

School Prospectus
Academic Year 2021-2022



**Forest Park Primary School part of
Orchard Community Trust**



ORCHARD
— Community Trust —



Headteacher: Miss S L Irving
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Dear Parents

Thank you for considering sending your children to Forest Park Primary School. We are fortunate in having a lovely school building and surrounding facilities to support it.

Forest Park is an inclusive mainstream school; situated in the diverse community of Cobridge and Hanley. Where we cater for many faiths and cultures.

School staff are friendly and caring and have high expectations of children's behaviour, achievement and endeavour. We hope that you will actively help and support those expectations.

We will keep you informed of your child's progress, achievements and of any difficulties that we may encounter. We expect this to be a two-way process and you are welcome into school to discuss any worries or concerns that you may have. In any case, please inform the school of any medical problems that may arise or change in family circumstances that may affect your child at school.

We look forward to working with you and your child, fostering the best for your child's future.

Yours sincerely

A handwritten signature in black ink, appearing to read 'SLIrving', written in a cursive style.

Miss S L Irving
Headteacher

Vision and Ethos

Our core purpose is to improve the prospects of our pupils by providing a high quality education which meets the needs of each individual child, thus allowing them to reach their full potential. We aim to build the skills, knowledge and positive attitudes necessary to help all of our pupils to become responsible, respectful and tolerant British citizens of the future.

Firm in our belief that our children come first- we strive to ensure that all pupils at Forest Park feel happy and safe. With our children being the leaders of the future, we actively promote: independence, confidence and teamwork.

We do this through the following aims and ethos striving towards our motto of:

‘Be the Best You Can Be’

At Forest Park we aim to SPARKLE:

Support and encourage - to strengthen a home/school partnership, where the positive support of our parents and the wider community is very important to us all. We maintain an open and welcoming environment where we can work together for the benefit of our pupils.

Promote resilience - to nurture and foster a ‘never give up’ approach, where pupils and adults strive to overcome their difficulties.

Aspire to achieve – to create a culture where everyone aims high through an inspiring curriculum that provides all pupils with opportunities, irrespective of ethnicity, religion, disability or gender.

Respect each other - to promote and develop an understanding of moral, spiritual and ethical issues in school, consistently demonstrated through a mutual respect for each other. To teach sensitivity and empathy advocating no acceptance of bullying or discrimination, sustaining an awareness and understanding of British Values.

Keep positive - to educate pupils in developing positive attitudes towards self-discipline, good behaviour and to encourage development of positive relationships between themselves and others.

Listen and learn - to inspire pupils to be part of a culture where everyone’s voice is heard and opinions are valued. Children are encouraged to accept mistakes as a tool to further learning.

Explore, enjoy and excite - to support each child's ability, creativity, development and enthusiasm in a range of subjects and skills through a creative approach to the curriculum, which incorporates opportunities for children to learn how to achieve a healthy and eco-friendly lifestyle.

Attendance

Number of Children on Roll: 467 (approximately)

Please note - it is the law that children of school age attend school. A note must cover any absence.

At Forest Park, we work very closely with our Education Welfare Officer Mrs Hill, to ensure that all children attend regularly and are punctual so that they can take full advantage of all the school has to offer. Any holidays during the school term will be classified as unauthorised.

All attendance is monitored on a weekly basis by Miss N Bloor, Mrs Houston-Smith and Mrs Jones.

First day contact is made if we are unaware of the reason for absence.

For those parents who may need support to improve their child's attendance a home visit will be made by Mrs Miss N Bloor. If attendance is a real cause for concern, our Education Welfare Officer (EWO) may visit.

We have a weekly register check (by the EWO) to ensure that we, pupils and school, are on track to reach our attendance target.

There will be extra play for those KS2 children whose class has the highest attendance for the week.

No child will be allowed to leave school during sessions unless collected by a parent (or adult nominated by a parent with parental responsibility).

Children leaving school **must** be signed out.

We take attendance very seriously – all children have a basic right to attend school. For further details, please refer to our attendance policy which can be found on the school website.

Curriculum Statement

The school is organised into three phases.

Foundation Stage - from 3-5 years

Lower Phase - from 6-8 years

Upper Phase - from 8-11 years

For the start and end times for your child please visit <https://forestpark.org.uk/parents/new-school-start-times>.

The curriculum at Forest Park Primary School is designed with knowledge at its heart and aims to develop children's understanding of the world around them, give them a strong vocabulary base and prepare them for the next stage of their education. Our curriculum is customised to meet the local needs of our learners.

The way that our curriculum is delivered ensures that the children can remember the curriculum content in future years.

We want our pupils to be both *"interesting and interested."* We want Forest Park pupils to be "interesting" to talk to because they know a great deal about the world, and "interested" in finding out more.

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Trips and visiting experts who will enhance the learning experience.

Teaching time for KS1 – 21 hours per week

Teaching time for KS2 – 23.5 hours per week

Parents Information Sheet

Behaviour

At our school we greatly value appropriate and positive behaviour. Our school ethos is built around, sharing, care and consideration for others. A respect for people, property and environment are important principles for living and working together both in school and the wider community. We believe that everyone has a right to learn and that high standards of behaviour are essential in order to learn effectively. Promoting positive reinforcement is the cornerstone of our philosophy – the pupil's self-esteem and their resulting confidence will raise achievement.

Every family will have a copy of the Home School Agreement and school rules as part of the Classroom Plan. This is signed as an agreement between, pupil, parent and class teacher at the start of each academic year.

These are:

- 1. Have respect for people & property**
- 2. Keep hands, feet & objects to yourself**
- 3. Always follow instructions**
- 4. Work hard and allow others to work hard**

In the Foundation Stage the rules are:

- 1. Kind hands and feet**
- 2. Good sitting and good listening**
- 3. Play safely**
- 4. Share and take turns**

Please discuss these with your child to ensure that we all know what they mean. Your role is vital. If problems do occur, your support can make all the difference. We hope this information will enable you to understand what we expect of your child and how you can help.

We want to discuss things at an early stage - as soon as you think there may be a problem please see the class teacher. The class teacher will ask to see you if your child may have a problem.

Praise and encouragement are the main focus of our rewards system. We want the children to have a **sense of achievement** and to understand that they receive **rewards** for **good work and good behaviour**.

To encourage children to follow our rules, we acknowledge appropriate behaviour with **smiles; praise** to the individual (privately), to the individual within the group or within hearing of the class, by encouraging reinforced praise from other staff or by referring the child to the Head teacher for special praise.

Individual **merit points** are given to advance children through the school's merit system; and there are separate **rewards and incentives** to encourage cooperation within the classroom.

While we will continue to emphasise the positive aspects of behaviour we do recognise the need to deal with pupils who for one reason or another don't follow the school's rules. This is dealt with in a non-aggressive manner and we use our consequence system to support children and set them on the right course.

If a child chooses to break a rule, the following steps will be taken:

- | | |
|-------------------------|---|
| 1 st warning | Verbal, no additional consequences |
| 2 nd warning | Child works on a separate table on their own for ten minutes, then goes back to own table. |
| 3 rd warning | Child works in different room (buddy classroom) and child takes work for twenty minutes. |
| 4 th warning | To the Head teacher (Deputy Head /Assistant Heads if Head teacher is unavailable) who advises that if they break the rules again then parents will be informed. |
| 5 th warning | Parents informed, may be a phone call or letter, inviting the parents into school to speak with the Head teacher. |

In the instance of a fight between two children or physical or verbal aggression against a member of staff, children will receive an instant level 5 which will result in the above consequences. In addition, the meeting between staff and the parents will be recorded in the Head teacher's behaviour book.

Every day is a new start in our consequence system

For children who persistently misbehave or exhibit a serious behaviour these sanctions may be used: -

- Formal discussion with parents
- Daily or weekly report
- Behaviour diary - with start of review date
- Time out
- Contract of good behaviour - with targets
- Liaison with outside agencies, education welfare officer, behaviour unit, school nurse and /or educational psychologist.
- Exclusions at lunchtime
- Fixed term exclusion - for a stated number of days

There may be other interventions used when suggested by outside agencies and the list above may be altered for some children.

Very few children will need the above but for those who do the Special Educational Needs Co-ordinator will be involved.

It is accepted that a tiny minority of children may not respond to these measures and a plan of action, which could include permanent exclusion, will be drawn up.

In the case of children leaving the school grounds without permission, or reports of incidents involving children outside of school, then the school will follow the agreed procedures as stated in our behaviour policy. These are:

- If a child leaves the premises the police will be contacted immediately and then parents contacted and asked to come to school to liaise with the police.
- Beyond the school gates: The school will be 'interested' in any inappropriate behaviour that occurs anywhere off the school premises, and which is witnessed by a staff member or reported to the school. The school retains the right to decide whether to instigate sanctions on the pupil accordingly. This may include involving the police, where deemed necessary.

Children are practising their behaviour on you and us all of the time **consistency is the key**. We must keep things in perspective and recognise that no-one is perfect all of the time but children do need to know what is acceptable.

THANK YOU TO THOSE PARENTS WHO DO SUPPORT US AND THE CHILDREN WITHIN OUR SCHOOL FAMILY.

Information Sheet

Safeguarding Children

In every aspect of school life, we endeavour to safeguard children in line with the documentation produced by the government.

In practice that means we will look at five areas:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

We are already working towards equipping children to achieve the outcomes which are considered necessary to well-being in childhood and later life.

For instance:

1. Children are encouraged to make healthy choices at meal times. Fruit is encouraged at playtimes and water is available to drink at any time during the day. In our lessons we look at healthy options, taking care of our teeth etc. During P.E we look at games that can be played both in and out of school and we run a selection of extra-curricular activities. We have regard to being healthy in many aspects of our curriculum.
2. We provide a safe and caring environment where children are informed of risks and how to make choices. Health and safety is always at the centre of our decisions. E.g. In the summertime we ask that parents provide sun hats and put sunscreen on their children.

Parents and carers should know that if a child comes into school and discloses something of an abusive nature or has unaccounted marks on his/her body we will invoke our Child Protection procedures. This may include the involvement of Social Services and/or the police. We do this very rarely and I hope for your support in this because it is not our intention to cause any upset but **THE SAFETY AND PROTECTION OF YOUR CHILD MUST COME FIRST.**

3. In our attendance initiatives we encourage children to come to school regularly and punctually. Where children need extra support, for whatever reason, we have home/school workers and learning mentors.

We ensure that all children follow the appropriate curriculum, which is based on government recommendations, with enjoyable lessons and activities to help them succeed.

4. We work closely with other agencies to improve conditions for our families and we offer courses for parents so that they can become more involved in school life. We also want to encourage our children to realise that they can become lifelong learners and that education can be the key to economic well-being.

Our Child Protection Policy, along with all Safeguarding Policies that we follow (and are recommended by the Local Authority or Dfe) are on our school website.

www.forestpark.org.uk

Go to the tab 'Safeguarding' and the policies can be found there.

Illness

If your child falls ill while at school, we will contact you using the contact numbers on the sheet you have supplied to us. If, for any reason, the numbers change or the responsible adult you wish us to contact changes please let us know so that we can amend the records.

Accidents do sometimes occur; even though we take every precaution against this, if the accident is severe we will call an ambulance or ensure that your child is taken to hospital immediately while the school secretary will contact you to meet us there. On occasions children prone to fitting etc. will be taken to hospital as above.

Medicines in school

All children with a Medical Condition should be entered onto our medical register so that teachers are aware of a potential problem.

Asthma inhalers and Epipens are kept in the children's classroom so that the children have immediate access to them should they be needed. An emergency inhaler is kept in school should a child's personal inhaler not be available.

The only medicines that children are allowed to have with them in their class are asthma inhalers. Children are expected to take care of their own inhaler, which should be clearly marked with their name. Children should be entered onto our asthma register so that during swimming, P.E or class visits the teacher is aware of any potential problem. Of course, younger children will be given appropriate help with equipment and children who have forgotten their inhaler may use the school one.

Prescription medicines and some non-prescription medicines (such as Calpol) can be administered by staff where it would be detrimental to a child's health or school attendance if the medicine was not administered during the day. These medicines are kept at the school office. Permission slips need to be signed before staff can administer any medication. Please ensure all medicines are labelled with your child's name and are in their original package. Alternatively, you may come into school to give your child doses of medicine during the school day. For further information, please refer to the school website and the Administering Medicines Policy.

Children requiring extra care because of a statement or medically recognised condition will be helped by staff who have had training in carrying out a procedure, this training will be updated as recommended by health professionals. With any type of intimate care two adults will always be present. For further information, please refer to the school website and the Intimate Care policy.

Pastoral Care

The class teacher has the most significant role in the pastoral care of your child and as such needs to be informed of any changes which may affect him/her. This information will be treated in confidence but it can help your child significantly.

School should be informed of appointments because no child will be allowed to leave school during sessions. Children must be collected by a parent (or an adult nominated by the parent). If parents wish to make an alternative arrangement, they should contact the Head or class teacher by letter. Children being taken out of school must be signed out by a parent or carer.

Parents Information Sheet

Special Educational Need and Parent Partnership

Within our family there are children of all abilities: some of them will have special educational needs for all or part of their school life.

At Forest Park we aim to identify these children as early as possible and make provision for them. This is achieved through whole school assessment.

Once a child is recognised as having a special need, we follow the guidelines laid down in the Code of Practice for SEN. This will be explained to you if the need arises.

- At all stages of the SEN process the school is committed to developing a strong home/school partnership. **Your role is vital to your child's progress.**
- **Mrs H Sutton** is the SEN co-ordinator and she will be pleased to discuss with you any worries you may have about your child.

Complaints Procedure

Any complaints or questions about the curriculum or indeed any aspect of your child's education then firstly please discuss these with the class teacher. If you have further questions or complaints, please make an appointment to see the Headteacher. Most difficulties can be resolved at this level but if you feel that matters have not been resolved you are entitled to make representations in writing to the Governing body that will look into the matters you have raised.

Policy documents are available in school. If you wish to see any of them, please ask the school office or see the web site.

Sex and Relationships Education

The governing body in conjunction with the staff agreed the sex education policy of the school and accepted the content laid down in the Science curriculum – Animals including Humans.

The majority of the education, which runs through the school, relates to relationships and work on families and family life. When children reach year 5/6 the staff work with the children on issues surrounding personal hygiene and puberty. This work is done as a whole class activity with the puberty lessons being taught in single sex groups.

Parents have the right to withdraw children from these lessons if they consider the work to be unsuitable. Staff are available to discuss any issues arising from these lessons. We would ask that parents come into school to discuss this aspect of the curriculum if they wish to withdraw their children from it. It is often better that children attend lessons and hear for themselves than later listen to playground gossip!

Home Learning

Your Children Need You!

Home learning is only valuable if it is supported by you.

- Children need you to listen and help
- They need somewhere quiet to work
- They need to know home learning is valuable to help them
- They need you to explain why it should be done
- They need praise when home learning is completed
- They need you to be involved in their learning
- Help to ensure home learning/reading books are returned on time

Children do NOT need you to do their home learning for them!

The purpose of home learning changes as children get older. In the early and infant stages sharing a book every day is essential. We want to involve you in your children's learning as far as we can. Short activities are the key at this stage simple games, spellings and number facts. All of these things offer an opportunity for young children to talk about what they can do and what they are learning.

In the Key Stage 2 home learning provides an opportunity to develop skills of independent learning. It is very important that children get into the habit of regularly devoting a period of time to study.

We will ensure that you, your children and the teacher balance the home learning so that it is manageable. There will be times when the teacher is absent and in those situations we cannot guarantee that home learning will be given out equally there will be times when you and your child cannot complete the home learning, if so please let us know so that other arrangements can be made.

If you have problems with the home learning required, please come into school and talk to the class teacher. For further information, please refer to our Home Learning policy found on our website.

Government recommendations for home learning are that every child should read every night.

In our school home learning is given on a regular basis:

The set home learning is meant to be spread over a few days. Please do not expect your child to spend a lot of extra time on home learning; s/he has worked hard all day!

However, if home learning is not completed children may miss some 'Golden Time' and they will not achieve their £1!

Star of the Week Award

This is awarded to a child from every class who has made a special effort during the week. These achievements are celebrated during our 'Celebration Assembly' as well as joining Miss Irving and Mrs Sutton at the 'Golden Table' for lunch.

Sporting Aims and Provisions

We aim to encourage children to participate to the best of their ability in all areas of physical activity and to promote a healthy lifestyle from an early age. We aim for 2 hours of the school curriculum to be set aside for individual and team games. Activities include: swimming, hockey, rounders, cricket, athletics, dance, gymnastics and football. Facilities available to us are a large hall, hard play surface, school field and the use of the local swimming baths.

Physical Education is a part of the National Curriculum and as such a medical note is required if you wish your child to be withdrawn from any of the activities.

School Dress

PLEASE ENSURE YOUR CHILD'S NAME IS ON ALL ITEMS OF CLOTHING AND SHOES.

We are proud of our school uniform and pupils are encouraged to wear:

Jade green school sweatshirt

White shirt or polo shirt

Grey or black trousers or skirt.

Black outdoor shoes

(Shoes NEED TO BE SENSIBLE as your child will be playing outside at least twice per day.)

Plain black P.E joggers or shorts

Plain white T-shirt

Suitable trainers (please do not buy expensive ones!).

It is very important that children wear suitable clothing for P.E for safety reasons.

School uniform can be purchased from the National Schoolwear Shop, situated at 97-101 Stafford St, Stoke-on-Trent ST1 1LS.

In Key Stage 2 you will need to purchase a swimming costume or trunks, a bathing cap and towel. Footballers will need football boots and socks.

Jewellery should **not** be worn for school but if children have pierced ears they may wear stud or sleeper type earrings, nothing that is large, dangles or is expensive! Jewellery should not be worn on P.E days the teachers cannot take responsibility for it and the children cannot wear it for safety reasons.

If you wish your child to wear a headscarf can you please make sure that this is plain white, black or grey. For health and safety reasons, headscarves must be removed for P.E.

It is not the policy of the Education Committee to make compulsory the wearing of any distinctive clothing or uniform; but all pupils are required to attend school appropriately dressed and most parents have adopted the school guidelines on dress.

Parents/Friends in School

We are very fortunate to have some parents and friends who offer their time and skills to help the children in their work. If you feel you can help us, please contact us and we will be happy to chat to you about the positions available.

If you have a hobby that you think children might enjoy and you would like to run a club one evening after school, we would be interested in discussing this with you.

Thank you.

Collective Worship

Children and staff meet together, as a school or class groups for collective worship Monday through to Friday.

A theme is chosen each week to represent a current issue which affects school, the wider community, current affairs and British values.

These themes are predominantly Christian, but we also incorporate themes and festivals from other faiths to reflect the multi-faith nature of society.

Personal, social, spiritual, citizenship, British values and health education issues may be addressed during this time, these do not always have a religious theme but deal with issues such as playing together, name calling, bullying etc.

One morning per week the whole school family meets together to share news and celebrate success. Each class conducts whole school worship, at least once during the year, to which family members are invited.

If you have any concerns regarding collective worship or religious education, please come into school to speak to either the class teacher or the head teacher.

Keeping each other informed

There are a number of ways that the school is able to communicate with you, and you with us. Traditional methods such as a written letter, a phone call or coming to see us in person are all encouraged. However, as times have moved on so have the ways we are able to communicate. **We will text you if we cannot reach you by phone.** The school can also be contacted by email at forestpark@forestpark.org.uk. We will require up to date phone numbers, email addresses and postal addresses at all times. Please inform us IMMEDIATELY should any of these change. We also use our website to publish news to let the school community know of upcoming events.

You will be invited into school every term to discuss your child's work with your child and his/her teacher. This is also an opportunity to discuss any concerns, any special educational need requirements and targets for your child's progress. These meetings replace the traditional open evening and allow you to participate in the target setting process.

If you have any suggestions as to how we can make this process more useful to you, please let us know.

School Website - www.forestpark.org.uk

Our website can be accessed from anywhere with an internet connection such as a computer or a mobile phone. This area is constantly being developed for use by everyone in our school and the wider community.

On the website you and your child will be able to visit areas for children and parents. Please visit this area to find out about the work your child is doing and the areas of the curriculum that are covered each half term. Also you will be able to view photographs of your child's classes learning through the class page.

Our statutory policies can be found on the website as well as up to date information regarding SAT's results and our very pleasing Ofsted report.

Our website will be updated regularly to keep you informed of school life, including a parent calendar.