

'Our vision for the Federation of Boldmere schools is to empower all children to embrace learning, achieve their best and build their emotional, social and physical well-being.'



Boldmere Junior School Prospectus

All information was correct at the time of printing

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment



CONTENTS

	page
Welcome letter from the Executive Head Teacher and from Head of School	3-4
School address and contact numbers	5
School Vision and Aims	6-7
Welcome letter from the Chair of Governors	8
List of members of Staff	9-
Boldmere Federation Governing Board	12
General Information including School Times and Uniform	13
Home/School Partnership	20
Curriculum	21
Term Dates	25

Please view our website at www.boldmereschools.bham.sch.uk which shows recent events and access to our school policies.

WELCOME TO BOLDMERE JUNIOR SCHOOL

Letter from the Executive Head Teacher

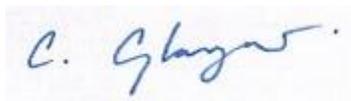
As Executive Head Teacher of both Boldmere Infant and Nursery and Boldmere Junior School, I am delighted to welcome you and your child to our school family.

Having been the Executive Head Teacher for the Federation of Boldmere schools for the past seven years, I still continue to be excited to have this wonderful position at our schools. In this role, I have the strategic responsibility of ensuring our current educational provision is maintained and improved where possible. I find myself to be in an incredibly privileged position and certainly one that I do not underestimate. I thoroughly enjoy working with Mrs Kenny as Head of School at the Infants and Mr Sadler as Head of School at the Juniors. Both are responsible for the day to day management of the school and we work in constant collaboration so that your children are getting the very best provision possible, whilst at our schools.

We aim to provide a seamless blend of education between the two schools, so that year on year, the children are making the desired progress in all areas of their learning. It is essential that we work together to ensure a consistency in our approach, in order for us to maximize the learning potential as children move through the school. We retain the individuality of provision, whilst continuing to develop greater collaboration and partnership between the two schools.

The academic development of children who attend Boldmere is of course very important, but our schools also pride themselves on the nurturing and well-being approach that we have towards children in our care. We see the importance of educating the 'whole child' and this is very much rooted in an emotionally literate approach towards learning, that is firmly embedded in the schools.

We aim to ensure that your child is educated in a safe and happy environment, conducive to learning. We see our partnership with you as parents and carers as a crucial one and we wish to work in collaboration to ensure that we achieve the very best outcomes for your children whilst they are in our care.



Mr C Glasgow
Executive Head Teacher

Letter from Head of School

Welcome from Mr Sadler, Head of Boldmere Junior School!

It is a great pleasure to introduce myself as head of school at this wonderful school; a school that prides itself on holding the highest expectations for all, typified by its simple mission statement: *to empower all children to embrace learning, achieve their best, and build their emotional, social and physical well-being.* All staff at Boldmere understand fully that children get only one chance at their education, and with that comes the great responsibility of not only educating children but also helping shape their future.

Although I personally am in the infancy of my tenure at Boldmere, already I have learned that this is a happy school, and one where the school's core values *of respect, kindness, co-operation, appreciation, honesty and resilience* emanate throughout every classroom, corridor and playground. As was the case in every other school I have worked in, both myself and all staff will continue to work positively and diligently to ensure the school's mission statement is achieved and that the children passing through it look back on it as fondly as those who went before them.

In addition to reading this prospectus, please take the time to explore further our website, along with the school's twitter feed, to gain a flavour of the place our whole school community is proud to call 'our school.'



Mr Matt Sadler
Head of School

BOLDMERE JUNIOR SCHOOL CONTACT DETAILS

Address: Cofield Road
Sutton Coldfield
West Midlands
B73 5SD

Telephone Number: 0121 464 3656

Email Address: enquiry@boldmere.bham.sch.uk

Chair of Governors: Mr G Bloom

Executive Head Teacher: Mr C Glasgow

Head of School: Mr M Sadler

Education Authority: City of Birmingham Education Department
Council House
Margaret Street
Birmingham
B3 3BU

Tel Number: 0121 303 2872

Boldmere Vision

The Federation of Boldmere Schools empowers all children to embrace learning; achieve their personal best; and build their emotional, social and physical wellbeing.



As a school we believe that all children, parents / carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our 6 core values decided by all stake holders and 3 rights which underpin our approach to behavior and well being.

Values: Respect, kindness, cooperation, honesty, resilience and appreciation

Right to feel safe

- The **right to feel safe** (this should address emotional and psychological safety, as well as physical safety).

Right to learn

- The **right to learn** (without undue distraction and disruption). This implies our ability to lead, guide and encourage our students in their responsibilities.

Right to respect

- The **right to respect** and fair treatment (this includes the way we, as teachers, model courtesy, respect and fair treatment).

We want our children to have the foundation of good mental health in order to achieve their aspirations. We want to develop a culture that supports and promotes emotional wellbeing.

We are committed to creating an ethos of wellbeing and emotional health, which is integrated into all aspects of day-to-day life. This encompasses all members of our school community.

School's Aims

In Boldmere Junior School we aim to achieve a safe and welcoming environment where every pupil is valued and encouraged to achieve success through their best efforts. We believe in a broad and balanced curriculum which includes a full range of subject skills.

.....

We deliver the curriculum in a variety of ways to stimulate active involvement whilst encouraging an effective learning environment where everyone has equal opportunity to learn.

.....

We emphasise the importance of building good relationships with pupils and adults within our school and wider community. We encourage consideration and empathy for others through our 'values' based approach to PSHE, citizenship and assemblies, as well as within our RE curriculum.

.....

Moral, cultural and spiritual values are explored within an ethos which encourages pupils to develop their own personal values and to appreciate the beliefs and practices of others.

.....

We recognise that Boldmere children have a valuable contribution to make to our school community and their own environment and involve them wherever possible in the decision making process. Increasing independence is expected as children progress from year 3 to year 6.

.....

We offer a wide variety of activities, challenges and opportunities within the wider curriculum so that all children may develop self confidence and self esteem. These include residential and school trips, class assemblies, choir, orchestra, dance, drama, school performances, competitions, school projects, workshops and sports events.

.....

Throughout the school, individual and group achievements and responsibility are recognised and celebrated. House points, certificates and Celebration Assemblies promote success. Class and school monitors share responsibility for a variety of everyday jobs. Values ambassadors are identified by class teachers and celebrated weekly.

We aim to promote good health and fitness through PE, Health Education , Science curriculum, PSHE and RSE and other aspects of our Boldmere curriculum.

.....

We aim to promote British Values and make all aspects of these values an important factor of our curriculum delivery.

Letter from Chair of Governors

On behalf of the governors, staff and children, welcome to Boldmere Junior School. I hope this prospectus provides a useful insight into this outstanding school.

I feel incredibly privileged to have been elected as Chair of Governors for The Federation of Boldmere Schools. Alongside the senior leadership team, staff, children and parents, the governing body puts children at the heart of all that we do.

The school continues to maintain and build upon the Ofsted outstanding rating achieved in 2011/2012. Pupil attainment and progress is well above national averages and our dedicated, hardworking staff strive for academic excellence. As a governor, I am proud to visit the school and meet and observe confident, happy children, who are eager to learn.

In 2019 the school successfully opened the Boldmere Inclusion Base (BIB). This purpose built setting supports primary age children who have an Education, Health and Care Plan with a primary need of ASC (Autism Spectrum Condition). Our aim is for the children to develop independence and new strategies in order to progress towards integration with their peer group within the mainstream schools.

The school is at the centre of a vibrant community. Children, staff, parents and governors all work together to ensure our children receive a well-rounded education which supports physical, emotional and social wellbeing. Boldmere Junior school aims to promote the development of the whole child and strikes the perfect balance between education and pastoral care.

We are fortunate to have a team of dedicated, hardworking and highly trained staff that empower children to achieve their full potential, through a range of teaching and learning styles. The school is equipped with a variety of resources, with both indoor and outdoor space, with the aim of making learning fun and educating through play.

All of our governing body members are committed, enthusiastic and highly ambitious. Our core function is to ensure a clear vision, ethos and strategic direction; hold the Executive Head teacher to account for the educational performance of the school and pupils; oversee the financial performance of the school. We pride ourselves in being visible and approachable to children, parents at all times. Governors hold regular meetings and visit the children and staff during each term.

We encourage parents/carers to take an active role in their child's educational journey. This is achieved through parent's evening, parent /children workshops and regular communication via a variety of forums such as Newsletters. The PTA provides fantastic support to the school, organising many events for both parents and children to enjoy. They help raise essential funds, which are used to purchase equipment and resources for the school.

As a parent, governor and member of the Boldmere community, I cannot praise the school enough and it is an honour to be part of a school that lays the foundation for lifelong learning.

Greg Bloom
Chair of Governors

MEMBERS OF STAFF 2022-23

Mr C Glasgow Executive Head Teacher

Mr M Sadler Head of School

Our Senior Leadership Team comprises of:

Mr Glasgow

Mr Sadler

Mrs Welch - Assistant Head teacher

Mrs Mutch – Senior leader

Mr Hill – Senior leader

Mrs K Preece – Assistant Head teacher and Boldmere Inclusion Base leader

Mrs R Jones - SEND responsibility across the Federation

Year 3 Team

Teachers:

Mr R Uppal 3U (lower school phase leader)

Miss S Pipkin 3P

Miss B Morgan 3M

Teaching Assistants:

Mrs A Keight

Ms M Hibbert

Mrs C Hunt

Year 4 Team

Teachers:

Mrs S Quirk 4Q

Mrs K Hannan 4H

Mrs A Ridge/Miss K Wilkinson 4R/W

Teaching Assistants:

Mrs M Toy

Mrs J Rimmer

Year 5 Team

Teachers:

Mrs Churchill	5C/S
Miss B Walker	5W
Miss V Brown	5B
Mrs E Shakespeare	5CS

Teaching Assistants:

Mr C McEwan
Miss D Gerrald

Year 6 Team

Teachers:

Miss E Jackson	6J	(upper school phase leader)
Miss H Pritchard-Jones	6FS	
Miss M Farrell	6F	

Teaching Assistants:

Mrs Atkins
Mrs K Hynes
Mrs J Gonsalves

Senior Learning Mentor

Mrs K Deane

Boldmere Inclusion Base (BIB) Staff

Miss K Martin	Teacher	ED/M
Mrs C Reeves	Teaching assistant	
Mrs L Kinsella	Teacher	LK
Mrs V Boylan	Teaching assistant	

Other teaching staff:

Mrs E Kilday Currently on maternity leave
Mrs C Fowles Currently on maternity leave

Support Staff

Miss K Hyatt Manager of Busy Bodies
Mrs B Bishop School Business Manager (part time)

Mr P Rajpra
Mrs R Guerin
Mrs H Green
Mr M Rollason
Mrs V Phillips/Mrs G Platt

Finance Officer
Office Manager
Receptionist
Building Services Supervisor
Senior Lunchtime Supervisors

ALL STAFF HAVE BEEN THROUGH THE APPROPRIATE SAFER RECRUITMENT PROCEDURES

GOVERNORS FOR THE FEDERATION OF BOLDMERE INFANT AND NURSERY AND JUNIOR SCHOOLS

Governors play a vital role in the development of our schools. The Boldmere Federation has a joint Governing Body for the Infant and Junior Schools. The Governing Body is required to meet at least three times a year. Governing bodies are made up of representatives from the school and from the community. Governing bodies play a key role in the leadership of the school and are involved in a variety of areas of school leadership and management.

The Boldmere Federation Governing Body comprises: 1 Local Authority Governor 1 Executive Headteacher Governor 2 Parent Governors 1 Staff Governor 7 co-opted Governors (some of whom are also parents) 6 Associate Governors

All governors sign up to the Boldmere Federation Governors Code of Conduct annually.

The Federation of Boldmere Schools Governing Body is responsible for Boldmere Infant School and Nursery and Boldmere Junior School, and listed on the "Governing Body Membership" page are the current governors. All of our governing body members are committed, enthusiastic and highly ambitious for both schools.

Useful Information Minutes of meetings are available from the Junior school office (The Clerk to the Governing Body is Mrs Cordell O'Neill) Governors meet at least twice a term. Parents can write to the Chair of Governors through either school. Governors have legal duties and can only act together as a team. Governors are elected for a four year period.

Further information is available on the school website at <https://boldmere.bham.sch.uk/our-school/governors>

GENERAL INFORMATION

Boldmere Junior School caters for pupils between 7 and 11 years of age. We have three classes in each of the four year groups.

As of September 2021 we expect to have approximately 363 pupils on roll.

Year 3	92
Year 4	91
Year 5	90
Year 6	90

If a year group has more than 90 pupils (3 classes of 30 each) it is because the Local Authority has granted an appeal to parents and has required the school to exceed the stated intake limit.

When a class falls below 30 pupils and a vacancy therefore exists, the school will advise the Local Authority and will follow the Local Authority criteria for allocating the place.

Parents/carers seeking a school for their child/children are asked to fill in an 'In Year Application Form' which can be downloaded from the Birmingham City Council website or a copy may be collected from the school office. The school office will contact Admissions and Appeals to advise them of the interest in the school, once they have received the completed application form with proof of address.

Daytime Appointments

If your child needs to leave school during the day for a medical, dental or other urgent appointment, he/she must be collected from school with prior notice wherever possible.

Accidents and Illness in School

Minor bumps and grazes will be dealt with in the school. You will be advised by letter or telephone in the case of severe injuries or head bumps.

Children feeling unwell during the school day may need to be collected by a parent or their delegated representative. Please ensure our contact telephone numbers are kept up to date.

TYPICAL SCHOOL DAILY ROUTINES

School times:

8.50 am	The earliest time children can arrive in school and they go straight to their classrooms.
9.00 am – 12.25 pm	Registration and Teaching Time. During the school day there will be one morning break and opportunities for assemblies including collective worship daily.
12.25 pm – 1.25 pm	Lunch Break

1.25 – 3.25 pm Registration and Teaching Time

3.25 pm Children are dismissed by their teachers who will then share the supervisory duty of seeing children off the premises.

Where children stay after 3.25 pm for extra-curricular clubs, parents will receive prior notification and a request for consent.

Medication in School

It is essential that all medical information regarding your child is kept up to date in school. Please advise the school office and class teacher of any relevant information.

On the advice of the school's health visitor, the following procedure applies:

Medication accepted in school should be that which is prescribed by the GP and named. The school will only accept any medication which has been purchased over the counter for acute illnesses and where parents have completed the relevant medication forms available at the school office. Children are not allowed to store any medication in their school bag or classroom and should not administer any medication themselves (other than their inhalers, which are kept in a box in the classroom).

Medication such as Epipens and Antihistamines prescribed by the GP only and where a Care Plan is in place, will be stored in the school office. In an emergency, we would contact parents for advice.

All inhalers must be named and an 'asthma record card' filled in. These are available from the school office.

It is the responsibility of parents/carers to ensure that medication in school is in date (e.g. Epipens and Antihistamines) and to collect and dispose of any medication which is out of date or is no longer required.

School Meals

At the time of writing, school meals are £2.35 per day. However, please be advised that this is reviewed at least annually. School meals are provided by Dolce and ordered via School Grid. Meal orders must be made and paid for in advance.

The children are supervised over lunchtime by our team of Lunchtime Supervisors.

Morning break. Children may bring a small healthy snack to eat at morning break. This may include: cereal bar, fruit, healthy cake, plain biscuits. Chocolate, crisps and sweets are not permitted.

We would also ask that you avoid providing any snack which may contain nuts.

SECURITY

The school site is secured at all times when children are on the premises. The main school gates are locked at 9.15 am and opened again at 3.00 pm.

Please ensure your child knows before they come to school in the morning what arrangements have been made for them after school, e.g. are they going to Busy Bodies After School Club, or will they be collected by a parent/carers, or are they walking home by themselves or with a friend. If you have arranged to collect

your child from school, and you know you are going to be late, you must contact the school office asap to advise so that a message can be passed on to your child before the end of school. Children are advised to come back into school and sit on the chairs in the main entrance if their parent/carer is not waiting for them outside. It is very important that you remind your child to come back into school if you are not there. In order to maintain security, if you need to speak to your child's class teacher, please go via the main school entrance.

UNIFORM

We ask that parents/carers send children to school wearing the items of uniform detailed below:

Navy blue jumper (v-necked)
or Navy blue cardigan
Pale blue shirt/blouse
Blue polo shirt with collar in Summer
Grey trousers/Grey or Navy skirt/ pinafore
Navy blue School sweatshirt, (preferably with badge) – see suppliers listed below.
School Tie – available from the school office
A blue & white check dress is optional summer wear

Children must not wear jeans.

Trainers and fashion shoes and boots are not acceptable footwear.

P.E. & Games Kit

Plain white 'T' shirt

Navy or white shorts for P.E.

Navy games skirt (for games only – not P.E.)

Trainers or pumps

Track suits are permitted in cold weather

One piece swimming costume (girls)

Trunks (boys) – not swim shorts please

(please DO NOT send your child into school with team football tops for PE and games lessons)

Uniform suppliers are:

Clive Marks, Boldmere Road, Sutton Coldfield, Birmingham B73 5UY. Tel No. 0121 728 4452 or visit

www.clivemark.co.uk or from Crested Schoolwear, 23 High Street, Erdington. Birmingham B23 6SA. Tel No.

0121 350 8444 or visit online: www.crestedschoolwear.co.uk

Some items of school uniform (without the BJS logo) are available from department stores

During your child's time at Boldmere Junior School, they will be given the opportunity to attend swimming lessons. You will be provided with more details nearer the time.

Please, for your own and your children's benefit, ensure that all items of uniform and P.E. kit are clearly named. Un-named lost property is only kept in school for a very short time.

Book Bags and School Ties may be purchased from the school office.

Protective Clothing

Practical activities can be messy. Please send in some form of protective overall, when requested – an old adult shirt is ideal

Jewellery and Valuable Items in School

Pupils must not bring valuable items to school. Teachers cannot accept responsibility for any items of value which may be lost or damaged. Pupils in year six may request permission to bring a mobile phone to school, by filling in a form, if, for example, they are walking home independently. These forms are available from the school office. Mobile phones must be turned off and handed into the school office at the beginning of the school day and collected at the end of the school day by your child. This facility is usually offered to year 6 children. We are aware that some phones are very expensive and we take this opportunity to advise parents/guardians that we do not take responsibility for any loss or damage.

Pupils should not wear jewellery to school. Neck chains, rings and earrings are hazardous to wearers when they get caught up in clothing in games lessons, PE lessons and on the playground. Only studs in pierced ears may be worn. We ask that children do not wear watches, rings or ear-rings on PE/Games or swimming days. Any pupil wishing to do so must accept responsibility for them.

Hair – all long hair must be tied back. This helps us to keep control of the spread of head-lice between our pupils.

Nail Varnish – we ask that children do not wear nail varnish for school.

ROUTINE CONTACT WITH HOME

Newsletters and other non-urgent written communications are sent home, wherever possible, on Tuesdays. A copy of the weekly newsletter is available on our website. We also use Parentmail to contact parents/guardians by email or text message.

When children have a minor accident, are going on a school trip, or wish to join an extra-curricular club, we have standard letters, which are sent home as appropriate.

ABSENCE FROM SCHOOL

It is essential that parents/carers telephone school or advise via the school contact on the website (link below) on the first day of their child's absence. If the absence is known or expected to be longer, this should be advised also. <https://boldmere.bham.sch.uk/contact>

School Registration is at 9.00 am, although children may arrive in school at 8.50 am. Children arriving in school late (after 9 am) must sign in at the main entrance. Persistent lateness is monitored by our Senior Leadership Team.

We monitor the attendance of children whose absence falls below 92% and will contact parents/carers to discuss in an effort to improve their child's attendance. Persistent absenteeism is monitored by key staff.

For your information, if a child's attendance for the whole year is less than 85% it is equivalent to 29 days or more absence (half a term missed!). If you have any concerns regarding your child's absence in school, please contact your child's class teacher.

UNAUTHORISED ABSENCE

Any absence from school without explanation is regarded as unauthorised and school is obliged by law to keep accurate records for the LA of any such absences. Please note all holiday taken during school term will be recorded as unauthorised absence. All requests for leave during term time must be put in writing to the Head of School in advance. Should you wish to request an absence for your child in term time, other than a holiday request, you must fill in an 'Exceptional Circumstances – Leave in Term Time' form obtainable from the school office. This should be sent into the Head of School two weeks before the date of the requested absence. If your child takes leave that has not been authorized by the Head of school, notice and legal action being taken or your child losing their school place.

EDUCATIONAL VISITS

As an integral aspect of the curriculum, teachers routinely plan visits to places of interest either in Birmingham or the wider area.

In meeting the costs of such trips, we invite a voluntary contribution from parents. Whilst no child will be left out of the trip, it may be necessary to cancel planned outings if there is insufficient financial support. (Families on Income Support or means tested Job Seekers Allowance, please ask for our Charging and Remissions Policy). Voluntary contributions made by parents/carers do not subsidize those children who are exempt.

CHARITY FUND RAISING & SCHOOL FUND

At times during the year we organise activities to raise money for a variety of projects which includes support for charities chosen by pupils as well as providing additional funding for school resources.

EXTRA CURRICULAR CLUBS/MUSIC LESSONS

As a school, we offer a wide variety of extra-curricular clubs throughout the year that are led by teachers and students during and after the school day. We also offer other sporting activities after school, organized by outside agencies for a small sessional fee.

Music lessons are also available, including brass, cello, woodwind and violin. These are provided by the music service and are fee paying. Information regarding taster sessions/auditions and cost will be put in our newsletter. We also offer private lessons, such as guitar, piano and keyboard. Any arrangements for private lessons are made between parents and the music teachers. Further information is also available from the school office.

HOMEWORK & HELPING YOUR CHILD AT HOME

Throughout the year, Helping at Home sheets, topic overage (jigsaw) and knowledge organisers are shared on the year group pages on our website.

Children will be set homework by their class teacher and children are expected to read daily at home and practice their times tables and spellings on a daily basis.

RESIDENTIAL TRIPS

During your child's time at Boldmere, they have a wealth of opportunities to experience a variety of residential trips to develop independence, resilience and to explore a different setting. Currently, these take place during the Spring term in year four and the Autumn term in year six.

PARENTPAY

Payment for school trips, residential trips and other events and activities are made via ParentPay, unless otherwise advised. All new parents/carers will receive a letter containing the password and username for ParentPay, usually at the beginning of the school term. You will be unable to make any payment until you have received this information.

PARENT/TEACHER ASSOCIATION (Infant & Junior Schools)

The Association has provided school with considerable funds over the years, which have been of great benefit to our pupils. During the year many social events are held and proceeds are all spent on resources which will foster children's education. The Association needs your help. Membership does not commit you to anything but the fact that you are a member does help the school. PTA events are social as well as fundraising. Please do try to go along and join our joint schools PTA.

TRANSFER TO SECONDARY SCHOOLS

During the Summer Term, parents of Year 5 children will receive information regarding their secondary school preferences, together with information relating to all secondary schools in the city. Information will also be provided regarding the optional test for grammar schools. It is advisable to contact the Birmingham City Council Admissions and Appeals website and/or individual secondary schools' websites for full information.

Children succeeding in optional tests transfer to Bishop Vesey Boys School or Sutton Coldfield Girls School or the King Edward Foundation schools. There are a number of secondary schools in the local area, including Plantsbrook School, John Willmott School, Fairfax School, Bishop Walsh Catholic School, Kingsbury School and Greenwood Academy.

HELPERS IN SCHOOL

Where possible, we welcome parents/carers into school to help with all sorts of activities such as reading, maths, science, technology, cookery, needlework, art and gardening. We have a parent's handbook as a guide. All helpers will meet with our Head of School and will need to be DBS checked, prior to commencement of volunteering.

BUSY BODIES BEFORE AND AFTER SCHOOL CLUB

The Federation of Boldmere Schools has a before and after school club (Busy Bodies) which employs an experienced team of play Co-ordinators who provide a wide range of exciting and stimulating activities for

children. The Club has been recognised as being a club of high standards, holding Good Practise Awards, a Level 3 Quality Mark and having an outstanding feedback from OFSTED.

Opening times are 7.45 am to 9.00am and 3.35 pm to 6.00pm. For more information and a registration form, please contact Busy Bodies at the Junior School. or contact them on 0121 464 1343 between 9.00 am and 6.00 pm.

Please note there is usually a waiting list

SPECIAL EDUCATION NEEDS

Our school believes that all children, whatever their ability or disability, have an entitlement to an accessible, broad and balanced curriculum, differentiated to their individual needs. Boldmere Junior School welcomes children with special educational needs and disabilities into school and where a child has a specific difficulty and is on the Special Needs List, the SLT, class teacher and SENCo Team will work with parents to ensure that the child's needs are met to the best of our abilities and resources. The SENCo Team provides advice and support to children, parents and staff throughout the school.

Children's progress will be regularly reviewed and outside agencies may be called upon to support their learning.

Inclusion

We believe that every child should have a right and an equal opportunity to:

- attend a local mainstream school with appropriate resources and support if it is a parent's wish, in line with the Disability Discrimination Act.
- have access to a broad and balanced curriculum that enables children and young people to be included in a lifelong learning process.
- be included as a valued, respected and equal member of the learning community along with all other children of the same age.

Admission of children with disabilities will be supported with full reference to parents and outside professionals as required by the DDA.

All classrooms and areas of the building can be accessed by wheelchair and there is disabled toilet provision. A ramp provides access to the playing field.

The school has an entrance ramp and there are no steps within the building. Individual needs would be considered in each case and any modifications necessary would be discussed with the local authority to see if they were practical and possible. The school has an Accessibility Plan which parents are welcome to view. The Special Educational Needs Policy and information report is available on the school's website or on request.

BOLDMERE INCLUSION BASE (BIB)

This essential element of our school provision, supports primary age children who have an Education, Health and Care Plan with a primary need of ASC (Autism Spectrum Condition). Placements in the BIB are commissioned by SENAR (Special Educational Needs Assessment Review team).

Our BIB has been a fantastic addition for our special educational needs provision at our school. Since the introduction of this provision in 2019, we have successfully added two classes comprising of eight pupils per class. This provision sits seamlessly alongside our mainstream setting and allows greater support for our children with their communication, social, emotional and sensory needs, alongside the important development of their academic ability. Our aim is to effectively develop children's independence and important strategies to enable them to move towards integration with their peers within the mainstream schools, as part of their daily timetabled provision.

HOUSE TEAMS

Children are allocated to one of the four houses:

Kenilworth – Green

Lichfield – Yellow

Stratford – Blue

Warwick – Red

Throughout the year children earn house points which culminate in weekly and termly champions. There are also sporting events including House Football and Netball and of course, the Summer Sports Day.

BEHAVIOUR AND WELL BEING

As a school we believe that all children, parents/carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our six core values – decided by all stakeholders: Respect, Kindness, Co-operation, Honesty, Resilience and Appreciation. Our approach sets clear boundaries about what is acceptable and expected based on our three underpinning rights: Right to feel safe, Right to learn and Right to respect.

Please see our Behaviour Policy and Anti-bullying Policy (see school website). The Racial Incidence Policy is available from the school office.

Boldmere Junior School will not tolerate racial harassment directly or indirectly against any pupil or group of pupils or staff. Steps are taken to challenge and deal effectively with such incidents.

SAFEGUARDING

As part of our duty of care the well being of children is all important. We have a legal requirement to contact you and then Social Services if we have a concern, they will then act swiftly to follow up these concerns.

We look for your support in helping us to ensure the safety of our children and will always work closely with you for their benefit.

Our Designated Safeguarding Leader (DSL) is Mrs K Welch

Deputy DSL are Mr C Glasgow, Mrs K Deane, Mr M Sadler Mrs E Mutch, Mr Hill and Mrs R Jones

Our GDPR lead is Mr C Glasgow

HOME/SCHOOL PARTNERSHIP

CONTACT WITH SCHOOL FOR PARENTS/CARERS

We welcome contact with the families of pupils in our care. If you have any concerns, however minor, please telephone or call in to school. Often minor concerns can be sorted out quickly and easily. We wish to work in partnership with you to ensure best interests and care of your child whilst they are at Boldmere.

To encourage further partnership, we have a home school agreement, we ask parents/carers to sign.

In 2021, we also established a parent representative group, made up of a parent representative from all classes wherever possible. Further information about the work and partnership of the parent representatives is shared in our school newsletters.

During the year you will be invited to attend our INSPIRE workshop for parents where you will have the opportunity to work alongside your child. Please come along!

We hold termly Parent Teacher Consultation sessions in the Autumn, Spring and Summer Terms. We are also available and happy to discuss any matters that you wish to raise at any time.

THE BOLDMERE CURRICULUM

Staff at the Infant and Junior schools have been working to develop the Boldmere Curriculum. This encompasses the National Curriculum but is constantly being developed to meet the needs of our children.

Our curriculum

School Values: Our curriculum is underpinned by our Federation values of kindness; resilience; appreciation; respect; honesty and co-operation and our Federation rights which are the right to learn, the right to feel safe and the right to give and receive respect.

These epitomise the qualities and attributes we seek to model and develop in our children whilst at the same time adhering to the statutory responsibility of promoting and teaching the British values of democracy, rule of law, individual liberty and mutual respect.

SMSC and British Values

We value every individual for who they are and what they contribute to our school community. We support the SMSC development of every pupil and promote fundamental British Values via our RSHE programme of study and our values based education. We want to prepare our children for their future and help them become valued members of an ever-changing, and increasingly diverse society.

Our Wider Curriculum

As a Junior school, we recognise that we want to develop children ready for secondary school and beyond and deliberately plan opportunities for independence, resilience and for a range of leadership opportunities throughout their time with us. School council, eco warriors, our reading ambassadors, house captains and prefects are all examples of the responsibilities afforded to our children. Our federated Boldmere Pledge illustrates to all stakeholders the guarantee we pledge to all children attending the school. Simply, in the views of the children, parents, staff and community more broadly, we aim for Boldmere Junior School to be second to none! *See Boldmere Pledge*

Extra curriculum provision: We have a wide and varied extra-curricular provision that offers opportunities for all children all-year round, funded by PE and school sport funding. We have always made sure that every child has access to a wide range of opportunities both inside and outside of the school in order to offer rich and diverse experiences. We offer a wealth of diverse activities including sporting; creative; musical; pupil led and social that enhance the children's experience at the school. Our schools are situated in a strong community with a wealth of experiences, opportunities and varied locations and we aim to utilise and explore these to enrich our curriculum offer. We are strategic in the opportunities we provide for extra sports activities. We offer a range of sporting activities and all year groups are given opportunities across the year. We also utilise our sports coach to support children who do not access after school clubs to promote new experiences during school hours. Examples of this would be our residential in year 4 and 6.

Each subject is identified and promoted as an individual discipline with its own set of fundamental learning expectations that build within and across year groups.

Progression maps are used as our long-term curriculum mapping which are then broken down into a ½ termly 'jigsaws' that capture, collate and link the relevant learning for that particular topic or theme.

Knowledge organisers then highlight key aspects of the focused learning within that jigsaw, intended to inspire and ignite interest and enthusiasm within the topic, both within and outside of the school.

Foundation subjects are taught through engaging half-termly themes. However, within these, each subject is still recognised and identified as an individual discipline with its own progressive knowledge, skills and associated vocabulary drawn from our carefully sequenced progression maps. We believe passionately that reading should be a core curricular driver and consequently we made a conscious decision to ensure that real, carefully chosen, ambitious texts, that are representative of the diverse community we serve, are at the heart of each topic children study. These texts always take pride of place on our knowledge organisers. Furthermore, our curriculum is enhanced further through well-selected educational visits and ‘themed days’ that relate directly to these topics to inspire children within them or to ignite interest in a topic or subject eg: reading, geography transition days, science days etc. In addition to this approach to learning, topical and national events and occasions are woven in to the school timetable, examples being national poetry days and e-safety week. Where ever relevant and appropriate, subtle but deliberate adaptations are made to the curriculum to cater for the needs and interests of children studying it, for example factoring in the heritage of newly arrived children.

Reading:	Reading is an absolute priority of the school as we know that when children have fluency and comprehension they are able to fully access our rich and broad curriculum. We have a holistic approach to ensure that reading weaves through all areas of the curriculum to widen imaginations, ignite curiosity and enable children to make greater links across the curriculum.
Writing	It is our firm belief that writing, when implemented closely alongside reading, underpins all learning within the curriculum. We strive for our children to be equipped with the skills, knowledge and ability to be able to communicate through writing in all aspects of their lives and we aim to ignite a passion for writing.
Maths	At Boldmere Junior School, we want to promote and instill a positive mind-set about mathematics for all children. We believe our children should thrive in our mathematics curriculum during their time here. We have created a curriculum which encourages children to be ambitious in their learning through embracing challenge. Through careful linking with STEM subjects, we aim for children to fulfil mathematical curiosity with enjoyment and enthusiasm.
Science	We want our children to develop their own natural curiosity for the world the around them by exploring the awe and wonder of the scientific world! We aim for our children to understand how scientists investigate and solve problems in the world around them. We aim to capture the interest, imagination and creativity of our children by ensuring that we provide them with a wide range of exciting skills and opportunities in Science, endeavoring to give children freedom to lead their own learning e.g. by following their own lines of enquiry and encouraging risk taking.
Music	At Boldmere it is our intention to inspire and ignite a love and appreciation of music that extends beyond the walls of the school. Children at will learn to play a range of musical instruments alongside developing an understanding of the history of music.
RE	At Boldmere, we have a diverse and rich community which we want to acknowledge, learn about and celebrate. It is our intention that children are taught to reflect on what it means to live in a multi-religious and multi-secular society. We provide children with the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

PE	At Boldmere, we truly recognise the age-old adage of 'healthy body, healthy mind' and consequently prioritise PE and school sport as a fundamental aspect of the curriculum we offer. We aim to consistently challenge our children to achieve their personal best through providing exciting and stimulating opportunities for all abilities. This is to be achieved through enabling every child access to a wide range of opportunities inside and outside of the school.
RSHE	At Boldmere, it is our intention to equip children with the tools for life, developing in them emotional literacy and life skills in order to provide them with the agency to make their way through the world.
History	At Boldmere, we aim for our children to develop a passion and love of history. We seek for them to develop their natural curiosity of the world around them and how this relates to their own personal history. We seek for children to understand the process of change and how this has impacted on and shaped the lives of people in the UK and beyond.
Geography	We want to inspire our pupils to think like Geographers and be actively engaged with and develop a strong fascination and curiosity for the world they live in. Our Geography curriculum aims to appreciate and reflect the diverse people, places and environments that occupy our planet whilst remaining current and reflective of the wonderful and challenging aspects of the world we live in.
Art	We want our Art curriculum to provide opportunities to inspire creativity in our pupils and to develop their skills and knowledge. We want our pupils to know about the works of great artists; develop their art skills; develop their language and understanding of art and use this to refine their own art practice.
D and T	At Boldmere, we aim to provide all children with the opportunity to develop the creative, technical and practical expertise needed to perform everyday tasks confidently. Using imagination, we want our pupils to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We hope that through our provision, pupils will be encouraged to take risks, leading them to become resourceful, innovative young people.
Computing	Computing is a significant part of everyone's lives and we believe that children should be at the forefront of new technology to complement and enhance their learning and experiences in a broad and balanced way. We aim to equip pupils with the confidence and capability to use a range of different devices to enhance their experiences. We strive to provide a relevant, progressive and enjoyable curriculum for all pupils, as well as using it for a tool to enhance learning throughout the wider curriculum. As technology develops, so does the need for a better understanding of how to use it in a responsible manner.
Modern Foreign languages: French	We want our pupils to enjoy learning French and have their horizons broadened by learning the language and about the culture. We want our curriculum to provide a wide range of opportunities for pupils to understand and respond. We aim to equip our pupils with the skills to learn a new language and for our curriculum to inspire pupils to continue to learn and be interested in the world.

The Federation of Boldmere Schools School Term Dates

These are regularly updated and shared on our school website. Please visit <https://boldmere.bham.sch.uk/calendar>