



Inspiring all to Achieve

At Park Road Sale Primary we work together, caring for, supporting and inspiring each other to achieve.

We **ignite curiosity and inspire a love of learning** through memorable experiences and exciting challenges, which prepare our children for an ever changing world; **they are empowered to be the best that they can be.**

Our **inclusive community** encourages children to enjoy learning, have fun, be happy, **be respectful and care for one another** in a safe and supportive environment.

Children, parents governors and staff all work together to ensure that we are a successful school with motivated learners, where **high expectations result in outstanding levels of attainment and achievement.**

We are all proud to be part of the Park Road family!

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WELCOME TO PARK ROAD

Dear Parents/Carers,

On behalf of the Staff and Governors of Park Road Sale Primary, I would like to take this opportunity to extend a very warm welcome to all our parents and children. We look forward to a happy and successful association over the coming years.

The purpose of this booklet is to give you an insight into the life and work of our school. Education is a shared responsibility and we value and foster a good relationship with our parents. Parental support is invaluable, and we consider it essential that we work together for the success, happiness and well-being of your child.

As parents, you are your child's first educators. The home influence remains vital throughout your child's schooling. Links with parents help to make school and learning part of a child's life rather than something separate and artificial.

For some children, school can be an immense step in their young lives. Even for those who have attended our Nursery, once in Reception class, the children have to become familiar with other parts of the school, which may be larger than any other building he/she knows. Your child will be involved in new activities and routines as well as making relationships with different people. He/she may need plenty of support in the months before and after starting school. The section 'Starting School' at the end of this prospectus aims to help you help your child settle easily into school life. It also sets out what we do to make this important transition as smooth as possible.

Communications between school and home are vital. We keep you informed of your child's progress and achievements throughout the year at Parent's Evenings, and also by providing a written report during the Summer Term. However, should you wish to discuss your child's progress, or have any concerns at other times, you are welcome to arrange a meeting with your child's teacher, The Key Stage Leader, either of the Deputy Headteachers (Miss Fisher or Mrs. Chadwick), or myself.

We look forward to working together to achieve the very best for each and every child.

Claire Walmsley
Headteacher



The School Values

Everything we do in school is underpinned by the School's Values which are:

Working Together, Enthusiasm & Passion, Excellence and Caring.

Park Road is a co-educational day school catering for children aged 3 to 11 years old. We have a 60 intake and so are 2 form entry. Opened in 1939, the school is a horseshoe shaped building, and has recently been expanded. Many of our parents and local residents came here themselves, so there is a great deal of interest from the local community in the life of the school.

We chose to become an academy in September 2013 in order to take advantage of the freedoms offered.

Teaching and Learning

The school aims to provide a broad, balanced curriculum through which all children realise their full potential, developing their individual talents. From the start, our main focus is on the acquisition of the basic skills of literacy and numeracy. Our end of key stage 2 results for these subjects have been significantly higher than national averages for the last 12 years. We use Information and Communication Technology to support many areas of the curriculum and in 2004 we became the first school in the local area to receive a national award for high quality work in using ICT to enhance teaching and learning. This award was renewed in 2007, 2012 and 2016. In 2009 and 2010 we were short listed for the national ICT Excellence award and in 2012 and 2016 gained the Third Millennium Learning award. We hope that pupils will leave us as competent and enthusiastic learners who can meet new challenges with confidence.

Foundation Stage

Nursery and Reception classes are known as the Foundation Stage of learning, where structured play forms a large part of the child's school day. Research has shown that this is the best way for children of this age to learn. Children can join our nursery class in the term after their third birthday, if places are available. Most children attend on a part time basis, either in the morning or the afternoon each day; others attend full time (if there are any full time places). Our Reception and Nursery staff work as one team, which ensures excellent continuity throughout this stage of education. Children join the Reception class in the September of the school year when they are five. Although many of our Reception children have attended our nursery, others join us from elsewhere. The amount of time spent on more formal learning increases gradually during the Reception year, the pace of this change being dictated by the needs of the individual children.

Children in the Foundation Stage work towards the Early Learning Goals defined by the Government:

The three prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas through which these developments are applied are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.



Key Stage 1

The two years following the Foundation Stage are known as Key Stage 1. From Year 1 onwards, the children follow the National Curriculum, which will form the framework for the rest of their primary education. They are taught the following subjects:

English	Mathematics	Science
ICT	Religion	History
Geography	Design Technology	Art
Music	Physical Education	Outdoor learning
Personal Health and Social Education		Citizenship

Children experience all of these areas of learning during this key stage but subjects are sometimes taught together as part of a theme. A broad curriculum is taught, but in addition, the development of the basic skills of literacy and numeracy and a positive attitude to learning are of great importance.

Key Stage 2

In the September following their seventh birthday, children move from the infant to the junior classes as they enter Year 3. The rest of their time with us is referred to as Key Stage 2. The same national curriculum subjects are covered, but now in greater depth, and children also learn French. Throughout both key stages, teaching includes whole class, group and individual work, which takes full account of the attainment levels of individual children.

English

In Nursery and Reception, children work on speaking and listening skills first. They begin to learn letters and phonic sounds in nursery and work at a pace which suits each individual. In Reception, children build their reading and writing skills working in small groups. Their progress is frequently assessed to make sure that they are receiving the best mix of support and challenge for their stage of development. From Year 1 onwards children work on their literacy skills for at least one hour each day.

Reading is taught following the government's Letters and Sounds phonics programme. Children are grouped according to attainment in phonics across Reception, Year 1 and Year 2 for 30 minutes a day, five days a week. We do not follow one reading scheme but group several by colour band levels to ensure that children bring home a book which will provide practice at the right level for them.

Key Stage 1 teachers organise additional reading activities at midday, some children reading with the teacher whilst older children help some of the infants play word games to assist with reading and spelling. All children bring home their own choice of library book to foster a love of reading.

Throughout the school, we ensure that children regularly practice the skills they learn in literacy lessons through their work in other subjects. Reading and writing skills are essential for many areas of the curriculum. They will eventually learn to extract information and to comment on the structure of the books they read and will be able to write for a wide variety of different purposes. They will also use audio and video recording so that they can communicate confidently in many different formats.



Numeracy

Maths teaching includes daily oral and mental work, as well as extending and developing mathematical concepts. We cover all aspects of the national curriculum for maths in Key Stages 1 and 2. The programme for Reception takes account of the Early Learning Goals for 3-5 year olds.

Parents may find that their children learn different methods than they remember from their school days. We now encourage children to try various ways of tackling the same calculation so that they develop confidence in using numbers accurately and can apply their mathematical knowledge in different contexts. Children are taught to use different methods of calculation and how to apply these to problem solving. They learn about 2 dimensional and 3 dimensional shapes and how to use graphs and measures.

Information and Communication Technology

Children use our computers from Reception onwards both in our ICT suite and in the classroom. They learn how to use digital video, how to record pod casts, how to control programmable toys and programme computers using coding. Internet access is available throughout school via wireless links. In using the internet, we aim to promote a responsible and discriminating attitude to the increasingly wide variety of information that is available. In addition to using information technology to support work across the curriculum, we hope to foster a confidence in the use of computers which will ensure that our children can adapt quickly and easily to the developments and changes in this area which they will meet during their future lives.

Our Learning Platform enables us to extend learning beyond school hours and we also arrange computer sessions before and after school to support children without home access.

Assemblies and Religious Education

Assemblies are held daily in line with the 1988 Education Act, which can take place in the hall or the classroom, and is broadly Christian but not doctrinaire. They focus on a wide range of themes both religious, social and pastoral. Religious Education follows a locally agreed syllabus which studies Christianity as the main religion and also encompasses Judaism, Sikhism, Buddhism, Hinduism and Islam. Through this teaching, we hope to encourage tolerance and understanding of different beliefs and a reflective attitude to moral values and the world around us.

Physical Education

All children participate in physical education and games. Through these lessons they are led to an awareness of their own potential and the limitations of their bodies. We aim to develop basic movement skills and an appreciation of the importance of team work. Most of the teaching in this area of the curriculum is undertaken by our sports teacher. We also benefit from visiting experts in different types of sport; dance, tennis & rugby for example. Children go swimming in Year 3 where they are taught by the specialist teachers at Sale Leisure Centre. After school, there are clubs which children can attend (There is a small fee for some clubs). These have included dance, football, basketball and hockey for Key Stage 2 children and an Introduction to Sports course and dance and tennis for children in Key Stage 1.



In Year 6, all children with bicycles have the opportunity to take part in the Safer Cycling Scheme run by Trafford LA. We offer a residential week for pupils in Year 6, which focuses on Outdoor and Adventurous Pursuits. The children really do gain a great deal from such an experience.

One of main aims in PE is to foster a culture of participation. All children are given the opportunity to achieve and to eventually represent the school in a sporting arena if they so wish. As a school we participate in local team events within football, basketball, hockey and cross country.

Personal, Social and Health Education (PSHE) and Citizenship

The attitude of the school is that of a large and caring family unit. Children learn to work independently and in groups with others. They are assisted in their search for 'a meaning to life' and encouraged to develop awareness of themselves in relation to others and the natural world. This covers subjects such as personal hygiene, food and nutrition, the use and abuse of drugs, social awareness and responsibility, and sex education. These are taught both through lessons and through activities outside lesson times. Multicultural education is evident in this and in many other areas of the curriculum. Older children especially are encouraged to take an active part in the life of the school and we encourage all our children to take an increasing responsibility for their own conduct and for helping others.

Aesthetic Development

We believe that children need to see the world in increasing degrees of depth and analysis, as well as taking delight in what is seen. We seek to develop an awareness of artists in our own and other cultures and make informed decisions about art, music, dance and literature. Our pupils are encouraged to produce ideas and solutions to problems, which reflect their individual responses to the world and its phenomena. Attaining these goals depends upon the provision of a rich and varied environment designed to foster and encourage sensory delight, curiosity and wonder

Enquiry

Enquiry is an essential part of a balanced curriculum and provides opportunities for the children to learn about themselves, their surroundings, plants, animals, natural resources, other people and the environment. It provides a great deal of work in Geography, History and Science. Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought.

Sex Education

This forms part of both Science and Personal, Social and Health Education. In the Infants the children learn about the animal kingdom and the development of their young. Emphasis is given to the value of life showing respect for parenthood. As the children progress through the juniors they learn more about their own bodies and in Year 5 children learn how babies begin, are born and how they grow. We do acknowledge that parents have a right and duty to educate their children in sexual matters and do not seek to replace parents in this role but to work in partnership with them.

Under the Education Act 1993 pupils can be withdrawn by their parents from the part of sex education in Year 5 that is outside the compulsory elements contained in the Science National Curriculum. Parents wanting to exercise this right are invited to discuss this with the Head teacher.



The School Council

Children elect a year 6 school council each year by online ballot. The 8 children who are appointed meet regularly with the Head teacher to discuss concerns raised by other children and to organise events which often raise funds for charities and for the school.

Peer Mediation

Children sometimes have arguments and fall out with each other. An important part of primary education is helping them to learn how to deal with these situations. Children from Year 6 undertake a training course in mediation. Those who are selected then work in pairs to help children throughout the school. They encourage children to listen to each other and to find their own solution to the problem which has caused them to disagree. Mediators are clear that they should inform teachers if they have any concerns about bullying or if they feel that they are unable to help with a situation.

Good behaviour and discipline

We aim to create a happy, friendly atmosphere within our school, where everyone can expect to be treated with courtesy, kindness and co-operation. Children are encouraged to learn self-discipline and to accept responsibility for their own actions. They can neither acquire the skills they need nor play their part in society if they do not learn to behave appropriately. We aim to create a community where there is mutual respect between all members and a proper concern for the environment. Children are encouraged to play an active part in framing class rules for the well-being and safety of everyone. All staff work to a common behaviour policy which celebrates the good that children do. Should a child's behaviour give cause for concern, then we would ask their parents to come into school to discuss the matter. We fully acknowledge the vital role parents play in helping us achieve our aims. We also have golden rules for the whole school which are widely displayed and regularly discussed in assemblies and PSHE lessons. They are:

Always try your best - only your best is good enough!

Treat everyone and everything as you would like to be treated

Be kind and helpful
Always try your best - Work hard
Listen to people
Be honest
Look after property
Be gentle

We hope that our teaching and the other activities within the school will ensure that bullying is rare. No organisation is immune from this problem, however, and parents are encouraged to contact their child's teacher if they feel that bullying is taking place. We will investigate thoroughly and make every effort to deal with the situation quickly and appropriately. It is made clear to the children that our school is a place where all pupils should feel safe, happy and valued.



Special Educational Needs

The school provides carefully structured work for children experiencing occasional difficulties as well as providing challenges for those with marked ability in certain areas. We find that appropriately high expectations lead to the highest standards. Arrangements are made for the withdrawal of some children to receive individual or small group work in mathematics or English to support or extend their learning. Those with marked ability may take part in such activities as the national Primary Maths Challenge. We take advantage of different intervention activities which help children who are experiencing difficulties to catch up with their peers. Parents are kept fully informed of their child's progress on any occasion when extra support is required.

Outside agencies are sometimes called upon to give support. These include Trafford's Education Psychology Service and Educational Welfare Service. The School Nurse also visits on a regular basis and is available for any parent with concerns about their child's well-being.

Equal Opportunities

Our school is committed to promoting equality of opportunity in all aspects of school life based on the understanding that all people are different but equal. We seek to address issues of race, gender, culture and religion, wherever appropriate.

Extra activities

Staff at Park Road Primary give up some of their own time to run a club either at lunchtime or after school. Children learn to play musical instruments and the choir sing at the Sale music festival and at the Christmas Ashton Market. Our drama club has performed at the Ashton on Mersey Schools Arts Festival. Music for Schools Foundation offer tuition on a variety of musical instruments. Our sports teacher runs after school sporting activities and we have school football (boys and girls teams), basketball and hockey teams.

School visits

Visits and visitors can make a very valuable contribution toward stimulating and enriching the work done in school. We will notify you in advance of any trips we arrange and need your permission to take your child out of school. Parents will also be notified of the costing of any school trips, asking them to make a voluntary contribution for each child. The payment for the trip is a contribution and children will not be excluded from the activity if no contribution is made, so long as permission to go on the trip has been given. However, our ability to continue to offer such activities is dependent on the voluntary contributions we receive from parents.



Keeping Parents informed and involved

We try to communicate with parents in a variety of ways in the hope that one of these forms gets through to you!

Email and the School App

We do not send letters home via 'school bag mail'. Instead all our letters and newsletters are sent home via email. It is really important that we have your correct email address. We also have our very own school app which can be downloaded from the apple store and google play store as the app is compatible with iPhones and android phones. Parents will need to get a password from school (usually communicated when your child starts school). Almost all of our parents have downloaded the app and are finding it a really useful communication tool. (Parents evenings next year will most likely be booked via the app)

Learning Platform

Our learning platform is a secure web site which only members of our school can use. The school can control which members of the school community have access to different features of the web site and is responsible for putting content onto it. Each pupil has their own user name and password which they should share with parents.

We put school information onto the site, including what your child's class will be learning each term, and you can also see short films of events in school. Your child will have half termly targets which you can see and comment on. Short films in our "How To" section demonstrate how we teach things such as calculation methods so parents can help children more effectively at home.

Homework

Homework is an essential and valuable element of learning, extending and consolidating the work done in the classroom. We welcome parents' help in encouraging and supporting their children when completing their homework. If you feel your child has problems with the work they have been asked to do at home, please let the class teacher know.

In the early years of your child's education, homework will focus on reading, as it is this essential skill that most benefits from extra practice at this stage. Parents are asked to support our work by regularly hearing their children read. Once children can read well, it is still helpful for parents to discuss what they are reading with them to help them develop the skills of understanding and commenting on the books they read. In maths, children should practice basic number skills such as counting, simple addition and recognizing coins. We also ask that parents help children to practice their multiplication tables so that they work towards instant recall of basic number facts.



As your child progresses through school, the amount of homework set will gradually increase as we try to foster good habits of independent learning. It is important that parents help their children by encouraging them to complete tasks promptly. Children who learn to manage their time efficiently will be much better prepared for the transition to secondary education. Details of homework will appear on the learning platform. Parents can help their children to complete their homework by providing a quiet working atmosphere and by questioning and explaining. Children who can learn independently will be much better able to take advantage of the lifelong learning culture which is an increasing factor in modern life. If a child is clearly experiencing difficulties in completing a particular task, please let the teacher know either in person or by writing a note on the piece of work.

Assessment

Teachers assess the progress children are making all the time so that they can adjust their lesson plans accordingly. There is a continuous process of assessment going on throughout the school and detailed records are passed on to successive teachers. At the end of each school year, the children undergo a more formal assessment process which measures their attainment against national criteria. We track the progress of each child throughout their time with us so that we can ensure that they are making good progress. Every half term your child's learning targets for maths and English will be put onto the learning platform.

Foundation Stage Assessments

Children will be assessed at the start of their Reception Year using a Baseline assessment. This takes the form of a computer activity which the children complete with their teacher. We have used this assessment tool for several years and not only does it provide useful information to help us plan your child's learning but the children enjoy completing it. At the end of Reception we repeat this assessment to add to the teacher's observations of the progress your child has made during his or her first year of formal schooling.

Key Stage 1 Assessments

In the summer of Year 1, children take the national phonics screening test which is administered by the class teacher on a one to one basis. Teachers then assess the attainment level each child achieves in literacy and numeracy at the end of Year 2, measured against nationally agreed standards. There will be tasks completed with the teacher Standard Assessment Tests, depending on the level of attainment the child has reached. These, together with work completed in class, will assist the teacher in deciding on the level of attainment achieved when measure against national year group expectations.

Key Stage 2 Standard Assessment Tests

These are often referred to as SATs and children's attainment levels are assessed in maths and English during May of Year 6. There are written test papers for math's, a comprehension test and a spelling and grammar test. All of these are marked externally as part of a nationwide testing system. You will be informed of the test scores and teacher assessments and these are also passed on to the secondary school to which your child transfers after Year 6.



Secondary School Selection tests

Local grammar schools conduct entrance tests in the autumn term of Year 6. A meeting explaining this process is held during the spring term of Year 5.

Reporting on progress

There are three Parents' Evenings each year, one in each term. These are an opportunity to discuss your child's progress and, in the spring and summer terms, for you to examine his or her written work. If you have concerns about any aspect of your child's education at any time, please do not hesitate to contact the class teacher.

Parents are given a written report at the end of the Summer Term, which comments on the progress their child has made in the National Curriculum subjects, as well as their attitudes and general contribution to the school. From Year 1 onwards, this also contains an assessment of how your child is progressing in Mathematics and English when measured against National Curriculum Year Group Expectations and the areas they should now target in order to improve.

Complaints and concerns

We welcome suggestions for developing our work in school. Be assured that, no matter what you want to tell us, our support and respect for your child will not be affected in any way. Please tell us of any concerns as soon as possible. It is difficult for us to investigate an incident or problem properly if it took place some time ago. We do appreciate the assistance we receive from parents in addressing any problems that arise.

We receive very few complaints. Problems sometimes arise from misunderstandings which are easily addressed. Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. When parents and teachers treat each other with mutual respect and support, this provides a very good role model for all our children.

If, having spoken to the class teacher, you still have concerns; you should then see the Key Stage leader then the Deputy Headteacher. They will investigate the problem and discuss findings with you so that we can find a way forward together which serves the best interest of both the school and your child. Your final port of call or for anything very serious - is Mrs Walmsley. Like everyone else, she has an open door policy but is also very busy so if she can't see you immediately, will endeavor to see you as soon as she possibly can. In the unlikely event of the problem remaining unresolved, you can put your complaint in writing and, if necessary, could subsequently refer it to the Chair of Governors – following our complaints procedure.

Helping in school

Some parents are very generous with their time and willing not only to help with their own child's education, but with the education of all children at school by coming in to help. It is good for children to see and talk to other adults in school and parents can bring extra skills and interests into school. Help from parents is also of great assistance to accompany children when we take them away from school premises on school trips. If you feel that you would like to be involved, please contact the class teacher.



Organisation and Routine Matters

Daily Routines

Starting times

Nursery sessions are from 8:55 until 11:55 and from 12:30 pm. until 3.30 pm. Parents should bring their children in by the EYFS entrance. If they arrive late, they should come to the main entrance where their child will be taken to nursery by a member of staff.

For the main school, supervision is provided in the playground from 8:45 am. Before then supervision is only provided for children who are in the Kidsclub. School will not be responsible for your child until 8:45 when doors are unlocked so the children can enter school. However we do understand that children will arrive at school earlier than this for various reasons. Parents must be aware however, that if children come onto school premises, there is NO supervision and we are not responsible for your children until 8:45am.

The start of the school day is 8:55am when the bell rings. Reception and Key Stage 1 children use the Infant entrance on Abbey Road; Key Stage 2 children use the Junior entrance on Southern Road & Main entrance on Park Road. Unless it is raining, children are not allowed to wait in the classroom at the start of the day, but should go out into the playground.

Morning Break

Infant and junior children share the playground at morning break time. They have assigned areas of the playground, although juniors may enter the infant play area providing they are not running. Nursery & Reception children have their own fenced area for outdoor play. Infant children benefit from free fruit at break time. Junior children are allowed to bring a health snack to eat at morning break times.

Snacks

At Park Road we have a Healthy Snacks policy and ask that no chocolate, cake, crisps or sweets are brought to eat during morning break. We recommend fresh fruit and vegetables, bread sticks, cereal bars, puffed rice cakes, or cheese. Children in Key Stage 1 are provided with a piece of fruit as part of a government scheme. Please note we ask that foods obviously containing nuts are not brought into school as we have children with severe nut allergies attending the school.

Lunchtime

Lunchtime is from 12:00 – 1:30pm. Children have 1 hour for lunch and these times are staggered in order for children to get as much time in the dining hall to eat their dinner and as much playtime as possible. All children stay at school for lunch, either eating a school dinner or bringing a packed lunch.

Afternoon break

Afternoon break is at a different time for infants and juniors. Equipment such as sponge balls, beanbags or skipping ropes are provided for the children to play with at the discretion of the teacher on duty. Children are not allowed to bring their own toys into school for use at playtimes.

Closing time

School ends at 3:30p.m. Children leave school by the exits nearest to their classrooms. Parents needing to collect children from two different entrances should inform the class teacher and we will arrange for the oldest child to walk through school to their siblings exit.

**Please note due to the Coronavirus situation these timings may vary, we will update new parents where necessary.



Kidsclub – Our After school club and Breakfast Club

Kidsclub is run by the school and is based in the school hall. Kidsclub encompasses Breakfast Club, After School Club and Holiday Club. The breakfast club is from 7.50 a.m. until the start of school and the after school club is from 3.30p.m. until 5.55p.m during term time. Holiday club runs during the October half term, February half term, 1 week at Easter, 2 weeks at Whit and 3 weeks during the summer holiday. School is therefore open to pupils for 48 weeks of the year. For more details and to book a place, please contact the office.

Absences

Illness at Home

We ask parents to let us know the reason for your child's absence from school. We are then aware if we have to look for signs of infection in other children. **Children with sickness and diarrhoea should not attend school until 48 hours after it has ceased**, as recommended by Trafford Health Authority Public Health England. Please let us know if your child is going to be absent, either by phone or by the app by 10:00am. If you do not inform us we will contact you as part of our safeguarding systems.

Leaving the premises during school hours

If you wish your child to leave school during normal school hours, to visit the dentist for example, please send a note stating clearly the arrangements you have made to collect your child and the time and include appointment cards. Children are not permitted to leave the school premises unless they have a note from home stating the reason. We do encourage parents to arrange dental and medical visits during out of school hours.

Holidays

There is a very clear link between punctuality, high attendance rates and academic progress. In order for children to achieve as highly as they are able, they must attend as many daily sessions as possible. Children who fall below our agreed attendance averages are assessed by Trafford's Educational Welfare Officer and where necessary, parents are contacted to discuss ways in which attendance and/or punctuality can be improved.

Parents are provided with a list of the school holidays as soon as it is available. Absence from school in term time should be avoided. It is important that children miss as little of their time with us as possible, both to ensure that they cover the curriculum and to build good attitudes to the importance of their education and work in general. Government legislation states that we are not allowed to authorise absence for a family holiday during term time, irrespective of work commitments. Permission will not be given for any holiday leave. Only exceptional reasons will result in an authorised absence. Parents wishing to apply for permission to take their child out of school should fill in a request form in advance of the absence.



School Uniform and personal appearance

Children are required to attend school neatly and sensibly dressed, as our intention is to encourage them to develop pride in their appearance and to maintain a good standard of cleanliness and tidiness.

Uniform

School uniform is compulsory from Reception onwards. Sweatshirts and cardigans with the school logo on can be purchased from a few of suppliers

Parents may purchase sweatshirts/cardigans without the school logo on but please make sure that jumpers and cardigans are in the school colours of Royal Blue - NOT navy.

Girls & Boys

- White polo shirt or White Shirt with a school tie
- Royal blue jumper or cardigan (with school logo or plain)
- Grey skirt / grey pinafore / grey tailored trousers / grey shorts
- Blue checked dresses may be worn in summer
- Black school shoes with flat heels (NOT Trainers or of the trainer-looking type)

Clothing for PE

- Black shorts
- White round neck T shirt. (children are not allowed to wear the top they wear during the normal school day)
- Black pumps or trainers
- Black tracksuit bottoms & Black Sweater may be worn for outdoor PE sessions in the cold weather.

All children should have a bag (small drawstring type please) in which to keep their P.E. kit.

Parents who would prefer their child to wear an alternative P.E. kit for cultural or religious reasons should contact the Headteacher

Clothing for swimming lessons in Year 3

Girls should wear a one piece swimming costume which does not have flaps or pockets. Boys should wear trunks rather than swimming shorts. Children will need a towel. Swimming hats are provided by the leisure centre.

Hair

Haircuts should not be extreme e.g. steps, lines, shaving the sides of the head or other variations of these styles. Children with long hair should always have their hair tied back with blue, black or 'hair coloured' bobbles. Colourful and large headbands and bobbles must NOT be worn

Jewellery

Jewellery, including ear studs, is NOT allowed in school for health and safety reasons. Children may wear a watch. If parents decide to have their child's ears pierced, they should do so at the start of the summer holidays. If the piercing is not sufficiently healed by the time the child returns to school, parents should cover the studs with plasters each morning until the studs can be taken out. The child will not be allowed to do PE or attend swimming lessons or sports clubs until the studs can be taken out.



Bags

We do not have much room in school for large school bags. PE kit should be brought in in drawstring type bag and in reality, children do not need to be 'lugging' lots of equipment around. Their reading book, homework, and a small pencil case should all that is carried in their school bags. Book bags are ideal (even for juniors) as they fit nice and neatly into drawers. Large rucksacks just don't stay on pegs and cause lots of problems around the cloak room areas. Please, please make these school bags as small as possible.

PLEASE MARK ALL CLOTHING AND OTHER BELONGINGS WITH YOUR CHILD'S NAME.

Bringing items of value into school

Please avoid sending valuable items into school with your children. If children need to bring an item of value into school, they should let their teacher know. If children bring money into school, it should be in an envelope with their name on it. Children should hand the money to their teacher for safe keeping. Toys must not be brought to school, unless for a specific purpose (in which case articles can be left in the care of the teacher). Children are not allowed to bring mobile phones into school unless there is a good reason in which case they should be handed to the teacher for safekeeping.

Pastoral Care

Whilst the children are in school, the teachers act in loco parentis, acting as any responsible parent would. It is our aim to create a happy, caring environment where all children feel safe and secure. Registered First Aiders deal with the welfare of any child who becomes ill or injured and the Headteacher is informed.

If necessary, the school will contact any parent or carer if we have a concern over a child's health or welfare. If ever you feel your child is unhappy in school, or perhaps they have suffered a loss at home, we hope that you will feel comfortable in coming to school and talking to your child's class teacher.

Illness at School

It is important that the school is made aware of medical conditions and allergies that your child may suffer from.

When children are ill, they are made as comfortable as possible. Parents are contacted by telephone and children cared for until their parents arrive to take them home. The cuts and grazes occurring at break times are dealt with by a member of staff. We have trained first aiders in school at all times. If a child suffers a serious accident in school, parents are contacted immediately. If parents cannot be informed, the Headteacher and/or other adult will accompany the child to hospital for treatment.



CHILD PROTECTION PROCEDURES

Safeguarding Statement

At Park Road Sale Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Road Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Parents should be aware that the school will take any reasonable action to ensure the safety of our pupils. In cases where the school has reason to be concerned that a child may be suffering from ill-treatment neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures and to inform the Social Services Department of their concerns. Safeguarding is not a matter for the discretion of individual Head teachers or members of school staff

The named designated named person responsible for safeguarding and child protection in the school is the head teacher, Mrs. Walmsley.

And Finally We hope you have found this information useful and we look forward to working together in partnership. A warm welcome to you and your child into our school family!



Starting School

How you can help your child

Play

For young children play is a way of making sense of their environment. Playing with sand and water, collecting pebbles, twigs or leaves, making shapes and patterns are all ways of grasping ideas of size, weight and number. They are also a way of training eye, ear and touch, learning discrimination, developing manipulative skills and feeding the imagination. We plan structured play opportunities to give children first hand experiences which help them understand the world around them. If they come home and say “we played today” they will have worked hard and absorbed many concepts as well as developing their language skills.

Settling into school

Children who join our nursery usually attend for half days. They are invited to visit the nursery at the end of the term before they start with us. Our nursery staff will discuss with parents the best way of ensuring that children feel secure in their new surroundings.

In the term preceding entry to the main school, parents and children are invited to school for a visit aimed at introducing the children to their Reception class. This is also an opportunity for parents to ask any questions they may have about supporting their child’s education. Our children usually attend for the whole day right from the start of the Reception year, but parents who feel a more gradual approach would suit their child can request that they attend for half days for the first week or two.

Language development

Speaking and listening to your child seems almost too obvious, but skills developed now will help enormously throughout their education. You can encourage good listening habits through games, radio and television. Ask your child about what is being said as well as talking about visual information. Listening to the child is very important and learning will be assisted if the child can share in day to day conversations, recount events and express ideas.

Reading

Children will bring their reading books home as they begin to read at school. Please ensure that the books are looked after and returned to school each day. You can help your child by hearing them read. Short, regular sessions, five to ten minutes daily, are better than half an hour once a week. It is essential that this is a pleasurable experience for the child. Repetition of favourite stories read by you and/or your child are a good way to motivate children to want to read. Sit close together and make it a happy time. Talk about the stories; how much detail can be remembered? Allow plenty of time to browse through pictures. Encourage children to enjoy books by reading to them and visiting the library and book shops. Choose information books as well as fiction.

Writing

Encourage children to write at home, using the lower case letters that we use in school at first. Provide opportunities for natural writing, such as party invitation, birthday cards, thank you letters, notes and lists. Praise your child for their efforts, as encouragement will help children to see themselves as writers.



Mathematics and Science

Maths and Science are all around us. Being able to see shapes and patterns in everyday things and talking about them is a vital part of understanding.

Many routine activities give valuable mathematical and scientific experience to children. Talking about them while they are going on helps your child to develop concepts and language. Activities may include:

- Tidying up and sorting out
- Matching gloves, socks, shoes
- Laying the table
- Sharing sweets
- Number rhymes and games
- Counting up and down stairs
- Shopping
- Baking—including measuring, estimating, counting and timing

Personal Care

It is vital that children start school being able to do things such as dress themselves (get changed for P.E.) put their shoes on, zip up their coat, use a knife and fork properly and go to the toilet independently. We will of course always help all children who need support with this.