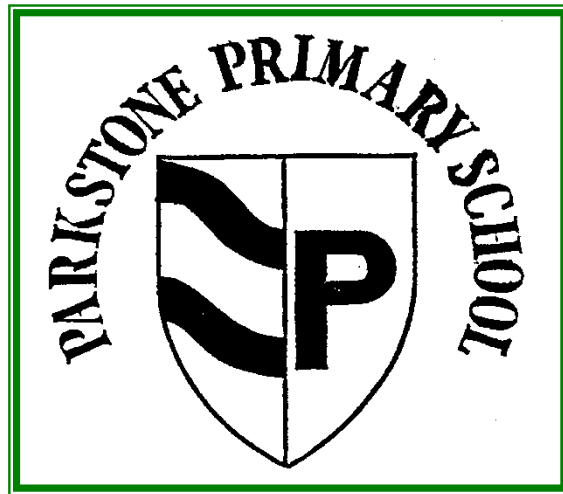


Parkstone Primary School



Prospectus 2018/19

A guide for Parents and Carers

Learning Together

Head: Mrs S Waller

Deputy Head: Mr J Rogers

Chair of Governors: Mrs T Bartle

Parent Governor: Mr Matthew Kay

Number on roll: 350

School Classification: Primary School

Safeguarding:

Child Protection Coordinator: Mr J Rogers

Deputy Child Protection Coordinator: Mrs S Waller

Safeguarding Lead: Mr J Rogers

Child Protection and Safeguarding Governor – Mrs T Bartle

Child Protection and Safeguarding overall responsibility –Mr J Rogers

Parkstone Primary school recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. All staff, students, volunteers and governors at Parkstone Primary school have a duty to safeguard and promote the welfare of children. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Our school aims to protect and safeguard every child in our school by keeping vigilant, adopting a 'could happen here approach' and ensuring that the guidelines and procedures in the Child Protection and Safeguarding policy are carried out.

A warm welcome from the Headteacher.....

At Parkstone, we aim to provide our children with a safe, secure environment in which they can take risks in their learning. Every day, they are supported in developing their skills and attitudes which will help them to develop in confidence and independence. When children leave us, we want them to have a love of learning which will stay with them throughout their life.

Enjoyment, challenge and activity are at the heart of successful learning and we endeavour to achieve this through a broad and balanced curriculum which allows every child to achieve their potential. We want our children to be the very best they can be! Do visit our school and meet the staff and our lovely children: you will receive a warm welcome.

Mrs S Waller, Headteacher.



School Daily Sessions:

Registration begins at 8.55am

Guided Reading: 9.00am

Maths or English: 9.30am

Assembly: 10.30am

Break time: 10.45am

Maths or English: 11am

Lunchtime: 12.15pm-1.15pm

Afternoon sessions: 1.15pm-3.05pm



School Term Dates 2018/2019

Autumn term 2018: Wednesday 5th September – Friday 21st December

Midterm holiday: Break up Friday 26th October – Return: Monday 5th November

Spring Term 2019: Tuesday 8th January – Friday 5th April

Midterm holiday: Break up Friday 15th February – Return: Monday 25th February

Summer term 2019: Tuesday 23rd April – Friday 19th July

Midterm holiday: Break up Friday 24th May – Return: Monday 3rd June

Teacher Training days: Monday 8th January 2019, Monday 4th June 2019, Monday 22nd July, Tuesday 23rd July 2019.

School Vision

- To maintain a friendly, welcoming environment, where each child feels valued, safe and secure.
- To ensure that all children have outstanding teaching that responds to the needs of individuals and attains high academic outcomes.
- To provide a stimulating and interesting curriculum that provides practical experiences which develop a range of skills and the acquisition of knowledge.
- To establish an effective and constructive partnership between home and school.
- To involve all stakeholders and the local community with the daily life of the school.
- To be confident that when children leave Parkstone Primary school they have achieved their full potential; achieving the very best they can be and are fully prepared for the next stage of their education.

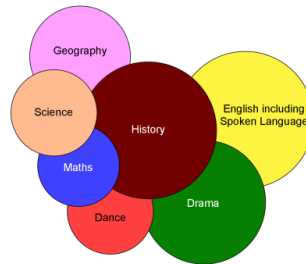


The school curriculum

Parkstone Primary school offers a varied and culturally enriched curriculum for its pupils. We teach the National Curriculum subjects in accordance with current DfE requirements. The pupils in our reception class are taught the Early Years foundation stage statutory framework.

Our core subjects are:

**English
Phonics
Maths
Science
Computing**



Our foundation subjects are:

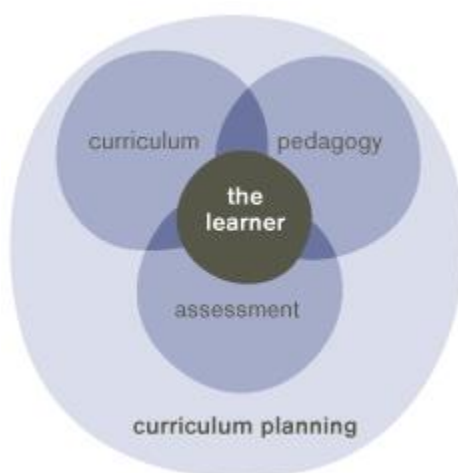
**History
Geography
PE
RE
Design and Technology
Art
Music
French
PHSE**

All foundation subjects, wherever possible, are taught with a cross curricular approach, through thematic based topic work. Teachers work extremely hard to plan for the delivery of all subjects that recognise each child's entitlement to appropriate learning opportunities. This includes purposeful assessment and record keeping and the importance of good interpersonal relationships within the whole school family.

Curriculum planning:

The school follows the current English and Maths National Curriculum objectives and we have a creative topic based curriculum throughout the school. There is also a Policy statement for each National Curriculum subject and for Religious Education. The policy statement shows how an individual subject is planned for, resourced and taught throughout the school so that:

- the school is true to its Mission Statement and
- continuity and progression in learning is paramount.



Special Curricular Arrangements:

The school adopts and adheres to the Special Educational Needs and Disability Act 2014.

Special Needs and Disability Co-ordinator: Mr J Rogers

Special Educational Needs and Disability Governor: Mrs Val Colley

All staff are trained to be sensitive to children's differing learning needs and aptitudes. We pay particular attention to preserving and promoting all pupils' confidence and self-esteem. All classroom work is planned within the concept of differentiation. Please see our website for our SEND policy and SEND offer document.



Additionally, some children may warrant being entered into the Special Needs register. This enables those particular pupils to receive extra support which precisely meets their needs. Parents of children who are considered for inclusion on the Special Needs Register are consulted and involved in all discussions and decisions. Outside agencies such as Applied Psychologies are employed to advise and work with staff for the benefit of all children on the register.

The Organisation of Education:

Children are grouped in four Phases: Foundation Stage (Reception), Phase 1 (two x Year 1 classes, two x Year 2 classes), Phase 2 (two Year 3 classes and two Year 4 classes) and Phase 3 (two Year 5 classes and two Year 6 classes).



Homework:

The school expects every child to complete a weekly homework task. This will either be Maths, English, Topic or Science. They should enjoy at least ten minutes of reading practice to an adult at home three times a week. In addition, weekly spellings for some year groups will be sent home and tested weekly. Each child will be encouraged to take part in a home-school project. This will be based around the current topic being taught and although these are not compulsory, we do encourage pupils to work with their parents and carers to ensure links are made between school and home learning.

Pastoral Care:



Immediate responsibility rests with the class teachers (or during lunch break, with the Lunchtime supervisors) but all adults are expected to assume responsibility when a child presents a need for care. Particular difficulties are referred to the Headteacher. The school operates a fair and inclusive policy with regard to all pupils and staff.

Extra-Curricular Clubs:

At Parkstone, we offer a wide range of clubs for our pupils. We believe this enriches their education and life experiences

Currently, we offer:

Football, choir, art club, sign language club, board games club and Junior Joggers.

School Discipline:

The school operates an assertive discipline policy and a restorative approach. School rules are made for the safety and wellbeing of everybody in the school family. Rules are displayed on the walls of each room and each corridor. Children are reminded of the rules on a formal basis at assembly at least once per term and if the need arises, when the rules are deliberately broken by individuals.

The school's Policy Statement on Behaviour and Anti Bullying can be viewed on our website or by request. It emphasises a positive attitude to behaviour matters i.e we concentrate our interest and praise good examples of good commendable and acceptable behaviour, thereby hoping to dilute the attraction of misbehaving in any noticeable way.

Complaints:

All complaints should be made in the first instance to the Headteacher. Arrangements for consideration of complaints under Section 409 of the Education Reform Act are outlined in the Complaints Procedures Booklet compiled by the Local Authority. This can be viewed at school on request.

School Uniform:

Every child is expected to wear school uniform every day as follows:

- Green cardigan/ jumper (with logo)
- White polo shirt
- Mid grey school trousers for boys and girls
- Grey school skirt/ pinafore for girls
- Green gingham dresses are optional for the summer months
- Grey or white socks/ tights
- Indoor plain black sandshoes
- Plain, black shoes for outdoors

Our school uniform can be purchased from the school office, just speak to Mrs Ellerington.

P.E Kit:

Plain white t-shirt, black or navy shorts, trainers are needed for outdoors. Children can wear tracksuits or other suitable P.E attire for the winter months.

General:

Make-up is not permitted to be worn at school. Only small stud earrings are allowed and parents/ carers should supply small plasters to put over the earrings for P.E. For health and safety reasons, any other body piercings are not allowed.

Every piece of clothing must have the child's name on it.



Charging for school activities:

The Policy Statement on Charging may be viewed on request at the school. In summary, the school passes on a registration fee for optional extra instrumental tuition supplied by outside tutors.



Social Inclusion:

To create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and big inequality including bullying. We are committed to combating all forms of discrimination.

Looked After Children:

There is a designated teacher for looked after children (Mr J Rogers) who will report annually to the governing body with regards to procedures and practices for looked after children.

Race Equality:

This school recognises and welcomes the legal duties contained in the Race Relations (Amendment) Act 2000 as it applies to this institution. In particular, we:

- celebrate the diverse nature of our society
- are committed to ensuring race equality in all areas of our work
- are determined to tackle racism in all its forms

We are opposed to all forms of racism including those forms directed against individuals and groups on the grounds of their colour, racial group, ethnic, cultural or national origins, and traveller and refugee status and asylum seekers.

In order to realise our commitments to race equality, we will take all steps necessary to:

- promote equality of opportunity
- promote good relations between persons of different racial
- groups eliminate unlawful racial discrimination.



Sex Equality:

At Parkstone Primary school we are committed to ensuring the equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender.

Rates of Authorised and Unauthorised Absence:

Total number of registered pupils of compulsory school age: 350
Attendance figures for the academic year 2017/2018: Total yearly school attendance: 96%

Autumn: 95.7%, Authorised absence: 3.2%, Unauthorised absence: 1%

Spring: 96.3%, Authorised absence: 3%, Unauthorised absence: 0.7%

Summer: 95.1%, Authorised absence: 2.8%, Unauthorised absence: 2%

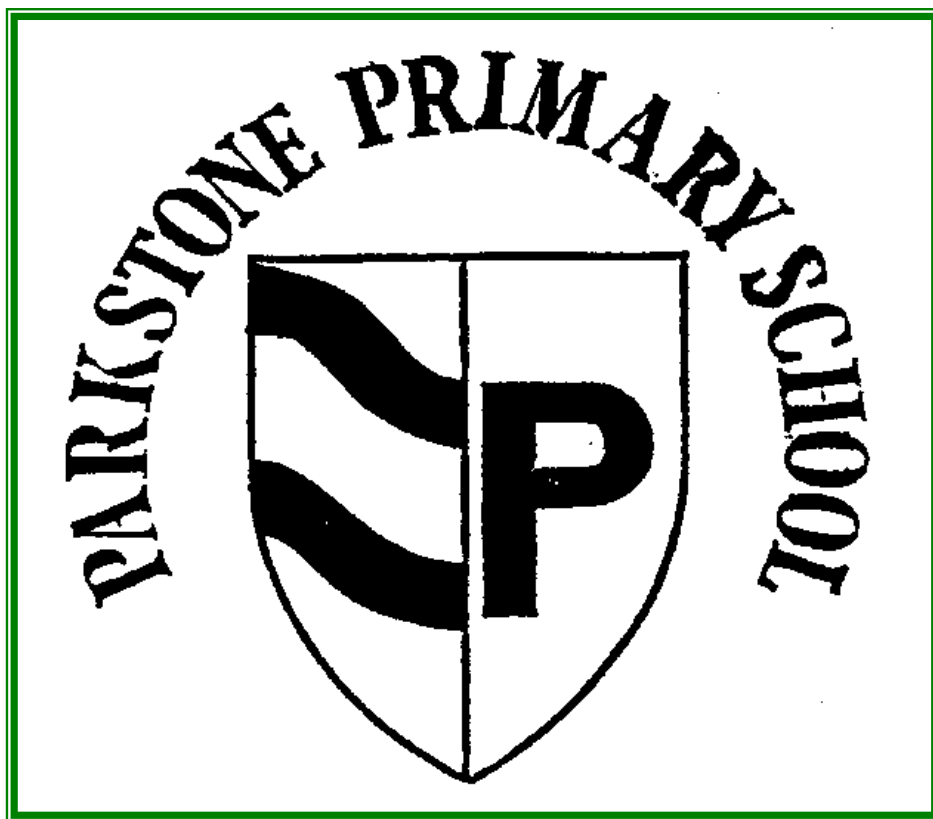


Term time holiday:

The school will not authorise any holidays taken during term time unless there are exceptional circumstances.

Disclaimer:

The information given in this prospectus was valid in September 2018. It is possible that there could be changes affecting either the arrangements generally described in this Prospectus or any particular part of them before the start of the school year 2018/19 or in the subsequent years. Parents wishing to contact the individual members of staff or governors named in this prospectus are advised to check the details with the school office staff beforehand.



Learning Together.