led to significantly improved progress for our children and we were delighted pupils' personal development was recognised as strong, with behaviour noted as exceptionally good.

Our Early Years Centre had a Section 49 and 50 Ofsted Inspection on 2nd December 2022

Our Centre was also graded as **good** in all areas of its work with the Inspector clearly stating that:

Children are happy and thrive in this caring and nurturing setting.

Staff have high expectations for all children, and their needs and interests are a priority

Managers and staff have developed a curriculum that supports individuality and children's imagination.

Children with special educational needs and/or disabilities (SEND) are supported by a caring team and receive additional support at appropriate times.

Managers have a strong ambition for the setting. Since the last inspection, they have worked particularly hard on developing partnerships with parents. Partnerships with parents are very strong.

The arrangements for safeguarding are effective. Managers and staff adopt a strong culture of safeguarding children.

Children behave well and have positive attitudes towards learning.

Our provision includes:

Our Early Years Centre is open from 7.30 a.m. to 6.00 p.m. for 48 weeks of the year and we offer:

- Baby Provision
- Pre-Nursery Provision
- Nursery Wraparound
- Before and After School Care
- 30 Hour Provision for 3- and 4-year-olds
- 15 Hour Funded places for 2-year-olds

Our Vision and Mission Statement

Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

Our School Motto is Believe and Achieve.

To learn well a child needs to be:

- * safe and secure
- * motivated and interested
- * actively involved in the learning process
- * able to see the purpose of the learning.

A child will get the best from education if:

- * she/he attends school/Early Years Centre regularly.
- * his/her efforts are valued and supported
- * she/he is able to attain achievable targets.
- * she/he is rewarded for successes
- * she/he is encouraged at home.

To teach well we need to:

- * work well together
- * feel valued and supported
- * be prepared to cater for the needs of each child
- * have high expectations of our pupils
- * expect outstanding professional development

To have an outstanding School and Early Years Centre we need to:

- * have outstanding leadership and clearly defined policies.
- * work as a team (staff, pupils, parents, governors).
- * promote a caring, well-disciplined ethos.
- * have excellent facilities and resources.
- * ensure continuity and progression in the curriculum.
- * maximise the strengths of the staff.
- * develop links with the local community.

Our Curriculum

At Pheasey Park Farm Primary School and Early Years Centre the curriculum is designed to:

- recognise children's prior learning
- provide high quality and progressive learning experiences
- allow the children to develop interpersonal skills
- build resilience, creativity, problem solving and critical thinking skills
- develop an awareness of health and safety
- promote tolerance and diversity including Cultural Capital and British Values

Our Curriculum Drivers are:

Possibilities - For pupils to be aware of all opportunities available to them and to have high aspirations for their future

Resilience - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

Diversity - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

Our Intent, Implementation and Impact considers locally identified issues and the thread of independence runs through all that we do.

INTENT

We have developed a broad and balanced curriculum which is both knowledge and skills based and promotes problem solving, resilience and full curriculum coverage. The curriculum is enhanced through curriculum days, special days and festivals along with visitors into school and visits out into the community to enhance provision further. Key learning objectives and success criteria aid planning and pupil questioning which are matched to the 2014 National Curriculum. These objectives are reflected in short term plans and shared with the children. Through ongoing assessment for learning, we provide feedback to the children to support personalisation of learning and independence. We encourage our children to problem solve and take risks, providing them with deeper thinking opportunities to develop a growth mindset. A growth mindset, conceived by Stanford psychologist Carol Dweck and colleagues, is the belief that a person's capacities and talents can be improved over time.

We share strategies, resources and assessment for learning tools to ensure all teachers know how to adapt the curriculum for all learners. We offer many parents workshops including Online safety, EYFS, Phonics and Maths.

IMPLEMENTATION

Lesson objectives are clear in planning wrappers and progression from Early Years to Year 6 has been evaluated by subject leaders. Using a range of assessment for learning strategies

lessons include the innovative use of Education Technology where appropriate. SMART wrappers for teacher planning are used across school and this has significantly improved the pace of lessons and workload for staff. Strategies in lessons also include mini whiteboards, group discussions, quick quizzes and paired work to allow increased thinking time, opportunities for collaboration and retrieval practice when responding to teachers' questions. This has increased pupil engagement in lessons. All pupils receive feedback from staff during lessons. We use Green Pen as a tool for children to receive feedback and then self-correct/up level their work. Children are given time in lessons to complete this. We may also use 'pre teach' to introduce new topics in advance of the lessons so that pupils have an opportunity to increase their prior knowledge and so improve lesson starting points. Teachers and support staff are developed through a process of monitor-support-review. Appraisal is a supportive process to offer guidance to teachers and we also undertake classroom observations, drop ins, book scrutinies and pupil conversations to offer advice and support and identify CPD needs. Raising Achievement Review meetings take place termly to identify areas of need and priorities and this feeds into our Raising Achievement Plans. Peer observations have enhanced peer to peer support. Implementation is again measured through learning walks and scrutiny of data and outcomes including absence rates.

IMPACT

We regularly assess pupils' achievement of learning objectives through observation, pupil/adult conversations and marking of work. Feedback is given verbally and when appropriate recorded in books in line with our Marking Policy. Progression documents and ARE statements are used by teachers to assess pupils' achievement every term. Carefully planned and timed assessment weeks also enable us to plan and pitch work appropriately throughout the year. Moderation meetings across the school and the Trust take place to ensure appropriate pitch for all pupil groups. These are then used to support teacher assessment for each individual pupil at the end of the year.

We share pupil achievement with parents through consultation evenings, APDRs (Assess-Plan-Do-Review) for SEND pupils, in mid-year reports and in pupils' end of year reports. Assessment information is used by class teachers to ensure that future planning matches the needs of pupils. We pass this information up to the next year group to support future planning to ensure all misconceptions and 'gaps' in learning are addressed. This also ensures that teachers do not spend time re-teaching what pupils already know. This information is also used by our curriculum leaders, alongside other monitoring information, to identify effective teaching and learning and any next steps.

Curriculum leaders are responsible for ensuring teaching and learning in their subject is of the highest quality. They will write an action plan which states the overall objective and targets for their subject alongside actions to achieve this. The impact of teaching and learning in their subject is monitored and further actions planned to address any next steps. Monitoring may include • Book trawls • Monitoring of planning • Lesson observations • Pupil

conversations • Surveys of the learning environment including displays • Scrutiny of assessment data • Staff questionnaires.

LOCAL ISSUES

We are aware of changes over time within our community and as a result our curriculum is carefully planned to promote confidence and resilience in our children as well as broadening horizons and promoting safety and wellbeing. Many of our pupils have much access to technology out of school and so online safety and physical activity form a significant part of our curriculum planning. Curriculum planning is led by year leaders and involves year groups planning together to meet the needs of those cohorts. Subject Leaders have completed reviews of their subjects to secure progression in knowledge and skills as children move through the school. Impact is measured through observations of and conversations with pupils, work scrutiny, data and outcomes and feedback from stakeholders. Every child is recognised as a unique individual. We know our children will live and work in a multi-cultural world. We celebrate and welcome differences within our school community and globally. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge through high quality learning experiences. We have found our pupils historically to be passive learners and so we have enhanced their confidence through the promotion of collaboration and collaborative learning. In so doing we are building confidence and resilience. We are aware of the extent of pupils' access to technology. We use Education Technology to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We teach online safety awareness and encourage safe and appropriate use of technology through the curriculum.

Community involvement is an essential part of our curriculum as we prepare our children for life in a multi-cultural world through celebrating local traditions and festivals and teaching new skills to enable the children to take an active role in community events throughout the year. For example Easter and Christmas Services at Church, Choir singing at Asda and dancers performing at Collingwood Centre for the local residents Christmas Dinner. The local minister also comes into school to lead assemblies. Children leave our setting with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. We receive many commendations from parents which echo this. PSHE is on the timetabled weekly and Assembly themes and celebrations through the year are linked to SMSC, Carrant Affairs, Wellbeing, Cultural Capital and British Values. Our logo-believe and achieve-has been embedded. We have enhanced responsibilities by developing the role of School Council and Eco Warriors and through Year 6 Badge holders with responsibilities and the role of Playground Buddies and Young Leaders. Achievement assemblies have been enhanced to recognise, share and reward outstanding attainment and achievement across the curriculum. British Values are shared regularly during KS1 and 2 Assemblies and at our Early

Years Centre. As a result pupils can debate confidently and listen to each other's views. Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community.

SPIRITUAL

Our logo 'Believe and Achieve' underpins all we do and has increased children's awareness of their own unique potential and will to achieve. Spiritual development is promoted through providing opportunities for children to reflect on their own and others religion and learn tolerance of others. Spiritual learning is further developed through promoting a sense of enjoyment. We have further developed children's awareness of their self-worth through enhanced music tuition from Years 3 to 6 and the opportunity to perform more frequently for parents and out in the community including the church at Christmas, the introduction of a wide range of extra-curricular clubs for all children to develop personal interests and strengths, increased opportunities to represent the school at various competitions and events and a range of day visits and residential for Years 4 and 6. We have also increased visitors to school. History topics develop children's knowledge of themselves and their work. School Council and Suggestions Boxes ensure all pupils have a voice. Music plays an integral part in this and children receive progressive opportunities from Nursery Presentation to Year 6 Leavers Production.

MORAL

Our behaviour policy and reward system has further developed pupils understanding of right and wrong and the need to reflect on the consequences of actions. The increased responsibilities and roles created for pupil has further developed their understanding of the significance of making responsible decisions. We have introduced our 3 Rs for behaviour - Respect, Responsibility and Readiness to Learn. Our own Learning Mentors provide RSE and wellbeing workshops for pupils and parents. Moral education is integrated into the curriculum-e.g. Y5 and 6 study texts by Michael Morpurgo which consider moral dilemmas. We also participate in anti-bullying week and Bird Watch. The Animal Man visits every year and children learn about different animals, habitats and respecting living things. Split Second workshops delivered by The Playhouse allow children to explore moral dilemmas. We have contributed to Harvest Festival for the Community, Christmas Shoebox Appeal, Poppy Appeal, Children in Need, Charity Days. Our Eco Committee develops knowledge of sustainability and we have achieved the Green Flag award.

SOCIAL

Through our curriculum, the children develop their understanding of responsibilities, choices and communities (local, national, global). Our logo and uniform have enhanced pupils' sense of belonging and willingness to contribute. We have annual elections for the selection of key committees-e.g. School Council, Eco Warriors, Junior Safety Officers, Digital Champions, A* Sheriffs which has resulted in raising children's awareness of democratic processes,

citizenship and the legal system. We provide opportunities to support charities-e.g. Children in Need, Operation Christmas and Harvest where we have supported local citizens and OAP Groups including Pheasey Community Church, Elm Church Food Bank, Kingstanding and North Walsall Food Bank. Young Leaders and Junior Safety officer roles have further enhanced children's awareness and skills including leadership skills. We also participate in Science Week, Fair Trade, Anti Bullying Week, Bird Watch/Biodiversity Week and Switch off Fortnight promoting environmental awareness and citizenship. We offer a range of before and after school clubs including Music, Art, Sports and Creative. We take part in a range of Sport and Music competitions across Walsall and wider.

CULTURAL/DIVERSITY

Our Annual Calendar of Events celebrates a rich and varied range of cultures and traditions. Through this we have developed children's understanding of and respect for different cultural traditions. We have enhanced our Calendar of Events to include special presentations at key times of the year-e.g. Diwali. German is taught from Y2-6 and includes the study of Germany and its cultural background. Leaving parties take place every July and Discos termly. Children are able to learn from each other's experiences and backgrounds and have a clearer understanding of other cultures and traditions -e.g. Diwali Assembly, Chinese New Year, Black History Month and Yom Kippur. We ensure children recognize national and global issues through our assemblies based on Picture News.

MUSIC/CREATIVE

Music provision has been enhanced to include extra-curricular provision, instrumental tuition, singing assemblies, celebrations and events, concerts and productions and enhanced links with the community - e.g. Beacon Church. Children's knowledge of their community and the world has increased. We have successfully entered singing competitions and our KS2 Choir was recognised at Forest Arts Festival in Walsall for the quality of their singing. Children's excitement and confidence has increased. Tuition includes Recorders for all Year 3 pupils and Steel Pans for all Year 4 pupils funded by the school. Children in Year 5 learn to play the ukulele and in Year 6 experience keyboards. We also provide Woodwind, Brass and Strings provision. Children enjoy weekly Music sessions and regular opportunities to sing. Alongside all our Sports Clubs we have also introduced Dance Club, Code Club, Film Club, Quizzes and Puzzles, chess.

SPORTS/HEALTHY EATING AND LIVING

We know children do not access outdoors out of school as much as we would recommend. We promote healthy living and the importance of Sports. During Lunchtimes there is a coordinated programme of games/equipment available for pupils. We offer a range of sporting activities both during the school day and before and after school. Healthy eating is promoted through our Healthy Eating policy, workshops for parents, lunchtime and tuck provision and through our curriculum. We have participated in the Reception Pupils Healthy Families Super Wiggles Programme through Public Health Funding. We have also taken part in

School's Safety Challenge and Red Cross Workshops. Our Annual Dance Festival takes place each year including all children from Nursery to Year 6 with a different theme each year and increasing numbers of parents coming to watch. Our dance groups also perform regularly in the community-e.g. Forest Arts Festival, Collingwood Residents Dinner, Sports Days, Christmas Fair.

BRITISH VALUES AND CULTURAL CAPITAL

Cultural capital is about preparing children with the knowledge and skills for what comes next. We ensure that our children receive a broad and balanced curriculum which prepares them for the next stage of their life. British Values are promoted across all areas of our work and are clearly displayed in all areas of school. Mutual Respect, Rule of Law, Individual Liberty, Tolerance of Others are promoted through our PSHE curriculum and Assemblies. We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community, alternative views and the wider world. Underpinning all of this are a range of curriculum topics which have strong links to the British Empire and British Values where we study the impact of British Inventors and the work of people like Florence Nightingale and Shakespeare Week. We teach children about democracy through school council elections, eco warrior elections, individual responsibilities and visits to the Mayor's Parlour. We promote charity work through Operation Christmas, Harvest and Children in Need.

SECONDARY SCHOOL READINESS

Secondary school readiness is improved through a variety of ways including Extra Curricular Clubs, Y5/6 Booster Sessions, Target Groups, SMSC developments, Transition Projects, Link Work-E.g. Eco Committee Project with Barr Beacon, Extended Transition Work during Summer Term for vulnerable pupils, Secondary School Inductions and Visits, Deep Water Swimming at local Secondary Schools, Bikeability, Self Esteem Groups, Homework. German is taught at our School in readiness for secondary school and we have previously had French lessons for Y6 by a teacher from feeder secondary school. Pragmatics Groups and Pastoral Induction also takes place for vulnerable pupils. Careers talks have taken place for Y6 pupils in the Summer Term. The Life Education Bus and Split Second Workshops further enhance children's safety awareness prior to transition to secondary school. SATS Relaxation sessions also support our Y6 pupils and feedback is acknowledged and acted upon. The impact of this has been improvements in pupils' confidence, increase in % of pupils exceeding ARE in preparation for secondary school, smooth transition to secondary schools with positive feedback from feeder schools.

PARENT/PUPIL VOICE

We regularly consult parents and pupils through surveys, assemblies, workshops, suggestions boxes, drop-in sessions, coffee mornings and school events. An action plan is drawn up following our Surveys and shared with parents in our Newsletters. Governors receive updates

at LGB meetings. Recent actions include additional SEN coffee mornings, phonics workshops and online safety workshops. The School Council, Eco Committee and Reading Ambassadors are regularly consulted at meetings e.g. School Council requested an Animals in Need Day which was subsequently successfully held. Children also requested more opportunities to read in school which have been implemented.

Pheasey Park Farm Primary School and Early Years Centre

OUR 11 YEAR PLEDGE

By the time our children leave our school there are 11 enrichment activities which they will experience:

1. To be involved in at least one outward bound residential visit
2. Experience playing a Steel Pan and performing in a steel pans concert
3. Experience at least one on site theatre group
4. Learn at least one other language
5. Experience the Heart Start life saving programme
6. Participate in at least 2 fund raising events for charity
7. Take part annually in a school performance or production
8. Experience dancing on the stage as part of a Dance Festival
9. Vote in a Mock Election
10. Swim 25m confidently on their front and back
11. Take part in Remembrance and remember great war heroes

Our School Poem

This is our school.
Let peace dwell here.
Let the rooms be full of contentment.
Let love abide here,
Love of one another,
Love of mankind,
Love of life itself.
Let us remember that
As many hands are needed to build a house
So, many hearts make a school.

Our School Prayer

O Lord, Bless our school,
That working together and playing together,
We may learn to serve you,
And serve one another.
For Jesus sake.
Amen.

Our School Song

Our School is a wonderful place;
Walk in with a smile on my face,
Ready just to learn and be the best that I can be.

Trying hard in all I do,
Teachers here to help us too
And together we'll believe and achieve -
We can do it!

Our school is a wonderful place;
Walk in with a smile on my face.
We're so glad to be at Pheasey School.

The School Day

Our classroom/entrance doors open at 8.40 a.m.

Morning

Reception/Key Stage 1 and 2	8.45 a.m. - 12.15 p.m.
Nursery	8.45 a.m. - 11.45 a.m.

Afternoon

Reception/Key Stage 1	1.10 p.m. - 3.15 p.m.
Key Stage 2	1.10 p.m. - 3:25 p.m.
Nursery	12.30 p.m. - 3.30 p.m.

Reception children receive a morning and an afternoon break.
KS2 children have a morning break.

8:45 - 9:05 am	Registration and short tasks e.g. handwriting
9:05 - 9:25 am	Assembly
9:25 - 12:15 am	Morning Sessions (includes a 15-minute break)
1:10 - 3:15/3:25 pm	Afternoon Session (includes a 10-minute break for KS1)

School Organisation

Foundation Stage	Key Stage 1	Key Stage 2
Nursery Age 3 - 4 years	Year 1 Age 5 - 6 years	Year 3 Age 7 - 8 years
Reception Age 4 - 5 years	Year 2 Age 6 - 7 years	Year 4 Age 8 - 9 years
		Year 5 Age 9 - 10 years
		Year 6 Age 10 - 11 years

Arrival and Dismissal

All children must be collected at the end of the day by a responsible adult - aged 16 or over and listed on the Essential Information Form. Children will enter and be dismissed through either:

Classroom Doors or Y3/4 Corridor Door, Community Room Door or KS2 Foyer Door. Please check with your child's class teacher.

If you wish your child to be dismissed from school without an adult present (Y5/6 only) then please complete the online consent form. Children in lower year groups are not able to be dismissed without a responsible adult present-any letters requesting this will be referred to the Head teacher.

Children cannot be dismissed without an adult present following after school clubs or other events and must be collected at these times by a responsible adult-aged 16 or over.

Teaching and Learning

We have high expectations of all our pupils and focus on each child's learning to enhance progress, achievements and participation. We aim to provide children with an outstanding academic education, whilst catering for individual needs and making the best of each child's talents and interests.

Great emphasis is given to the teaching of the basic skills involved in reading, writing and mathematics, within a curriculum that provides breadth, balance and continuity.

The Foundation Stage curriculum for Nursery and Reception children delivers the Early Learning Goals and is based upon practical activity and learning through experience. The foundations of education are laid as children are trained to become independent, responsible members of a group. Integrated themes are taught which introduce children to a wide range of subjects and all aspects of school life through play.

Children aged 5 to 7 years work on Key Stage 1 of the National Curriculum and children aged 7 to 11 years work on Key Stage 2. At Key Stages 1 and 2, subjects are timetabled separately, but linked when relevant. Pupils are taught English and Mathematics every day.

Children are expected to learn information and practise skills carefully, and they will sometimes have open-ended problem-solving tasks or be expected to access information independently.

A variety of teaching styles are adopted throughout the school depending upon the purpose of the activity. Introductory lessons or those where key information is delivered will usually be whole-class lessons, on other occasions, children will work as individuals or in groups. The varied learning styles of pupils are accommodated and encouraged.

Personalised learning puts the focus on an individual's potential and learning skills. It removes barriers and customises the learning experience to fulfil the need of the individual. Work is differentiated or additional support may be given. Staff do all they can to encourage and extend those children who are academically more able.

The Early Years Foundation Stage - Birth to Five

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The National Curriculum Key Stages 1 and 2

Core Subjects:

English, Mathematics and Science

Foundation Subjects:

Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education

The teaching of Religious Education is statutory in all schools and we follow the Walsall Syllabus.

We also teach PSHE including Relationships and Health which is statutory.

English and Mathematics teaching are a fundamental part of each day. Teachers seek to make as many cross curricular links as possible so that skills taught in these subjects can be applied in a range of contexts.

Visits

Day visits take place for all year groups. Residential Visits take place for children in years 4 and 6. Governors expect all children to attend these valuable experiences which develop children's knowledge, skills, confidence and independence. These experiences are integrated into classroom work.

Music/Drama

Concerts are as follows:

Productions/Presentations - Autumn Term

Reception

Harvest Festival - Year 1

Carol Service -Year 5

Productions/Presentations - Spring Term

Nursery

Year 4

Easter Service - Year 3

Productions - Summer Term

Year 2

Year 6

Music Concerts - KS2

Music Tuition includes Recorders, Strings, Woodwind, Keyboards, Percussion, Brass and Steel Pans. We also have our School Choir which regularly performs in school and out in the community.

Extra-Curricular Clubs

A range of Extra Curricular Clubs are available for our children in Y1-6. These clubs are of huge benefit to the children. A letter will be sent out in September for children to sign up.

Sports

Our Sports programme of work includes *Gymnastics, Dance, Athletics, Swimming, Games and Outdoor Education*. A range of Extra Curricular Clubs also run before and after school and at lunchtimes. Sports Plus offer our children specialist coaching both during the day and after school. All children should take part in all activities each week.

Please note for Non-Swimmers/PE if we get a note from parents with a genuine reason for non-participation then the children will go to another class with work. If kit is forgotten the children will either borrow a kit or observe the session.

Reading

Regular reading is encouraged both at home and at school and is a focus for us. Research has shown that children who enjoy reading for pleasure have a wider vocabulary, an increased general knowledge and understanding of other cultures.

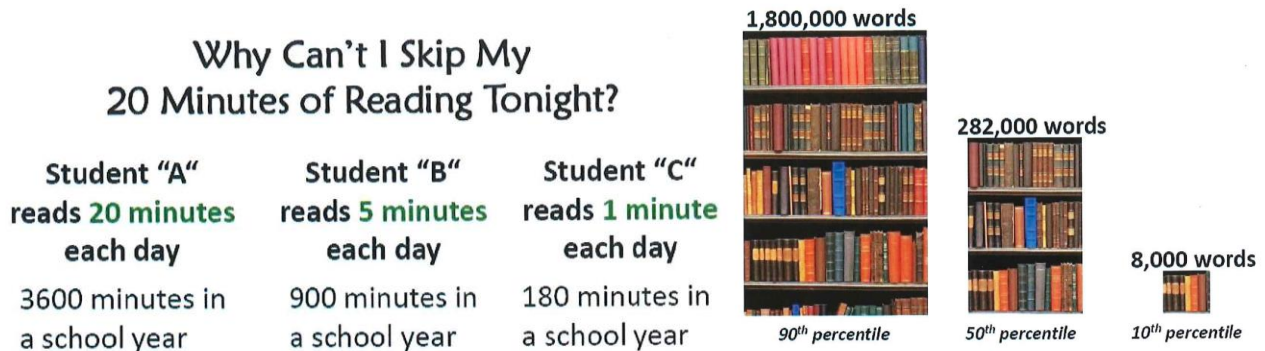
Here are some ways to support your child in reading:

- Model reading at home. Let your child see you read at home - the newspaper or a magazine.
- Listen to your child read and in return read to/with them.
- Reward your child's reading with praise and/or stickers.
- Show you have an interest in your child's reading by recording comments in their reading diary.
- Encourage your child to join in with reading at home; read out a recipe or the TV listings.
- Give and encourage others to give books or book vouchers as presents.
- Show that books are important so need to be looked after - no ripped pages/scribbling
- Visit a public library together and choose books together.
- Don't worry if your child wants to read the same book several times.
- Encourage your child and their friends to swap books and then this will provide another opportunity for them to talk about their reading.
- Try to develop comprehension skills; ask questions about their book, reading and particular sections of text: *Why did you choose this book? Can you tell me what's happened so far? What do you think might happen next? What sort of character is...? How would you feel if...? Would you read another book by this author?*
- The dialogue between home and school through your child's reading diary will help us to support their reading and enable them to read for pleasure and develop a love of reading.

Encourage your child to loan and return books from our well-resourced School Library which

features a range of fiction and non-fiction books covering a range of subjects. The Library continues to be updated on a regular basis in order to support your child when reading for pleasure.

REMEMBER - Children should enjoy and understand their reading books. Success in reading is measured by understanding reading for pleasure and good readers = good writers.



Relationships and Health Education

Within the context of the Personal, Social and Health curriculum, we aim to provide children with knowledge, skills and attitudes which will enable them to make informed choices about healthy living. They need to understand their own body, how to protect their health and how to keep safe.

Relationships Education and Health Education became compulsory in schools from September 2020. We believe that the teaching of these areas is an ongoing process, which should start at home and continue at school. This process should happen in partnership with parents so, a positive effort is made to inform and involve parents throughout. Themes covered through Relationships Education and Health Education complement each other, as well as other National Curriculum subjects

Religious Education

Our R. E. curriculum follows Walsall's agreed syllabus and is sometimes taught as a separate subject but sometimes linked to National Curriculum subjects. Pupils study Christianity and also the other principal religions. They have opportunities to explore human experiences, spirituality and develop moral values. We foster a spirit of co-operation, mutual respect and a growing awareness of belonging to a multicultural society.

Collective Worship

Assemblies are a central part of school life and are broadly Christian but also include stories and traditions from the major world faiths.

Daily assemblies take place 9:05 until 9:25a.m.

Assembly themes and celebrations through the year are linked to SMSC, Current Affairs, Singing, Wellbeing, Cultural Capital and British Values.

Weekly Congratulations Assembly takes place and Parents are invited to celebrate children's work, effort and successes over the previous week. Key Stage 1 are on a Monday and Key

Stage 2 on a Frida, both from 9:00-9:30 am.

We give public acclaim to children entered into congratulations assemblies.

They may have been nominated for achievement, effort or good behaviour. We also congratulate pupils for achievements outside school. Good attendance is rewarded and school events reported on.

These assemblies confirm our expectations on a weekly basis and re-establish our corporate pride and community responsibilities.

Parents have a right to withdraw their child from religious education or collective worship. Children withdrawn go instead to the office with a book or some work.

Equal Opportunities and Equity Model

We believe that all children should have equality of educational opportunity. To help us achieve this and give ALL children the best life chances possible, we also follow an equity model. We foster a supportive climate in which the children's self confidence and self esteem can grow. We are committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in the school. We seek to prepare all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity. We are prepared to counter racism in any form.

We have high expectations of all pupils, irrespective of their social background, culture, religious beliefs, race, gender, ability or disability. Each child is an individual with individual needs to be met in our inclusive school. It is our aim to ensure that every child feels valued and well supported to access the curriculum and all of school life.

Academically More Able and Talented Provision

We encourage and make provision for pupils who demonstrate exceptional ability in any area of the curriculum or talent in any area of life. Staff are keen to discover the interests, gifts and talents of pupils and they welcome input from parents to draw their attention to these.

We feel it is an important commitment on the part of the school to provide challenge for all of our pupils as an integral part of learning and teaching.

Special Education Needs and/or Disabilities

All pupils at Pheasey Park Farm Primary School share a common entitlement to a broad, balanced, relevant and differentiated curriculum.

It is particularly important that pupils with special educational needs and/or disabilities have maximum access to the curriculum and share in the full range of academic work or classroom activities. To achieve this, Staff plan and deliver schemes of work which meet the needs of the full range of their pupils' abilities. We encourage good home-school partnerships which enable families to support their own children. The school works closely with outside agencies to achieve support for children who require it.

The school's Special Educational Needs Co-ordinator compiles relevant information, keeps records and monitors pupils' progress. Children with special educational needs each have targets set through APDR (assess-plan-do-review) process and meetings are held with parents to discuss progress. Some pupils are offered additional support teaching. Pupils with Education Health Care Plans are supported by staff and additional or adapted facilities offered.

Hedgehogs Support

Our learning mentors offer a quiet space where children can seek support for 'The prickly things in life'. They will listen to problems, offer guidance and support as required. It is a place of safety where children can go if they are experiencing problems with friendships or bullying or difficulties at home.

The Hedgehogs Room is a calm, colourful and private space. Children's work is displayed and the room is a safe and accessible environment for pupils. Hedgehogs is a place that children can come if they are having any problems at school or home, or if they want to talk about their feelings/worries. These may involve family, friendships, managing emotions, behaviour, transition, bereavement etc. The name 'Hedgehogs' represents the prickly issues in life, that are sometimes difficult to talk about.

Our Learning Mentors will:

- Provide support and guidance to individuals and groups of children
- Encourage children to take care of their mental health and well-being
- Promote positive attitudes and encourage children to achieve their potential
- Support effective transition at various stages of school life for children
- Develop/maintain professional relationships and contact with pupils, parents/carers and external agencies
- Provide a safe environment for children to talk openly
- Help to remove barriers to learning
- Improve social skills and emotional development
- Support children to develop confidence, independence and responsibility
- Promote resilience and positive self-esteem

House Teams

Every child belongs to one of four teams:

Vesey

Green

Scott

Yellow

Boulton

Red

Watt

Blue

Team points are awarded for good work, effort and good behaviour. Children collect Team Points in their Achievement Book and a certificate is presented in Congratulations Assembly when this is completed.

Children's Roles and Responsibilities

All children are expected to assume certain duties and responsibilities within their classrooms/year groups on a daily basis.

Specific Roles include:

Y6 Badge holders-by letter of application

Y6 Librarians

Y6 Young Leaders

School Council Representatives Y1-5

Eco Warriors Y1-5

Y6 Jobs Monitors

Junior Safety Officers Y3-6

Reading Champions Y2-5

Digital Champions Y2-6

A* Sheriffs Y4-5

Relationships with Parents

We value parents as educators and seek support at home for all pupils. We conduct an annual survey and use parental feedback to shape improvements.

Please note mobile phones are not permitted to be used on school premises.

Home Learning

At Pheasey Park Farm we offer our children a continuous learning environment via SharePoint which transitions smoothly between home and school. Homework is given to enable parents to support their child's learning at home. It enables parents to have insight into their child's school work and how he/she tackles it. Homework gives pupils the opportunity to consolidate, practise and extend work done in class as well as our flipped learning approach where children can research a topic prior to the lesson. Children are expected to complete homework on time.

Homework will include both written work and online activity via our School Learning Platform and other education subscriptions. Curriculum information for parents is available on the school web site.

A range of educational software packages are additionally available for our children in order to help meet the needs of the pupils alongside the prepared lessons.

All Key Stage 1 children will take their reading books home every evening. Parents are expected to ensure that their child practises his/her reading at least three times a week. Comprehension work will be given that links to reading books. Phonics homework will be given each week. Pupils will also be given Maths homework and multiplication, Spellings to learn.

All Key Stage 2 children will be expected to practise their reading at least 3 times a week, learn their set Spellings and Multiplication tables and complete Maths work and English work.

In addition to this, pupils may be given a project or a piece of research, usually related to Science or Humanities per half term. Year 6 pupils also have practice SATs questions.

Curriculum information will be available to parents on the web site for each term. Bi-weekly newsletters will keep you informed of events in school and dates to be aware of.

Twice a year you will be offered an appointment to consult with your child's Staff to discuss progress. You will receive a written report at the end of the school year and a Mid-Year Report in February. Towards the end of the Summer Term, an open evening will be held to enable children and their parents to tour the whole school and view your child's books. You will be able to speak to your child's teacher if you wish.

Acceptable Use Policy

We will ask all parents to sign an acceptable use policy for any devices used for school work.

This Acceptable Use Policy is for the duration of the child's time at Pheasey.

As part of our children's curriculum enhancement and in order to develop their EdTech skills we are able to provide supervised access to a range of devices in school along with internet access for children to work online. We have taken positive steps to eliminate risk and the School's filtering and monitoring systems restrict access to inappropriate materials and alert the school immediately should any risk be identified.

Children will receive a logins and passwords to our Learning Platform and Educational Apps which they must keep secret and not access other people's files without permission.

Pupil Device Loan Agreement

There may be opportunities for you to loan a device, in which case we will ask you to sign a school agreement.

School Meals

Cooked Lunches

Good quality school meals are provided. A choice of menu is on offer at the counter which may include a baked potato and a vegetarian choice. Menus are available on the school web site and comply with National nutritional standards. Children with severe allergies are strongly advised to bring a packed lunch and may be requested to do so if deemed necessary by the school.

Healthy Lunch Boxes

Children may bring a packed lunch and drink for their school meal, which must be in a named box. We recommend an ice pack in lunchboxes during Summer.

Parents are requested to ensure that the packed lunch is a healthy meal and children are encouraged in this through rewards and recognition at school. No sweets or chocolate should be in lunch boxes.

All pupils eat hot meals in one of our two dining rooms and there is an additional area for some children to eat their packed lunch. They have approximately 20 minutes to eat lunch. They are looked after at dinner time by a team of supervisors. Children are expected to behave well and display good manners.

Free Meals

Since September 2014, all Reception and Key Stage 1 pupils have been entitled to Free School Meals.

For Key Stage 2:

Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

Applications will be dealt with confidentially.

Morning Snacks

Nursery and Key Stage 1 children are provided with fruit. Key Stage 2 children may bring fruit to eat at playtime. No other snacks are permitted. Children in Y1-6 can pre-order tuck for at playtime through SchoolComms where the cost of items is published.

Nursery and Reception Refreshments

In the Nursery, every child is provided with a drink of milk and a piece of fruit. In Reception, the free fruit continues and milk up to the age of 5. This forms part of their social learning.

Milk for children over 5 costs 32p per day (at time of print) and parents are invoiced at the start of each term.

Water

All children can bring a named bottle of water to drink during the day to prevent dehydration. Fizzy drinks and squash are not permitted.

Money and School Charges

School Fund

In Nursery & Reception School Fund is £15.00 per year payable upon Induction.

In Years 1-6 School Fund is £6.00 per year.

We use this fund for a multitude of purposes to benefit the children.

Schools Meals - £2.40 per meal are payable in advance via SchoolComms.

Tuck items - individually priced items as listed on SchoolComms.

SchoolComms

School meals for children in KS2 should be paid in advance via SchoolComms. You will be provided with log in details to create an account for your child/children. Any money added to your child's account will be held as credit and £2.40 will be deducted each time your child has a school meal. School meals cannot be paid for by cash or cheque. Tuck should also be ordered in advance for each week in the same way.

Health and Well Being Matters

Accident/Illness at School

When a child is ill or has an accident at school, we do all in our power to contact parents at the earliest opportunity. Parents are asked annually to fill in an "essential information form", giving us alternative contacts in the event that parents are at work or cannot be reached. Please notify us of any changes to this information immediately.

Medication

Members of staff volunteer to administer medication. Only medicine which is on prescription can be administered at school. If the prescribed dosage is four times a day so cannot be fitted in before and after school-one dose can be given at school. The medicine should be clearly named and accompanied by a note giving the child's name and class, the exact dose and a parent's signature. Please bring medicine to the school office and complete the relevant paperwork. No other medicine will be administered.

Please do not send tablets or medicines in pockets or bags for safety reasons.

Medication which may be required over a long period e.g. eczema cream can be kept in the school office. If your child has asthma, please supply a spare inhaler to keep in the school office. Older pupils may keep inhalers with them, but it is advisable to also keep a spare in the office. An EpiPen can be stored and administered by a trained volunteer. For any medication held in school parents will be asked to complete a medication form to provide all the details.

In line with the Human Medicines (Amendment) Regulation 2017, schools are now permitted to purchase emergency Adrenaline Auto-Injector devices without a prescription. The emergency Adrenaline Auto-Injector can be used in an emergency for children who are at risk of anaphylaxis, but their own device is not available or not working (e.g. because it is broken or out-of-date). The school's emergency Adrenaline Auto-Injector will only be used on pupils known to be at risk of anaphylaxis, for whom both medical authorisation and written parental consent for use of the spare Adrenaline Auto-Injector has been provided. Schools are also permitted to hold spare salbutamol inhalers and spacers. Again, these will only be administered to a child who currently holds an inhaler in school, where their own inhaler is not available or not working (e.g. because it is broken or out-of-date).

Hair Hygiene

Parents are responsible for checking children's hair regularly. We will send out educational information to support parents in identifying and treating nits and lice. The school health advisor will offer advice if parents require it.

Sun Protection

When the weather is sunny, children are welcome to bring a hat to wear outside. Where possible sun cream should be applied at home before school. Children should not bring sunglasses into school for safety reasons unless they are prescription sunglasses.

The School Nursing Team

The School Nursing Team is based at Harden Health Centre, Harden Road and supports us in health and welfare matters. Parents may see contact the school nurse to discuss concerns. The School nursing team can offer a range of advice, one to one meetings, referrals and parenting programmes.







Health Surveys

Periodically, children are seen in school by the dentist, have vision and hearing checks and are weighed and measured. Parents are notified of forthcoming surveys.

Child Protection/Safeguarding

The school considers its role in safeguarding children to be very important. Children are valued, respected, listened to and taken seriously. School and Early Years Centre staff will offer help and liaise with agencies to support families. If a child discloses abuse or staff suspect abuse, local authority safeguarding procedures will be followed.

Parents are required to behave in a manner appropriate to a school environment when on the premises and mobile telephones are not to be in use when on school premises or grounds.

PHEASEY PARK FARM PRIMARY SCHOOL - SAFEGUARDING TEAM		
Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL) and Prevent Lead	Deputy Designated Safeguarding Lead (DDSL)
 Mrs Willis Senior Assistant Headteacher	 Mrs Arnold Headteacher	 Mrs Mayou Assistant Headteacher
Learning Mentor (Hedgehogs)	Learning Mentor (Hedgehogs)	School Education Welfare Officer (EWO)
 Mrs Wilcox	 Mrs Francis	 Mrs Ward

Attendance

We pride ourselves on a high level of pupil attendance and to achieve this there needs to be constant reinforcement and the support of parents. We have our own School Education Welfare Officer who works with us to promote good attendance.

An attendance shield is presented to the class achieving the best weekly attendance. Classes achieving 100% attendance are rewarded with extra playtime. Individual children are congratulated for 100% attendance over a term. Certificates are presented to individuals who achieve 100% over the term and a trophy and certificate for 100% attendance throughout the year.

Staff are required by law to record a reason for absence in the class register so parents are responsible for letting the school know. Parents are asked to adopt the following procedures:

- a) Please telephone the school and record a message on the absence answering machine before 9.00 am explaining the reason for absence. If you do not contact us then we will contact you.
- b) If your child has a medical appointment then please provide school with a copy of the card/letter and please let the office know beforehand.
- c) Holidays during term time cannot be authorised at all as per the DfE guidelines. The Local Authority will issue Fixed Penalty Notices - per parent per child - and this can escalate if not paid within 21 days. Please book any holidays out of term time, children have missed enough school due to the pandemic.

Our target is 97% attendance.

Parents who access the Early Years Centre are required to inform the Centre separately of any planned absences. Fees may still be payable.

Unauthorised Absence

Absences for which we have no authorised explanation from the parent/carer have to be reported on individual pupils' reports at the end of the year.

Authorised Reasons for Absence are:

- Illness with medical evidence where applicable
- Attendance at medical appointments which cannot be at any other time with medical evidence where applicable
- Unavoidable special circumstances.

Other absences will only be authorised in exceptional circumstances.

The Local authority may issue a fixed term penalty per child to each parent for unauthorised absence.

Punctuality

Please ensure that your child arrives at school on time. The doors open at 8.40 am when children should be in the playground and ready to come into school. At 8:40 a.m. children may come into school to start their session. If you are running late though, do still send your child in as soon as you can, rather than miss a whole day. After 9.00 am please bring your child to the main reception.

Letters are sent out each half term to parents of pupils who have attendance below 90%. Attendance is closely monitored by school and we welcome parents working with us to secure good attendance for our pupils.

Mobile Telephones

Pupils are not permitted mobile telephones on site. If required for safety reasons and consent given (e.g. travelling on public transport) then a request form must be completed and agreed by the Headteacher. They should be locked away in the School Office upon arrival and collected at the end of the day. If a mobile phone is brought into school without prior agreement by the Head, the phone will be retained in school and parents will be contacted to collect.

Parents should not use mobile telephones on site as part of our safeguarding procedures.

Behaviour

In order to operate and function efficiently and safely, School has a sound and firm approach to behaviour, which takes account of the individual ages, needs and backgrounds of our pupils in relation to the needs of all. It is therefore essential to adopt a set of rules, rewards and sanctions which are applicable to all children. Our Behaviour Policy is available on our website. Through high expectations, we aim to help children to become responsible, independent and self-disciplined.

We expect all children to adhere to the following rules:

- *We will show pride in our school and the uniform we wear*
- *We will do what the adults, who care for us, ask....straight away*
- *We will never hurt anyone else with unkind words or actions*
- *There will be no throwing of items or fighting of any kind*
- *We will take care of our school and the things that belong to other people*
- *We will only play in the parts of the school in which we are allowed*
- *We will walk around school and we will behave with courtesy to visitors and each other*

Anti-Bullying

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

All schools within the Elston Hall learning Trust are opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

At Pheasey Park Farm Primary School Staff, Parents and children work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of Staff by the victim(s), their friend(s), their parents or other interested people. All such incidents are dealt with in line with our Behaviour and Anti Bullying policies.

School Admissions

Nursery Admissions Policy - Criteria for Admission (applied if there is over-subscription)

1. Children in Public Care (looked after children).
2. Where children have a brother or sister already at the school at the time of admission.
3. Children for whom a place at the school is essential on medical or social grounds, as supported in writing by a medical practitioner or social worker (applications will be subject to verification by the governing body).
4. Distance between the home address and the school as measured in a straight line, with priority given to those living closest.

Nursery Admission Procedure

- a) Parents may apply to add their child's name and details to the waiting list any time before the child's 3rd birthday.
- b) Parents will be informed in the spring term if their child has a place.
- c) Parents will be invited to an induction evening meeting to receive information and meet staff.
- d) Nursery pupils will be offered admission dates on a staggered basis to enable the children to receive extra adult attention as they settle in.

Over-subscription

Legislation does not give children who are attending the Nursery an automatic right of admission to Reception. For the sake of efficient education and the efficient use of resources, it is the policy of the Governing Body to limit Key Stage 2 classes to a maximum of 32 pupils. If the number of applications received exceeds the number of places available, the admission criteria are applied. If your child is of school age, you have a right of appeal so you may request forms and notes of guidance. A waiting list will be maintained of children who have been refused admission.

Age of Admission

Nursery pupils may be admitted in the September after they are three. Reception pupils are admitted in the school year in which they are five. (Compulsory school age is the term after a child's fifth birthday).

Admission Numbers

90 children can be admitted to Reception and 65 to Nursery.
KS1 can admit 90 children and KS2 96 children.

Early Years Centre Admissions

Please contact the Early Years Centre for information about:

- 3-4-year-old funding
- 2-year-old funding

Reception Admissions

1. Parents must apply online to their local authorities' admissions during the Autumn Term
2. Parents will be informed by their local authority in the Spring Term which school has been allocated for their child
3. Parents will be invited by our School to an induction evening to receive information and meet staff, School tour will be available and paperwork to be completed.
4. Children will be invited into school to meet their teacher and class during the summer term
5. Children will be admitted on the first day of the Autumn Term.

Mid-Year Admissions

All mid-year admissions (excluding Nursery) are dealt with by the local authority.

Personal Belongings

The school cannot be held responsible for any lost, stolen or damaged personal belongings. Children should not bring toys or expensive items to school. It is helpful if all articles of clothing and equipment are named.

Children should not bring in play equipment from home. Children are not permitted to play ball games in the playgrounds before or after school. Scooters and bikes must not be ridden on school premises and should be securely placed in the bike shelter. School is not responsible for loss or damage.

Compliments and Complaints

This school strives to care for each individual pupil and provide the best education possible. We do appreciate parents' views. We have a store of thank you letters available to view.

Regrettably, there may be times when complaints arise. Please contact the school quickly to avoid ill feeling or worry.

- a. Speak to your child's Class Teacher
- b. Speak to the Year Leader
- c. Speak to the Phase Leader
- d. Make an appointment to see the Assistant Head Teacher/SENCO
- e. Make an appointment to see the Senior Assistant Head Teacher
- f. If the issue is still not resolved after the above it should be referred to the Headteacher who will almost invariably be able to resolve difficulties in consultation with all parties concerned.
- g. Referral to the Local Governing Board C/O School

For Early Years Centre please:

- a. Speak to the Room Leader
- b. Speak to the Manager
- c. If the issue is still not resolved after the above it should be referred to the Senior Assistant Head Teacher who will almost invariably be able to resolve difficulties in consultation with all parties concerned.
- d. Referral to the Local Governing Board C/O School

Our Complaints Policy is available on our website. If you require any further information about any aspect of your child's education, please do not hesitate to ask.

School Uniform

The [Equality Act 2010](#) prohibits discrimination against an individual based on the protected characteristics, which include sex, race, religion or belief, and gender reassignment.

To avoid discrimination, our school will:

- Avoid listing uniform items based on sex, to give all pupils the opportunity to wear the uniform they feel most comfortable in or that most reflects their self-identified gender
- Make sure that our uniform costs the same for all pupils
- Allow all pupils to have long hair (though we reserve the right to ask for this to be tied back)
- Allow all pupils to style their hair in the way that is appropriate for school yet makes them feel most comfortable
- Allow pupils to request changes to swimwear for religious reasons
- Allow pupils to wear headscarves and other religious or cultural symbols
- Allow for adaptations to our policy on the grounds of equality by asking pupils or their parents to get in touch with the Headteacher, who can answer questions about the policy and respond to any requests

Limiting the cost of school uniform

Our Trust has a duty to make sure that the uniform we require is affordable, in line with statutory [guidance](#) from the Department for Education on the cost of school uniform.

We understand that items with distinctive characteristics (such as branded items, or items that must have a school logo or a unique fabric/colour/design) cannot be purchased from a wide range of retailers and that requiring many such items limits parents' ability to 'shop around' for a low price.

- We will make sure our uniform:
- Is available at a reasonable cost
- Provides the best value for money for parents/carers

We will do this by:

- Carefully considering whether any items with distinctive characteristics are necessary
- Limiting any items with distinctive characteristics where possible: for example, by only asking that the jumper or cardigan, features the school logo.
- Limiting items with distinctive characteristics to low-cost or long-lasting items, such as ties
- Avoiding specific requirements for items pupils could wear on non-school days, such as coats and bags
- Keeping the number of optional branded items to a minimum, so that the school's uniform can act as a social leveler
- Avoiding different uniform requirements for different year/class/house groups
- Avoiding different uniform requirements for extra-curricular activities
- Considering alternative methods for signaling differences in groups for interschool competitions, such as coloured bibs, creating posters or labels
- Making sure that arrangements are in place for parents to acquire second-hand items
- Avoiding frequent changes to uniform specifications and minimising the financial

impact on parents of any changes

- Consulting with parents and pupils on any proposed significant changes to the uniform policy and carefully considering any complaints about the policy

Expectations for school uniform

Winter – October (after half term) to April (Easter)

- Navy cardigan or jumper **with logo**
- Sky blue shirt or blouse with tie
- Plain grey skirt, pinafore or tailored trousers
- Navy, sky blue and gold striped tie (elasticated up to Year 3)
- Plain and flat black formal school shoes
- Plain black, white, navy or grey tights or socks.
-

Summer-April (after Easter) to October (half term)

- Sky blue polo shirt with grey skirt, trousers or shorts
- Plain grey skirt, pinafore or tailored shorts
- Knee length pale blue and white striped or gingham summer dress (Please note - playsuits are not permitted)
- Sandals may be worn in dry weather with socks. Sandals must be black or navy and flat.

Expectations for PE and swimming kit

- White t-shirt **with logo**
- Navy shorts or PE skirt
- Plain, black pumps
- Swimming costume - tight fitting trunks or full costume
- Swimming hat

The following branded items are required:

- Navy cardigan or jumper
- PE t-shirts

We will accept generic items instead of branded ones for the following:

- Trousers, skirts and pinafores
- Shorts
- Shirts and polo shirts
-

Expectations for jewellery and hairstyles (taking into account the requirement described above to avoid discrimination in line with the Equality Act 2010)

- Only one pair of plain, small studs to be worn and removed for PE and swimming
- No large hair accessories/ornaments such as JoJo bows
- Long hair (shoulder length or longer) must be tied back
- Tramlines or shaved eyebrows are not permitted
- Hair styles which are extreme/detract from learning or impact health and safety are not allowed

Expectations for shoes, bags and coats

- Shoes must be sturdy and black. Trainers are not allowed.
- Coats should be plain and inexpensive. They should be suitable for the weather conditions prevailing and may vary from season to season. Coats bearing inappropriate lettering or slogans are not acceptable, neither are denim or leather (leather style) jackets
- Storage space is limited and therefore bags should be as small as possible and easy to carry.

Where to purchase it

Uniform for **Pheasey Park Farm Primary School** is available from:

Crested School Wear Walsall
7 Park Street
Walsall
WS1 1LY

Or online at <https://www.crestedschoolwear.co.uk/>

and from:

Uniforms Plus
935 Walsall Road
Great Barr
Birmingham B42 1TN

Or online at <https://www.uniformsplus.co.uk/shop/>

Second Hand Uniform - From time to time schools may have lost property or donated uniform which would be available on a first come first serve basis. Parents will be informed as and when this is available.

Expectations for pupils

Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

- On the school premises
- Travelling to and from school
- At out-of-school events or on trips that are organised by the school, or where they are representing the school (if required)

Pupils are also expected to contact the Headteacher if they want to request an amendment to the uniform policy in relation to their protected characteristics.

Expectations for Parents and carers

Parents and carers are expected to make sure their child has the correct uniform and PE kit, and that every item is:

- Clean
- Clearly labelled with the child's name
- In good condition

Parents are also expected to contact the Headteacher if they want to request an amendment to the uniform policy.

Term Dates 2023-24

Autumn Term 2023

INSET Day: Monday 4th September 2023

Term starts: Tuesday 5th September 2023

School Closes: Thursday 26th October 2023

INSET Day: Friday 27th October 2023

October Half Term: Monday 30th October – Friday 3rd November 2023

Term restarts: Monday 6th November 2023

School Closes: Friday 22nd December 2023

Christmas Break: Monday 25th December 2023 – Friday 5th January 2024

Spring Term 2024

Term starts: Monday 8th January 2024

School Closes: Friday 9th February 2024

February Half Term: Monday 12th February – Friday 16th February 2024

INSET Day: Monday 19th February 2024

Term restarts: Tuesday 20th February 2024

School Closes: Friday 22nd March 2024

Easter Break: Monday 25th March – Friday 5th April 2024

Summer Term 2024

Term starts: Monday 8th April 2024

School Closes: Friday 24th May 2024

Whitsun Half Term: Monday 27th May – Friday 31st May 2024

Term restarts: Monday 3rd June 2024

INSET Day: Friday 21st June 2024

School Closes: Friday 19th July 2024

INSET Day: Monday 22nd July 2024