

Welcome  
to  
Park Road C P School



*"Unique Individuals Learning  
Together"*

*School Prospectus  
2019-2020*

The staff and governors of Park Road Community Primary School have produced this prospectus for you so that you have an insight into the school and what it has to offer you and your child.

We believe that we have a school of...

***'unique individuals learning together'.***

Here at Park Road, we strive to develop a learning community, which includes all members of the school - teachers, children, support staff, governors and parents. Together we make a highly motivated team who are committed to ensuring the children receive the very best provision and care. The children are delightful and respond positively and enthusiastically to the opportunities they are given.

Staff work together to develop the whole child so that, as well as an emphasis on the development of education, we give children opportunities to develop spiritually, morally, socially and emotionally. Seeing children develop into confident, poised, responsible, enthusiastic eleven-year-olds gives us a tremendous sense of pride and satisfaction. Monitoring and tracking children's progress means that we are able to ensure that they all make the progress expected of them. We share the progress children make regularly with parents and we also highlight difficulties as soon as they occur.

Children value the relationships we all develop with them, and between ourselves, and this helps children develop caring qualities of their own. We support parents and work closely together with them to ensure that the children develop into valued members of today's changing society. Parents are well informed about their child's progress and development. Weekly newsletters also give information about what is happening in school.

We look forward to welcoming you into the Park Road family and sharing your child's learning journey with you.

***Nicky Parkinson***

Head teacher

## **Message from the Chairs of Governors**

*"My reasons for becoming a governor were primarily to give some of my time and experience in supporting the school, to do what I could to help bring out the best in the children and enable them to achieve their potential in a safe, friendly and welcoming environment. This is particularly important as successive Governments have changed priorities within the education system along with all the discussion you will have seen in the press about academy conversion. I have never been involved in education previously, having spent my entire working life in the engineering industry, both in the UK and overseas. I do see this as a benefit though, and enables me to complement the professional educators within the school teaching staff in a way where we benefit from each other's experiences."*

As a member of the Governing Body I have seen Park Road grow and develop significantly thanks to the excellent work that Nicky Parkinson and her team have been doing. Now of course we are moving towards academy status, which in simple terms means we will be taking control of our own destiny, managing the school budgets and systems without the involvement of the local authority. This doesn't mean however any changes to the character of the school, and in fact the Governing Body has been clear from the start that the school values must not be impacted by this change. To this end, we have been very careful in selecting other schools to partner with in what is known as a Multi-Academy Trust (MAT).

You will know by now we are now part of 'Omega MAT' and getting involved as early as we have in the building of the MAT has enabled us to define its principles with the needs of Park Road firmly established in the core of the policies and procedures that are being established.

I see this change as an exciting and beneficial move for Park Road. Our aim is to see the majority of children coming through Park Road, who move on to Great Sankey High, experience a seamless 11-year period of education rather than the two distinct phases typically associated with primary then secondary education. Working in this way will better prepare the children for the high school environment and assist teachers to understand children's needs prior to the transition phase.

If you have any questions regarding the role of the Governing Body, or indeed would like to consider supporting the Governing Body as a Governor yourself, then please do not hesitate to get in touch.

*Dave Platt*

Chair of Governing Body

# Section One



*Day To Day  
Organisation*

**Where is the school?**

Wroxham Road  
Great Sankey  
Warrington  
Cheshire  
WA5 3EF

**What is the telephone number?**

01925 723550

**What is the fax number?**

01925 721580

**What is the e-mail address?**

ParkRoad\_Primary@omegamat.co.uk

**Who is the head teacher?**

Mrs Nicky Parkinson

**Who is the chair of governors?**

Mr Dave Platt is our Chair of Governors.  
Mrs Pauline Crosthwaite is our Vice Chair.

**What sort of school is it?**

The school is a community primary school for children in the 4 to 11 age range. We have 207 children on role and we have one class in each year group.

**When can I visit school?**

Parents seeking a school for their child/children are very welcome to visit the school with their children. The head teacher will be pleased to arrange for families to meet the staff, look around the school and obtain further information. Open days are also organised.

**Who will help my child in school?**

Head teacher	Mrs Nicky Parkinson
Deputy Head teacher	Mrs Kathryn Quigley
Teachers	Mrs Lisa Jenkins Miss Sophie Akinyemi Mrs Elsie Robertson Mrs Angela Callaghan Mrs Gillian Elstob Ms Kathryn Mills Mrs Hilary Anderson Mrs Sophie Oakes
Teaching Assistants and Learning Support Assistants	Mrs Jayne Bradshaw Miss Lisa Dell Mrs Hilary Jerram Miss Sandra Harding Ms Claire Balmer Mrs Joanne Robinson Mrs Karen Wilkinson Mr Harry Capper Mrs Sarah Parry
Administration	Mrs Tracy Brennan Mrs Karen Dale Mrs Kate Hirst
Maintenance Officer	Mr Peter Finch
Midday Assistants	Miss Pauline Baker Mrs Joanne Carter Mrs Shafia Iqbal Mrs Sarah Parry Mrs Miriam Mitchinson Mrs Donna Taylor Mr Harry Capper
Kitchen staff	Mrs Carol Clarke Mrs Deborah Sockett Mrs Margaret Tinnion

### **When would my child start school?**

The school is a one-form entry primary school. The normal entry per year group is 30. Current Children's Services policy is that children are generally admitted to school as follows: -

***All children who are five before 31st August 2021 will start school in September 2020.***

Warrington Borough Council takes overall charge of admissions to primary schools.

A meeting is held, for parents of children about to enter school, in the term before their child starts school.

All pre-school children have the opportunity to visit school for a number of half day sessions in the term prior to the child starting full time. These sessions help the children settle into the routines of school. Children do not need to wear uniform at this stage.

### **How is the school organised?**

In 2019/20 there are 7 classes accommodating the children as follows: -

Mrs Lisa Jenkins	Reception	30	R
Miss Sophie Akinyemi	Year 1	29	Y1
Mrs Kathryn Quigley	Year 2	32	Y2
Mrs Elsie Robertson	Year 3	30	Y3
Mrs Angela Callaghan and Mrs Gill Elstob	Year 4	27	Y4
Ms Kathryn Mills	Year 5	30	Y5
Mrs Hilary Anderson	Year 6	29	Y6

### **How will I know what is happening in school?**

Teachers see parents on a regular basis so that you have the opportunity to discuss your child's progress.

Should you wish to discuss a concern with Mrs Parkinson please make an appointment. It is our policy to consult with parents early if a child appears unhappy at school; concerned about work; having problems with friendships; or finding it difficult to get his or her behaviour right.

Parents are invited in to share various occasions with the children e.g. open afternoons, celebrations, class assemblies, concerts, plays, book fairs, sports activity days and Parent Family Association (PFA) events. Weekly newsletters give important information on dates, school matters and requests for specific help. We have recently introduced the Seesaw app which allows teachers and children to post information and photographs from the school day. It is a key communication tool between school and parents.

In the Autumn and Spring terms 2019/2020, parents will be invited to a reporting evening, where they will have the opportunity to look at their child's work and speak with the class teacher about their child's progress. Certificates and stickers, celebrating success are sent home with children to share with their parents. A full written report on your child's achievements will be sent home at the end of the Summer Term. There will also be an opportunity to meet the class teacher to discuss progress if you wish to do so.

### **What are the playtime arrangements?**

Children can have a healthy snack and/or drink, in school, at morning break. Snacks can be ordered from school a week in advance (snack menus are sent home each Monday, to be completed and returned each Thursday for the following week). Payments for snacks will be taken from your child's Parentpay account on the day the snack is taken. Parents are asked

to send a healthy snack in from home for their child to eat if they do not wish to buy one from school. This snack should be clearly labelled with the child's name. Children in KS1 are provided with a free piece of fruit every afternoon.

### **What are the lunchtime arrangements?**

Children have a choice of bringing a packed lunch from home, having a school meal or going home (with written parental permission). School dinners are £2.40 each for children in Key Stage 2. For Reception, Year 1 and Year 2, school dinners are free of charge. We use Parentpay in school so children can choose to stay for dinner on the day which gives you greater flexibility in terms of the choice of dining arrangements you can choose for your child. A wide variety of activities take place at lunchtime to enable the development of cooperative play.

### **What extra activities can children do?**

We offer a range of extra curricular activities both in lunch times and after school hours including football. Children are given the opportunity to attend school clubs, for example Running Club, School Council, Football Club, Sports Hall Athletics and more. These clubs rotate termly or half-termly to give a wider range of opportunities.

### **How can I support school?**

#### **Via the Parent Family Association (formerly known as Pride)**

We have an informal, enthusiastic PFA, run by a committed group of parents who organise social and much appreciated fund-raising events. All parents are welcome to support this hardworking group in anyway they can, no matter how little. A Facebook page and updates in the school newsletter keep parents informed of planned events and requests for help. The PFA at Park Road is a registered charity and was formerly known as PRIDE – Parents Raising Income, Developing Education.

#### **As a Parent Helper**

Parents, grandparents and friends of the school are very welcome in school to work with children and alongside staff to enrich the children's learning. An induction pack explains the role of helpers within school.

#### **What do I do if I am not happy about something at school?**

We hope that school problems can be sorted out through discussion with your child's class teacher. If your concerns are not resolved this way, Mrs Parkinson is always available for consultation. We have an open door policy and are proud that in the vast majority of instances concerns and problems are resolved this way. However, if this is not the case, the Chair of Governors can be contacted and then, if necessary, the Education Office within the Local Authority. School has to have a School's complaints procedure in place by law, and this is available in school and on the school's website. Please note that school cannot deal with anonymous letters or complaints.

#### **What do I do if my child is unwell?**

We would appreciate it if you could telephone school by 9.30 am at the latest on the first day of absence. Schools are now required to keep a careful register of reasons for pupil absences. If we do not hear from you by 9.30 am we will send you a text to ask for an update.

Children who are poorly should not attend school. If a child becomes ill at school, they will be assessed by a First Aider, who will, if necessary, contact parents.

In case of an emergency it is important that we have the address and telephone number of anyone who has parental responsibility, it is also important that we have a contact back-up number. When your child begins school we collect this information from you. If circumstances change we ask that you let the school know, in writing, so that our records can be kept up to date.



## **Medicines**

In order to comply with Health and Safety regulations our current procedures for children who need to take medicine during school hours are as follows:

- All medicines must be handed to Mrs.Brennan, Mrs Dale or Mrs Hirst in the office by the parent/guardian of the child. We are unable to accept medicine brought into school by your child and all medicines should be prescribed for your child.
- A form giving permission to administer the medication must be completed by the parent/guardian. This is a standard school form, which is available from the school office or to download from our website, and asks for details of the medicine, e.g. name, dosage, time of administration and any special instructions.
- The only medicines that can be administered in school must be prescribed for your child. Medicine should be brought into school in the original packaging complete with a prescription label, medicine spoon and information leaflet detailing adverse reactions etc.
- Medicine needs to be collected from the office by an adult at the end of the school day if it is not to remain in school.
- For medication that remains in school, for example, inhalers, it is the parents' responsibility to ensure an adequate supply is maintained.
- For information on asthma please refer to separate section below.

## **How do you keep my child safe?**

School's Designated Safeguarding Lead is Mrs Nicky Parkinson. School also has a safeguarding team including support staff, teachers and senior leaders who meet regularly. They are responsible for ensuring that child protection and safeguarding children practices are held at the forefront of everybody's work and attitudes within school. The school is totally committed to promoting and safeguarding children's welfare and this is done in relation to the five categories in the 'Every Child Matters' agenda. The five key outcomes are:

- Staying safe
- Being healthy
- Enjoying and achieving
- Experience economic well being
- Making a positive contribution

**To us, safeguarding children means – every outcome – every child – everywhere!**

## **Medicals in school**

The school health advisor notifies parents, when medicals are to be held in school.

## **Asthma**

All asthmatics in school are registered via a card system approved by the National Asthma Campaign. Regular inhaler users are supervised. Inhalers should be clearly labelled with a prescription label showing the child's name and instructions for use. An Asthma form should also be completed to give further details of your child's condition. A spacer **must** be provided with the inhaler regardless of the child's age.

## **Accidents**

In the case of an accident, First Aid will be given. If further treatment is necessary, a parent or named contact person will be contacted so that medical advice can be sought. In a severe case an ambulance would be called. We do not allow children to eat lollipops and boiled sweets in school for obvious reasons! We always inform you if an accident has been significant and if a child is particularly upset we would contact you.

Our fully trained first aiders are Ms Balmer, Miss Dell, Miss Harding, Mrs Robinson and Mrs Wilkinson. Most support staff have had training in basic paediatric first aid.

### **How do I send money to school?**

We have introduced Parentpay for trip payments, dinners, snacks or purchasing items from school so please make sure you activate your account as soon as possible. If you do have to send money, cash or cheques into school, please place it in an envelope clearly marked with your child's name, class and what you are paying for. Your child should then hand this envelope to their class teacher.

### **How do I gain access to school?**

Side roads to the school grounds become very congested at school opening and closing times. Please do not use the School Car Park. This is needed for Staff, visitors, disabled badge holders and Parents/Carers who have been given permission to park there and hold a school-issued Parking Permit. Ample parking is available on the Tim Parry Recreation Ground, which is next to the school grounds and it only takes a minute to walk from there to school.

***Parents are not allowed to park on school grounds unless there is a specific special need, which should be approved by the head teacher. Our policy on this comes from our concern for the safety of your children.***

Parents should also be aware that they, and their children, should use the pedestrian accesses to school and not through the staff car park or driveway. We ask that parents and children walk to school whenever possible.

All children enter school and leave it via the doors at the back of the hall. We ask that young children are delivered and collected from the yard so that they are under the control of a responsible person before they get to the road.

The main entrance can be used when you want to visit the head teacher or a member of admin. You will also need to use the front door to gain access to the school, after 8.50 am, as our school gates are locked at this time.

### **What are the times of the school day?**

	<u>KS1</u> including Reception	<u>KS2</u>
Morning	8.45 am - 10.30 am 10.45 am - 11.50 am	8.45 am - 10.30 am 10.45 am - 12 pm
Afternoon	12.40 pm - 2.00 pm 2.15 pm - 3.15 pm	12.50 pm - 3.15 pm

School gates open at 8.35 am and the doors open at 8.45 am. KS2 children (years 3-6) should enter the grounds by themselves, KS1 children can be accompanied by a parent/guardian. Only staff and the children should enter the school via the back doors. Children are collected from the playground by class by the teacher or teaching assistant at 8.45 am ready to start the day. Registration is at 8.50 am.

### **Teaching hours per week excluding registration, assemblies and break times**

Key Stage 1	21 hours
Key Stage 2	23½ hours

### **What can my child wear?**

#### **School's uniform policy is as follows:**

##### **Boys:**

White polo shirt

Grey trousers or shorts

Grey or black socks

Black shoes

Black sweatshirt or jumper – not grey or with any branding

##### **Girls:**

White polo shirt

Grey skirt, shorts or pinafore

Grey or white socks or grey tights

Black shoes

Black sweatshirt, cardigan or jumper- not grey or with any branding

Summer Uniform – light blue gingham check dress with white cardigan

Bobbles or hair ties should be appropriate to school and black.

*Please note that JoJo bows are not part of our uniform policy and should not be worn.*

- It is important that clothing and personal items are **labelled clearly** with the child's name. The school's lost property often contains many items of good quality, but unnamed, clothing.
- Children can wear watches, with alarms turned off, and stud earrings (earrings must be removed on PE days. Teachers are unable to do this and we suggest they are removed at home before your child comes to school). No other jewellery is permitted.

##### **PE Kit (in one bag please):**

White T shirt- round necked, not collared

Black shorts or skirt

Black jogging bottoms – not leggings, not grey/blue, no branding

Black pumps (optional as children can do indoor PE in bare feet)

Black sweatshirt or zip up tracksuit top (no other colour or branding)

Black or white trainers (no other colours or embellishments)

- All PE kits are sent home every half term. Children need a named PE bag to keep this equipment in.
- All children need a book bag measuring at least 25cm by 30cm but no larger than 37 x 30 x 6cm
- Book bags, water bottles and PE bags, can be bought through school through Parentpay.

### **What is the Governing Body?**

The governing body includes the head teacher, staff and parent representatives, Local Authority and Community representatives as well as co-opted members. It is responsible for setting the overall policies and budget of the school. The head teacher is also responsible for day-to-day operations.

Parents can attend the Governors termly business meetings as observers. The Governors have produced reports annually and arranged for parents to ask questions and make comments about the running of the school.

#### **The Chair of Governors is Mr Dave Platt, contactable via school**

Other governors are: -

Mrs Nicky Parkinson	Staff (Head teacher)
Mr Dave Platt	Co-opted Governor (Chair of Governors)
Mrs Pauline Crosthwaite	Parent Governor (Vice Chair)
Mr Graeme Corker	Co-opted Governor
Vacancy	Community Governor
Mr Gary Jenkins	Co-opted Governor
Ms Lilly Lo	Co-opted Governor
Mrs Michelle Kilmurray	Parent Governor
Mr Peter Finch	Staff Governor
Second2None	Clerk to Governors

### **What is your Charging and Remissions Policy?**

Parents will be charged for board and lodgings on residential visits. Where there are financial difficulties, a confidential discussion with the head teacher can usually resolve the problem. Parental contributions are needed to enable us to make daytime educational visits in school time.

### **Changes after the start of the school year**

All information in this booklet is correct in relation to 2019/20 at the time of printing. However, there could be changes or additions either during this school year or in future years. Any changes or additions will be notified to parents through the school newsletter, or through specific letters giving you the relevant information, and will be included in future booklets. This information can be found on the school website.

# Section Two



*Curriculum*

This section of the prospectus is designed to tell you about the curriculum that we offer the children at our school. Further information on the curriculum is available in policies and Schemes of Work which subject leaders (managers of a curriculum area – e.g. maths) have developed. We have organised part of the section in a question and answer format, which we hope you will find useful.

Our most recent OFSTED inspection report can be found on their website at [www.ofsted.gov.uk](http://www.ofsted.gov.uk). This report gives a further insight into our school, our standards and demonstrates how much the children enjoy learning and how well they are cared for.

***The curriculum is the whole learning experience offered by our school. It is not only the lessons and activities; it is also the tone, standard, quality and discipline of the school and the attitudes and values it puts forward. This is often known as the 'hidden curriculum' and is equally as influential as timetabled lessons.***

We believe how children learn is important, as well as what they learn. Learning comes about through whole class teaching, group work and working on a one-to-one basis. *'First hand' experiences, handling objects, visits out, visitors in, using the local environment and community, are some of the effective ways for children to learn.*

We value every child's efforts. Independence, co-operation and learning together are encouraged. Encouraging the children's ability to think in different ways is a developing theme. The curriculum the school offers ensures that children cover all the National Curriculum subjects plus Religious Education.

***'Our school vision is that we have 'unique individuals learning together'.***

The vision is supported by the school's mission statement and aims.

All that we do in school should help us to fulfil the school's aims. Schools produce aims against which they can measure the work they undertake both with the children and with the developing school community. We have grouped our school aims under different categories but there will be some overlap between some of the categories.

**We aim for the children to . . .**

- . . . love learning in all its forms.
- . . . be curious, enthusiastic and stimulated.
- . . . have lively enquiring minds.
- . . . be self reliant, confident and have a positive view of themselves.
- . . . work independently, and co-operatively as necessary, so as to enable themselves and others to be successful.
- . . . take full responsibility for their own actions.

**In terms of the spiritual development of children we aim to provide a strong sense of spirituality so that the children . . .**

- . . . have a sense of self-respect.

- ... show qualities associated with spirituality such as feeling, empathy, imagination and a sense of beauty.
- ... appreciate human achievements and endeavour.
- ... appreciate and value the school as a caring community where there is equal opportunity regardless of gender, race, culture, understanding and ability.
- ... have respect for the feelings of others.

**We believe that a high quality of education offered enables children to . .**

- ... achieve the highest standards possible as appropriate for themselves as individuals.
- ... use available resources effectively so that they have the opportunity to fully develop their individual aptitudes and abilities.
- ... achieve measurable targets, set by the school, based on their abilities.
- ... respond readily and demonstrate a sense of commitment and enjoyment.

**Our school environment is . . .**

- ... safe, healthy and pleasant.
- ... developed so that children have a sense of pride in the school, an understanding of school and a sense of belonging to the school community as a whole.
- ... used to provide routine and discipline.

**School, and the wider school community, is used to . . .**

- ... help children acquire knowledge and skills that enable them to live as citizens in a fast moving world.
- ... provide opportunities for children to appreciate and enjoy work and leisure.
- ... empower children so that they can participate in society effectively as active, informed, critical and responsible citizens.

We strongly believe that to fulfil any of our aims we have to have a learning environment where children know what the parameters of acceptable behaviour are.

Developing high quality, appropriate relationships with children is high on our agenda and we have a reputation for being a caring, family school. Children are also helped to develop appropriate relationships with one another.

Children are, therefore, encouraged to, and eventually expected to, take responsibility for their own behaviour. To enable this to happen the school has a set of 'ground rules' based on the thinking which underpins 'Assertive Discipline'. Children are rewarded for keeping the rules via stickers, certificates and class 'treats'. Should children choose to break a rule then they risk a loss of privilege that may mean missing part of a playtime, whole playtime, etc.

Children are encouraged to discuss any difficulties they have with their class teacher or with the head teacher. When a child experiences difficulties they are encouraged to discuss them with any other children involved and together they 're-write history', that is, identify what should have happened. In doing this exercise children usually begin to see the impact of their words and actions on other people. We share our expectations with parents through letters home.

If we have an incident of serious misconduct we would contact parents as soon as possible after the incident with a view to discussing our options.

So that we are continually working towards achieving our aims and raise standards we write a School Improvement Plan – we are focusing on the implementation of the new curriculum, SEN reforms and assessment as well as how we teach mental strategies in maths and continue to develop ways to improve writing across the school and the curriculum.

### **What do children learn about?**

#### **ENGLISH**

The National Curriculum for English 2014 sets out the content for the curriculum to be taught in each year group.

Children have the opportunity to read a range of texts such as classic novels, recipes, poetry, newspapers, joke books, web pages and encyclopaedias. We encourage children to develop enjoyment in reading and express preferences for authors and text types. Each classroom has selections of books in addition to the central Lewis Carrol Library which is open for all children to use.

When your children first joins school we encourage all children to develop a love and enjoyment of books and reading in all its forms. They also have daily teaching of phonics in the Foundation Stage and Key Stage 1 in addition to Guided Reading within a small group. Guided Reading not only enables children to apply their knowledge of letters and sounds but also develops other reading strategies and comprehension skills. In Key Stage 2, children will move from 'banded books' towards books based on the type of text or theme. All children will take a book home to share with an adult or enjoy independently.

Throughout the school we use a story telling approach to teach fiction and poetry.

During lessons we use lots of talk about stories. We talk about what they like/dislike, what intrigues them and what the stories remind them of. This is called **Book Talk**. When writing, we also use lots of talk. This is called **Talk for Writing**. This enables children to 'read as a writer'. They will think about the effect a story or text has on them as a reader and what techniques have been used in order to do this.

Non Fiction is taught in a similar way. Children will use non-fiction books to answer their own questions and those set by others. Once confident in a text type, children will apply their writing skills across the curriculum to communicate their learning in other subjects.

#### **MATHEMATICS**

Mathematics is a creative and highly inter-connected subject that is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We therefore aim to give children confidence and a high-quality mathematics education providing a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Through daily sessions, lasting between 45 minutes and one hour, we ensure that all pupils:



- \* become fluent in the fundamentals of mathematics, including through frequent and varied practice, so developing their understanding and the ability to recall their knowledge rapidly and accurately.
- \* reason mathematically by following a line of enquiry and using mathematical language to justify their thinking
- \* can solve problems by applying their knowledge to a variety of routine and non-routine problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

During their learning the children are given opportunities to apply their mathematical knowledge to science and other subjects thus making it as relevant as possible. We use a number of online teaching resources that are designed to raise standards in maths through the use of games and competition on a global scale.

## **SCIENCE**

**A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.**

In science we aim to .....

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that enable children to answer scientific questions about the world around them
- Make sure that children are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

At Park Road, pupils in Foundation Stage (Reception) are taught science as part of 'Knowledge and Understanding of the World'.

Pupils in Years 1 and 2 learn how to use their science experiences to explore the world around them and use practical science to raise their own questions about how things are similar or different, how they change and how they happen; experience different ways of answering scientific questions; begin to work with different types of science enquiries, and begin to choose ways in which they might answer scientific questions.

Pupils in Years 3 and 4 will use practical science to raise their own questions about the world around them. They are encouraged to start making their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions; recognise when a simple fair test is necessary and help to decide about how to set it up;

Pupils in Years 5 and 6 will learn how to use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of science enquiry to use to answer scientific questions; recognise when and how to set up fair tests and explain which variables need to be controlled and why.

Park Road uses the National Curriculum as basis for all science planning to ensure continuity and progression throughout Key Stages. Science work is recorded in Science books from Years 1 to 6 and through observation, questioning and photographs in our Reception class.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Computers are now part of everyday life and technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the digital world.

The core of computing is computer science in which children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future work place as active participants in the digital world.

A range of technology is available across school. This ranges from laptops, iPads, tablets, cameras and flip cams, which are regularly updated and maintained. We are constantly updating our software to ensure that the children always have access to the very best tools to enhance their learning in computing and across the curriculum.

### **RELIGIOUS EDUCATION (RE)**

RE develops an understanding of the teaching and practices of Christianity and other world religions. Through the Warrington agreed syllabus, children have the opportunity to explore their own beliefs and values. Each year group has a key question that will be explored throughout the year, looking at it from the viewpoint of different religions and exploring different angles to that question. They explore 4 main areas through each unit – Shared Human Experiences (SHE) Search for Personal Meaning (SPM), Living Religious Traditions (LRT) and Beliefs and Values (BV) We do not impose any particular religion or denomination but seek to give children the opportunity to understand and respect the teachings of a range of religions.

In assemblies, we encourage attitudes of curiosity, self-confidence and self-esteem, respect for others' views and ways of life, open-mindedness and thought for others.

Parents may withdraw their child from collective worship and religious education.

### **DESIGN TECHNOLOGY**

At Park Road Primary we believe that Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Park Road uses the National Curriculum as a basis for all Design and Technology planning to ensure continuity and progression throughout Key Stages.

Children learn how to;

- develop the creative, technical
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

#### **Pupils in Key Stage 1**

Learn to design purposeful, functional, appealing products for themselves and other users based on design criteria. They are able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. When making, they select from and use a range of tools and equipment to perform practical tasks. They are able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

## Pupils in Key Stage 2

Learn how to use research and exploration, such as the study of different cultures, to identify and understand user needs. They also learn how to identify and solve their own design problems and understand how to reformulate problems given to them. Children develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Children are able to develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations.

Children are able to select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture  
They select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

As part of their work with food, *all pupils* are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

## HISTORY

Through the teaching of History we aim to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## GEOGRAPHY

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

We ensure all children are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams,

globes, aerial photographs and Geographical Information Systems (GIS)

- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

## **ART AND DESIGN**

At Park Road, we believe that every child is an artist and want to inspire all children with a rich arts curriculum which inspires and develops their creativity and imagination. Through the arts we believe in developing children's self esteem and confidence in their mastery of a broad range of art techniques and skills. Our art curriculum is planned with cross curricular links to engage and challenge all children and ensures progression of skills throughout the key stages. Children at Park Road have the opportunity to experiment with a range of mediums and invent and create their own pieces of artwork.

### **Specific aims for our art curriculum:**

- To experiment with and use a wide range of materials creatively.
- To become proficient at using a broad range of art mediums including drawing, painting, printing, sculpture, textiles and collage.
- To develop techniques using colour, pattern, texture, line, shape, form and space.
- To use a sketchbook to keep a record of development of skills, techniques, experimentation with different mediums, research of artists and creation of own art pieces and designs.
- To use imagination and creativity to design and create own pieces of artwork and products.
- To learn about and compare a range of artists, crafts makers, architects and designers and use them to inspire own artwork..

## **MUSIC**

As a music ambassador school, we are committed to providing high quality music to all of our children. Our current music provision reflects this and our music education is provided by an external music provider, offering our children the very best in musical education. In line with the governments outline for music, all children across both Key Stages will develop the inter-related dimensions through learning an instrument or vocal training.

### **Key Stage 1**

Pupils will be taught to

- \* use their voices expressively and creatively by singing songs and speaking chants and rhymes
- \* play tuned and untuned instruments musically
- \* listen with concentration and understanding to a range of high-quality live and recorded music
- \* experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key Stage 2**

Pupils will be taught

- \* to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will develop their ability to

- \* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- \* improvise and compose music for a range of purposes using the inter-related dimensions of music
- \* listen with attention to detail and recall sounds with increasing aural memory
- \* use and understand staff and other musical notations

- \* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- \* develop an understanding of the history of music.

### **PHYSICAL EDUCATION**

Our vision is for all children in the school to experience high quality curriculum physical education (PE), school sport and physical activity that will lead to life-long participation and love for sport.

#### **Aims:**

- 1) To improve the health and wellbeing of pupils
- 2) To provide and or facilitate high quality opportunities and outcomes in sport.
- 3) To assist each individual child to reach and fulfil their potential including the overcoming of barriers to participation in PE & sport.
- 4) To encourage and stimulate more involvement in physical activity by the children and their families within the wider community.
- 5) To promote lifelong learning, active participation and excellence in sport.
- 6) To raise achievement and support excellence.

Our physical education programme includes a specialist sports package with a clear focus on Fundamental Movement Skills along with a specialist coach.

### **PSHE and SEX EDUCATION**

Our programme of study has been written in line with guidelines and is bespoke for Park Road. It uses a spiral structure, meaning all year groups explore similar themes at the same time, with age appropriate objectives. We also give teachers opportunity to observe any PSHE teaching needs within their current cohort and they have the opportunity to plan and address these throughout the year.

Our sex education programme provides information for children which is relevant and suitable to their age and maturity. The programme includes the development of social skills and encourages children to explore different values and attitudes. The curriculum offered is taught as part of a broader health education programme which includes personal and social education.

Reproduction in its widest sense is part of the Science Curriculum. Teachers use everyday events to draw attention to this such as a new baby in the family, pets etc. The school nurse talks about growing up with older KS2 children. Parents are informed of these occasions and can withdraw their child.

### **MODERN FOREIGN LANGUAGES**

'Bonjour! At Park Road Primary School we aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

### **Will my child be given homework?**

Children throughout Park Road School bring home reading books and reading journals so that parents can continue their early involvement in nurturing, in children, a love of books and the desire to read. Children will be given spellings on a weekly basis to practise, based on their learning in class.

Other homework, to complement their learning, will be provided. This will be either weekly or every fortnight, depending on their year group. These learning activities will be mainly focussed on maths, English and spelling however, teachers will on occasion provide cross-curricular opportunities to support children in making progress in all areas.

### **SPECIAL EDUCATIONAL NEEDS (SEN)**

Park Road Community Primary School is committed to enabling every pupil to reach their potential, regardless of ability level, race, gender, social status or cultural background. Every pupil has access to the Foundation Stage Curriculum or National Curriculum (as appropriate) through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every pupil's needs and, for those children that need it, Individual Plans are provided to enable progress to be made.

According to the 'Special educational needs and disability code of practice: 0 – 25 years, June 2014'. Children and young people will be deemed as having a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ***Has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***Has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions***

In line with the current Special Educational Needs and Disability Code of Practice 2014 and the SEND provisions of the SEN and Disability Act 2011, we believe:

- a pupil with Special Educational Need (**SEN**) should have their needs fully met
- all teachers are teachers of pupils with additional needs and everyone should commit themselves to the challenge of ensuring pupil participation
- where appropriate, the views of the pupil should be sought and taken into account
- parents/carers have a vital role to play in supporting their child's education
- relationships of mutual respect will be developed with every pupil - celebrating successes and supporting pupils through difficulties
- due regard will be given to the current Special Needs Code of Practice in all decision making, including liaison with other agencies.

***Mrs Quigley currently manages Special Educational Needs in our school and is responsible for:***

- The smooth running and co-ordination of special needs provision.
- Liaising with Head Teacher, class teachers and TAs.
- Liaising with outside agencies Inclusion Team, Health Service, Speech and Language Service, CAMHS (Child and Adolescent Mental Health Services) and the Traveller Education Service.
- Setting timetables and managing all staff working with special needs pupils.
- Overseeing records of pupils with special needs.

- Providing/organising in-service training for staff as necessary.
- Maintaining resources to meet pupils' needs.
- Liaising with parents/carers (after consulting class teachers).
- Keeping a record of pupils with Special Needs and those causing concern.
- Completing all necessary documentation in connection with an Educational Health Care Needs Assessment and the annual review of an Educational Health Care Plan.

Some of you will probably just deal directly with the class teacher. All parents of children on the Special Needs register are entitled to deal with Mrs Quigley, in addition to the class teacher, and should feel free to do so. If there is a time when you would like to see her please call into the office to make an appointment.

**How is children's progress monitored and assessed?**

Children's progress is carefully monitored and reported to parents each term, through dedicated parents evenings and written termly reports. Records are kept of children's achievements. Detailed tracking of children's test and assessment results enable the school to monitor individual children's progress. Where we have particular concerns about the progress a child is making parents are informed and their support is sought.

Children undergo national assessments in Y2 and Y6. The timing of these assessments corresponds with the end of Key Stage 1 and the end of Key Stage 2. These formal assessments are in addition to the continuous monitoring of progress already undertaken and they provide an opportunity to compare children's educational development in relation to expected progress. Assessments also provide an indication of where children are doing well and where they may need extra help.

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*Some of the fun we have had on our trips...*

Pensarn Harbour



Tattenhall

Burwardsley



Foxhowl

And Lots More...

