

# Prospectus



**2018-2019**  
**Perry Hall Primary**  
**School**

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# Welcome

## From the Headteacher.....

All of the children at Perry Hall receive a well-rounded education that prepares them for their future lives, this is of upmost importance to both myself and all staff within the Perry Hall Multi-Academy Trust.

Our children learn and explore through a wide variety of activities and challenges in an environment where they feel safe and happy. Our dedicated and hardworking team of staff continuously encourage pupils to try their absolute best in everything they do and to treat those around them with upmost respect.

Perry Hall's ethos is centred around our core values, which were created by our very own school council. These are instilled at the absolute heart of every member of our school community, along with our firm commitment to safeguarding.

We actively encourage an ongoing and fruitful partnership with all parents and carers to ensure that every one of our pupils is able to benefit from everything Perry Hall has to offer, and I look forward to working alongside you throughout your child's journey at our school.

**Miss Rekha Kohli**

**Headteacher**



## From the Chief Executive Officer.....

I am privileged to be involved in leading such a motivated and committed team of staff who work hard to ensure that our pupils are provided with not only a consistently high standard of education, but with the best possible opportunities for the duration of time in our schools.

At Perry Hall Multi-Academy Trust we aim to provide a secure, friendly and stimulating environment where everyone is valued. Each child is encouraged to develop a love of learning inspired by creative teaching which is imaginative, challenging and inclusive. We aim to provide this through a range of enjoyable, unique experiences in and out of the classroom.

My ultimate objective is for all children within the Perry Hall Multi-Academy Trust to go forward as happy, confident and respectful citizens of their future society, having formed lasting friendships during their time in our schools.

**Mrs AK Cheema**

**CEO - National Leader of Education**

# Multi-Academy Trust



Perry Hall Primary is part of Perry Hall Multi-Academy Trust and is the Hub School.

Perry Hall MAT is a growing school which currently comprises of three schools, Perry Hall Primary, Berrybrook Primary and Dunstall Hill Primary.

The management of the MAT is the responsibility of the trustees who are elected and co-opted under the terms of the Articles of Association.

Each school within the Trust has their own local governing body (which is a mix of parents, staff and co-opted governors) who is responsible for implementing the policies laid down by the Trustees and reporting back to them.

## **Perry Hall Multi-Academy Trust - Our Purpose:**

*We aim to improve the outcomes for all children across our Multi-Academy Trust regardless of their starting points.*

**This is achieved for all our children by:**

- A world class educational experience that will deliver better life chances;
- Ensuring that all children regardless of their starting points achieve above national expectations, and the proportion of pupils making better than expected progress is in line with national expectations;
- Ensuring that children in our schools have the added value and opportunities in curriculum design through partnership with commerce and business;
- Making sure the families surrounding our children have access to the best possible education opportunities for their children;
- Inspiration from excellent role models who are leaders in their academies;
- Celebrating success of all adults and children.

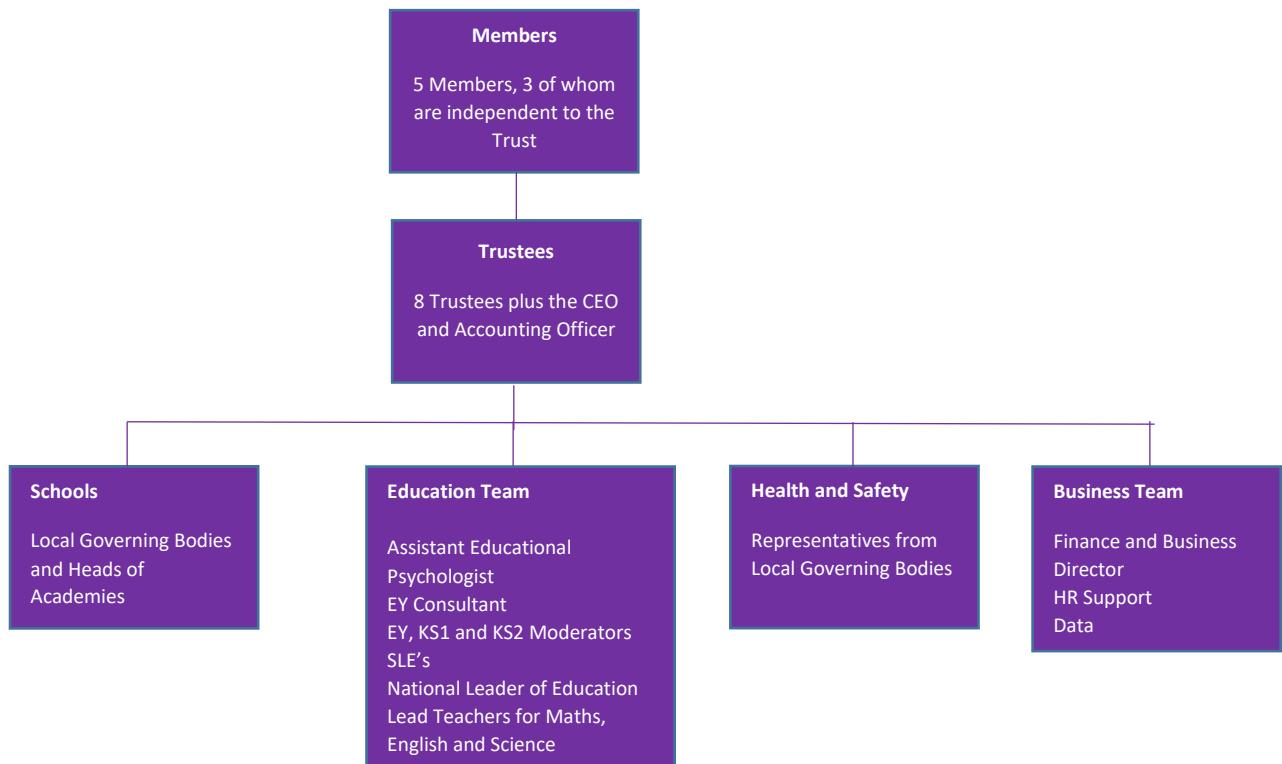
## **The MAT Business Team**

There is a team of people employed by the multi-academy trust including the CEO, a Finance and Administration Manager, Facilities and Estates Manager, Assistant Education Psychologist and the Business Team.

The Business Team are responsible for the preparation of all financial information including annual budgets, monthly management accounts. They also deal with HR issues, payroll, data analysis, weekly bank reconciliations, communications, marketing and the Trust's statutory audit.

Promotion of robust financial control and safeguarding of assets are priority objectives for the Business Team.

# Our Trust Structure



## The Role of our Members

Our Members are responsible for holding Trustees to account. They have ultimate control over the Trust, with the ability to appoint some of the Trustees and the right to amend the articles of association.

When appointing new Members, the Board will give consideration to the skills and experience mix of the existing Members in order to ensure that the Board has the necessary skills to contribute fully to the academy's development. All Members meet annually.

## The Role of our Trustees

Our Trust Board establish an overall framework for the governance of the academy and is responsible for setting general policies, adopting an annual plan, monitoring the Trust by the use of budgets, making major decisions about the strategic direction of the company and senior staff appointments.

The Trustees are also responsible for monitoring the performance of the CEO on a regular basis.

They are responsible for assessing the major risks to which the trust is exposed, in particular those related to the operations and finances of the trust and mitigating exposure to those major risks identified. All Trustees meet termly.

# Our Core Values

**Pupils from our very own school council decided on the following core values for our school:**

- **Respectful**
- **Caring**
- **Determined – We never give up!**
- **Enthusiastic**
- **Independent**
- **Motivated**



Through our Core Values, we aim for all our children to ....

- achieve their best in all areas of the curriculum;
- acquire knowledge, skills and attitudes relevant to the changing world in which they live;
- develop enquiring minds with motivation to learn;
- respect and value themselves, other people and the environment;
- be able to work on their own and in a team;
- take responsibility for their own actions and make informed choices;
- extend links between home and school.

To achieve these aims, we are committed to provide the following:

- a broad and challenging curriculum;
- a stimulating learning environment;
- creative, innovative teaching and an investigative approach to learning;
- an ethos of support, challenge and encouragement to succeed;
- equal access to all aspects of the curriculum and school life;
- learning partnerships between school, home and the community;
- support, guidance and training for all those who teach and work with our children;
- recognise and celebrate achievements in all areas of school life.

# Our Vision....

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*'To provide a secure and stimulating environment in which all children can learn effectively and reach their full potential'.*

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# Organisation of the School

Perry Hall Primary School is an Academy Primary School with approximately 470 children. We have a Provision for two-year olds, one morning and one afternoon Nursery class, two Reception classes, two Key Stage One classes and four Key Stage Two classes.



## Classes

These are grouped by age

### **Terrific for Two's**

Morning, afternoon and all-day sessions	:	2-3 Year Olds
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### **Early Years**

Two Nursery Classes (morning and afternoon)	:	3-4 Year Olds
Two Reception Classes	:	4-5 Year Olds

### **Key Stage One**

Two Year 1 Classes	:	5-6 Year Olds
Two Year 2 Classes	:	6-7 Year Olds

### **Key Stage Two**

Two Year 3 Classes	:	7-8 Year Olds
Two Year 4 Classes	:	8-9 Year Olds
Two Year 5 Classes	:	9-10 Year Olds
Two Year 6 Classes	:	10-11 Year Olds

# Our Staff

## Our Leadership Team

CEO  
Headteacher  
Assistant Head of School (Maths)  
Assistant Head of School (EY& KS1)

**Amarjit Cheema**  
**Rekha Kohli**  
**Claire Gibbins**  
**Michelle Dodd**

## Office Staff

Office Administrator  
Office Administrator

**Tracy Wootton**  
**Wendy Cox**

## MAT Employees

Strategic Head of Finance and Business Administration  
Assistant Business Manager  
Facilities and Estates Manager  
Data Officer  
Administration Assistant  
Personal Assistant/Communications  
Apprentice  
Assistant Educational Psychologist

**Jeremy Parkes**  
**Laura Wilkes**  
**Marc Webb**  
**Kayleigh Nicholls**  
**Sue Abbotts**  
**Emma Dyas**  
**Hannah Wall**  
**Angharad Meredith**

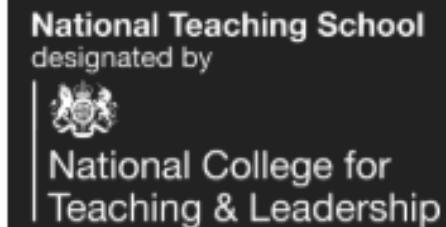
## Education Team

- **Senior Leaders of Education:** Lee Fellows, Sarah Hughes, Reena Chander, Claire Gibbins, Danielle Holdcroft, Alistair Smith, Emily Pritchett
- Various Lead Teachers from across the Trust
- National Leader of Education

## Working in Partnership with....

**Mark Smith – English Consultant**  
**Maya Holt – KS1 Consultant**  
**Roseleen Malone – Early Years Consultant**  
**Suzanne Dunn – Early Years and KS1 Consultant**

# Our Teaching School



**Perry Hall is very proud to be awarded a National Teaching School.**

## What is a Teaching School?

Teaching schools take a leading role in recruiting and training new entrants to the profession. They identify and develop leadership potential, provide support for other schools to bring about school improvement, and work with schools across their teaching school alliance to raise standards of teaching.

Introduced in 2011, teaching schools are excellent schools that work with partner schools in an alliance to provide high quality school-led initial teacher training and professional development opportunities for teachers at all stages of their career. They raise standards through supporting other schools, especially those in challenging circumstances, and ensure that the most talented school leaders are spotted and supported to become successful headteachers.

The National College for Teaching and Leadership (NCTL) has responsibility, in partnership with headteachers from the Teaching Schools Council, for the appointment of teaching schools and the quality of the teaching schools programme. There are now 750 teaching schools across England.

Roger Pope, Chair of the National College for Teaching and Leadership, said:

*"I'd like to congratulate Perry Hall Primary School – they should be very proud of this achievement. Teaching schools are at the heart of school improvement. They're supporting other schools, attracting and training the best new teachers and developing the next generation of leaders. At NCTL, we want to do all we can to support their work."*

**The Teaching school is lead by Miss Rekha Kohli – Headteacher at Perry Hall Primary School.**

# The School Day

## Nursery and Terrific for Two's

### The Two's provision:

We offer different session times to suit the individual needs of parents.

Full-day slots are also available (parents provide a packed lunch).

**Morning Session: 8.45am – 11.45am (doors open at 11.30am)**

**Afternoon Session: 12.30pm – 3.30pm (doors open at 3.15pm)**

### Rest of School

**Starts: 8.35am**

**Lunch: Staggered between Midday and 1.00pm**

**Ends: 3.15pm (1.15pm every Friday)**

There are teachers at the gate and in the playground from 8.25am. Before the start of school day, staff are also on duty, during playtimes and at the end of the school day.

## Emergency Contact Details

It is important that children know the arrangements for their collection each day and that they are collected on time. It is imperative that emergency contact details for each child are kept up to date at all times.

We use a 'password' system for all children in school. This will be recorded with your child's records and you may be asked for the password by both office and teaching staff when collecting your child early, or if you have arranged for an alternative person to collect your child from school.

**\*Any information you provide is treated with upmost confidentiality and is bound by the Data Protection Act.**

# Terrific for Two's

In September 2014 we opened a Two's provision - Terrific for Twos. Our staff ensure that children in the two's provision learn and develop well and are kept healthy. Whilst in school, children are taught a broad range of knowledge and skills that provide the right foundation for good progress through school and in life.



Terrific Two's practitioners review the progress of our children aged between two and three, and provide parents and/or carers with a short summary of their child's development in the prime areas. These checks identify the child's strengths and any areas where progress is less than expected.



An environment which encourages and maximises the learning experience...

We aim to create a stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment which is set up in learning spaces of continuous provision for all seven areas of learning. Regular observations of the children are made to ensure that their current interests and experiences, ages and stages and abilities are met. Play-based learning is paramount, whereby children direct their own learning from carefully planned opportunities provided by staff.



# Childcare Vouchers

You may qualify for up to 15 hours of free childcare for your two-year old, if you receive any of the following:

- Income Support
- Income-related Employment and Support Allowance
- Income-based Job Seekers Allowance
- Support through part 6 of the Immigration and Asylum Act (NASS)
- The guaranteed element of State Pension Credit

You can also claim if you are working and:

- Receive Child Tax credit (but not Working Tax Credit) and have an annual income less than £16,190.
- Receive Working Tax Credits and have an annual income less than £16,190.
- Receive Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit).
- Have a looked after child.
- Have an adopted child.
- Receive Disability Living Allowance.
- Have two-year-olds who are looked after by their local authority - if they have left care through special guardianship or through an adoption or Child Arrangement Order.
- Have a child who has an Education Health Care Plan.

**More information about 'Terrific for Two's' can be found on our school website.**



# Admissions

All admissions are decided upon by the Local Authority except for our Nursery class and Two's provision.



## Terrific for Two's

Parents and practitioners can make a referral for their child to receive a Terrific for Two's place. The referral is made to 'Early Help' online. If approved, parents are issued with a childcare voucher, and if the child is accepted, home visits are organised and admission forms completed. An organised induction process begins prior to their start date.

## Nursery

Application Forms can be obtained from the school office and places are allocated by the school. There are 30 hours' provision available per child with limited places. Children will be granted either a morning or afternoon place on application. All applicants are required to make an appointment to view the provision before applying.

## Reception Places

**\*Please note that even if your child already has a place in the school nursery, you are still required to apply for a place in Reception.**

Information with regards to admissions for Reception and the rest of the school can be found on the Wolverhampton Local Authority website on the page for school admissions.

## School places required throughout the year

School places required throughout the school year need to be applied for on the school admissions page on the Wolverhampton Local Authority website.

# The Curriculum

We promote an inclusive curriculum where every child has the right to achieve their full potential. Children remain at the centre of the curriculum and play a key part with their contribution to the planning stage, whether in Early Years where our practitioners observe the children's interests and enhance the environment accordingly; or in upper school where pupils contribute their questions to a planning session.

## Curriculum Overview

### Early Years



The Early Years Foundation Stage (EYFS) is a comprehensive framework which sets the standards for learning, development and care of children from birth to five. For each area, the practice guidance sets out the Early Learning Goals. These goals state what is expected that children will know and be able to do at the end of their Reception year of their education. The practice guidance also sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. We ensure that this is used when assessing children and planning their 'next steps' of learning.

A PDF version of the Early Years curriculum framework can be obtained from our website.



# Key Stage One and Two

The National Curriculum highlights English, Mathematics, Science, Computing as the core subjects. These are taught alongside, the foundation subjects (History, Geography, Music, Art, Physical Education) and Religious Education, we also teach modern foreign languages. Children's work is planned to meet their particular needs. It is differentiated to meet the needs of their differing abilities, and children are grouped by ability from Year 1 upwards to facilitate this within Mathematics and English.

Alongside the academic curriculum, we ensure that we develop the 'whole child'. We have structured learning environment where we work to cultivate the aesthetic, creative, physical, spiritual, moral and social areas of experience for the benefit of all our pupils. The School is fully committed to Equal Opportunities Multi-cultural Education and promoting Modern British Values.

**A PDF version of the full National Curriculum can be obtained from our school website.**



# Subjects

## English

Our English sessions include writing, reading, spelling and/or phonics, handwriting and comprehension. These skills are taught during our daily English session, which is approximately 1 hour and 30 minutes long, but will also be taught or revisited during other areas of the curriculum and sessions on the timetable.

We always try to link our writing to our half termly or termly topic and usually to a rich text being read. A wide range of genres are covered, including fiction and non-fiction. Teachers aim for children to complete between one and two pieces of extended writing a week, the definition of extended writing will vary depending on the ability and age of the children but it always provides children with an opportunity to embed any skills taught previously. Every half term the children plan and write independently, this piece of work is then levelled using our school writing targets and used to inform our teacher assessments.



## Maths

Maths at Perry Hall is fascinating and fun! Daily maths lessons encourage our children to reason about number, to solve problems and have efficient strategies for solving calculations. We follow our school's 'Written Calculation Policy' when teaching calculation. To support us with this, when completing any homework with your child please follow the same methods as we are teaching in school to avoid any confusion. Copies of this document can be requested from the school office.



We use a wide range of practical resources to scaffold children's thinking and embed their understanding in all year groups. Where relevant, connections are made between maths and topics, giving mathematical understanding a context in the real world. We strive to ensure that our children have lots of opportunities to use and apply their skills across the curriculum.

# Science

Science at Perry Hall Primary School builds upon children's initial curiosity about the world around them and the observations they make. Children are encouraged to explore materials and their surroundings and to ask questions which will develop their enquiry skills. All children are taught essential aspects of the knowledge, methods and processes of Science merged within enquiry skills to develop their scientific thinking.

At Perry Hall, we encourage children to question scientific phenomenon to become critical scientists.

Science has changed the world and is vital to our future; here at Perry Hall we celebrate and incorporate the key skills of Maths, English, Technology and Engineering in to our Science lessons to prepare children for their potential prospects and experiences.

# Computing

We provide a broad and progressive computing curriculum, which provides our pupils with the opportunities to gain the skills required for a rapidly changing world.

Digital safety is very important to us, therefore we try to ensure that all of our stakeholders have as much up to date information and learning on how to do this as possible.

We continually adapt our curriculum to ensure that it is as current as possible.



# Physical Education

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad & balanced curriculum with opportunities for all to be enjoyed. Our mission is to improve and increase the quality and quantity of high quality PE for pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school. We are striving towards improving the delivery of the teaching & learning of PE in order to promote participation, progress and performance.

We also offer a range of sporting activities opportunities in our after school clubs.



# Creative Arts

At Perry Hall Primary School, we aim to engage, inspire and challenge pupils, in order to equip them with the knowledge and skills to create their own creative works of art, craft and design. As pupils progress through school we encourage them to think critically, in order to develop a better understanding of the Creative Arts. We respect and appreciate pupil's effort and ability through their artwork and celebrate these achievements, by displaying them around our school. Each piece of work is also evidenced in sketch books which shows a 'creative journey' throughout each pupil's time at school. The sketch books are passed on each year enabling pupils to take ownership and to celebrate their art skill progression, throughout the years.

# Music

We aim to make Music an enjoyable learning experience. All pupils have an opportunity to take part in a wide range of musical activities - singing, composing, using simple tuned and un-tuned percussion instruments, as well as providing the opportunity to perform to others. Throughout the year there are also productions and concerts for pupils to share their musical talents together in school, as well as out in the community. Pupils in KS2 are also offered the opportunity to learn to play a musical instrument, taught by Music Teachers from the Wolverhampton Music School.

# Religious Education

The school bases its teaching of R.E. on the Wolverhampton Agreed Syllabus, which aims to develop the spiritual and moral needs of its pupils. The lessons provide a balanced, coherent and comprehensive programme of work while ensuring that the integrity of individual pupils or religions is in no way compromised. Parents have the right to withdraw pupils from collective worship and Religious Education, but should discuss the matter with the Head of School or Executive Head before a final decision is made.

# History

History is taught across the school through different topics. These include The Great Fire of London, Florence Nightingale, Castles and Flight in Key stage 1, and in Key stage 2 we cover the Victorians, the Greeks and the Tudors.

World War 1 and 2 are also covered through Remembrance day for the whole school and in greater depth in year 6. A lot of the History topics are taught with cross curricular links with English, Art, Science and Geography. Children are taught a range of skills and knowledge through exciting and interesting lessons and tasks.



# Geography

We teach a wide range of skills as found in the national curriculum such as map work and comparing and contrasting our local environment with other places around the world. We also create links with the environmental side of Geography and embed these cross curricular links with the help of our Eco Warriors. We offer opportunities for field work, allowing the children to experience Geography hands on. This takes place throughout the school and is incorporated into our many wonderful trips during the academic year.

# PSHE

PSHE is a planned programme of learning through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for life both now and in the future. At Perry Hall we deliver PSHE in a variety of ways including circle time, stories, group discussions, problem solving and drama. This ensures that lessons are interesting, engaging and accessible for all pupils.

Our aim is to ensure our pupils know and understand the benefits of physical activity and healthy eating, how to form good relationships and have respect for others and to develop self-confidence and self-esteem enabling our pupils to make the right choices and decisions. It also involves making our pupils aware of safety issues including road and online safety and the correct use of medicines.



# Languages

At Perry Hall, we believe that learning a Modern Foreign Language provides a valuable educational and cultural experience in preparation for future life. We believe that teaching French in a fun and enjoyable way will engage and stimulate children's learning, developing their curiosity of language. Children will be taught greeting, how to ask simple questions, eventually developing their skills to hold a conversation.

# Extra-Curricular Activities

## Day Trips

Children within all year groups are given the opportunity to attend educational day trips which go hand-in-hand with their learning journey.

A full risk assessment is carried out prior to each trip. In addition to this, correspondence is provided to parents via letters and our website so that they are fully aware of the activities to be undertaken during each trip.

## Residential Trips

We believe the experience gained from topic related, or curriculum based, educational visits is extremely valuable. In years 2 and 6 pupils are presented with the opportunity to go on a residential school journey. The Year 6 residential is normally a joint trip with other schools within our Trust.

## After School Clubs and Activities

We offer the pupils a range of activities after school and to ensure our children can experience a wide assortment of options, we offer a different variety of clubs every term. These may include:

- Choir
- Art Club
- ICT Club
- Rounders
- Football
- Cross Country
- Multi-Sports
- Homework Club
- Gardening Club
- Forest School Club
- Athletics



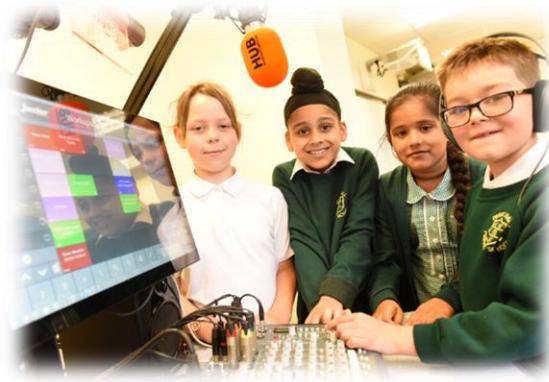
# School Radio

Perry Hall Primary School have invested in a portable radio station. Our pupils run the station and write, produce and edit their own shows with support from staff.

Shows are recorded as part of an after school club and then broadcast as podcasts around the school and through a link to on the school website.

Pupils throughout the school have the opportunity to work with the station as part of their curriculum work.

The PHPS Radio team have visited and worked closely with Dickie Dodd of 107Signal FM, a former pupil at the school, to ensure that our shows are as professional as possible.



# Play Pod

Our school Play Pod was described as 'revolutionary' during our recent Ofsted inspection. This is a collection of safe scrap materials for children to play with freely to enhance their imaginative skills. The Play Pod has been a real hit with our children!



# Inclusion

## Special Educational Needs (SEN) and Disability

We believe that meeting every pupil's needs is a shared responsibility, therefore we are all committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but our SEN Policy covers the needs of all of these pupils. A full version of this document can be found on our website.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

We accept the definitions of Special Educational Needs as well as the principles from the SEN Code of Practice, and our designated SEN Coordinator is responsible for:

- Co-ordinating the provision and support for children with SEN.
- Day to day operation of the schools' SEN policy.
- Liaising with and advising fellow teachers/teaching assistants.
- Monitoring and supporting the writing and reviewing of IEP's.
- Liaising with parents and external agencies.
- Contributing and arranging training for staff.
- Managing the Education, Health and Care Plan (EHCP) application procedure and provision for children with an EHCP.
- Co-ordinating the support for children with SEN.

## Partnerships



Working closely with....

**Local high schools** - for the smooth transition of pupils.

**Schools previously attended by joiners** - so that we can be immediately be aware of any special educational needs and quickly put a suitable programme of support in place.

**Inclusion Support Service** (multi agency support teams) - help to identify, assess and make provision for SEN pupils.

**Attendance Support Team** – Behaviour and Attendance Officers.

**The nominated Education and Family Engagement Officer** – regular visits.

**Specialist advisory teaching services** – to advise on children with sensory impairment or physical difficulties.

**Speech and language therapist** - contributes to the statement reviews of children with speech and language difficulties.

# Homework

We have a home school agreement which parents and children are asked to sign at the beginning of the academic year. We expect parents to support their children in completing their homework.

Homework is designed to reinforce, consolidate and extend learning which has been undertaken in school, as well as develop independent study skills.

All children take books home regularly to read with their parents. We know that children of all ages benefit greatly from someone showing an interest in their reading by asking questions, discussing storylines or simply sharing a book with them.

# Taking holidays During Term Time



Parents do not have the legal right to take children out of school for holidays.

If exceptional circumstances arise where parents decide that time away from school cannot be avoided, then permission must be sought in writing from the Headteacher and Governors before any bookings take place.

Please note that any exceptional circumstances will be investigated individually, however any unauthorised absences may incur a fine from the Education Welfare Office.

Leave of absence forms can be obtained from the school office.

# Attendance and Lateness



On time, every day.....

It is important that every child comes to school on time every day, as we know that good attendance leads to good progress.

We believe high levels of attendance and a punctual start to the school day are vital to all children. Our aim is to ensure that every pupil has access to the full time education to which they are entitled and as a result succeed and thrive. We endeavour for children to take responsibility for their own attendance, recognising the link between attendance and good learning.

School begins at 8:35 a.m. and registration takes place at 8:45 a.m. Children arriving after this time will be recorded as late. Children arriving after 9:45 a.m. will be marked as absent and this will be recorded as unauthorised.

To find out more about our attendance policy, please refer to our school website.

# Absence

Parents/carers should notify the school before 9.00 am on the first school day of his/her child's absence from school. If the reason for absence is sickness and it continues the schools should be notified on each day of the absence. Medical evidence should be obtained and submitted to the school for any illness lasting longer than 3 days. If any child is absent and the school has not been notified, the school office will ring the child's parent/carer.

If contact cannot be made, the office will try and contact the parent by another means such as text or email. Telephone calls will continue on subsequent days until contact is made. If contact cannot be made after a number of days, or if there are concerns about a child, the Education and Family Engagement Officer will be asked to make an education welfare visit, where they may then begin legal proceedings by issuing a fixed penalty notice if deemed necessary.



Wherever possible, we ask parents to try to make doctors and dentist appointments before or after school. Where this is impossible, parents should inform their child's class teachers, or the school office and it will be noted in the register.

# School Uniform

## Boys

- Sweatshirt – Dark green
- Shirt – White
- Pullover - Dark green
- Tie – Dark green with yellow stripe, with or without elastic
- Trousers – Grey
- Shoes - Black



## Girls

- Blouse – White
- Cardigan – Dark green
- Pinafore – Grey
- Skirt – Grey
- Dress – green with white check
- Socks – white
- Shoes – Low heeled, black
- Sandals – brown, white or grey

## Summer Options

All pupils - White polo shirts

Girls have the option to wear a green and white checked dress

Boys have the option to wear grey shorts

**Footwear** - It is essential that children wear suitable footwear for school that allows their feet adequate room and gives proper support and ventilation. For this reason, please do not send children to school wearing fashion shoes or trainers.

**Jewellery** - In order to ensure adequate safety standards, particularly in organised games and physical education, children should not wear jewellery, especially earrings while at school. Studs are allowed, but must be removed or covered over for PE and games.

**Hair** – We do not allow children in school to dye their hair.

## Where to buy

All items can be purchased from Kids Corner, located on Showell Circus, Low Hill, Wolverhampton. Parents can also complete an order form which is available from the school office.

**Help us to avoid lost items....**

It would be very helpful if each item of clothing is marked with the child's name. This makes it easier to return any lost items to their owners.

# School Meals

Healthy and well-balanced meals are cooked within school and provision is made for children who are vegetarian, have allergies or are unable to eat certain foods on religious grounds. Alternatively children are allowed to bring a packed lunch into school if they prefer and this should include a healthy balanced lunch which includes no chocolate or fizzy drinks. Children can opt to change from a school lunch to a packed lunch and vice versa.



## Payment

We are a cashless school, meaning all payments for school meals are to be paid in advance via Parent Pay – our secure online system to pay for school meals, trips and activities. To find out more about Parent Pay, please go online [www.parentpay.com](http://www.parentpay.com) or speak to our school office.

Weekly menus for school dinners are displayed on our website.

# Free School Meals

If you think your child may be entitled to free school meals, please contact the school office or Wolverhampton City Council for further details. Although all KS1 children are now entitled to free school meals it is important that you continue to claim for free school meals. Further information can be obtained from the school office or online at <http://www.wolverhampton.gov.uk/freeschoolmeals>.



# Parents and the School



Our school aims to work closely with all parents and carers. A number of events are organised throughout the school year in order to provide opportunities to exchange information about a child's progress and development. This is also an excellent opportunity for parents/carers to learn more about school life.

**Autumn Term:** **Meet the Teacher**

All parents are invited to an evening meeting about the curriculum. This enables parents to find out what their children will be learning about throughout the academic year.

**Every Term:** **Parents Evenings**

Parents are given an appointment with their child's Class teacher to discuss the development of their child.

**All year:** **Open afternoons**

Parents are invited into school to observe their children leaning in the classroom environment.

**All Year:** **Open Door Policy**

Teachers are always happy to discuss a child's overall progress with parents at a mutually convenient time. Teachers and members of the Senior Leadership Team try to be available between 8.30 a.m. and 9.00 a.m. If for any reason they are not available to speak to straight away, you will be able to make an appointment on request.

**Every Term:** **Parent Forum**

Parent forums are organised to allow parents and carers to learn about how the curriculum is taught. These are run by members of the Senior Leadership Team and are quite informal. It is a great opportunity for parents and carers to ask questions and share ideas.

## PTA

We have a small group of parents who offer their time to raise funds for our school. They organise discos, Summer Fayres and the annual sponsored bounce. These events are enjoyed by the children, parents and teachers. Our main cause which we are raising funds for at the moment is our School Reading Bus.

Every parent/carer is very welcome to attend our PTA.

# Behaviour in School

## A positive approach...



We want every member of the school community to feel valued and respected, and for everyone to be treated fairly.

We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is designed to support the way in which the members of the school can live and work together in a supportive way.

We aim to:

- Teach children to think about their behaviour and to learn self-control.
- Give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- Teach children to be polite and fair.
- Teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.
- Praise and reward good work, behaviour and attitudes.
- Involve parents in all aspects of school life, including their children's behaviour.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

## Good to be Green

We have adopted the 'It's Good to be Green' behaviour system in school. This includes charts, stickers and rewards for good behaviour. Since introducing this system, we have seen a noticeable improvement on behaviour in and around school.



**Our full behaviour policy can be found on our school website.**

# Safeguarding

**“Safeguarding procedures are a model of exemplary practice”  
Ofsted 2016**

The welfare of the children is our priority...

We are committed to the highest standard in protecting and safeguarding the children entrusted to our care at all time. We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all of the staff are well placed to identify such abuse and offer support to children in need.

We aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly and effectively to cases of suspected abuse.

We will support all children by:

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within school.

If any member of staff or visitor to the school has a concern that a child is being harmed, or is at risk of harm, to receives a disclosure (either intentionally or unintentionally), they must report to one of the following people:

- Lead Safeguarding Officer – Rekha Kohli
- Deputy Safeguarding Officer – Claire Gibbons
- Deputy Safeguarding Officer – Michelle Dodd
- Deputy Safeguarding Officer – Narinder Heer
- Deputy Safeguarding Officer – Carol Russell

**\*Our full safeguarding policy is available on our school website.**

# School Governors

<b>Appeals Committee</b>	Any 3 non-staff Governors without a declaration of interest and not involved with the deliberations of the original committee(s)
<b>Complaints Committee</b>	Any 3 non-staff Governors
<b>Performance Management Committee (2) (Headteacher)</b>	Mrs A Cheema (CEO) Mr D Collinswood Mr A Brocklehurst  (Review Officer: Mr D Tarbuck)
<b>Pupil Discipline Committee</b>	Any 3 non-staff Governors without a declaration of interest
<b>Resources Committee</b>  Virement and Expenditure Limits: <i>HoS/Headteacher - £2,000</i> <i>The Head of Strategic Finance &amp; Business Administration - £10,000</i> <i>Chair of Trustees - £10,000</i> <i>CEO - £10,000</i>	Mrs L Fergusson Mrs A Cheema (CEO) Mr D Collinswood – Chair 2017/18 Mr A Fisher Ms R Kohli (HT) Mrs A O'Rourke – Papers only Mr J Parkes – Papers Only Mr D Tarbuck
<b>Staff Discipline Committee</b>	Any 3 non-staff Governors without a declaration of interest
<b>Standards Committee</b>	Mrs A Cheema (CEO) Mr S Cox – Chair for 2017/18 Ms R Kohli (HT) Mrs J Purawal Mr D Tarbuck Mrs A Tranter
<b>MAT Committee - Safety, Health &amp; Environment (SHE) Committee</b>	Mr D Asbury – HT Dunstall Hill Mrs S Beegum – Dunstall Hill Mrs A Cheema (CEO) Mr D Collinswood – Perry Hall Miss E Pritchett – HoS Berrybrook Vacant – Berrybrook Ms R Kohli – HT Perry Hall Mrs A O'Rourke – Perry Hall – Chair 2017/18 Mr J Parkes – Papers Only

**MRS A O'ROURKE – ASSOCIATE MEMBER WITH VOTING RIGHTS ON THE FOLLOWING COMMITTEES: MAT SHE COMMITTEE & PUPIL DISCIPLINE COMMITTEE**

**LINK GOVERNORS:**

<b>PHASE/AREA</b>	<b>LINK GOVERNOR</b>
EARLY YEARS FOUNDATION STAGE & KEY STAGE 1	MR A FISHER
LOWER KEY STAGE 2	MR D COLLINSWOOD
UPPER KEY STAGE 2	MRS A TRANTER
PUPIL PREMIUM & MORE ABLE	MR D TARBUCK
SEN	MR S COX
SAFEGUARDING (Inc. LAC & CP)	MR D COLLINSWOOD & MR A BROCKLEHURST
P.E & SPORTS PREMIUM	MRS A O'ROURKE
TEACHING SCHOOL	MRS J PURAWAL



## We were rated as a 'Good' school following our last Ofsted Inspection in March 2016

The letter below was sent to parents from the Executive Headteacher following the release of the report:

Our recent Ofsted inspection report has left me feeling incredibly proud of our School.

As we continue to strive to provide the best education to our children, the quality of teaching and learning is described as going from strength to strength, and we are well on our way to becoming an 'Outstanding' School.

It is of upmost importance that the children of Perry Hall are kept and feel safe in school, and the report defines our Safeguarding procedures as being 'a model of exemplary practise'. This is reassuring to read, as the well-being of our children is the ultimate number one priority of all Perry Hall staff.

I continue to be proud of not only our pupils, who's behaviour was described as 'orderly and courteous', but also my team of committed and hardworking staff who endure to work tirelessly in order to provide our children with a high standard of education, and give them the best possible opportunities throughout school life.

The report displays a true reflection of Perry Hall and I feel is a testament to the hard work of the staff, pupils and parents of our school – Well done everyone!

Amarjit Cheema

Executive Headteacher

A full copy of this report can be found on both Ofsted's and Perry Hall's websites.

# How to Contact Us

If you have a query about our school, you can contact us by any of the following methods:



**Write to us:** Perry Hall Primary School  
Colman Avenue  
Wednesfield  
Wolverhampton  
WV11 3RT



**Email us:** [perryhallprimaryschool@wolverhampton.gov.uk](mailto:perryhallprimaryschool@wolverhampton.gov.uk)



**Call us:** **01902 558538**



**Chief Executive Officer: Amarjit Cheema**



**Headteacher: Rekha Kohli**