



prospectus 2016/2017

Wylde Green Primary School

Wylde Green Primary School
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Welcome

WELCOME TO WYLDE GREEN PRIMARY SCHOOL

We are very pleased that you have chosen to send your child to our wonderful school and hope the Prospectus helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. We believe that the 'special feel' at Wylde Green Primary is to do with our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing an even more enriching experience to our children.

I am extremely proud to lead a team that is committed to providing the very best opportunities for the children who attend Wylde Green Primary. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Please visit our website, which will provide you with further useful and up to date information.

If we can assist with any further information please do not hesitate to contact us.

Warm regards,
Donna O'Toole
Headteacher

Our vision







Our vision is driven by our desire to be the best we can be by being a 'TEAM'

Together, Enjoy & Achieve More

Our core values

As a school we are committed to the principles of inclusion and equality of opportunity.

Through our aims and values we promote and endorse the shared belief for every child, whatever their background or their circumstances, to have the support they need. They are:

-  Teamwork & Co-operation
-  Respect & Care
-  Enjoyment & Fulfilment
-  Equality
-  Self Belief
-  Safe & Secure

About our school

- We have a beautiful school building: the original school dates back to 1840 making us the 'oldest school' in Birmingham. The school accommodation varies in age, with the most recent addition being approximately 12 years old. The building is very well maintained and provides modern, spacious learning spaces on a single level, allowing excellent access for all children and adults. We benefit from a large hall, a reading area and our brand new ICT facilities are excellent. We have a spacious playing field; as well as a newly re-surfaced playground, with seating areas and playing zones as well as a new exciting and unique adventure playground area, both projects surpassed our expectations and provide our children with attractive, enjoyable and active playing areas.
- We are fortunate that all our staff are extremely dedicated and hard working and are always striving to demonstrate our school values; the teaching staff produce purposeful, fun, learning experiences for all children. We are generously staffed to provide smaller working groups, not just in year 6 but from in every year group.
- Our parents and carers are supportive and have aspirations for their children: both academically and within the expected high standards of behaviour in and around school.
- Our Governors work voluntarily to make Wylde Green a better place through providing challenge and support to the school's leadership. They regularly meet with leaders and view the work taking place in school as well as performing their statutory duties linked to: To ensuring clarity of vision, ethos and strategic direction; holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; overseeing the financial performance of the school and make sure its money is well spent

- The PTFA also give their time to raise additional funds for our children- they have provided us with a new stage and lighting system; money towards our outdoor play areas, a new Key Stage 1 reading scheme and new ICT equipment for the children to further their computing skills.
- **Most importantly we are blessed with truly amazing children who want to learn, behave and be good citizens.**

Organisation

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

We are a two-form entry school and with 420 children on roll. Over the last few years the school has been oversubscribed and is full in all year groups with waiting lists across the school.

The distance from our school for children entering in Reception without siblings has been decreasing each year. For 2016 the distance was 631m.

Care is taken to ensure classes are evenly mixed in terms of age; gender; ability; behaviour; attitudes and confidence; and special educational needs as the children enter Reception. However, from time to time we mix children as they progress through the school to create more evenly balanced classes within a year group.

TIMES OF THE SCHOOL DAY

8.40 am	Children arrive on playground. As long as they are supervised they can use the play area
8:50 am	All children can walk into class
8.55 am	School Bell
9.00 am - 12.05 am	Morning Session – KS1 (Infants)
9.00 am – 12.35 pm	Morning Session – KS2 (Juniors)
1:00 pm	Afternoon Session - KS1 (Infants)
1:30 pm	Afternoon Session - KS2 (Juniors)
3:25 pm	Reception and KS1 children maybe collected from class
3:30 pm	End of School Day

Partnership

We welcome parents and carers into Wylde Green Primary School. There are many opportunities for parents to become involved in the life of the school. Parents' support and expertise can be used in many ways and is greatly valued. DBS checks are carried out on all adults working in school.

If you are able to help, please talk to your child's teacher.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, such as email, newsletter, questionnaires, workshops, group text and school events. Parents are invited to attend assemblies on a weekly basis, and to Parents' Evenings each term. Annually we invite parents to our Sports Day as well as children's performances.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parent Governors are involved in policy development and have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend.

The School's website has a wealth of information, please do make sure you spend time getting to know more about the school by visiting:
www.wyldegreenprimaryschool.org.uk

GOVERNORS

Wylde Green Primary School is very lucky to have a committed group of Governors who work in partnership with the school, working closely with the Headteacher and responsible for setting the strategic direction of the school

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. Meetings are held at least once each term, these are either full governing body or committee meetings.

Our Chair of Governors is Mrs R. McCollin and our Vice Chair is Mr E. Pitt. Further details of our Governors can be found on our website www.wyldegreenprimary.org.uk.

If you are interested in becoming a school governor, please look out for vacancies which will be displayed on the school newsletter and website.

PARENT TEACHER AND FRIENDS ASSOCIATION (PTFA)

The main aim of the PTFA is to organise fundraising events throughout the school year. Money raised contributes towards 'extras' for the children. Joining the PTFA is a great way for parents to be involved in the life of the school and provides another dimension to being a Wylde Green Primary School parent.

Events include discos, penny drives, movie nights, sponsored events as well as Christmas and Summer Fayres.

Willing volunteers, for any amount of support, will be warmly welcomed, for further information please email secretary@wyldegreenpta.org.uk

Parents/ Carers Code of Conduct

At Wylde Green Primary school we are very fortunate to have supportive and friendly parent bodies. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. We welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect the caring ethos of our schools
- Understand that both teachers and parents/carers need to work together for the benefit of children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to aggressive or unsafe behaviour.
- Approach the school to help resolve any issues of concern.

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sporting events.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding the schools or any of the pupils/parent/staff at the schools on Facebook or other social sites. (See Appendix 1). Any concerns you may have about the schools must be made through the appropriate channels

by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

- The use of physical aggression towards another adult or child.
- Smoking and consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on to school premises.

Should any of the above behaviour occur on school premises the schools may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Agreed by Governors October 2016

Appendix 1

Inappropriate use of Social Network Site

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/ carers/pupils. The Governors of Wylde Green Primary consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class Teacher, Senior Leader; Deputy Headteacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child being educated at Wylde Green School is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

We would expect that parents would make all persons responsible for collecting children aware of this policy.

The Curriculum

The school aims to provide a curriculum for every child that is broad and balanced. This curriculum is delivered through a variety of approaches. The approach will depend upon the topic being taught, the needs of the child and the aim of the lesson. Children can expect to be taught through a variety of different methods at some stage during their school career.

Reception children follow the Early Years Foundation Stage Curriculum which prepares them for the National Curriculum in Year 1.

The children follow a common course consisting principally of the eleven subjects of the National Curriculum and Religious Education. The Core subjects of English, Maths and Science, along with Computing, History, Geography, Art, Music, P.S.H.E., Design Technology and Physical Education. French is taught in Key Stage 2.

English

The teaching of English has a crucial role to play in equipping learners with the language skills they need to become effective members of their own community, the world of work and of society in general.

English is taught to meet the demands of the National Curriculum. The English Curriculum has three inter related strands – reading, writing and spoken language (including group discussion and drama and performing poetry). Pupils are taught to write with accurate spelling, punctuation and grammar. Writing includes narrative, explanations, comparisons, summaries and evaluation. Every subject within the curriculum contains opportunities for reading, writing and spoken language. Children are encouraged to use the skills they have learnt in English in all areas of the curriculum. In the Early Years Foundation Stage (Reception) the Curriculum is guided by the seven areas of learning.

Language skills are developed by providing a wide range of opportunities for reading,

writing and spoken language. We build upon the knowledge of language that children already have when they start school and encourage everyone to see themselves as readers and writers from the beginning. Progress is seen as increased ability across a whole range of language activities. Children are given group and/or individual targets to focus their improvement in reading and writing.

Children are taught to read using a wide range of literature by recognised authors. Class reading activities include the use of individual reading, large shared texts, group/guided reading, on screen texts and other visual texts (films etc). Each year group has a specific author to focus on, studying the author and their work.

Phonics (skills of segmentation and blending of words and letters and knowledge of the alphabetical code) is taught using Letters and Sounds. Story world, Rigby Rockets and Rising Stars materials have proved effective for pupils with Special Educational Needs in Key Stages 1 and 2.

Throughout the school we recognise and value the importance of parents, particularly in reading where the partnership between schools and home is vital in developing keen, independent readers. Parents are also asked to support their children in practising and learning spellings which are usually given weekly.

Mathematics

Wylde Green Primary aims to encourage enthusiasm for learning in maths whilst recognising the relevance of the subject in every day life.

We base our teachings on the Curriculum guidelines on the National Curriculum 2014. This provides a progressive framework for teaching and learning, which includes clear objectives from Year 1 to Year 6 and covers work in number, measurement, geometry, statistics and problem solving. In Reception

the Curriculum is guided by the seven areas of learning.

Most teaching is whole class with clearly set differentiated activities and questioning that allows children to be challenged appropriately.

Short term targets are set and discussed regularly with the children, allowing them to have ownership of their own learning and progression.

We aim to increase pupil confidence in maths and we encourage children to talk about their work to help them to develop mathematical thinking and reasoning. This enables children to approach problems with an open mind and to understand that some problems have more than one possibility.

Children are assessed regularly to enable teachers to plan and set challenging work, which motivates and encourages the pupils in an encouraging environment.

SCIENCE

Science is an investigative process involving a variety of skills to answer questions about the physical, chemical and biological nature of the world around us. We aim that through their science work the children develop an:

1. Understanding of scientific ideas
2. Understanding and use of scientific methods of investigation
3. Understanding of the contribution science makes to society.

In general most science investigative work is carried out in groups giving each child an opportunity of both hands on experience and a chance to express their own ideas. The investigations carried out are derived from a cross curricular theme, science mini-topic or children's own questions.

COMPUTING

Computing at Wylde Green is a real strength and focuses on children using and applying a variety of systems that handle electronic information. This will include computers, laptops, interactive whiteboards, iPads, programmable robots and various recording equipment.

As a school we provide children with quality internet access as part of their learning experience. Access is supervised and filtered using the Birmingham Grid for Learning.

The children are positive in their attitude towards technology and soon develop an understanding of the potential of ICT and enjoyment in its use. ICT is used in all areas of the curriculum supporting and enriching the children's learning experiences. There are also laptops for use in lessons, giving children more opportunities to develop their ICT skills, as well as timetabled access to the ICT suite.

In each year group the National Curriculum programmes of study are followed to develop core skills and are enhanced through cross curricular links.

PHYSICAL EDUCATION

All children have the opportunity to engage in dance, gymnastics, games, athletics and outdoor adventurous activities at some stage during the academic year. The Physical Education strand changes each half term to include as many of the areas of the curriculum as possible. Children have swimming lessons in Years 2 and 3.

The school takes part in many sporting events across the year including football, cricket, multi-skills events and athletics with many more scheduled for the next academic year.

Wylde Green Primary School promotes the collection of Sainsbury's Active Kids vouchers which enables specialist coaches to come into school and deliver additional P.E. lessons. The vouchers also provide a variety of equipment for the children to play with during their break and lunchtimes.

Children in Key Stage 2 have the opportunity to go on a week-end residential course at Boreatton Park, a PGL facility. They do a lot of problem solving activities, team building exercises, and a great deal of activities to do with their personal, social and moral education during their stay.

The school also runs many after school activity clubs, which can be led by class teachers or external coaches. These may be chargeable.

HISTORY, GEOGRAPHY, ART, DESIGN TECHNOLOGY, MUSIC, P.H.S.E. AND FOREIGN LANGUAGES

In each of these subjects the National Curriculum is followed throughout the school. Where possible History, Geography and Science are taught in a cross curricular approach. The teaching is structured in order to develop the children's powers of observation and description, recording what has been seen and what may happen. They are taught to recognise that people in different parts of the world rely upon each other and that past events help to shape the present.

We seek to foster an understanding and enjoyment of music through composing, listening and performing. All pupils in Year 4 have Woodwind or Brass lessons free of charge. Children are taken on educational visits which enhance their knowledge and understanding of a particular subject.

All children take part in class assemblies each term which can be based upon or involve any of these subjects including R.E., P.S.H.E. (Personal, Social, Health Education), R.E. and Citizenship themes. All children are involved in a 'Fabulous Finale' or carol concert.

French is taught by school staff. The children are encouraged to respond to the register in French, in addition to their lessons. Each year the teaching of language is progressive. There is also an opportunity for links to be made between subjects across the curriculum.

Personal, Social and Health Education (P.S.H.E.) and Citizenship

Through PSHE and Citizenship we aim to develop confident, healthy, independent and responsible members of the school and the wider community. In this way they develop a sense of self esteem and self worth. They are taught about the process of democracy and experience this concept through the School Council. They learn about choice and consequences, rights and responsibilities. Children are taught to make moral and social decisions in relation to drugs and society.

SEX AND RELATIONSHIPS EDUCATION

The children's sex education is based on Local Authority guidelines. The cross curricular nature of much of the work in the school, (through science topics such as Change, Growth, Families etc.,) presents many informal opportunities to provide knowledge of the facts concerning sexual reproduction in a non-specific way. Discussions and explanations are geared to the children's stage of development, being concerned not simply with basic facts but also encouraging a growing awareness of themselves, their place in society, relationships with others and so on.

As they grow in maturity a wider range of issues will be brought to their attention. In Upper Primary sex education is much more specific using the 'Living and Growing' scheme as a starting point, appropriate topics such as menstruation, physical and emotional changes for both boys and girls, growth in the womb and birth are covered.

Discussions are full, frank and age appropriate. They are valuable in helping to prepare the children for the changes they will personally experience.

Parents are kept informed of progress and have the right to withdraw their child from discussions of a specific nature. Parents are recognised in this area as the primary educators and the school's policy is designed to support you in this sensitive area of the curriculum.

Inclusion and Equality

EQUALITY

At Wylde Green Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:-

- Boys and girls
- All minority ethnic groups
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils and raise standards.

SAFEGUARDING

Wylde Green Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure.

The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried

and that they will receive a supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak our Designated Safeguarding Lead, Mr Hamilton-Martin Deputy Headteacher. Alternatively you can speak to Mrs O'Toole, the Head Teacher or Mrs Swingler the Family Support Worker. Please see our Safeguarding Policy available on the website or via the school office for further details.

Behaviour and Rewards

GOOD BEHAVIOUR POLICY

We have high expectations for behaviour at our school. We all work together for excellent behaviour.

REWARDS

Children thrive on encouragement and praise at Wylde Green. Children earn rewards in all lessons and at other times during school. Their names are celebrated on the 'Gold' part of the behaviour ladder.

Throughout the school year each child will receive a 'Super Star' award certificate. You will receive a Group Call text to invite you to attend.

- Infant Super Star assemblies are held on Thursdays at 9.05 am.
- Junior Super Star assemblies are held on Fridays at 9.05am.

Each month class teachers select a child from their class to be invited to attend a tea party with Mrs O'Toole. This involves tea and lots of cakes. This is a real treat.

House Points are awarded for good work and behaviour. Points are collected towards a house total.

If children choose not to follow the school rules, the following consequences are applied:

Step 1: Child receives a warning from the class teacher and moves down the ladder.

If behaviour does not improve ...

Step 2: Child moves their name down the ladder to 'yellow'.

If behaviour does not improve ...

Step 3: The child is given a yellow card which means that they miss their next playtime. The class teacher will inform parents that a yellow card has been given for their behaviour.

In the event of more serious behaviour a red card will be issued. This would be given for fighting, damaging property or serious challenges to authority. The Assistant Headteacher or Deputy Headteacher will inform parents about this kind of behaviour.

If behaviour does not improve ...

The class teacher keeps records of behaviour on 'Record of Behaviour' sheets. The Teacher meets with parents to gain parental support to address the issue. The Teacher records the outcome of parental meeting on 'Record of Behaviour Sheet'. The Record of Behaviour Sheet is passed to the Assistant Headteacher (AHT).

If behaviour does not improve ...

Step 5: Inform AHT of continued misbehaviour. The AHT will see child and keep a record.

If behaviour does not improve ...

Step 6: AHT informed and will contact parents.

Step 7: Framework* to be considered.

Framework for Intervention is a Local Authority behaviour programme which we use in school. If Framework is being considered, you will be fully involved in developing the programme to support your child.

FAMILY SUPPORT WORKER (FSW)

We are fortunate to employ a full time Family Support Worker (FSW) Mrs Swingler. Her role is to work with our families and children on things affecting them inside and outside of school e.g., health and housing problems. Mrs Swingler works with the children on the playground during playtimes and lunchtimes. Children take any behaviour/friendship/relationship issue to her and she supports them in finding a solution, Parents are always closely involved in on-going work that Mrs Swingler does with the child. She is also a member of the Designated Safeguarding Team.

BEHAVIOUR AT LUNCHTIME

The school employs a full team of lunchtime supervisors, where possible one for each of our 14 classes. Simple rules apply at lunchtime including always walk inside school and always sit whilst eating.

Any issues regarding behaviour at lunchtime is reported to the class teacher who will make a decision regarding sanctions and consequences for pupils.

For serious or persistent breaches of the school Good Behaviour Policy, fixed term or permanent exclusion will be considered by the Headteacher and may be used as a sanction. Please understand that the Headteacher will consider fixed term or permanent exclusions for a one-off incident with no previous record of behaviour issues if the incident is considered to be sufficiently serious. Fixed term or permanent exclusions are given in accordance with the Local Authority's guidelines.

PASTORAL CARE:

It is the class teacher who will get to know your child best of all. Often we find that difficulties can be solved by a quick conversation and this is why we encourage you to come into school and share any issues with us that we need to know. You will, of course, understand that for a longer talk with the teacher you will need to make an appointment. The Deputy Headteacher and Headteacher are always willing to see you but in the first instance, it is usually best for you to see the class teacher.

ANTI-BULLYING POLICY

A common definition of bullying is 'any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long time'. However, a clear definition is not as simple as this.

A definition of bullying is very difficult to finalise because we have had cases of children continually upsetting another child although it was not deliberate but it kept on happening over and over. The child is often trying to be friendly but the other child feels they are being bullied into a friendship they do not want.

It is important to bear in mind that (especially with younger children) a child can be made to feel 'very unhappy or uncomfortable' by the behaviour of others but there may be no intent to cause this effect.

What we 'consider' the behaviour is not the issue – we simply need it to stop.

The term 'bullying' is clearly very emotive. At Wylde Green we are not so much interested in what label we put on behaviour but in working with you to change the inappropriate behaviour.

If a child is unhappy in school we will work hard with all parties to change this.

A genuine case of bullying in school will immediately involve either the Deputy Headteacher or the Headteacher.

You will be consulted at an early stage as appropriate and a plan to improve the behaviour of those involved will be agreed as necessary.

We work together with you to facilitate a lasting change in behaviour. We monitor the situation in school and we ask you to monitor at home so that we can ensure that the poor behaviour improves.

There may be an occasion when you may know of a bullying issue that we are not aware of. Please do not hesitate to inform us of such an issue.

SCHOOL'S RESTRAINT POLICY

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations

Other Information

SCHOOL UNIFORM

The basic colours are navy and red and we recommend the following:

Polo Shirt	Red
Sweatshirt	Navy
Cardigan	Navy
Trousers	Grey
Skirt/Pinafore	Navy
Socks	Red, Grey or White
Tights	Red or Navy
Dress	Blue or Red Gingham

Girls may wear navy or grey trousers in winter but jeans are not allowed.

Fleeces are for outdoor wear please.

Shoes should be black and sensible. Trainers and fashion shoes are not allowed.

Uniform with the school logo may be purchased from Tesco via the following link:

<http://www.tesco.com/direct/wylde-green-primary-school/12031.school?source=others>

or Clive Mark School Wear – Wylde Green. Plain ones can be purchased from any uniform provider.

Please LABEL every item with your child's name.

HAIRSTYLES

We ask that parents do not send their child with coloured or dyed hair or any extreme hairstyles such as shaved patterns or lines etc, Children with hair longer than shoulder length should have it tied back.

P.E. CLOTHING POLICY

The following is intended to ensure hygiene, practicality and, most importantly, safety during P.E. lessons. Through the policy we hope to educate children so that not only do they understand the reasons for particular rules about P.E. kit, but they also learn to prepare themselves appropriately for all lessons in readiness for sport at secondary school and in adult life.

P.E. kit should be brought to school for each PE lesson or left at school for the whole week (*see 'Pump Bags' below*).

Infants

For all lessons children are required to wear a red 'T' shirt, P.E. shorts and pumps, (training shoes should only be worn for outside activities and are optional). A spare jumper, sweatshirt, leggings or tracksuit can be worn outside in cold weather and spare socks if girls wear tights.

Juniors

(Indoor) Pumps (not training shoes), a red 'T' shirt, P.E. shorts (not a skirt) for gymnastics and, if necessary, a spare pair of socks.

(Outdoor) Pumps or trainers (necessary if wet), change of socks (not tights), red 'T' shirt and P.E. shorts or games skirt. A spare jumper, sweatshirt, leggings or tracksuit can be worn outside in cold weather.

Swimming

Boys - Trunks (not long shorts) and towel

Girls - One piece swimsuit and towel

Long hair should be tied back or a swimming cap worn.

Goggles are optional.

PUMP BAGS

Pump bags should contain a pair of pumps, shorts, a red 'T' shirt and a painting smock/old shirt.

Space is very limited in school so children should not bring their kit in large sports bags.

- ✓ **Please label every item of clothing with your child's name**
- ✓ For coats please use elastic hangers

JEWELLERY

We do not permit children to wear jewellery in school, apart from watches and any religious jewellery as discussed with the Head Teacher.

Ear-rings are always a problem in schools. *The preferred option is that children do not wear ear-rings at all in school.* If you feel that it is essential, as your child has pierced ears that they continue to wear earrings then only plain studs are suitable.

Please realise that there have been occasions in schools where injuries have occurred because studs have been worn in P.E. lessons.

It is unreasonable to expect teachers to supervise children taking studs in and out of ears for P.E. lessons and hence the preferred option is for ear-rings to be left at home.

The school can take no responsibility for any loss or damage to ear-rings or injury due to ear-rings.

SCHOOL MEALS

In the 2017 Spring Term, we are looking to transfer from our current school meal provider to a company called Dolce. It is a family business with a genuine interest in the welfare of children. Their belief is that children should be given a freshly prepared, filling and nutritious lunch using locally sourced ingredients.

Children in Key Stage 1 receive free school meals under the **Universal Infant Free School Meals**. In September 2014 the government introduced a new initiative to all schools in England; Universal Free School Meals (UFSM). This initiative enables all children in Reception, Year 1 and Year 2 to receive a free school meal every day. The initiative does not apply to children in KS2 (Years 3-6) however, you may be eligible for 'traditional' Free School Meals (FSM) - please see the information below.

For children in Key Stage 2 who are not eligible for free school meals, currently a two course lunch costs £2.15 (£10.75 per week). Payment for school meals can be made by monthly direct debit or online.

Dolce operate a cashless system called 'LiveKitchen' which offers fantastic flexibility for parents. Benefits for you & your child:-

- Direct Debit means no hassle finding correct cash
- You can pre-order online for up to a term in one go
- Or you can let your child order in class each morning
- You can easily track your account online
- Monthly direct statements show you what your child ate
- You can view all recipes online, including cooking method, nutrition and artificial ingredients
- Your children get the dish they want, every day
- Cooks can be shown dietary notes when serving your child

- Your child will have less queuing at lunchtime

Please note, where payment for school meals has not been received, we are unable to allow dinner money debts to accumulate above 5+ days and therefore expect that parents owing more than this provide a packed lunch.

FREE SCHOOL MEALS

Did you know that just by registering your child for free school meals Wylde Green Primary will receive extra money?

Pupil premium is money that is given to schools to help close the attainment gap between different groups of pupils (for more detailed information, see our section on Pupil Premium). The vast majority of pupil premium funding is allocated to schools for each child who is registered for free school meals. Since April 2012 this has included any child who has been registered for FSM at any time in the last 6 years. The amount we currently receive for each child is £1,300. An additional sum of money is also paid for any pupils who are 'looked after' or whose parents are in the armed forces.

We are keen for everyone who is eligible to register for free school meals to do so. If you are registered you may also get help with the cost of other activities such as music tuition or educational visits as well as saving over £350 a year on dinners. Even if you don't want your child to have a free meal, as long as you qualify and are registered we still get the funding for school.

You are likely to be eligible if you are in receipt of one of the following benefits:

- Child Tax Credit (Families receiving Working Tax Credit are not eligible)
- Income Support
- Income Related Employment and Support Allowance
- Income Based Job Seekers Allowance
- Guaranteed Element of State Pension Credit
- Support under part VI of The Immigration and Asylum Act 1999
- Working Tax Credit 'run-on' - the payment made for a further 4 weeks after someone stops qualifying for Working Tax Credit

If you think that you may qualify please see Mrs Coutts who will be able to advise you and give you the relevant forms to complete. It would be helpful if the forms could be filled in before your child starts school.

WATER

All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. Please ensure your child's bottle is labelled.

LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in 'Lost Property Boxes'. If your child has lost something then please check these. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. All named items will be returned to your child, unnamed items will be stored and sold at the end of each half term.

ABSENCES

Regular attendance is central to raising standards in education and to ensuring all pupils fulfil and achieve their academic & social potential. Missing out on lessons leaves children falling behind. Children with poor attendance tend to achieve less well in both primary and secondary school. The

Government issued guidance in June 2013, including the taking of family holidays during term time. The current law does not give entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our school website.

If your child is absent for any reason, please inform the school office by telephone on each day of the absence. In most cases these absences will be coded as authorised (there are some exceptions). Any unexplained absences will be coded as unauthorised.

To encourage high levels of attendance, certificates are awarded at the end of the Autumn, Spring and Summer terms for 100% attendance. Certificates and medals are awarded to children who achieve 100% attendance over the school year, and any child above the national/school target of 95.60%, will receive recognition for this achievement.

LATENESS

When a child is late they are often embarrassed to walk into the lesson late and disturb the class and the teacher. The child cannot usually understand the lesson as they have missed the introduction. It is so important that your child is in our playground at 8.50 am, ready to come into school at 8.55 am when the bell is rung.

RETURNING TO SCHOOL AFTER ILLNESS

Children returning to school after illness should clearly be fit to do so and free from infection. Children should be fit to participate in all school activities, including games and playtime. Injury and asthma are of course exceptions. If in doubt, the school is happy to offer advice.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency.

MEDICINES

Medicines that have been prescribed by a doctor can be administered in school ideally **if more than 3 doses a day have been prescribed**. However, in special circumstances we can administer medication.

Parents will be asked to complete a written request for the school to administer medication.

It is the parent's responsibility to collect the medicine at the end of the school day. It is not possible to administer Calpol or hayfever medicines, unless there are exceptional circumstances.

These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Form on their child's entry into school.

Inhalers (Blue Relievers) are kept in a safe and readily accessible place within the classroom. Inhalers should be taken to sporting events/school trips and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

SPECIFIC MEDICAL ISSUES, PEANUT ALLERGIES ETC

We have several children in school with peanut allergies. Staff are trained annually in the use of epi-pens.

If your child's epi-pen is out of date, we may have to request your child is not in school until we receive an epi-pen in date.

BUMPS ON THE HEAD

You will be informed immediately of any medical matter beyond the minor e.g.: if your child bumps his/her head you will receive a note informing you. If your child has a headache or feels dizzy following a bump on the head, you will be contacted by telephone.

SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside.

Applying large numbers of children with sunscreen would be difficult for school staff, so we ask that you apply a long last sunscreen before school in sunny weather. If your child has a medical condition that requires this during the school day, please contact us

EMERGENCY CONTACT INFORMATION

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child. **It is imperative that you keep us up to date with any change in phone or mobile numbers**

MONEY

Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, class, amount and the purpose of the money. All monies should be given to the class teacher. For audit reasons we are not allowed to accept money from parents unless it is in a clearly marked envelope. Dinner money should be given to the class teacher at 9am on Monday morning. If your child has been absent, dinner money should be brought in on their return to school.

CONCERNS & COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Deputy Headteacher if the matter remains unresolved after discussing with the class teacher. In line with our Child Protection policy, any allegations regarding staffing should be brought to the attention of Mrs O'Toole. The school has adopted the Local Authority complaints procedure.

This is available upon request from the school office, or is on the school website under the policies section.

TRANSPORT

The greatest threat to children's safety is congestion and poor parking in the vicinity of the school. We would ask all car drivers to be constantly vigilant near the school site. Please park considerately and obey road markings. They are there to safeguard your children.

We encourage children to walk to school wherever possible; it is good for the environment and promotes good health.

Can we also ask that you are good role models to your children and park safely and considerately around the school, especially near our neighbours properties.

SAFETY

Please ensure you only enter school via the main entrance, where we can safely control the adults in school via the door entry system. Parents and carers must not enter via the playground or infant classrooms, unless invited by a member of staff.

COLLECTION OF CHILDREN FROM SCHOOL

We expect all children up to Year 5 to be brought to school and collected by a responsible adult. Please ensure all persons on your contact list have been introduced to the class teacher, and notify school as soon as possible if you arrange for someone else to collect your child.

Year 6 children are allowed to leave the school site independently, once the class teacher has been notified in writing.

We know there are always times when parents/carers are running late, however it is unacceptable for children to be frequently left at school beyond 3.30 pm. This can be distressing for children and it is inappropriate for school staff to be responsible for children, other than in exceptional circumstances.

MOBILE PHONES:

We do not encourage children to bring their mobiles in school and they must never be used during the school day. When children enter year 6, we **permit those walking** to or from school, to bring their mobile to school. This is so that they can contact parents etc if need be and so both they and parents feel they are safer! The phones are to be kept in the children's lockers and they **must be switched off** during the school day and **must not be used during the hours of 8.50am and 3.30pm**. Children will be responsible for their own mobile. Please can parents needing to contact their child during the school day, do so via the office as normal.

LOST, STOLEN OR DAMAGED PROPERTY:

It is not appropriate for children to bring into school any valuable items. We will not take any responsibility for valuable items being brought into school. Parents are strongly advised not to allow their children to bring expensive items, e.g. watches, rings and earrings, to school. Whilst every effort is taken to ensure that our children are taught to be respectful towards the belongings of other people, occasions may regrettably arise when items are damaged or lost and not found. At such times, the school cannot be held responsible for the damaged or missing items including missing clothes or lunchboxes.

HOMEWORK

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

The school has a Homework Policy that was developed through consultation with parents, pupils, staff and governors.

Key points of policy:

- Homework tasks will be manageable and we hope that they will give an opportunity for dialogue between you and your child about their work in school.
- You are requested to provide a suitable quiet area for your child to complete their work if possible.
- Our school ethos is based on positive encouragement and we hope that you will feel able to join us in encouraging the children to develop the discipline of regular homework.
- We aim to make the transition from Year 6 to Secondary School as seamless as possible and getting the children used to regular homework is a part of this process.
- It is our policy not to set homework for children who are on holiday during term time.
- In preparation for Secondary school, Year 6 are issued with Homework diaries.

So what homework is set here at Wylde Green?

"POWer Projects" Homework.

In support of the exciting curriculum, we have also introduced a homework system. Here is a simple overview of how it works...

Each half term children will receive a POW task sheet highlighting different activities they are able to select and complete during the half term. These POW projects are directly linked to the work undertaken in our class topics and allow for further research and extension of skills to take place at home. There is a good variety of tasks to choose from and we have carefully ensured tasks appeal to all learners - so we have included research tasks, mathematical/ geographical tasks, creative tasks and exploratory tasks too.

As the children complete a task they achieve points. These points all contribute to an overall score at the end of the half term. Children's work is celebrated weekly in class and also in our superb "Fabulous Finale" celebrations at the end of a half term.

Further information on the POW homework system is available on the school website, and will be disseminated to parents through our "Meet the Teacher" evenings. You are of course welcome to come and talk to your child's class teacher at any point throughout the school year for further clarification.

In addition to the POW homework, specific year groups will be set activities/ tasks related to the appropriate learning stage of that class. This may be maths Instant Recall challenge/ phonics in KS1 and formal spellings in KS2. This is again disseminated to parents through our "Meet the teacher" evenings and website.

Mathletics and Bug Club.

School has invested heavily in these interactive software packages that allow your child to undertake challenging and fun numeracy and literacy activities at home.

Tasks are set by teachers at school and children access these at home on line. If access to a computer or the internet is difficult please let us know as we ensure opportunities for all children to access these resources are provided at school.

Children are issued with log-in details. If these are mislaid we can easily reissue these for you.

We strongly urge you to make the most of these fantastic resources as a way of reinforcing Maths and English skills.

Our parent workshops on Mathletics and Bug club throughout the year are well worth a visit if you are unsure or would like to learn more.

A final word on homework ...

In addition to all of the above, of course we encourage you to hear your child read as often as possible – preferably daily in Reception and KS 1.

Again – just to clarify – our website has further details of homework within specific year groups and you are more than welcome to contact the appropriate class teacher for further advice.

Finally we are here to help and work with you parents. We greatly value your input in your child's education and know it is a two-way partnership. So if you have any queries or concerns please don't hesitate to contact us.

INSPIRE WORKSHOPS

Each year you will be invited into workshops to work alongside your child. The first will be Phonics for Reception in the autumn term. Other year groups have workshops based on English or Maths each year. We are working to support you in helping your child's learning. The workshops are designed to assist you to see how we teach in school so that you can support your child with their work at home by using similar approaches.

These workshops are a part of our ethos at Wylde Green and we are expecting that you or another relative will be able to attend. The sessions build up year on year so that you will be equipped to support your child in each year group as they move through the school.

HOW DO WE ASSESS CHILDREN THROUGHOUT THE SCHOOL?

Each child is assessed in Reading, Writing and Maths at least three times each year. This gives us information relating to the National Curriculum level that your child is working at in these areas. Details of these assessment results can be shared with you at parents' evenings.

The progress of your child is continually 'tracked' to ensure they are making the progress which we would expect. If a child is not making the expected progress for any reason we may put in place intervention strategies to ensure that your child has the best opportunities to reach her/his potential. This might involve some extra teaching time or discussing with you ways in which you can assist with homework etc.

It is quite usual for children to move in and out of target groups during a year to support their progress. However, we will inform parents that their child is being targeted.

TARGET SETTING

We find that when children understand exactly what it is that they need to learn next, this helps them to improve more consistently. We have developed a system of target setting in Writing and Mathematics so that the children can see that they are making clear progress in an area of need.

FORMAL TESTS IN MAY/JUNE

Children in Year 2 and Year 6 sit their SATs (Standard Attainment Tests) in May/June each year. The Year 2 SATs are spread out over several weeks. The Year 6 SATs are in a specific week in May.

In addition, all children in Year 3, 4 and 5 complete non statutory tests at the end of each term.

These tests help us to see exactly what progress each child has made during the year by using a standardised test. The results of these, alongside the teacher assessment, enable us to focus teaching for the following year to address gaps in learning.

USE OF THE COMPUTER AT HOME AND THE SCHOOL WEBSITE

The computers in school are a central part of our work with your child. The school website at here is elaborate. It contains lots of photographs of school life and links to other useful website. It is updated regularly. Surveys in school have shown that at least 80% of you have internet access.

The Birmingham Grid For Learning (BGFL) is the website which we use at school. It would be a really good idea for you to begin exploring the site with your child if you have internet access. The site address is: www.bgfl.org. Click on the 'Learners Tab' Then go along to the left on the red band at the top and click on the word 'learners' again. You will find a host of educational IT material at Foundation Stage, Primary and Secondary Levels. We recommend these materials to you!

INTERNET SAFETY

In school, children are not allowed onto the internet without adult supervision. What is important though is that children know what to do if they access something that is inappropriate on line and we teach them of the steps to take. Sadly, we have experienced reports of internet bullying – child to child, taking place outside school, which is then brought into school. This has usually occurred using internet chat sites including Facebook and Snapchat. We are also aware that some children have to access computer games e.g. Grand Theft Auto and Call of Duty which are certificate 18+ and 15+ respectfully. This means they are subjected to adult themes inappropriate for their age group. Please be responsible when deciding what your child is permitted to access on their gaming devices.

May we respectfully advise you that children should not be on the internet unsupervised at home. Computers in bedrooms and the use of wireless connections on laptops are, in our experience, the root cause of children accessing inappropriate websites and connecting inappropriately on chat site. We also remind you that children should be 13 to have a Facebook account.

PHOTOGRAPHS AND VIDEOING IN SCHOOL

We regularly photograph our children to celebrate their successes and experiences both in and out of school. These may then appear around our school, on our newsletters or on our website. Should wish your child NOT to be photographed please ensure you have completed the form sent out from school in September. We are happy for you to photograph and take videos of your child during events in school, but ask that these are for your own personal use and not put on social network sites.

SCHOOL HEALTHY EATING POLICY

Early Years and Key Stage One children receive a free piece of fruit (apple, pear, banana or orange) each day.

We expect all junior children to bring in Healthy Snacks for eating at break times. A piece of fruit is ideal. Crisps, chocolate bars etc. are not suitable.

I am sure you will agree that it would be inconsistent for us to put such emphasis on Healthy Menus for school lunches and then allow the children to bring in unhealthy food to eat at break times or for birthday treats. Children are not permitted to bring in cakes or sweets for their classmates for birthdays.

All children are actively encouraged to bring a bottle of plain still water to school every day for drinking in the classroom. Flavoured water, fizzy drinks or squash are not allowed in the classroom.

Should this approach cause any difficulty for you, please do not hesitate to contact us so that we can talk through any specific points.

OUT OF SCHOOL ACTIVITIES (CLUBS)

There are a wide range of fee paying clubs throughout the year. We usually run the clubs in half termly blocks so that we can regularly change them to maintain the children's interest. At the time of writing football, dance and tennis are currently running.

At Wylde Green we are very lucky that our staff run non fee paying clubs for children across the whole school. Details of these will be given to you as appropriate.

We also provide free of charge sports clubs on a daily basis, lead by sports coaches, these operate on a rota system.

There are opportunities for children to learn to play a musical instrument.

Music lessons run within the school day and parents must pay for these lessons in full, one term in advance. This year we are offering clarinet, trombone and guitar lessons. If you would like your child to begin lessons, please enquire at the school office. Please note: Children can only opt out of music lessons at the end of a term and we need one full half terms notice if you would like your child to stop their lessons.

We also provide music lessons for all children in year 4, where they get the opportunity to have weekly lessons with their class. Children who show an aptitude for their instrument have the opportunity to continue in year 5 and 6. These lessons are free to the children, as they are jointly funded by school and the PTFA. Children will be loaned an instrument and are encouraged to practise at home!

FRENCH CLUB

This fee paying club runs weekly at lunchtime. Please ask the School Office staff if you would like your child to attend.

SCHOOL COUNCIL

Each September, representatives of the School Council are elected in each Year 2 and Year 6 class. The group meets half termly and inputs into many areas of school life, including school lunches, provision of games at break times and any other issues they wish to raise.

HOUSE TEAMS

The House team names are: **Griffin, Phoenix, Unicorn and Pegasus.**

In Reception each child is allocated a house team, siblings are in the same house. Children earn house points and the winning team are awarded a trophy each week. House Teams compete against one another in our annual sports day activities. There are also house competitions throughout the year e.g. spelling bee, basketball shoot-outs and team games.

House and Sports Captains are selected in Year 6 by the staff to represent their houses.

PARENT VOLUNTEERS

We welcome parents to work alongside the staff in school and such involvement is invaluable for all concerned. There is an open invitation for parents to let us know when they can come and how they can help.

All volunteers working in school are required to have an enhanced Disclosure & Barring Service check (formerly CRB).

WYLDE CATS BEFORE AND AFTER SCHOOL CLUB

Priority is given to siblings of registered children. At present there are over 150 members using the club (maximum of 104 children per session) supervised by a team of 13 staff. Please contact Mrs N Felton or Mrs S Hopkins during opening hours (7:30am-9:00am & 3:30-6:00pm TERM TIME ONLY) on **0121 386 2366** or 07715910912 (text only) or email them at wyldecats@btconnect.com

Essential Information 2016-2017

STAFFING

STRATEGIC TEAM	
Mrs Donna O'Toole	Head Teacher Strategic Lead. Staffing, Governance, Standards, Performance Manager, Deputy Designated Safeguarding Leader (DSL)
Mr Richard Hamilton- Martin	Deputy Head Teacher Standards & Assessment, Curriculum, Educational Visits, Behaviour, Performance Manager, DSL, Teacher in Year 6.
Mrs Kate Kelly	Assistant Head Teacher Curriculum, staff development, NQT Mentor, DSL. Teacher in Year 4 and 6.
Senior Leadership Team	
	Areas of responsibility
Mrs Sue Drinkwater	Phase 1 Leader, Year 1 Teacher , Student Placements, Performance Manager, D & T Subject Leader
Miss Amy Coshan	Phase 2 Leader, Year 3 Teacher, Computing Lead, MFL Leader
Mrs Sandra Evans	Phase 2 leader, PSHE, School Council. Performance Manager, Class Teacher (maternity leave)
Mrs Mary Dobson	Phase 3 Leader, Mathematics Subject Leader. Teacher in Year 6 and across Key Stage Two.
Other Class Teachers	
	Areas of responsibility
Mrs Rebecca Colton	Reception Teacher, Music Subject Leader
Miss Michelle Webster	NQT – Reception Teacher
Miss Katie Shakespeare	Geography Lead, Year 1 Teacher
Miss Claire Cutler	NQT –Year 2 Teacher
Mr Jack Boden	Year 3 Teacher, P.E. Subject Leader
Miss Demi Gray	NQT – Year 4 Teacher
Miss Clare Bird	SENDCO, DSL. Teacher in Year 2.
Miss Claire Horne	Year 2 Teacher, Computing Lead
Miss Lauren O'Rorke	Year 4 Teacher, R.E. Subject Leader
Miss Jessica Jennings	NQT – Year 5 Teacher
Mr Michael Fullard	Year 5 Teacher, History Subject Leader
Mr Thomas Ronan	SENDCO, DSL. Teacher in Year 5 & 6.
Miss Sarita Paul	Year 6 Teacher
Mrs Arpinder Bains	Year 6 Teacher, Science Subject Leader

Additional teachers	Roles and responsibilities
Mrs Abi Hamilton-Martin	EYFS Leader, NQT Mentor
Mrs R Wheeldon (0.6)	Year 2 & 4 Teacher , P.E. Lead
Koli Khanam	Year 1 & Reception Teacher, Art Leader
Support staff	
Mrs Michelle Felletti	Teaching Assistant
Mrs Linda Howes	1: 1 Teaching Assistant
Mr Scott Hopkins	1: 1 Teaching Assistant
Miss Emma Horne	1: 1 Teaching Assistant
Mr Jonathan Walmsley	Teaching Assistant
Mrs Sally Ward	Teaching Assistant
Mr Daniel Westwood	Teaching Assistant
Mrs Aimee Targett	Teaching Assistant (Maternity Leave)
Mrs Karen Swingler	Family Support Worker
Miss Laura Collins	Reading Assistant
Mrs Papia Dasgupta	Reading Assistant
Ms Becky Jones	Reading Assistant
Mrs Jayne Swain	Reading Assistant
Mrs Anita Tutt	Reading Assistant
Office Staff	
Miss Claire Sephton	Senior Office Manager
Mrs Mandy Winfield	Office Manager
Mrs Claire Coutts	Administration Assistant
Mrs Carol Brown	Administration Assistant
Site staff	
Mr Carl Moss	Building Services Supervisor
Miss Cheryl McVicar	Cleaning staff
Ms Linda Bishop	Cleaning staff
Mrs Julie Palmer	Cleaning staff

Kitchen Staff & Lunchtime Supervisors	
Mrs Rupinder Kaur	School Cook
Mr Henok Hafasan	School Deputy Cook
Mrs Sue Brennan	Kitchen Staff
Mrs Carol Carew	Kitchen Staff
Mrs Debbie Cooksey	Kitchen Staff
Mrs Tracey Douglas	Kitchen Staff
Mrs Vicky Caldicott	Kitchen Staff
Ms Caroline Bourke	Kitchen Staff
Miss Laura Collins	Senior Lunchtime supervisor
Mrs Rowan Greaves	Lunchtime supervisor
Mrs Arlene Wilkes	Lunchtime supervisor
Mrs Vicky Harrison	Lunchtime supervisor
Mrs Jaswant Chagar	Lunchtime supervisor
Mrs Janet Hunt	Lunchtime supervisor
Mrs Papia Dasgupta	Lunchtime supervisor
Mrs Mohinder Ghataora	Lunchtime supervisor
Mrs Anita Tutt	Lunchtime supervisor
Mrs Bidisha Sen	Lunchtime supervisor
Mrs Louise Lander-Taylor	Lunchtime supervisor
Mrs Dee Wilkie	Lunchtime supervisor
Mr Ian Sheward	Lunchtime supervisor
Mrs Rebecca Hipkin	Lunchtime supervisor

TERM AND HOLIDAY DATES

School Year 2016 to 2017

Autumn Term 2016

Term Starts: Monday 5 September 2016

Half Term: Monday 24 October 2016 to Friday 28 October 2016

Term Ends: Friday 16 December 2016

Spring Term 2017

Term Starts: Tuesday 3 January 2017

Half Term: Monday 20 February 2017 to Friday 24 February 2017

Term Ends: Friday 7 April 2017

Summer Term 2017

Term Starts: Monday 24 April 2017

Half Term: Monday 29 May 2017 to Friday 2 June 2017

Term Ends: Tuesday 25 July 2017

Teacher Training Days 2016 to 2017:

Monday 5 September 2016

Tuesday 6 September 2016

Monday 24 July 2017

Tuesday 25 July 2017

One more date TBC