

Boldmere Infant & Nursery School



2022-23



Prospectus

Welcome from The Governors



Dear Parents

On behalf of the governors, staff and children welcome to Boldmere Infant and Nursery 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 heart of all that we do.

The school continues to maintain and build upon the Ofsted outstanding rating achieved in 2011-12. Pupil attainment and progress is well above national averages and our dedicated, hard working 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 Infant 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 and staff at all times. Governors hold regular meetings and visit the children and staff during each term.

We encourage parents 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.

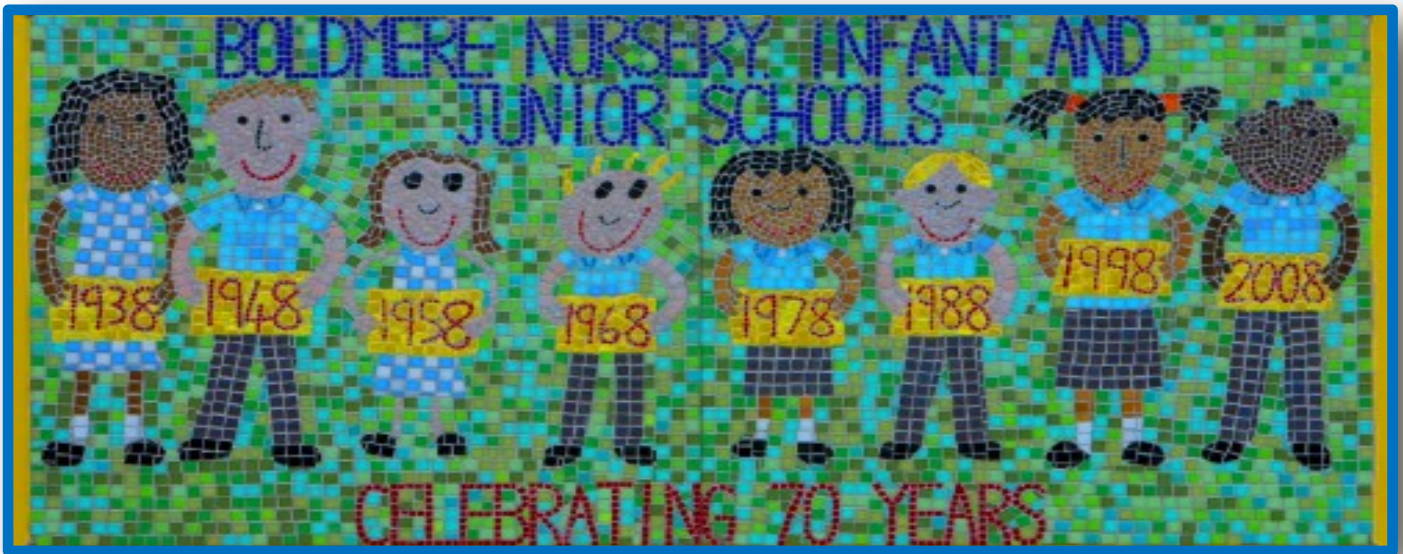
As a parent, governor and member of the Boldmere community, I cannot praise the school enough and it is an honour to be part of school that lays the foundations for lifelong learning.

Greg Bloom

Chair of Governors



Welcome to our school



As the 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 Head Teacher of the Junior School for 8 years, I continue to be excited in my role as Executive Head Teacher. In this role I have the strategic responsibility of ensuring our current standards are 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 the 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 maximise 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 to 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.

Carl Glasgow
Executive Head Teacher



Ethos and Values

Our Vision

Boldmere Infant & Nursery School empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

Our Ethos

We aim to provide the best possible education to all children who attend our school. We work in partnership with parents, to nurture and support children during their first steps in school life. We want our children to have fun learning and to feel safe, confident and happy, enabling them to achieve their best. We have the highest expectations of ourselves, our children and their families.

We work to provide a welcoming, stimulating and calm environment which values, motivates and challenges all children, promoting their independence and celebrating their individuality and personal achievements.

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role schools play in promoting British values. We teach these values as part of our curriculum and as part of everyday school life, at an age appropriate level.

Our Values

Boldmere Schools have embraced six core values; respect, kindness, honesty, co-operation, appreciation, and resilience. We pride ourselves in valuing every individual for who they are and what they contribute to our school community. Values-based education at our school supports the spiritual, moral, social and cultural development of every pupil throughout the school. We expect that all our members of the school community maintain and uphold the following core values chosen by our children, staff and families;



Aims of our School

Self – for children to

- grow in self-esteem, self-confidence and independence
- work hard to achieve their own personal best and value their achievements
- take responsibility for their own actions
- learn the difference between right and wrong

Relationships – for children to

- work co-operatively
- celebrate the achievements of others
- respect the opinions and property of others
- accept and practise our shared school rules and positive approaches to behaviour
- value community members as neighbours

Community – for children to

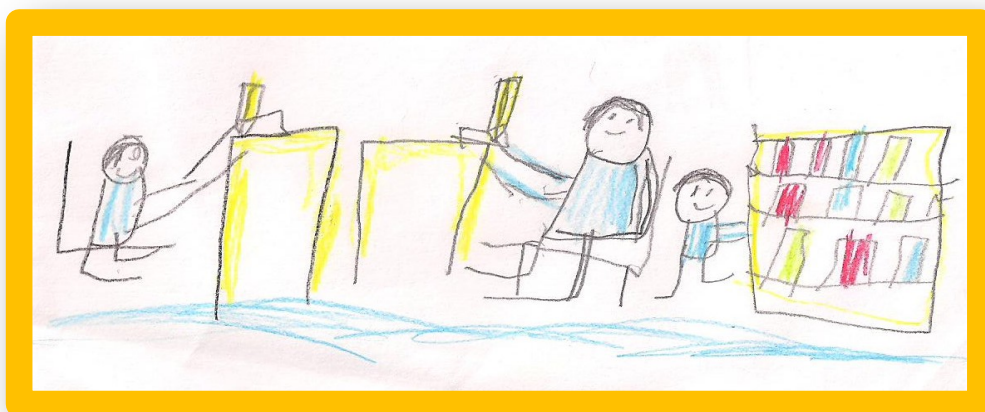
- respect the religions and cultures of others
- recognise and value our differences
- take pride in belonging to Boldmere School and the local community

Environment – for children to

- explore and enjoy our beautiful school environment
- protect and care for our environment
- learn about our world

The needs of the children are central to all that we endeavour to achieve.

Every second counts and we want children to enjoy every second!





Staffing

Senior Leadership Team

Mr C Glasgow
Mrs S Kenny
Mrs K Mason
Mrs J Beesley

Executive Headteacher
Head of School – Infants
Assistant Headteacher
Assistant Headteacher



Support Staff

Mrs D Dale Bursar
Mrs C Hubbleday School Administrator
Mrs R Jones SENDco (across the Federation)
Mr M Rollason Site manager

Nursery

Mr C Meakin (Kangaroos)

Reception

Miss B Cornell RB (Hedgehogs)
Mrs J Illidge RI (Robins)
Mrs C Wheeler RW (Rabbits)

Year One

Mrs A Lloyd 1L (Owls)
Miss E Clover 1C (Penguins)
Miss L Handy 1H (Seals)

Year Two

Mrs M Perez 2P (Frogs)
Mrs S McComish 2M (Meerkats)
Mrs A Bryan 2B (Bear Cubs)

Boldmere Inclusion Base (BIB)

EYFS: Mrs Welch-Smith
KS1: Mrs L Kinsella
KS2: Miss E Driscoll (Giraffes)

Teaching Assistants

Miss K Mahon (HLTA*)
Mrs S Davies(HLTA*)
Mrs A Ankers
Mrs S Kilbryde
Mrs J Cresswell
Mrs S Long
Miss L McCarthy
Miss A Cesar
Mrs C Lucas
Mrs L Bracey
Mrs N Norrie
Mrs S Hewitt
Mrs C Boustead

Teaching Assistants: BIB

Mrs C Reeves
Mrs V Boylan
Mrs K Dale
Miss R Tulley

*Higher Level Teaching Assistants (HLTA)

Our qualified HLTA staff cover for teachers during planned time out of class. Class teachers plan and monitor all work carried out during these times.



Useful Information



School:	Boldmere Infant and Nursery School Cofield Road Sutton Coldfield B73 5SD
Telephone:	0121 464 2338
Email:	enquiry@boldmere.bham.sch.uk
Website:	www.boldmereschools.bham.sch.uk
PTA email:	boldmere.pta@gmail.com
Local Authority:	City of Birmingham
School Classification:	Co-educational community infant and nursery school

Boldmere Federation Governing Body

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

Further information is available on the school website at www.boldmere.bham.sch.uk

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.



About the School

Boldmere Infant and Nursery School is set in beautiful grounds on the same site as Boldmere Junior School and Boldmere Inclusion Base (BIB), a resource base for children with Autism. There are three playgrounds and a large playing field. The grounds are used to support many aspects of learning. We have a hall used for assembly and PE, and a separate dining hall. There is a well-resourced library in addition to nine classrooms and a Nursery in school. Accommodation is set around a courtyard garden. This area is the focus of our Reception outdoor learning. There are a further 3 classrooms and a sensory room in the BIB.

We are a Community school with 273 children on roll, 52 children who attend part-time nursery and 18 children in the Boldmere Inclusion Base. We are federated and work in partnership with Boldmere Junior School.

Organisation:

Children enter Reception at the beginning of the year in which they become five. After three years they transfer to Junior school, in the September after their seventh birthday. Parents must apply for Junior school places, but children who have attended the Infant school have priority over new applications.

All classes have a maximum of 30 children and are organised as follows:

- 3 Reception classes
- 3 Year One classes
- 3 Year Two classes

School Hours: 8.50 to 12.15 and 1.15 to 3.25 (3.20 for Reception)

Following the introduction of Universal Free School Meals for Infant children in September 2014, we have a staggered lunchtime to accommodate all children having a school dinner. Reception begin lunch at 12.00 and Year 1 and Year 2 at 12.15pm. School dinners are pre-ordered at home online. Parents are given a login when children are enrolled at the school.

Key Stage 1 children have a 15 minute break each morning.

Start of the Day:

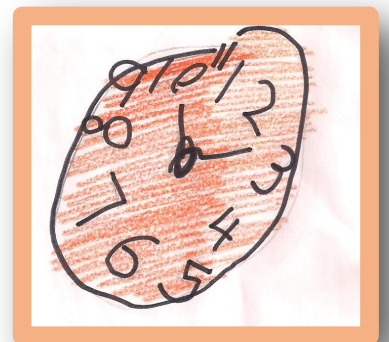
Please be punctual and help your child to make a good start to the day.

School starts at 9.00 but doors open at 8.50 for "trickle-in time" when members of staff will be at the main entrances to welcome children into school.

An adult must remain on the playground, with their child, until the school doors open at 8.50am. The school cannot take responsibility for children before that time.

Children arriving after 9.00 should be signed in at the main school office.

Registers are closed ten minutes after the start of the school sessions and children arriving after registration closes must be marked as late.



About the School

End of the Day:

Please collect your child promptly at 3.25 pm (3.20pm for Reception) as children often become anxious when parents/carers are late! Children are taught never to leave their teacher unless accompanied by a parent or carer. Please reinforce this message and always tell us if someone different will be collecting your child. We will not let your child be collected by a different adult, unless we have been authorised to do so.

Closing Early:

Once in session, school will not close early or children be released **for any reason** unless parents have been notified. Local Authority policy for school closure in the event of bad weather or heating failure will be published in our weekly newsletter.

Absence from School:

All children of statutory school age must attend school regularly.

If your child is absent from school, please telephone school on the morning of the absence. If your child has an illness that will prevent them coming to school for a longer period of time, please inform the school office by telephone or email.

It is a legal requirement that we account for every absence, and attendance of each child is monitored every term and reported to the Local Authority.

Absence from school is closely monitored by the Senior Leadership team and our Attendance Policy is available on the school website.

Attendance for 2020-21:

Total attendance: 96.2%

(source, 2021 school data)

The Governors policy, in line with Government policy, is that holidays in term time are **not** authorised. Persistent Absence is defined by the Government as less than 90% attendance. Attendance Awards are given at the end of each academic year for 100% and 98%+ attendance.



Nursery



Boldmere Infant School's nursery class is state funded and managed by the school's Governing Body. There are 26 part-time places available both morning and afternoon allocated according to the Governors' Admissions Policy. A copy of the Admissions Policy is available on the school website. Attendance at our Nursery does not mean that a child will get a place in the Infant school unless they meet the Local Authority admissions criteria.

Times of the Nursery Day

Morning Session 8.30 - 11.30 am

Afternoon Session 12.30 - 3.30 pm

At the start of each session parents/carers should bring children into the classroom, using the door from the nursery playground and help them to remove outdoor clothing. At the end of the session parents come into the classroom to collect children.

Clothing: School uniform is not compulsory in the Nursery but parents may wish to consider the following items, which are comfortable, and available from local shops and chain stores, and our PTA website.

- school sweatshirt
- soft cotton light blue polo shirt
- navy joggers or leggings

All clothing should be easily managed and clearly named. Please leave a spare change of clothes in a named bag on your child's peg in Nursery.

***Please refer to our Nursery Prospectus for organisation and information about Nursery.**



Contact with School

Q Whom should I contact when I visit school?

A The office staff are usually the first point of contact. We have a security system at the main entrance.

Q When can I telephone school?

A Mid-morning or mid-afternoon are the best times. If possible please avoid telephoning at the start and end of the day for non-urgent reasons.

For attendance purposes please contact the school office, preferably before the start of the school day via phone; 0121 464 2338 or email; enquiries@boldmere.bham.sch.uk.

If you are unable to collect your child please inform your child's teacher or the school office. If someone less well known to your child will be collecting them, please also inform school. If the child, or the class teacher, has any concerns about the person collecting your child, we will telephone parents for confirmation.

Q When can I talk to my child's teacher?

A Class teachers are obviously busy teaching the children during school hours so unless an issue is really urgent we ask that teachers are not disturbed at this time. Teachers are available every Monday from 3.35 to 4.00pm for an informal drop-in session when no appointment is necessary. If parents need an individual and private appointment, this can easily be arranged with the class teacher and will usually take place after school. If you wish to speak to the class teacher please call the school office (0121 464 2338) to arrange a time.

We also have year group emails for any **teaching and learning** queries, these will be given to you once your child starts school.

Q When can I talk to the Head of School?

A You would usually speak to your child's teacher or a Year Leader about issues relating to your child's education. If, however, you wish to speak to the Head of School, an appointment can be made by telephoning the school office. If you have an urgent concern, a senior member of staff would always make themselves available at very short notice.



School Uniform

We ask that all children wear our uniform, available from local shops and major chain stores.

Our school colours are navy and sky blue and our uniform is:

- blue polo shirt
- grey trousers, pinafore dress or skirt
- blue check/stripe summer dress
- grey/white socks
- waterproof dark coloured shoes
- navy sweatshirt/knitwear



All our embroidered uniform is available to order through Clive Marks (Boldmere) and Trutex (Erdington) or through the PTA uniform shop.

Jeans, trainers or fashion shoes and boots must not be worn at school. It would be helpful if children do not wear laces until they are able to tie them. In the summer we ask that children do not wear open-toe sandals as these are not suitable for the playground.

PE Kit: All children wear a vest or white t-shirt, blue shorts and black pumps (preferably with Velcro fastening). In addition, children have PE lessons outside, so will need to wear trainers and plain navy blue or black tracksuit bottoms/leggings to ensure that they are warm enough.

PE bags are available to purchase in the school office. Children wear PE kit to school on PE days.

All items of clothing and property, including footwear, must be clearly named please either with sewn in labels or indelible pen.



Pastoral Care

Contact with Parents/Carers: Your child's welfare is of paramount importance. It is essential that we are able to contact you **at any time** during school hours. Please provide the school with two or three telephone numbers and keep them up to date. This is particularly important if you change your mobile phone number.

Medicines in School: Children receiving medicine prescribed by a doctor will normally have it administered by their parents at home. In exceptional circumstances, a designated member of staff may administer medicine but only by prior agreement with the school. In all Birmingham schools, only prescribed medicines can be administered by the school. All medicine must be handed over by adults, children should not be sent to school with medicine.

Medicine must be clearly labelled with the contents, the child's name and the dosage. Parents will be asked to complete a short form at the school office confirming dosage. It is very difficult to administer medicine during teaching time so ideally, if medication is required three times a day, it may be possible to administer it out of school hours. The school cannot be held responsible for the consequences of administering a medicine where this was carried out as prescribed by the doctor and/or as instructed by the parent.

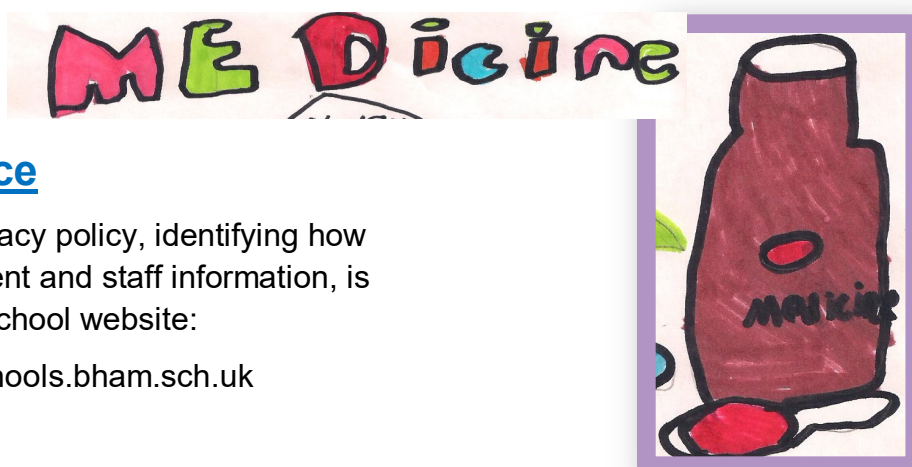
If your child suffers from asthma, diabetes, anaphylaxis or any other serious long-term illness we must have full details. In most circumstances we will arrange to meet with parents to ensure that a care plan is in place prior to your child starting school and this will be regularly reviewed with the school nurse.

Well-being team: Mrs. Mason, Mrs. Beesley and members of our well-being team are regularly available to meet with parents to discuss the well-being of children and families in our Boldmere Community. The well-being team meet every two weeks to discuss the needs of any vulnerable children.

Medical or Dental Appointments: If your child is going to be late or needs to be collected early, please send a note to the class teacher in advance of the appointment.

Jewellery: In the interests of safety, earrings, necklaces and bangles must not be worn to school as they easily get caught when young children play. Simple studs for pierced ears are acceptable, but should be removed on days when children have PE.

We acknowledge that for some families, jewellery is worn to observe religious custom; if this is the case for your child, you must inform the class teacher. If your child is unable to remove jewellery for religious reasons, we will ask them to cover it during PE to prevent any risk of



Privacy Notice

A copy of our Privacy policy, identifying how we use pupil, parent and staff information, is available on our school website:

www.boldmereschools.bham.sch.uk



Pastoral Care

Toilet training

Birmingham City guidance on toileting children is clear that unless children have Special Educational Needs and/or medical conditions, they should be toilet-trained on entry to Reception classes. Toilet training is the responsibility of parents and not schools. This is a shared expectation of all local schools.

Our expectation of all children, other than those who have defined special needs, is that they are dry and independent and can use the toilet by themselves. We fully understand, that occasionally, young children may have the odd accident. In this instance, we will help them to change, but will encourage them to be as independent as possible in this process.

For safeguarding reasons, we require two members of staff to be present when any personal care is undertaken and this is not always possible at school. If a child has an accident requiring them to be bathed or showered, we will immediately contact parents.

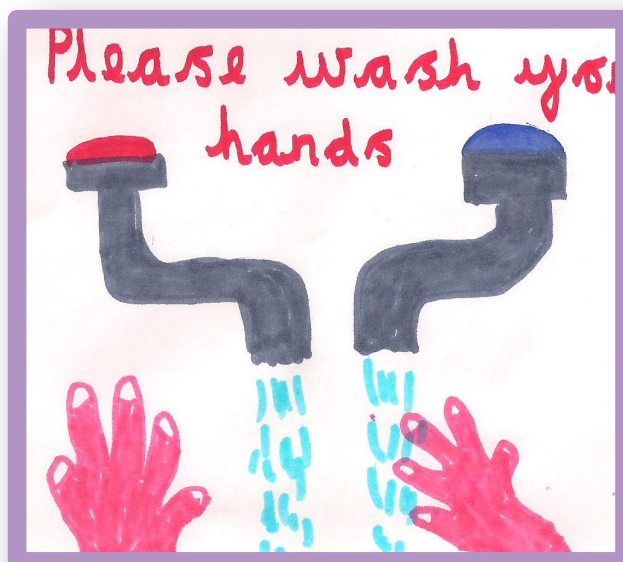
If by October half-term, a child is having repeated accidents in school, we will work with parents and the School Nurse to write a Care Plan. If any parents feel that their child has a specific concern about toileting, we can make referrals to the School Health Service at any point in the year.

Any Concerns or Complaints: We want your child to be happy, and receive the best education and pastoral care possible at our school. Any concerns that arise can usually be resolved quickly and easily, by sharing them with the class teacher.

However, if you feel that you need to see a senior member of staff, then please arrange this through the school office. In the unlikely event of the concern still being unresolved, parents can write to the Chair of Governors at the school. The Governors' formal complaints policy is available from the school office.

Child Protection Procedures: Our first concern at all times is the safety and well-being of the children in our care. We are required to follow recommended procedures for the reporting of suspected child abuse. Where a child's personal safety is concerned, we may consult outside agencies, such as Social Services, as a legal responsibility **before** we speak to

Our Designated Senior Leads (DSLs) for child protection are Mr Glasgow, Mrs Kenny, Mrs Mason, Mrs. Beesley and Mrs. Jones (SENDCo).



Admissions

Governors adopt the Local Authority policy which does not permit gender, race, colour or disability to be used as criteria for admission. In Birmingham children are normally admitted to school at the beginning of the school year (1st September to 31st August) in which they have their fifth birthday. Places for September are offered in April.

For Reception admissions in September, we hold Open Day sessions when all prospective parents are invited to meet school staff and have a tour of the school. We always have a very large number of applications for places, so individual tours are difficult to arrange other than in exceptional circumstances. Open days are advertised in the local paper as part of a joint advertisement with other local schools. In addition, all details are on our school website.

We are able to admit 90 children into three classes each academic year. If requests for places exceed that number available, the Local Authority uses the following criteria for admissions:

- children in public care
- children with a sibling who will be attending school in September
- children who live nearest to school by straight-line measurement

The distance from school varies from year to year. For September 2021 it was approximately 744m. We have no influence over Admissions as this whole process is lead by the LA.

We are, on occasion, compelled by the LA to exceed classes of 30, where children in public care or those with Educational Health Care Plan (EHCP) are offered a place. Children with an EHCP are required to be admitted to the school that is named in their Plan. This gives any such child overall priority for admission but is not an over-subscription criterion.

A full copy of our Admissions Policy is available on the school website,

www.boldmere.bham.sch.uk

There is a separate policy for admission to nursery, as the school manages this process.



Home - School Links

We believe that education is a partnership between home and school. There are many ways that you can get involved in the life of the school.

Parent Teacher Association: Our PTA is a joint PTA across the two schools and contributes greatly to both schools. There are lots of opportunities for meeting other parents, organising and supporting social events and supporting the life of our school. Fundraising also provides welcome extras towards our children's education, for example, ipads and outdoor toys for the children to use and bikes and scooters for the playground. As school budgets become increasingly challenging, the PTA contributions become more and more essential each year, and all help is much appreciated. PTA information is sent electronically with our weekly school newsletter. Information is also published on our school website.

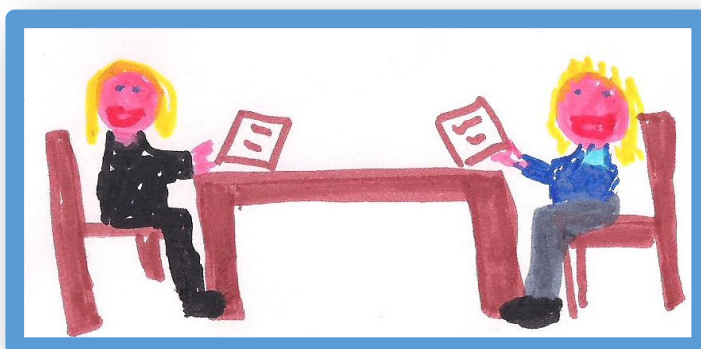
Parents in School: We welcome parental help in school so when your child has settled into school life, please speak to Mrs Kenny about volunteering. We have wonderful groups of parents who organise our library, play maths games, share books with children and help with our gardening projects. All parent helpers must complete DBS clearance forms before they are able to help in school.

Noticeboard: There are noticeboards on the wall by the main office entrance, and in the playground. Copies of newsletters, and other school information including PTA news, are posted here. We do not advertise businesses but do post details of local childminders if requested.

ParentMail: In order to improve school to home communication we use ParentMail as a simple, and effective way of communicating with parents via text and email. The majority of parents are now signed up to this system. The system has proved particularly effective during times of severe weather and the emergency closure of schools, however, paper copies of all communications are always available for those without internet access.

School Newsletters: These carry a wide range of information ranging from dates and reminders to curriculum development. These are sent electronically by ParentMail every Tuesday or as paper copies for those parents who prefer this means of communication. These are also published on our website.

ParentPay: Our online system for making payments for trips, clubs, milk, school fund etc. Log in details are provided once your child starts school.

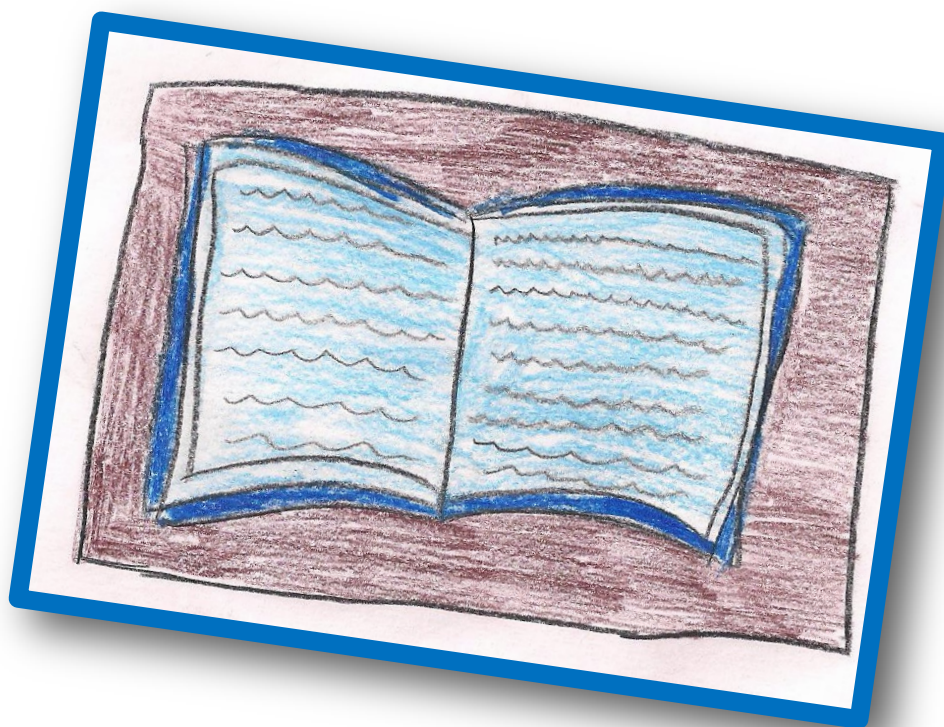


“Hands On Days”: These are held during Autumn and Spring terms. Parents/carers are invited to come into school to work with their own child. This is a special time for parents and children to enjoy activities together. If parents are unable to attend due to work or other commitments, we always welcome grandparents or other close relatives. Our sessions in previous years have included BonfireNight/Diwali/New Year Celebrations and Pirate day. During 2020-21, Covid-19 guidance and restrictions have prevented our usual Hands on days. These sessions will however, be resuming in 2022-23.

Curriculum workshops: Workshops are held during the Autumn and Spring term. These sessions are primarily to share information with parents/carers, explaining how we teach certain aspects of the curriculum at school and how parents can help at home. Workshops usually begin at 9.00am with tea and biscuits provided! Sessions include Developing Speech & Language Skills, Phonics, Reading, and Maths.

Class and School Productions: Class events are held at the end of the school year and we have Christmas productions for all children. You will be invited via the school newsletter. We know how easily our young children are distracted when performing for parents and so pre-school children are admitted to dress rehearsals only. During 2020-21, Covid-19 guidance and restrictions have prevented our usual class and school productions. These performances will however, be resuming in 2022-23.

Remote Learning: In light of a National Lockdown and school closure due to Covid19, children are able access the online learning platform Google Classroom. Children are issued an email address and password to logon. On the platform , children have access to pre-recorded lessons and follow up activities, they are able to engage with their class teacher through written and verbal feedback. Please refer to our ‘Remote Learning’ policy on the school website for further details.



School Rights and Responsibilities

We believe that every child has the right to learn, the right to be safe and the right to respect. We have a home and school agreement for pupils, parents/carers and the school. The agreement is detailed below:

Boldmere School Vision:

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

Pupils

I understand that I have the right to **feel safe**, to **learn** and to **respect**.

I will:

- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that I do.
- Work hard to develop the school values.
- Tell a member of staff if I am worried or unhappy.

Right to feel safe

Right to learn

Right to respect

Parents/Carers

The Learning Environment

As a Parent/Carer I will:

- In order to help my child gain the most from their education, make sure my child arrives at school by 8.50am prepared to start their lessons. They will be wearing named school uniform or other suitable clothing and their PE kit will be brought into school at the beginning of each week.
- Do my very best to provide a safe, secure and happy environment at home for my child, acknowledging that they learn at home.
- Stay up to date and keep my child safe in today's digital world. (NSPCC: www.net-aware.org.uk)

A Healthy, Happy Community

As a Parent/Carer I will:

- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on.
- Support and work with you to ensure that the Federated Behaviour Strategy is maintained, particularly linking to our school rights and values.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Care for my child's safety and well-being.



School

The Learning Environment

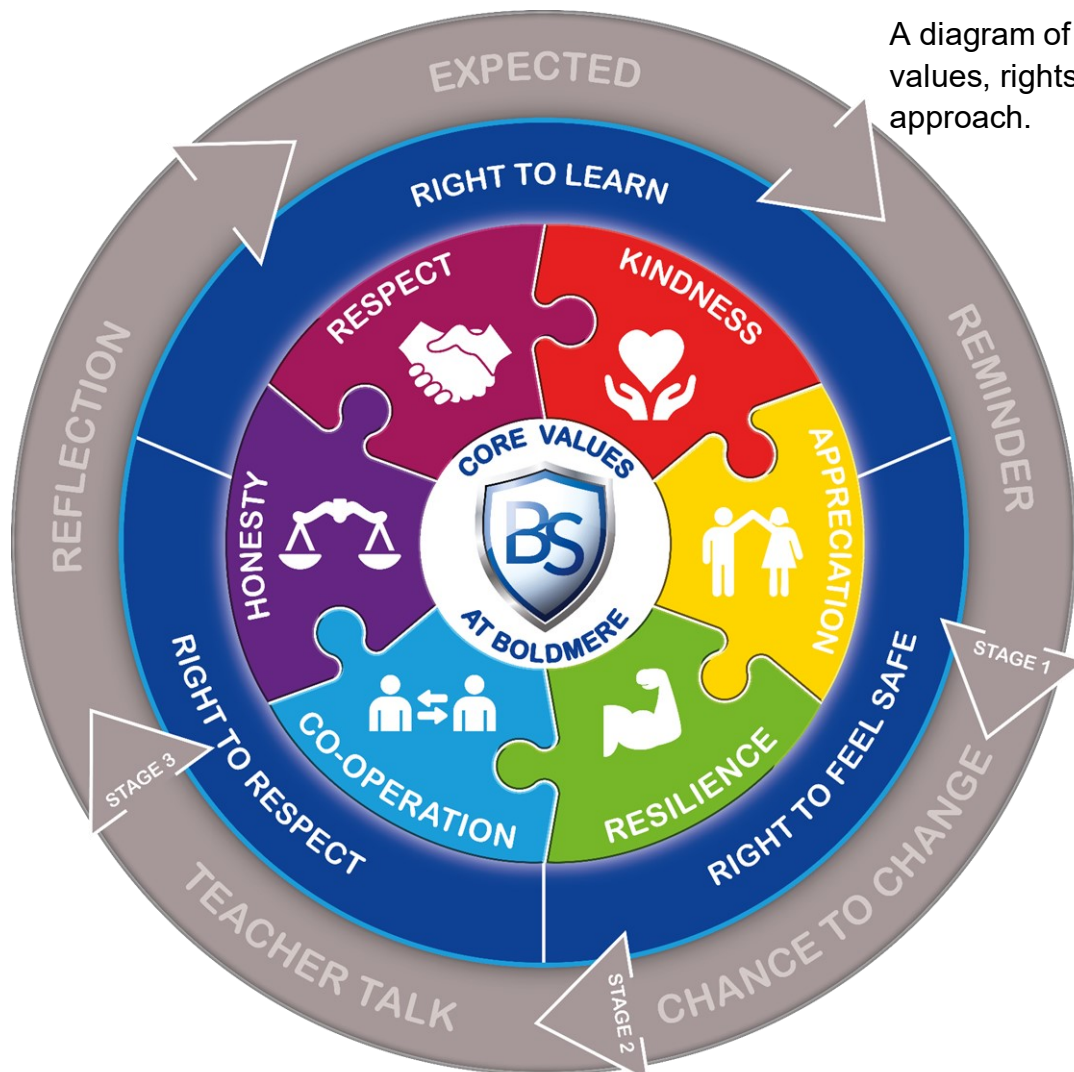
Our school will:

- Provide your child with a high standard of education, implemented by rigorous national guidelines, within a balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the scaffolding needed to enable your child to achieve their best.
- Care for your child's safety and well-being.
- Take into account individual children's needs and make reasonable adjustments where necessary.

A Healthy, Happy Community

Our school will:

- Teach your child to develop a positive attitude towards others, regardless of gender, race, culture, belief, values, age and need, in line with school and British values.
- Regularly communicate with you the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.



For further information about the school 'Behaviour' policy please visit the school website www.boldmere.bham.sch.uk



The Boldmere Curriculum

Curriculum

The objectives of the Foundation Stage and National Curriculum form the focus of our teaching and learning. The curriculum is enhanced across both key stages to develop the values, skills, attitudes and experiences that we believe are important for a broad and well -rounded education.

These features of the Boldmere Curriculum are developed by staff from both Infant and Junior schools. We apply learning in real contexts and endeavour to contribute to our local community wherever possible.

Throughout the year we hold curriculum workshops for parents/carers explaining how we teach speech and language skills, phonics, reading and maths, and how parents can support home learning.

We share curriculum planning with parents/ carers each half term, highlighting the focus areas of our teaching and referencing the Early Learning Goals that we are working towards.

The curriculum is divided into two Key Stages.

These are the Early years **Foundation Stage** (Nursery and Reception) and **Key Stage 1** (Year 1 and Year 2).

The following pages provide further details of each curriculum.



Foundation Stage Curriculum

Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum. This covers learning and development from birth to five. There are seven key areas of learning and development which lead to seventeen 'Early Learning Goals'

There are three **prime areas** of education:

- Communication and language
- Physical development
- Personal, social and emotional development.

There are then four **specific areas**:

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



The Characteristics of Effective Learning

We are aware that children learn in different ways so we ensure that the playful opportunities we provide across the prime and specific areas of learning and development also foster the characteristics of effective early learning;

- Playing and exploring
- Active learning
- Creating and thinking critically

Our Vision is that all children are happy and that they thrive and succeed during their time spent at school. A carefully planned curriculum, which is informed by the children's interests, ensures children are active participants in their learning and development.

Teaching and Learning

Teaching and learning in Reception ensures that the opportunities to explore key skills within the seven areas are provided through an enabling, exciting and supportive environment. Our indoor and outdoor provision facilitates child-initiated play allowing exploration, problem solving, creating, interacting, negotiating, investigation and problem solving.

Observation of children in their play, by all adults including parents, supports the curriculum and informs next steps in the children's learning.

Cross-curricular opportunities are skilfully planned to enable children to maximise on learning together with the opportunity to learn and develop new skills.

A Day in Reception

Our day begins at **8:50 am** when we open the doors and welcome the children. They then go straight into the classroom where they register themselves and then complete one of the carefully planned pre writing activities to help them practice and develop their fine motor skills. We call this session 'Funky Fingers'. After class registration children participate in daily learning routines, such as the date, how many children are present and also what the weather is like. Next, teachers introduce new learning concepts via a range of learning styles ensuring all children are engaged. This may be a maths, English or topic focus.

9.30 Children have access to both the indoor and outdoor environment. Both environments provide continuous provision which enables children to access any of the resources they need for their learning and to build on their own interests. Teachers and teaching assistants use this time to deliver an adult-led activity, or interact with the children developing their interests and ensuring that their learning is moved on.

During interactions, planned or child-initiated play, adults are communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

10:30 Children come back together for fruit and drink time and enjoy listening to a story or sharing work and achievements from the morning so far. As the year progresses, children will start to become more independent and have their snack during continuous provision time.

10.45-11.00 Playtime

11:00-11.30 Phonics. We use the scheme Letters and Sounds to teach children the letters of the alphabet and the sounds that they make to support children's learning of reading and writing.

11.30-12.00 Children continue to learn through child initiated or adult led activities.

12.00-1.15 Lunch time. Children are able to enjoy either a delicious and healthy school meal or a packed lunch followed by a playtime in our Reception playground where our lunch time 'Playleaders' deliver a range of fun activities including music and arts and craft.

1.15– 1.35 New learning concepts are introduced or recapped.

1.35– 3.20 Children are learning through child initiated activities with adult support or adult led activities as in the morning session. This part of the day may be used for SMSC reflection or story time.

3.20 Home time.

In addition to this daily timetable, we have regular assemblies where we embed our six core values, collectively worship, welcome visitors and celebrate our successes.

We also have weekly Physical Development sessions and regular visits to our school Library. Children choose and bring home one of our many library books and share it at home with you to develop their love of reading.



Key Stage One Curriculum

Key Stage One

In Key Stage One, teachers will adapt the organisation of lessons to enable children to learn most effectively. The aim is for the majority of children to reach the expected standard for their year group.

The subjects of the national curriculum are:

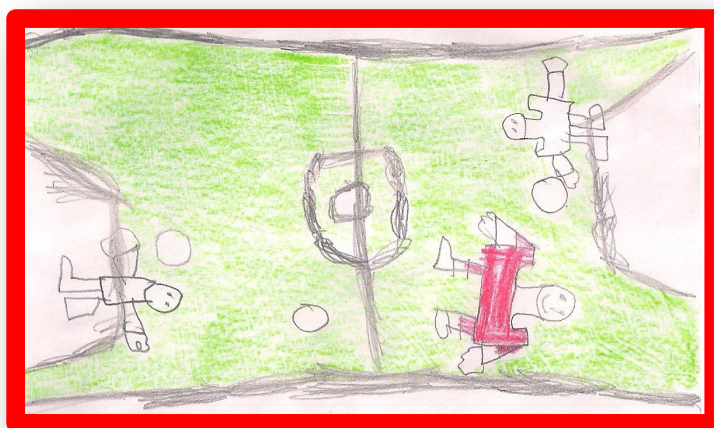
English, Mathematics, Science, History, Geography, Music, Physical Education, Design and Technology, Art and Design, Computing, Design and Technology, Religious Education and Personal, Social, Health Education (PHSE).

In Key Stage One there are daily English lessons, covering aspects of speaking and listening, reading, writing, phonics, spelling, punctuation and grammar.

There are also a daily maths lessons, often split into two short sessions, where there is a strong emphasis on understanding and mastery. Concepts are explored through using practical apparatus, pictures and written calculations. Children are involved in explaining and reasoning in all lessons.



Physical Education: Games and gymnastic skills are taught and practised as part of the National Curriculum. Weather permitting, the field at the rear of the school is used for PE lessons as well as during playtimes. Lunchtime staff encourage children to participate in a variety of physical activities and provide a selection of equipment outside each day. Since the introduction of Sports Funding in 2014, we also employ a variety of Sports Coaches who works alongside staff during specific lessons such as Dance, Tennis and Rugby.



Computing: Computing is incorporated into all subject areas as appropriate. All classrooms have their own interactive whiteboard and projector. All classroom computers are networked and linked to the Internet. Children in Years One and Two often use the computer suite at the Junior school. In addition, we have tablets which are used to support learning across the curriculum.

Parental permission is requested prior to any child using the Internet. No child will use the Internet unless we have this approval. All internet use within the schools is screened using Birmingham City filters and forensic software. We have a set of 'internet rules' that are shared with all children, a copy of which will be in the induction pack. Further e-safety information is on our website.

Religious Education and Personal, Social and Health Education:

Religious education is based upon the Birmingham guidelines for religious education and collective worship. As well as studying Christianity, children will learn about other major religions to develop their understanding of a multi-faith society. In addition to Christmas and Easter, we celebrate other festivals such as Diwali and Eid. We encourage assembly participation from various community groups such as churches, RSPCA, RE storyteller, Save the Children and other community members.

Parents have the right to withdraw their children from collective worship and religious education. Children withdrawn from collective worship or RE lessons will work in a quiet area outside of the classroom.

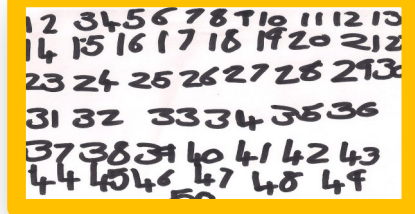
Through PSHE and Citizenship we aim to help each child to:

- develop social skills and be able to work collaboratively with others
- realise that their actions have consequences for others
- develop a positive self image
- take an active role in the life of the class/school and develop skills to be able to play an effective part in society
- develop respect for others and their property
- know the key elements of a healthy lifestyle



The Arts: We encourage children's creativity and recognise the importance of the Arts in a broad and balanced curriculum. Dance, drama, poetry, music and storytelling all enhance the children's education and are celebrated through a variety of curriculum enrichment activities and events.

Assessment



Throughout their time at school children’s progress is continually monitored and assessed by the class teacher through observation, questioning or formal testing. This close monitoring helps us to plan the next stage in children’s learning.

All children’s progress is tracked and monitored regularly by year leaders and the Senior Leadership team and should we have any concerns about a child’s individual progress, we will speak to individual parents.

A new Reception Baseline Assessment has been introduced since September 2021. Children undertake a series of assessments during the first 6 weeks of school. This will provide a starting point for teaching and learning and the Department for Education will use this data to monitor progress from Reception to the end of Key Stage 2 (year 6).

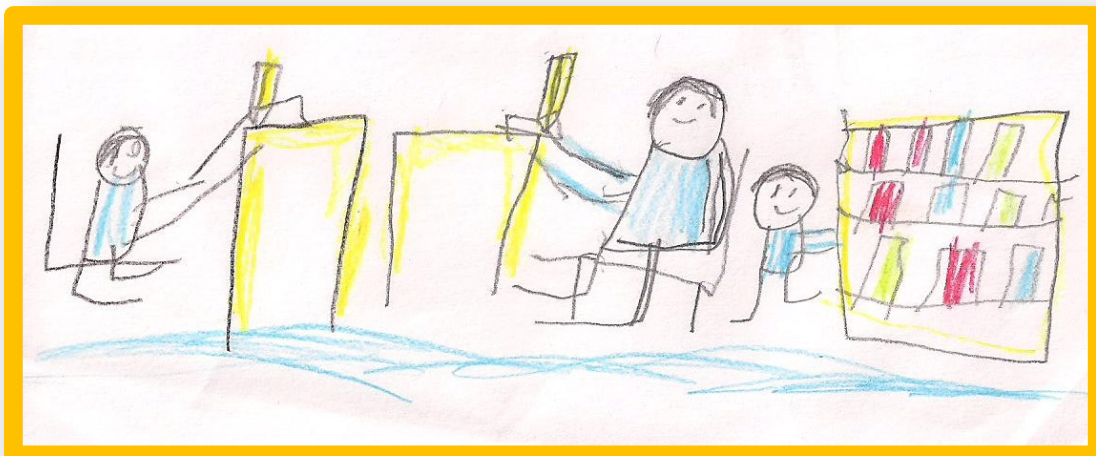
During the Reception year children are continually assessed using the Early Learning Goals. The assessments take place during normal class activities when the children are observed by the class teacher and teaching assistants. Evidence is collected in a child’s “Learning Journey”, and these are available for parents to access online, at various points throughout the year.

In June of each year, all Year 1 children are tested using Statutory National Phonic Screening tests. Outcomes of this are shared with parents in the child’s annual school report, sent home in July.

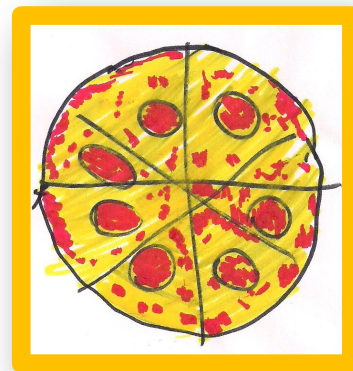
Children in Year 2, in schools in England, are assessed by their teachers at the end of the year in reading, writing, mathematics and science. The assessment is completed on the basis of the class teacher’s knowledge of the child and this is confirmed with National Standardised tests in, reading, writing, and maths. A child’s performance in the SATs test is reported to his/ her parents at the end of Year 2. Their achievement is judged in relation to the National “Age Related Expectations” (ARE) for their year group. Children are assessed as working above/at/ below ARE. We do our utmost to make this whole process stress free for the children, and part of their normal classroom activities.

Outcomes of all statutory tests are submitted to the Local Authority during the summer term and the school can be externally moderated at any point to check the accuracy of our assessments.

School Reports: You will receive a termly written report on your child’s attainment and progress. There are also parent/teacher consultations in October and February and a ‘Celebration’ evening in July to recognise children’s achievements. At any point in the year, parents can meet individually with teachers if they have any concerns about progress.



Lunchtime Arrangements



Our school meals are cooked at the adjoining Boldmere Junior School and transported to our dining hall on heated trolleys. Children have a choice of meals and there is a salad cart available every day.

Q *Is a cooked meal available?*

A Yes. From September 2014, the Government made a free school meal available to all Infant children. All meals for the week must be ordered on Mondays. The school benefits financially from as many children as possible having a free school meal. School meals are pre-ordered online so parents are able to discuss choices with their children and track what they are eating each day.

Q *How should I pay?*

A There is no charge for school dinners at the Infant school.

Q *My child has special dietary requirements. Can you help?*

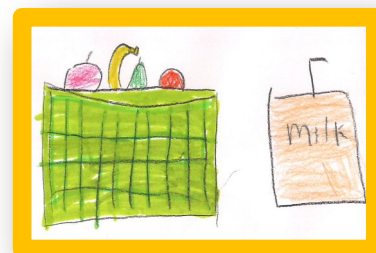
A Put this in writing "For the attention of the Catering Manager" who will do her best to help.

Q *Can my child bring a packed lunch?*

A Yes. Food should be packed in a sealed container labelled with child's name and class. All children are provided with water. Changes in meal arrangements may only be made at half-term or the start of a new term; please speak or write to Mrs Hubbleday in the school office.

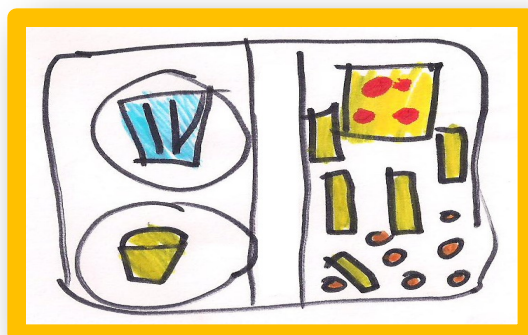
Q *Is milk provided for a mid-morning drink?*

A Yes. We operate a subsidised milk scheme. Milk costs approximately 24p a carton (1/3 pint) and is available before morning break. Further details and an order form will be available to you once your child has started school.



Children also receive a piece of fruit/vegetable each day as part of the Government's healthy eating scheme.

We have a high adult: child ratio at lunchtimes and have a Learning Mentor, Mrs Long, who organises a wide range of activities for the children at lunchtimes.



Special Educational Needs

Special Educational Needs and Disabilities (SEND)

SEND Information for Boldmere Infant and Nursery School

At Boldmere Infant and Nursery School we embrace the fact that every child is different. Learning opportunities are planned to support all children to enable them to achieve. The majority of children's learning needs will be met through quality first teaching delivered by the class teachers and teaching assistants. Quality teaching is vital and will allow children to make progress at their level and can help to address a wide range of teaching and learning styles; a differentiated curriculum; a range of different learning materials, assessment procedures that emphasise children's strengths and achievements; access to ICT and a range of extra-curricular activities e.g. Lunchtime and afterschool clubs and competitions.

However, as all children learn and develop at different rates, there will be times when further additional support, in addition to quality first teaching, may be needed to help them to achieve their targets. This may include speech and language skills, literacy and numeracy, gross or fine motor skills or social skills. If the class teacher feels that your child would benefit from extra support in their learning, they will discuss this and share any targets or strategies with you. This extra support may be documented on a One Page Profile (OPP) and your child will be added to the SEND register. You will have regular meetings with the class teacher and/or SENCO, to discuss the progress your child is making and the opportunity to contribute to pupil targets. Your child will remain on the SEND register for the period of time that a One Page Profile is in place.

As every child's needs are different, we sometimes call upon various outside agencies that come into school to help assess children, offer advice and share expertise. If we feel that this support would be beneficial to your child, we will always discuss this with you before making a referral to the relevant service. These services can include Speech and Language Therapists, the School Nurse, Pupil and School Support, Educational Psychologist Service, Physical Difficulties School Support and the Communication and Autism Team.

You can find further information about these services at;

<https://www.localofferbirmingham.co.uk/>

<https://www.bhamcommunity.nhs.uk/patients-public/>

Often these services come into school to train staff and share the latest information, strategies and resources, to ensure that all teaching staff are up to date in their knowledge and understanding of special educational needs.

If you are concerned about any aspect of your child's learning, please come in and talk to us. We are always happy to help and value working in close partnership with parents.

For further information on SEND, please see our website

<https://www.boldmere.bham.sch.uk/send>



Extra - curricular Activities



School trips and visits from artists and theatre groups are linked to the curriculum; all are dependant upon voluntary financial contributions from families. Although all children participate whether or not payment is made, it will be necessary to cancel events if adequate support is not forthcoming.

A variety of classes such as tennis, dance and rugby are delivered during lunchtimes. These are held at different times of the year for different year groups. Details are sent to parents as clubs are organised. There is a charge made for many of these clubs however, for children in receipt of pupil premium, there is no cost.

Many staff also offer clubs during lunchtimes, including drawing, construction, bikes and dance club. No charge is made for these extra-curricular activities.

We also have a range of activities at school that support our British Values and Citizenship ethos. These include:

School Council, Playground Buddies, Library monitors, Litter Pickers, Lunchtime monitors, Christmas Postal workers, PE equipment monitors.



Bullying

We define bullying as when a child, or children, deliberately and sometimes repeatedly, picks on another child or children and intimidate them either physically or verbally.

Bullying is not the occasional accident or bump that sometimes occurs amongst young children or the instances where they are learning about social relationships in the playground and are developing the skills of making and keeping friends.

We spend a great deal of time encouraging children to play appropriately as we recognise that building successful social relationships is a vital part of success in life.

Our expectation is that children understand that we must treat everyone in the way in which we wish to be treated and that this requires us all to be kind and thoughtful and not to upset others.

Deliberate and repeated physical or verbal actions are always reported to the Senior Leadership Team.



Supporting Children's Learning at Home

Policy Statement

Governors are firmly committed to a learning partnership between school and parents. We encourage activities at home which enrich the learning received at school believing that parents have a key role to play in the education of their children.

- We encourage children to bring work of all sorts into school from home, and will offer praise and support to children. This could include a story, letter, drawing, painting, model and so on.
- We encourage parents to raise with teachers any concerns they may have with supporting their child's learning at home. Staff will be happy to advise and support parents any Monday after school or at other times by appointment.

Guidelines to support your child at home

Our children are very young. Recognising this, we do not expect them to have a large amount of homework to complete. Homework should not be a burden to your child; if s/he is reluctant or tired it's time to call it a day. Confrontation achieves nothing and can end in tears (for your child too!)

It should be a shared experience and can even be fun, but it is not compulsory.

Some of the activities we may send home for you to share with your child include:



Reception

- recognition of words most frequently used at age 4-5
- sharing books to practise reading or sounds taught at school
- sharing a library book chosen by your child
- practising letter formation and letter sounds

Year One

- recognition of words used most frequently at age 5-6
- learning sounds and simple spellings based on targets for literacy
- sharing books to practise reading taught at school
- sharing a library book chosen by your child
- occasional number work e.g. counting in 2s/odd and even numbers.

Year Two

- recognition of words used most frequently at age 6-7
- learning sounds and spellings based on targets for literacy
- practising reading and sharing library books
- learning a poem
- learning multiplication tables and number facts
- research of topic work e.g. using a dictionary, an encyclopaedia or a visit to the local library
- an occasional family challenge

We are pleased to welcome your family as members of our school family.

Your child is unique and special so please remember:

- every child is different
- they look different
- behave differently
- develop at different times and at different rates
- learn at different times and in different ways
- for their sake, please don't compare them with other children

Performance Data July 2019

Boldmere Infant & Nursery School

***Due to Covid-19, National assessments (including Foundation Stage Profile, phonics screening and SATs) did not take place in Summer 2020 or 2021.**

Foundation Stage Profile (Reception)

	July 2019		
% GLD	School	Birmingham	National
	80%	68%	72%

Year One Phonic Screening

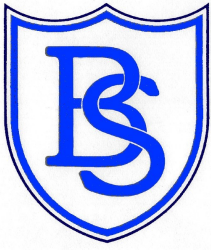
	July 2019		
Phonics Pass	School	Birmingham	National
	91%	81%	82%

Year Two SATs

	READING		
	School	Birmingham	National
Expected or better	82%	73%	75%
Greater Depth	28%	20%	25%

	WRITING		
	School	Birmingham	National
Expected or better	76%	67%	69%
Greater Depth	13%	12%	15%





**With thanks
to the
children for
their
illustrations.**



The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask the school office to let you see the scheme or provide you with a copy free of charge.

The information and particulars contained in this brochure relate to the school year indicated on the front cover and are correct at the time of publication.

There may be changes to some arrangements before the start of, or during, the school year in question or in relation to subsequent school years.