



# **Park Road Academy Primary School**



## **School Handbook 2023 – 2024**



## **EQUALITY AND DIVERSITY STATEMENT**

Park Road is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

Park Road Academy Primary School does not tolerate any form of discrimination which it recognises as unacceptable, discriminatory and unlawful, and is proactive in ensuring that people are treated fairly.

The school recognises the valuable contribution that can be made by staff and pupils in terms of qualities of experiences brought to learning, teaching, administration and management. The School expects these contributions to be made with due regard to equal treatment regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity or other relevant distinction. The Equality Act 2010 which details protected characteristics takes effect from October 2010 and we will operate a zero-tolerance stance towards incidents involving equality and diversity issues.

### **Zero Tolerance**

At Park Road Academy Primary School, we promote an environment where everyone is treated equally and with dignity and respect. We operate a policy of zero tolerance towards any form of discrimination and work towards equality, human rights and social justice. Please also refer to Park Road Academy's Parent and Visitor Code of Conduct.

### **Bullying and Harassment**

The school is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. The School recognises that all forms of bullying and harassment is unacceptable, discriminatory and, in certain circumstances, also unlawful.

Park Road Academy Primary School expects all staff, students, visitors and contractors to support the establishment of a pleasant working and learning environment that is free from bullying, harassment and discrimination. If, however, bullying and harassment does occur, there are a number of actions that individuals, or anyone who is aware that bullying and harassment may be occurring, can take.

Any incidents of bullying or harassment that do occur will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or expulsion from the school. Furthermore, individuals who harass or bully may be subject to criminal and/or civil prosecution. Please also refer to Park Road Academy's Parent and Visitor Code of Conduct.



All line managers, as part of their managerial responsibilities, have a professional as well as a legal obligation to eliminate any incidents of bullying or harassment of which they are, or should be, aware. All individuals will be personally accountable for their behaviour, actions and/or lack of actions, in cases of complaint of harassment or bullying.



## INTRODUCTION

Park Road is a purpose-built Academy primary school with eight teaching spaces, large hall, additional learning areas and two all weather playgrounds/sports areas.

We have a clubroom which is a base for Breakfast, After-School and Holiday Extended Services provision.

We take great pride in the school environment and make it a place where children are stimulated to learn. We encourage them to take pride in their work and surroundings and encourage them to share their achievements with others.

As a staff, we attend regular meetings, so that we can plan and organise the learning experiences offered to the children and monitor their progress.

## DETAILS OF SCHOOL

Headteacher:	Miss K Hart
Chair of Governors:	Mr J Marshall
Name:	Park Road Academy Primary School
Address:	Frieston Road Timperley Altrincham Cheshire
Postcode:	WA14 5AP
Telephone Number:	0161 972 4820
Early Years and Extended Services Mobile:	07810 863 617



## Length of School Day Sessions:

### Reception/KS1:

Morning Session	8.45 am - 11:45 am
Afternoon Session	12.45 pm - 3.15 pm

### KS2:

Morning Session	8.45 am - 12.15 pm
Afternoon Session	1.15 pm - 3.15 pm

## Structure of school day:

### Reception/KS1:

Register/Assembly/Lessons	8.45 am - 10:10 am
Break	10:15 am - 10:30 am
Lessons	10:30 am - 11:45 am
Lunch	11:45 am - 12:45 pm
Lessons	12:45 pm - 2:15 pm
Break	2:15 pm - 2:25 pm
Lessons	2:25 pm - 3:15 pm

### KS2:

Register/Assembly/Lessons	8.45 am - 10:30 am
Break	10:15 am - 10:30 am
Lessons	10:30 am - 12:15 pm
Lunch	12:15 pm - 1:15 pm
Lessons	1:15 pm - 2:15 pm
Break	2:15 pm - 2:25 pm
Lessons	2:25 pm - 3:15 pm



## Recommended School Hours

The recommended hours during a normal week (including the daily act of worship, registration, lunch and other breaks) are as follows: -

Key Stage	Age	DfE expectation	Park Road
KS1:	5 - 7	32.5 hours	32.5 hours
KS2:	7 - 11	32.5 hours	32.5 hours

## Extended Services Provision: -

Breakfast Club:	7:45 am - 8.30 am	- includes breakfast
After School Club	3.15 pm - 6.00 pm	- includes light tea
Holiday Club	7:45 am – 5.30 pm	- includes breakfast/light tea - lunches are purchased separately
Short day	9.00 am - 3.00 pm	- lunches: purchased separately

Morning and After-School Club Lead:	Mrs J Condron
Acting Morning and After-School Club Leads:	Miss L Garner / Mr D Richardson
Acting Holiday Club Leads:	Miss L Garner / Mr D Richardson
Morning, After-School and Holiday Club Mobile:	07810 863 617
Extended Services Administration Lead:	Mrs S Breen - 0161 972 4827



**PARK ROAD ACADEMY PRIMARY SCHOOL**

**Staff List 2023 – 2024**

**Senior Leadership Team (SLT)**

Miss K Hart:	Headteacher
Mrs L Taylor:	Deputy Headteacher / EYFS Lead
Mrs L Harrison:	Assistant Headteacher

**Associate Members of the SLT**

Miss G Fenner	Teacher
Mr T Smart	Teacher

**Teaching Staff**

Mr J Harper	Teacher	Year Six
Mrs K Will	Teacher	Year Five
Mr T Smart	Teacher / Associate SLT	Year Four
Mrs L Harrison	Teacher	Year Three
Miss C Hill	Teacher	Year Two
Mrs K Morris	Teacher	Year One
Mrs G Fenner	Teacher / Associate SLT	Reception
Miss J Cox	Teacher (EYFS) / SENDCo	Nursery
Mrs K Sidwell	Teacher	PPA

**Support Staff**

Mrs J Ashe	Teaching and Learning Support	Nursery
Mrs S Bloomfield	Teaching and Learning Support	Nursery
Mrs J Bennett	Teaching and Learning Support	Nursery/Reception
Mrs Y Child	Teaching and Learning Support	Reception
Miss B Furnival	Teaching and Learning Support	Year One
Mrs J Condron	Teaching and Learning Support	Year Two
Miss C Hart	Teaching and Learning Support	Year Two
Mrs L Harter	Teaching and Learning Support	Year Three
Mr D Richards	Teaching and Learning Support	Year Four
Mrs K Kaur	Teaching and Learning Support	Year Five
Miss L Garner	Teaching and Learning Support	Year Six
Miss E Riley	Teaching and Learning Support	Various

Mrs J Chan	Playworker	Extended Services
Miss L Garner	Playworker - Acting Lead	Extended Services
Miss C Hart	Playworker	Extended Services
Mrs G Johnson	Playworker	Extended Services
Mr D Richards	Playworker – Acting Lead	Extended Services

**Administration Staff**

Mrs L Richardson	Office Manager
Mrs S Breen	PA to Miss Hart / EYFS & Extended Services Administration Lead
Miss S Daine	Attendance Officer / Clerical Assistant

**Site Staff**

Mr P Boughen	Site Manager
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**Lunchtime Staff**

Mrs J Chan  
Mrs J Flaherty  
Mrs K Kaur  
Mrs K Leung  
Mrs M Siu  
Mrs F Mok  
Mrs C Wong

Mid-Day Assistant  
Mid-Day Assistant  
Mid-Day Assistant  
Mid-Day Assistant  
Mid-Day Assistant  
Mid-Day Assistant  
Mid-Day Assistant

Mrs S Armstrong  
Mrs T Davenport  
Mrs D Lakin

Cook Supervisor  
Assistant Cook  
Assistant Cook

External - Trafford  
External - Trafford  
External – Trafford





## ACADEMY STATUS

Park Road achieved Academy status in January 2011. Effectively, this means that we are a public independent school.

## ACADEMY TRUST

There are 3 trust members who are responsible for everything that goes on in school.

## GOVERNING BODY

The trust has delegated some powers to the Governing Body. It is the link between the Trust, teaching staff and the local community. It is made up of parent Governors elected in a secret ballot by parents, one teacher Governor and one non-teaching staff Governor elected by the staff and the Headteacher, a further three Governors are co-opted from the local community, with particular emphasis on local business. The Governing Body also includes the Headteacher and Member-appointed Governors.

### Our Governing Body 2023 / 2024: -

Name - Governors	Appointment
Mr Simon Balme	Member Appointed
Ms Sirad Mohamed Bihi-Aden	Parent
Mr Peter Boocker	Member Appointed
Mr Peter Boughen	Staff Non-Teaching
Mr Ben Coulson	Member Appointed
Miss Joanne Cox	Staff – Teaching
Miss Kerry Hart	Headteacher
Mr Jeff Marshall	Co-opted
Mr Ashley Parkinson	Co-opted
Mrs Elinor Stanton	Parent
Mrs Natalie Turvey	Co-opted
Name - Members	Appointment
Mr Jeff Marshall	Appointed
Mr Jim Lister	Appointed
Mr Russell Taylor	Appointed
Name - Clerks	Appointment
Mrs Lisa Richardson	Co-opted
Mr Ian Clark	Co-opted



The Governors have a general responsibility for determining the policy and effective management of the school, acting within the framework set by national legislation. However, the Headteacher controls the day to day running of the school.

The areas where the Governing Body have responsibility include: school finance, the care and use of the school premises, the appointment of the Headteacher and other staff, school hours and holidays, the curriculum, admissions of pupils, discipline and the suspension of pupils from school.

The Governing Body must meet at least once a term. Ultimately, the governors answer to the Trustees and the Department of Education for the running of the school. The Governing Body is part of the school partnership ethos at Park Road which works voluntarily for the good of the school with the interests of the pupils as paramount.



## CATCHMENT AREA

Abbotsford Grove  
Arley Close  
Attenbury's Lane  
Balmoral Drive  
Banbury Drive  
Bollin Drive  
Buckingham Grove  
Carlisle Drive  
Cholmondeley Avenue  
Claremont Avenue  
Claremont Drive  
Downs Drive  
Frieston Road  
Hampton Grove  
Kensington Grove  
Leys Road  
Malpas Drive  
Manchester Road (even No.'s 218 upwards)  
Marbury Drive  
Park Avenue  
Park Close  
Park Road (No.'s 1 – 43 and 2 – 92)  
Raglan Drive  
Ridley Drive  
Rochester Drive  
Romana Square  
St. Hugh's Close  
St. James Grove  
Upton Drive  
Windsor Drive

## OVERLAP AREA WITH WILLOWS PRIMARY

Berisford Close  
Brookfield Avenue  
Hawthorn Avenue  
Hawthorn Close  
Park Road (No.'s 94 – 154)  
Westwood Avenue  
Whalley Close



## **OUR ETHOS**

We strive to ensure good relationships between all members of the school community. We aim to create a warm, welcoming, safe environment for visitors and pupils alike. We place much emphasis on high standards of conduct and achievement by our pupils. Our school encourages -

- High moral standards and personal qualities of good character and behaviour.
- Good personal relationships, a sense of responsibility, teamwork and loyalty.
- Social awareness, courtesy, consideration for others and sensitivity to one's surroundings.
- Respect for other people's beliefs and culture.
- Such qualities as inventiveness, curiosity, an elementary knowledge of Health and Safety and the ability to care for oneself.
- An understanding of how to contribute to and benefit from living in a well organised community.

## **AIMS**

During your child's time at Park Road Academy Primary School we aim to help children be:

- happy
- confident
- co-operative
- responsible
- inquisitive and curious
- sensitive of others and have an understanding of religious and moral values
- communicative
- independent
- self controlled and well disciplined
- willing to learn
- aware of the environment
- able to initiate and reflect
- perceptive, logical and able to solve problems
- aware of new technology

Within these general aims, we expect that most children will have achieved the following:

## **OBJECTIVES**

By the time they transfer to secondary school our children should be able to -

- Read fluently and accurately, with understanding, discrimination and enjoyment.
- Speak and write clearly and confidently.
- Use mathematical skills and ideas in everyday situations.
- Know where to look for information and how to record findings.
- Understand how technology can be used.



- Work independently or in a team, to find things out, interpret and solve problems.
- Use a range of creative arts and crafts as a means of expression.
- Possess enough skill, strength and mobility to take part confidently in a range of physical activities.
- Show awareness of local geographical and social influences, and of other times, places and cultures.

## THE CURRICULUM

The curriculum is the whole learning experience offered by a school. It is not only all the lessons and activities which are planned, organised and provided while the children are at school. It is also the tone, standards, quality and discipline of the school and the attitudes and values it promotes. This is often referred to as 'the hidden curriculum' and will in many ways have a greater influence than "timetabled" lessons.

How children learn is as important as **WHAT** they learn. The curriculum includes **EXPERIENCE** - spiritual, moral, social, aesthetic, physical, linguistic, mathematic and scientific technological - as well as the **KNOWLEDGE** and **SKILLS** we think they should have. It should also be thought of as being equally concerned with **PERSONAL QUALITIES**, **BEHAVIOUR** and **CONDUCT**.

## ORGANISATION

In planning the curriculum and putting it into practice we aim to ensure that -

- Excellence is pursued and valued in every way.
- That lessons are challenging and have pace and direction.
- Every child's learning programme is varied, balanced and each part of it relates to the others.
- Children are taught in small groups, as part of a whole class or individually to match their particular needs.
- Children who learn more slowly or have exceptional ability are catered for as an integral part of the work of the school.
- Gender stereotyping is avoided.
- As far as possible learning is rooted in the pupil's personal experience and relates to practical everyday needs.
- Children's learning progresses smoothly from teacher to teacher from Early Years Foundation Stage to KS1, from KS1 to KS2 and from primary school to secondary school so that the work at one stage follows on naturally from the work of the stage before.
- Children are prepared for life in a society which recognises the different cultural backgrounds of its citizens.



The children's work is mostly the responsibility of one teacher, planned in an integrated form such as a subject, project or theme so that it can be suited to the attainment, ability and interests within the class. The theme is used to promote a variety of skills and techniques to develop attitudes necessary for effective learning. The basic skills of English, Mathematics and Science are reinforced if children have a chance to use them in this way.

## **EARLY YEARS FOUNDATION STAGE CURRICULUM STATEMENTS**

The Early Years Foundation Stage begins at birth. Many children first attend some form of pre-school or nursery soon after their third birthday. Children may go to a number of settings during the Early Years Foundation Stage, attending part time or full time. The last year of the Early Years Foundation Stage is the Reception year, during which children enter school. The Early Years Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Early Years Foundation Stage many of these aspects of learning are brought together effectively through playing and talking.

The Early Years Foundation Stage curriculum is organised into seven areas of learning: -

### **3 Prime Areas: -**

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development;

### **4 Specific Areas: -**

- English;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design

## **NATIONAL CURRICULUM - KEY STAGE ONE & TWO**

The National Curriculum requirements consist of four core subjects: -

English, Mathematics, Computing, Science

and other Foundation subjects:

History, Geography, Design & Technology, Art, Music, Physical Education, Religious Education, Personal, Social, Health, Emotional and Citizenship.



## **Mathematics**

The content, skills, knowledge and application of the National Curriculum are used as the basis for planning and delivering work.

The aim of the school is to develop understanding of mathematical principles and to apply these in the real world. Each child needs to have a sound knowledge of arithmetical skills, processes and spatial relationships.

Structured materials are used throughout the school.

Mental arithmetic is encouraged.

Personalised Learning in Mathematics is supported through learning matrices.

## **English**

We aim that children should: -

- Read and write with confidence, fluency and understanding
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their own mistakes
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent and legible handwriting
- Have an interest in words and their meanings and a growing vocabulary
- Know, understand and be able to write a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness

## **Science**

All children follow a course of study in the natural and physical sciences of observation, experimentation and deduction.

## **Design & Technology**

Children make use of opportunities to design, plan and evaluate problem solving activities.



## **Computing**

Computing is used across the curriculum. Pupils in Years 6, 5, 4 and 3 have their own computers/laptops. Pupils in Years 1 and 2 have one computer between 2 children. In each class there is a main computer, a projector and interactive whiteboard. Children develop their Computing skills from simple keyboard skills and word processing through to multimedia presentations. They learn programming skills in line with objectives based on the New Curriculum.

## **Music**

Children take part in singing and musical appreciation; also, we have a school choir.

## **Art and Craft**

Opportunities exist for the development of creative skills through a variety of different media. For example, collage, sewing, printing and painting, whilst learning about artists in those fields.

## **History, Geography and Social Studies**

Programmes of work are carefully planned. These include learning about Local History, using outside visits and speakers where relevant, to develop the range of skills and principles involved in each discipline, and to capitalise on the motivation of the child.

## **Games and Physical Education**

Physical skills and body awareness are developed through a course of Physical Education. Children are required to attend school wearing their PE kit on the days which their class has PE lesson.

Years Four and Five children have the opportunity to take part in swimming, football, netball, and a variety of team games.

## **PE & Sport**

PE and Sport Fitness Days:

Monday: Year 1, Year 4 and Year 6

Thursday: Year 2, Year 3, Year 4, Year 5 and Year 6

Tuesday: Year 5

Friday: Year 1 and Year 3

Wednesday: Reception, Year 2





## **Relationships and Sex Education (RSE)**

The Governors have approved our Relationships and Sex Education (RSE) instruction which is incorporated into our PHSE Programme (Jigsaw). Formal aspects are introduced at Years Five and Six, using support from the school nursing team.

## **Religious Affiliations**

The school is concerned to inculcate and uphold the moral values and beliefs of society. Biblical stories, tales of morality and courage and the lives of great men and women of the world are used to this effect. Our RE policy is mainly Christian in nature but also relates to multi-faith and multi-cultural issues. The children take part in a collective act of worship each day.

Children may be exempt from the act of worship and religious education if the parent so wishes. Application should be made to the Headteacher.

## **Health Education**

As the children get older, they acquire knowledge and some understanding of the different body systems, their structure and functions. Topics taught include substance use, safety, exercise, sex education, food, personal hygiene and environmental and psychological aspects of health education.

## **Special Educational Needs and Disabilities (SEND)**

At Park Road Academy Primary School, we aim to create an environment where there is support for the individual and where they can progress in their learning and develop in self-confidence. We recognise that some children will, at some time during their school life, experience some form of learning difficulty. We therefore aim to identify any difficulty a child may have at an early stage, so that we can determine how best to support this child. This would initially be done by the class teacher and could result in additional support, i.e., a small group or a 1:1 situation. Sometimes it may be necessary to seek advice from the educational psychologist to determine the cause of the difficulty.

By law, schools are required to maintain a register of all children identified as having Special Educational Needs and Disabilities. There is an annual audit which reviews the needs of all children. Parents will be informed by the class teacher at parents' evening, and also by letter, regarding any concerns about their child which are identified and the stage of concern.

The audit categories are currently being recompiled in line with the new SEND directives and will be added to the handbook as soon as possible.

We expect parents' co-operation and support and hope that early identification by the teachers will enable the child to progress and achieve the appropriate levels determined in the National Curriculum for their age.



The school does not discriminate against any child by virtue of special need or disability. The school has a policy that no child, irrespective of family background, culture, religion or level of disability, will be treated more or less favourably than any other.

## **ASSESSMENT**

Children's progress is constantly being monitored to ensure that learning steps are being made.

Summative assessment takes place at the beginning and end of each academic year. Between these two points children are informally assessed at the end of each term by the teacher on a continuous basis. The core of Park Road's assessment philosophy is encouraging children to take greater responsibility for their own progress so that self assessment and the desire to learn and make progress become a life long self-sustaining ability.

At the start of Reception intake, a Baseline Assessment is taken of all children in the class. During the Summer term Reception children are assessed against the Early Years Foundation Stage Profile, Year One children take the Phonics Check, Year Two take National Standard Assessment Tests (SATs) to evaluate their Key Stage One progress, Year Four children take the Times Tables check and Year Six children take National Standard Assessment Tests (SATs) to evaluate their Key Stage Two progress.

## **CARE AND DISCIPLINE**

The needs of individual children are noted by the class teachers whose concern it is to provide general care. The Headteacher is responsible for the welfare of all children in the school and for continued contact with parents through school events.

Good discipline is established through perception and by example. A stable and secure environment is a necessary pre-requisite to good behaviour, and sanctions, where necessary, involve remission of privileges. The children are made aware of rules and sanctions through the medium of the class teacher, assemblies and the general school ethos.

*(See Appendix V for further details.)*

## **ATTENDANCE**

The school has a remarkable record of insignificant unofficial absences. Please remember to contact us if your child is sick or poorly.

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence;
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.



## ACTIVITIES - IN SCHOOL TIME

These include: -

Spanish:	KS1
Drama:	Reception, KS1 & KS2
Choir:	KS2
Altrincham Football Club:	KS1 & KS2
Judo:	Year 6

## CLUBS - AFTER SCHOOL

ABCD Drama	Booster Workshops	Tennis	Dodgeball	Art Club
Eco Club	Football	Hockey	Multi-Skills	Netball
Reading Club	Bricklands Lego	Cricket	Basketball	Friday Football

## SCHOOL TRIPS

(See Appendix II. Charging Policy.)

Each year, Year 6 pupils take part in a residential adventure holiday.

All year groups at various times are taken on educational visits. These are central to the work which the children undertake in school; they may include a visit to a museum, factory, church, power station or local nature trail. Each visit is carefully planned to reinforce the children's learning and acts as a stimulus for future teaching. We do ask that you support these activities.

## HOMEWORK

Road Academy is not a school at which homework dominates home and school life.

We accept that not every activity will capture the children's imagination and that weekends can often be very busy. We believe that homework should be manageable for all concerned and this includes the teaching staff here at Park Road Academy. If homework becomes a burden or a source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on each task, preferring individual children and families to set their own routines. If you do have concerns, please seek advice from your class teacher.

We hope the children are motivated by positive incentives and by the tasks themselves more often than not. Children do not receive a consequence if they fail to complete homework, but a discreet register is kept and if this is a regular occurrence, a meeting will be called with the child and their parents/carers.

Homework helps to develop an effective partnership between home and school.



All the children are expected to do some work at home with the help, encouragement and assistance of parents.

## **Reading**

All children are encouraged to read regularly at home. It is suggested that children read for at least three times a week and ideally everyday. Other English homework includes learning words, spellings and practising correct punctuation and grammar.

## **Whole school home reading**

We have a home – school colour banded book approach to our reading books which is based on the Reading Recovery system and is fully aligned with Little Wandle Letters and Sounds progression. This approach at Park Road is taken to ensure our approach identifies a child's reading ability, provides a text that suits their needs and supports children's individual reading development. The books are of a variety of genres, text sizes and authors, which are banded in colours from Lilac (R) up to Black plus (Y6).

## **Reception to Year 2**

The children have 3 weekly reading practice sessions they then have access to the same books via Collins e-books to read at home to ensure success is shared with the family. Books will be at the correct phonic stage for the child. They should be able to read this fluently and independently. This book has been carefully matched to the child's current reading level based on most recent assessments.

Children have additional physical books which again match the child's phonic ability. This book is changed twice every week.

## **Key Stage 2, Y3 to Y6**

Children have access to Read Theory and Reading Plus at home. This program includes an adaptive assessment, personalised instruction and practice, and easily accessible resources that enable teachers to meet the needs of every student.

Children are encouraged to read daily at home for approximately 20 minutes. Reading books are changed as often as needed.

Parents/Carers need to: -

- Provide a reasonably peaceful and suitable place in which a child can do his/her homework.
- Make it clear to a child that you value homework and support school
- Encourage and praise him/her when he/she has completed homework.
- Mark homework where appropriate.



- Homework is not compulsory and if parents wish to opt out of homework, please let your child's teacher know, in writing.

## **EQUIPMENT**

It is helpful if the children in KS2 have HB pencils, pencil crayons and a pencil sharpener.

## **SCHOOL ORGANISATION - PARENTAL COMMUNICATION WITH SCHOOL**

Before your child joins main school, they will be invited to visit their class teacher and classroom.

Twice a year we hold parents' evenings. Parents are offered an appointment with the class teacher to discuss progress and to see children's work exhibited.

Early in the autumn term parents are invited to attend a class meeting with their child's class teacher who will explain the class routine, methodology, curriculum and homework.

KS2 parents are invited to a meeting to discuss many of the important issues of selection and transfer to secondary school.

On occasions you may feel that you would like an interim appointment. Please contact your child's class teacher as your first point of call, however in the event of an emergency please do not hesitate to contact the office.

There are many occasions when you will be invited into school to share in our success and achievements. During the year the children perform concerts, plays and musicals.

Your child will be involved in class assemblies throughout the year. You will be invited to attend; these are usually held on a Friday morning. We ask that you courteously observe the starting time of 9.05 am and that younger members of your family remain quiet and seated - this is big sister's or big brother's opportunity to have parents' full attention!

Year 6 Children participate in our Business Enterprise scheme; Year 6 parents/carers will be invited to attend Enterprise mornings, where the children will display and sell items from their chosen scheme.

From time to time the school may wish to discuss some matters with you and will contact you by letter, E-mail or text.

All communication between parents and teachers is done via Tapestry. This includes individual children's pages and class noticeboards. A weekly overview is posted each Friday outlining what children have been up to throughout the week and an insight in to the following week.



Parents have many skills and talents and we welcome your help and assistance. If you can help with curriculum activities such as art work, hearing children read, after school clubs and matches, special information on topics, projects or themes, resources such as backing books, display of children's work, cataloguing or aiding special events such as drama productions, we would be grateful.

## **INCLUSION AND EQUALITY OF OPPORTUNITIES**

We acknowledge that we have an obligation to accommodate the rights of individuals. We have a duty to consider reasonable adjustment requests based on age, social, cultural, religious, gender, identity, sexual orientation, health and disability, to adapt or change current provision for an individual in order to meet their needs.

Every child is included and not disadvantaged because of ethnicity, culture, faith, spirituality, belief or religion, home language, family background, learning difficulties, gender or ability. All reasonable adjustments will be made to ensure your child enjoys Park Road to the fullest.

## **COMING TO SCHOOL**

Any change in routine should be reported (in writing please) to the teacher. Please help your child to be punctual.

It would be appreciated if children did not arrive at school before 8.30 am, unless attending breakfast club, as it is not possible to guarantee supervision before that time and we cannot ensure legal responsibility for their safety. All children are allowed in school from 8.30 am and are expected to work quietly in their classrooms.

## **SCHOOL LUNCHES**

All children from Reception class to Year Two receive a Universal Free School meal - this is not to be confused with Free School Meals, which parents can claim if they are on any qualifying social benefit. It is beneficial for qualifying parents to apply for Free School Meals, even if their child is in Reception – Year Two class, as their child will also benefit from additional funding, distributed to the school, to be focused on their child's education.

### **Hot meals**

Hot meals are served in the hall.

### **Children on Packed Lunches**

Packed lunches are organised on a dispersed dining basis.



Occasionally, some children forget their packed lunch. If this is the case, we will try to contact parents to bring a packed lunch for them. If we cannot contact a parent, then we will provide a school meal. We ask parents to pay for this by the following Monday.

## **Payments**

Parents are notified of fees, in advance, on a half termly or termly basis.

Payment is made via ParentPay, our electronic payments provider.

**Payments cannot be accepted through the office window.**

## **Snacks and Drinks**

Children may bring healthy nut free snacks into school for break time, such as a portion of cheese, fruit or a chocolate-free cereal bar in line with our Healthy Lunchbox Policy. Children also need regular drinks of water throughout the day, in a labelled sports-style bottle, containing water only.

## **REPORTING ABSENCE FROM SCHOOL AND SICKNESS**

The school office is staffed from 7:45 am. Please inform school as soon as possible before 9:15 am, and where possible, e-mail the office with an explanation.

Absence from school other than illness should be kept to a minimum and the Headteacher informed of any particular circumstances.

Sick children should not attend school but those who become ill during school times are assessed by a Senior Leader to see if we need to inform parents. An emergency telephone number is required in case of emergency. Fortunately, we rarely need to use these.

Please refer to 'Guidance on Infection Control in Schools' which is posted on our website for further information on how long to keep your child off school in the event of sickness/infection.

## **ABSENCES**

School has insignificant unauthorised absences. Parents are advised to take their breaks during the school holidays. Following Government guidelines, **Park Road cannot give permission for family holidays within term time** and parents may be subject to a fine should they choose to do this. It is not our policy to give children work to do while they are away on holiday.

## **MEDICATION**

No medication should be sent to school without prior knowledge and permission of the Headteacher and completion of our Self-Administering Medication Form - **Please refer to our Self-Administering Medications in School Policy.**



## **MEDICAL APPOINTMENTS**

Children are examined at least once in their primary years by the school nurse. The school nurse is available by appointment. For medical appointments parents are notified in writing.

Should your child have an appointment at a clinic or surgery, please make arrangements to meet him or her at school whenever possible. No child will be allowed to leave school alone. If you are not collecting your child in person then we must have a written note of authorisation of the person collecting. I am sure that you will appreciate that our concern is for the safety of your child.

## **SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

The school takes every action to ensure the safety of our pupils. If we believe that a child may be suffering ill treatment, neglect or other forms of abuse the Local Authority Child Protection procedures will be followed. If it is a serious matter then we will make a referral to First Response.

## **SCHOOL UNIFORM**

Uniform can be purchased from:

Petite Modes, 9 Tatton Rd, Sale, M33 7EB - 0161 973 4231

Parents can also purchase school uniform from any supplier provided that they purchase the correct colours / shades.

## **LOST PROPERTY**

Please mark all clothing and personal effects quite clearly. Any loss of items should be reported to the teacher without delay. All property left at school will be disposed of at the end of each academic year.

## **VALUABLES**

On occasions children bring valuables to school. Official money should always be sent in an envelope clearly marked with the child's name and class. Any personal items should also be clearly marked. Please discourage your child from bringing expensive items or sums of money to school. When lost or mislaid these incidents cause great distress. The school does not take responsibility for loss or damage to any items brought into school.





## DESTINATION OF YEAR SIX PUPILS SEPTEMBER 2023

Altrincham College of Arts	2
Altrincham Grammar School for Boys	3
Altrincham Grammar School for Girls	1
Ashton on Mersey School	1
Blessed Thomas Holford Catholic College	1
North Cestrian School	1
Sale Grammar School	4
Urmston Grammar School	1
Wellington School	16

## IN CONCLUSION

We are pleased to issue this booklet with the intention of providing useful information about our school. Our staff are aware of the importance of establishing an effective and harmonious partnership between home and school. Working together with your support we can ensure that your child's school years are happy and productive and that we have a school of which we can all be justly proud. It is a partnership and we cannot do it alone.

Please support your school by: -

- Praising its good points.
- Valuing the good work that goes on.
- Praising your child's successes and activities.
- Giving a helping hand when you can.
- Attending meetings that staff have organised.
- Thinking the best of everyone's intentions.
- Contacting the right person if things go wrong, in the first instance your class teacher, then SLT/, then if issue is unresolved then the Headteacher.
- Discussing difficulties with us when they first arise and **never** within the hearing of your child.
- In our turn saying THANK YOU from time to time.

We assure you that we will place all our professional skill, expertise and enthusiasm at the disposal of your child.



## PARK ROAD ACADEMY PRIMARY SCHOOL HOLIDAY LIST FOR THE ACADEMIC YEAR: 2023 - 2024

### FROM SEPTEMBER 2023: -

Autumn Term begins	Monday	04	September
School closes for half term	Friday	20	October
School re-opens	Monday	30	October
Autumn Term ends	Thursday	21	December

### SCHOOL ALSO CLOSED: -

2023

INSET DAY	Friday	01	September
INSET DAY	Friday	22	December

### FROM JANUARY 2024: -

Spring Term begins	Monday	08	January
School closes for half term	Friday	09	February
School re-opens	Monday	19	February
Spring Term ends	Friday	22	March

Summer Term begins	Monday	08	April
School closes for half term	Friday	24	May
School re-opens	Monday	10	June
Summer Term ends	Tuesday	23	July

### SCHOOL ALSO CLOSED: -

2024

MAY BANK HOLIDAY	Monday	06	May
SPRING BANK HOLIDAY	Monday	27	May
INSET DAY	Wednesday	24	July
INSET DAY	Thursday	25	July
INSET DAY	Friday	26	July



## APPENDIX I

### Parent and Visitor Code of Conduct

## Policy for Parent, Carer & Visitors' Conduct

### 1. Statement of Intent

Park Road Academy encourages close links with parents/carers and the community. We believe that children benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and other stakeholders are keen to work with us and are supportive of the school. However, there may be occasions where parents/carers display a negative attitude towards the school and this may result in intimidation, harassment, aggression, verbal and/or physical abuse towards our staff, either in person or through the use of electronic media.

The school expects its staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate, of other colleagues. However, all staff have the right to work without fear of intimidation, threats and abuse and the right, in extreme cases, of appropriate self-defence.

The school expects parents and other visitors to behave in a reasonable way towards school staff. This policy outlines the steps that will be taken where parents/carers' behaviour is unacceptable.

### 2. Behaviour

Types of behaviour considered serious / unacceptable and will not be tolerated, as follows: -

- Shouting at school staff, either in person or over the telephone.
- Threatening school staff, either in person or over the telephone.
- Verbally or physically intimidating a member of staff.
- The use of aggressive hand gestures e.g., two fingers raised.
- Shaking or holding a fist towards another person.
- Writing abusive comments about a member of staff.
- Swearing at a member of school staff.
- Pushing.
- Hitting e.g., slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Breaking the school's security procedures.
- Using Facebook or other media to undermine, discredit, intimidate or otherwise cause distress to staff or inciting others to do so.

This is not an exhaustive list but seeks to provide illustrations of unacceptable behaviour. Unacceptable behaviour will result in Police being informed of the incident where necessary.



### 3. Procedure

When a parent or member of the public behaves in an unacceptable manner towards a member of the school staff, the Headteachers or appropriate senior staff member will seek to resolve the situation through discussion and mediation. If necessary, the school's Complaints Procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the Headteacher from the school premises for a period of time, subject to review.

Prior to being banned the following steps will be taken:

1. In some circumstances a letter reminding parents/visitors of conduct expectations will be sent that warns of the possibility of a ban if unacceptable behaviour continues.
2. The parent will be informed in writing, that s/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that an injunction may follow.
3. Where an assault has led to a ban, a statement indicating that the matter has been reported to the Police will be included.
4. The Chair of Governors will be informed of the ban.
5. Where appropriate, arrangements for students being delivered to, and collected from the school gate will be clarified.

### 4. Conclusion

Children learn best when there is a positive partnership between home and school. Whilst every effort will be made to work with parents, this will only be possible where parents behave in an acceptable way.

Unfortunately, where a parent's behaviour is either unacceptable or serious it will not be possible to continue working with him/her and, as a final resort, legal action may be taken.

The school will take action where behaviour is unacceptable or serious and breaches our home-school code of conduct or health and safety legislation.

Agreed by the Full Governing Body

Created by: K Hart and R McKinlay

Date: September 2015

Reviewed by: L Taylor

Date: September 2020

Reviewed by: K Hart and L Richardson

Date: December 2021



**PARK ROAD ACADEMY PRIMARY SCHOOL**

**Unacceptable Behaviour from Parents/Carers/Visitors**

**Incident Reporting Form**

Name of Perpetrator:

Visitor Ethnicity:

Gender: M/F

Name of Victim:

Staff Member      Child      Parent      Other

**Nature of Incident:**

**Brief description of the incident**

**Action Taken**

Print Name:

Signed:

Date:

Verbal abuse      Intimidating behaviour      Refusal to co-operate      Physical assault

Racist or sexist comment      Incitement of others      Breaching security      Other



## **APPENDIX II Complaints Procedure**

### **Stages of Complaints Procedure**

#### **Complaints Procedure**

##### **Stage One – Informal Concern made to a Member of Staff**

A complaint may be made in person, by telephone or in writing.

The member of staff can discuss the concern with a Senior Leader in order to seek support.

In order to prevent any later challenge or disagreement over what was said, brief notes of meetings and telephone calls are kept and a copy of any written response is added to the record.

If the concern is about the Headteacher, the Chair of Governors should be informed and they will need to handle the complaint.

In case a complaint is made initially to a Governor, the complainant should be referred to the appropriate person. The Governor in question should not act alone on a complaint outside the procedure; if they do, they cannot be involved if the complaint is subject to a hearing at a later stage of the procedure.

Within 15 school days, the complainant and the relevant member of staff should discuss the issue in a respectful and informal manner to seek a mutual resolution.

At this stage, the complainant will be asked what they think might resolve the issue – any acknowledgement that the school could have handled the situation better is not an admission of unlawful or negligent action.

If an appropriate resolution cannot be sought at this informal level, or if the complainant is dissatisfied with the outcome following the initial discussions, the complainant may wish to proceed to the next level of the procedure.

##### **Stage Two – Formal Complaint made to the Headteacher**

Stage Two of the process will be completed within 15 school days. Where the situation is recognised as complex, and it is deemed to be unable to be resolved within this timescale, the Headteacher will contact the complainant to inform them of the revised target date via a written notification.

An appointment with the Headteacher should be made, as soon as reasonably practical, in order to avoid any possible worsening of the situation.

If the complaint is against the Headteacher, the complainant will initially need to write, in confidence, to the Chair of the Governing Body. The Chair will seek to resolve the issue informally before moving directly to Stage Three of the procedure.

Where there are communication difficulties, the complaint may be made in person or via telephone.



In order to prevent any later challenge or disagreement over what was said, brief notes of meetings and telephone calls are kept and a copy of any written response is added to the record.

In terms of a complaint being made against a member of staff, the Headteacher will discuss the issue with the staff member in question. Where necessary, the Headteacher will conduct interviews with any relevant parties, including witnesses and children, and take statements from those involved.

All discussions shall be recorded by the Headteacher and findings and resolutions will be communicated to the complainant either verbally or in writing, at the discretion of the Headteacher. Once all facts are established, the Headteacher shall contact the complainant in writing with an explanation of the decision.

Any further action the school plans to take to resolve the issue will be explained to the complainant./

If the complainant is not satisfied with the outcome suggested, the procedure will progress to stage three.

### **Stage Three – Investigation by the Chair of Governors**

The complainant should submit any complaint in respect of the Headteacher's investigation in writing (or via an alternative method if necessary) to the Chair of Governors.

The Chair of Governors will carry out an investigation and consider all available evidence.

The complainant and the Headteacher will be informed of the outcome within 20 school days of the Chair of Governors receiving the complaint.

If the complainant is not satisfied with the manner in which the process has been followed, considers the decision to be perverse, or believes that the Chair has acted unreasonably, they may request that the Governing Body reviews the complaint (Stage Four).

### **Stage Four – Complaints Appeal Panel (CAP)**

Following receipt of a Stage Two outcome, the complaint should be made in writing to the Chair of Governors within 10 school days.

Where there are communication difficulties, the complaint may be made in person or via telephone.

In order to prevent any later challenge or disagreement over what was said, brief notes of meetings and telephone calls are kept and a copy of any written response is added to the record.

Written acknowledgement of the complaint will be made within 5 school days. This will inform the complainant that a CAP will hear the complaint within 20 school days.

The Chair of Governors, or another nominated Governor, will convene a CAP comprising:

Three people not involved in the complaint, one of whom is independent of the management and running of the school. Governors are not eligible to be independent panel members.

Five days' notice will be given to all parties attending the CAP, including the complainant.



Prior to the hearing, the Chair of Governors will have written to the complainant informing them of how the review will be conducted. The Headteacher will also have a copy of this letter.

At the hearing, all participants will be given the opportunity to put their case across and discuss any issues.

The CAP will consider issues raised in the original complaint and any issues which have been highlighted during the complaints procedure.

The meeting should allow for:

- The complainant to be present and accompanied at the hearing if they wish.
- The complainant to explain their complaint and the Headteacher to explain the reasons for their decision.
- The complainant to question the Headteacher, and vice versa, about the complaint.
- Any evidence, including witnesses who have been prior approved by the Chair of the CAP, to be questioned.
- Members of the CAP to question both the complainant and the Headteacher.
- Final statements to be made by both parties involved.

The complainant will receive a written response explaining the panel's findings and recommendations within 15 school days. This letter will also explain whether there are any further rights of appeal and to whom they need to be addressed.

Where relevant, the person complained about will receive a summary of the panel's findings and recommendations.

### **Final Stage – Appeal**

The Secretary of State has a duty to consider all complaints raised but will only intervene where the Governing Body has acted unlawfully or unreasonably and where it is expedient or practical to do so. In this case, the word “unreasonably” is used in a strict sense and means acting in a way that no reasonable school or Governing Body could act in the circumstances.

If a complainant has exhausted the Academy's Complaints Procedure, they will be advised that they can submit a complaint to the ESFA using the [online form](#) or in writing to:

Ministerial and Public Communications Division  
Department for Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD





## APPENDIX III Charging Policy

### **School Trips, Educational Visits, Workshops and Tuition**

It is the practice of our school to provide a number of educational visits, on an occasional basis, as part of our programme of curriculum enrichment.

In the past these activities were supported by contributions from parents. In addition, we have done our best to assist pupils who might have been denied the opportunity to make visits because of genuine hardship.

The Governing Body maintains the right to charge for the following areas of activity: -

- i. Board and lodging on residential visits.
- ii. Costs associated with individual tuition in the playing of musical instruments whether in or out of school hours.
- iii. Activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a presented public examination and are not required in order to fulfil statutory duties relating to the National Curriculum or to religious education.
- iv. It is not the intention to remit beyond the statutory minimum.
- v. Parents will be asked to make a voluntary contribution towards the costs of educational visits/activities. No child will be excluded because their parents/carers do not wish to make a voluntary contribution. However, school will need a financial commitment from at least 95% of parents to fund trips in order for them to take place.
- vi. The school reserves the right to cancel any proposed activities/visits if there is insufficient voluntary financial support.

### **Extended Services - Nursery**

Parents are asked to pay for extended services provision, i.e., additional nursery hours beyond the 30 or 15 hours per week, 38 weeks per year, free entitlement (hours depending on circumstances).

Administration charges may be applicable - Please refer to the Nursery section on our website:

[parkroadacademy.co.uk](http://parkroadacademy.co.uk)



### **Extended Services – Holiday Club**

Parents are asked to pay for Holiday Club sessions:

Extended Services Provision: -

Holiday Club	7:45 am – 5.30 pm	- includes breakfast/light tea - lunches are purchased separately
Short day	9.00 am - 3.00 pm	- lunches: purchased separately

### **Extended Services – Breakfast and After School Clubs**

Parents are asked to pay for Breakfast and After School Club sessions:

Breakfast Club:	7:45 am - 8.30 am	- includes breakfast
After School Club	3.15 pm - 6.00 pm	- includes light tea

### **Damage**

Parents may be asked to pay for the cost of replacing items where this is the result of a pupil's misbehaviour.



## APPENDIX IV – Admissions to Schools

### ADMISSION ARRANGEMENTS for the Academic Year Commencing September 2024

Park Road Academy Primary School's Admissions Arrangements are reviewed annually in accordance with statutory requirements and guidance. In light of the review these arrangements may subsequently change. The Academy will give prospective parents a copy of the current Admissions Policy, on request, at the time of registering an interest in a place at Park Road Academy Primary School. It is the responsibility of prospective or interested parents to request updated copies of the Admissions Policy.

The school's Admissions Policy is available on the school website and is also published in Trafford Local Authority's "[Starting Primary School Information Booklet](#)". A copy can also be emailed upon request via:

admin@parkroadacademy.co.uk

#### **Infant/Primary School Admissions**

Applications to Park Road Academy Primary School can be submitted via Trafford Admissions Department from the beginning of the 2023 autumn term.

The closing date for applications for 2024 is **15 January 2024**.

Decisions regarding the allocation of places for September 2024 will be posted to parents on **16 April 2024**. Applications received after the closing deadline, 15 January 2024, will only be considered after all other applications received on time have been processed.

#### **Children with Special Educational Needs**

The Education Act 1996 prescribes statutory processes for assessing children who may have special educational needs which necessitate special educational provision being made. All children whose Education, Health and Care (EHC) Plan names the school must be admitted as required by paragraph 1.6 of the School Admissions Code.

#### **Oversubscription Criteria 2024**

Quite often there are not enough places at a school to satisfy every parent who wants to send their child there. This is what is meant when a school is "oversubscribed". When schools are "oversubscribed" the admissions authority has to adopt criteria for deciding which children are to be offered the available places.



Park Road is an Academy Primary School. The Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements into Reception Class, for the September of the new academic year, is undertaken by Trafford Local Authority. For the school's year commencing September 2024, the Governing Body has set its planned admissions number (PAN) at 30 pupils per year group.

### **ADMISSIONS CRITERIA**

Admissions to the School will be made by the Governing Body. All preferences listed on the Local Authority Preference Form will be considered on an equal basis with the following set of Admissions Criteria forming a priority order where there are more applications for admissions than the school has places available.

Admissions will be made in the following priority order: -

- 1) 'Looked after' children including previously looked after children. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22 (1) of the Children Act 1989). A previously looked after child is a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement orders or special guardianship order.
- 2) Those children who live in the catchment area of Park Road Academy Primary School who will have a sibling attending Park Road Academy Primary School **at the time of the applicant's proposed admission** (including half/step/adopted/foster brothers or sisters, and any other children who are living at the same address as part of the same family unit).
- 3) Children who live outside the catchment area of Park Road Academy Primary School, with a sibling attending Park Road Academy Primary School **at the time of the applicant's proposed admission** (including half/step/adopted/foster brothers or sisters, and any other children, who are living at the same address as part of the same family unit).
- 4) Those children who live in the catchment area of Park Road Academy Primary school.
- 5) Children of staff members where the member of staff has been employed at the school for 2 or more years at the time at which the application for admission to the school is made and will be employed at the school at the time of the applicant's proposed admission.
- 6) Children who live nearest to the school, calculated in a direct straight line from the child's permanent place of residence to the school, measured using property co-ordinates provided through a combination of the Trafford Local Land and Property Gazetteer (BS7666) and Royal Mail Postal Address Information.

In the case of a child living in a block of flats, the distance will be measured in the same manner. The co-ordinates that will be used for Park Road Academy Primary School are:  
X - 377390; Y - 389998.



If there are more applications than places available in any of the above categories, priority will be given on the basis of distance from home to school as defined in criterion 6.

In the case of a child living in a block of flats co-ordinates will be obtained as above.

Where two or more applications cannot be otherwise separated, the final place will be determined through a random draw. The draw will be conducted and scrutinised by officers from the Local Authority.

The criteria used to determine admission refer in every case to the child's home address. This means the address where the child normally and permanently lives on a full-time basis, not the address of any child-minder, grandparent or relative.

In the case of parents who are separated and where childcare arrangements are equally shared between two addresses the address closest from the school will be used to calculate the child's priority for Park Road Academy Primary School.

In the case of parents who are separated and where childcare arrangements are unequally shared between two addresses the address closest from the school will be used to calculate the child's priority for Park Road Academy Primary School.

We assume that you will always give us the correct factual information when you apply for a school place. We reserve the right to check the information you have submitted and may request any relevant evidence to ensure that places are correctly allocated. If a place is offered at a school and then it is discovered that the offer was made on the basis of fraudulent or misleading information (for example, a false claim to be living at an address) the place offered will be withdrawn and the place may be offered to another child. It is important to note that a place may also be withdrawn even after your child has started school. The Governing Body will accept as evidence of removal into the area proof of exchange of contracts relating to the purchase of a property within the catchment area or a copy of a signed rental agreement (minimum 12 months) and proof of disposal of the previous home. The governing body retains the right to check on occupancy arrangements and their decision on such matters is final.

In any case of two siblings requiring places in the same academic year group and Park Road Academy Primary School only having one place available in that year group, the available place will be offered to the eldest child.

### **Catchment Areas**

All Trafford Community/Voluntary Controlled Infant and Primary Schools have a catchment area. Property information on catchment areas is held in Trafford's Local Land and Property Gazetteer which complies with BS7666. A number of community schools share an area with an adjacent community school and children who live in such a "shared" area are considered, for admissions purposes, to live within the catchment area for both schools.



## **Deferred Entry**

A child is entitled to a full-time place in the September following their fourth birthday. Where parents wish, they can defer the date their child is admitted to the allocated school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made. Where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

## **Delayed Entry of Admission of Summer Born Children**

In a very few circumstances, a parent may feel that their summer born child is not ready to begin school before their fifth birthday. In this case, where a child is born between 1 April and 31 August a parent can request that their child's admission to school is delayed, so that the child is admitted into the reception class, out of their normal age group, at the point at which other children in their age range are beginning Year 1.

The School participates in Trafford's Scheme regarding Summer Born Children. The details of the scheme are as follows: -

### Request Process

Parents will be required to approach all the preferred schools to discuss their child's circumstances by 15 January 24. Each school will complete a Delayed Entry Request Form with the parent. Each school will consider the information provided and complete the Decision Outcome Section of the Delayed Entry Request Form.

### Decision Making Process

A Decision Panel will be constituted. The Panel will include at least 3 Headteachers; this will be the Headteachers from all the preferred schools and any other nominated Headteachers and 2 officers from Trafford's primary Team. The Panel will consider the decision outcomes from the relevant schools and a final decision will be agreed. All schools participating in the Scheme will abide by the final decision of the Panel.

### Notification of Decision

Parents will be advised of the outcome of their request by 16th April 2024. Where the request is agreed, the application for the normal age group will be withdrawn and no place will be offered. If the request is refused, the parent will receive the offer of a school place for admission to the normal age group on 16th April 2024. The parent must decide whether to accept the offered place, and may choose to defer admission until later in the reception year, or to refuse it and make an in year application for admission to year one in the September following the child's fifth birthday.

### Application/Allocation Process

Where a request is agreed, this is an agreement in principle and does not reserve a place or guarantee that the child will be allocated a place at a preferred school in the next admission round. Therefore, where a parent's request is agreed, they must make a new application as part of the main admissions round the following year. That application will be considered, alongside all the other applications received for admission that year, according to the published oversubscription criteria. Where a place cannot be allocated at any of the preferred schools, a place will be allocated at the nearest participating school with a vacancy.



Again, the parent must decide whether to accept the offered place, and may choose to make an in year application for admission to year one at a preferred school.

Parents who are refused a place at a school for admission to the normal age group have the right of appeal to an independent appeal panel. They do not have a right of appeal if they have been offered a place and it is not in the year group they would like. However, they may make a complaint. In the case of schools participating in the Scheme they should complain through Trafford's complaints procedure. For all other schools or academies, parents should make a complaint under the school's complaints procedure. Although it is the case that one admission authority cannot be required to honour a decision made by another admission authority, all participating schools agree to abide by the decision of the Panel and will consider the delayed entry application, if required, in accordance with the published oversubscription criteria, for admission in the next admission round.

### **Children Outside of Normal Age Group**

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Parents requesting admission out of the normal age group must put their request in writing, addressed to the Headteacher at the school, together with any supporting evidence that the parent wishes to be taken into account. The Governing Body will make decisions on requests for admission outside the normal age group on the basis of the circumstances of each case and in the best interests of the child concerned.

This will include taking account of the parent's views; any information provided about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out

of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The Governing Body will also take into account the views of the Headteacher.

When informing a parent of their decision on the year group the child should be admitted to, the Governing Body will set out clearly the reasons for their decision. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

### **In Year Applications**

Applications received outside the normal admissions round "In Year", will be determined by the same oversubscription criteria.

Children in public care, who require admission to a school outside the normal admissions round, will normally be offered a place at the school serving the address at which the pupil is living, subject to the requirements of Infant Class Regulations.



## **Waiting Lists**

Children who are unsuccessful in the admissions process may have their name placed on a waiting list. Admission authorities must maintain a clear, fair and objective waiting list for at least the first term of the academic year of admission. The School's waiting list is maintained by Trafford School Admissions Department and if you wish for your child to be placed on the waiting list, please contact the Trafford School Admissions Department. The waiting list will run throughout the year for every year group. Each added child will require the list to be ranked again in line with the published oversubscription criteria. Children allocated a place at the school in accordance with a Fair Access Protocol, take precedence over those on a waiting list.

## **Right to Appeal**

In accordance with the School Standards and Framework Act applicants have the right to appeal against any decision made by the Admission Authority. An Independent Appeals Panel has been set up specifically for this purpose. To exercise this right, an appeal form must be requested from the Legal and Democratic Services Team, Town Hall, Talbot Road, Stretford, M32 0YT, telephone number 0161 912 4221.

## **Repeat Applications**

Park Road Academy Primary School does not consider repeat applications within the same academic year unless there have been significant and/or material changes in the circumstances of the parent, child or school relevant to the application (see DfE School Admission Appeals Code of Practice).





## APPENDIX V

### School Uniform List

We keep these requirements to a minimum but we wish to maintain good standards of dress.

#### Uniform List for Nursery to Year 5

Park Road Academy gold polo-shirt with school logo  
Park Road Academy bottle green jumper or cardigan with school logo  
Dark grey trousers, shorts or skirt  
Grey, black or white socks or black / grey tights  
Flat, plain black shoes, trainers are not permitted as uniform

#### Year 6

*Park Road Academy decided, after consultation with pupils, parents/carers, and school personnel to amend the uniform policy for children in Year 6 from September 2018.*

White, short or long-sleeved shirt – (two shirts per child provided by the school)  
Bottle green and gold wide striped, clip-on tie – (One tie provided by the school. Additional ties can be purchased from Petites Modes).  
Park Road Academy bottle green jumper or cardigan with school logo  
Dark grey trousers, shorts or skirt  
Grey, black or white socks  
Grey or black tights  
Flat, plain black shoes, trainers are not permitted as uniform

#### PE and Games Kit

##### Nursery

Black pumps

##### Reception to Year 6

Gold t-shirt with school logo  
Navy blue sweatshirt with school logo  
Navy blue shorts or skirt and jogging bottoms  
Black pumps and sensible running trainers.

If you are experiencing financial difficulties, please contact the school in confidence to support with uniform purchases.

Jewellery: Watches and small stud earrings are acceptable.

Nail varnish, make up, temporary or permanent tattoos, coloured hair spray(s) etc., are not permitted.



**School Uniform Suppliers:**

Petite Modes  
9 Tatton Rd  
Sale  
M33 7EB  
0161 973 4231



## APPENDIX VI

### Behavioural Expectations of Pupils

The following pages set down comprehensive guidelines to parents of the behavioural expectations of pupils attending Park Road Academy Primary School.

As will be readily appreciated, these guidelines are based purely on common sense and have been formulated to ensure the continuous smooth-running and caring/happy environment of the school.

Naturally, on occasions staff need to correct inappropriate behaviour of children. This is, of course, undertaken in a totally professional and caring fashion, in the best interests of the particular child and of the school in general. Recommended disciplinary procedures are also listed within this document and naturally we rely on the full support and co-operation of parents if and when any such procedures need to be implemented.

We make no apologies for the following guidelines being lengthy and, perhaps, repetitive. If they are adhered to, then we can all be assured of the best possible environment for our children to enjoy their education.

### Behavioural Expectations

#### 1. Generally children are expected:-

- to interact politely with all other people
- to have respect for everyone in school
- to be concerned for others when moving around school
- to share and participate maturely in mixed ability and mixed sex groups
- to be motivated to help others
- to behave well and responsibly on educational visits
- to be aware of noise level and adjust it when appropriate
- to respond quickly at the end of playtime breaks
- to use school facilities thoughtfully, caring for both the immediate and wider environment of the school
- to use equipment responsibly, in the knowledge that others will use it after them
- to take a pride in their standard of dress and general appearance
- to exercise good eating habits and manners

#### 2. Specifically, and appropriate to their maturity level, children are expected:-

- to work as a member of a group
- to take on responsibility and respect their classroom responsibility
- to organise their school time both educationally and purposefully
- to be aware of the need for staff to manage their own time
- to exercise good manners at all times
- to listen politely to anyone speaking



- to employ appropriate use of language
- to be self sufficient and take pride in their own ability
- to take turns with others
- to be aware of appropriate levels of noise and adjust appropriately
- to move purposefully and quietly around the class/school
- to persevere at any given task
- to be aware that there are different views and opinions
- to show acceptance of other children
- to be aware of their own potential and give their best
- to be familiar with all classroom and school routines
- to be aware of accepted procedures for acquiring help

### **3. In attitude, children are expected**

- to care for each other
- to be aware of the needs of others
- to care for all property
- to be pleasant to others
- to affirm themselves and affirm others
- to be respectful and polite at all times
- to exercise self control
- to offer help readily
- to participate
- to take pride in their work
- to welcome visitors and new members of the school
- to set a good example, particularly to younger children
- to try to employ strategies for solving their own problems
- to understand that life is sometimes difficult, and that patience is a virtue

### **4. In participating, children are expected**

- to adhere to agreed rules
- to understand their individual role as a member of a group
- to sense a feeling of belonging
- to be aware of the need for team spirit
- to be able to take turns and share
- to encourage other class/group members
- to have confidence to participate
- to understand decision making processes



## **5. Recommended staff policies to modify behaviour**

- to set an agreed contract for behaviour
- to set realistic targets for behaviour modification and offer appropriate rewards
- to use peer group help
- to use positive motivators
- to use self assessment processes
- to praise appropriate behaviour

## **6. In an attempt to modify unacceptable behaviour, staff will adhere to the following disciplinary procedures:**

- speak to the child regarding her/her behaviour
- child asked to write an account of the incident
- bring to the child's attention the aspect of behaviour that is unacceptable
- stand a child up in class
- reprimand verbally, separately
- alter the grouping of the child
- isolate a child, withdraw from classroom
- teacher records incident and sets the child a task to encourage modified behaviour
- withdrawal of privileges, i.e., remain in school during break/lunch times
- send to the Headteacher
- Headteacher heighten/s awareness of child re the unacceptable behaviour
- Headteacher record/s incident and sets the child a task to encourage modified behaviour
- Headteacher inform/s parents of incident
- Headteacher invite/s parents to school for discussions
- Headteacher involve/s educational psychologist, as appropriate
- Headteacher suspend/s child
- Headteacher involve/s Governing Body

## **7. To achieve the desired levels of behaviour and attitude, naturally the staff needs to adopt a consistent approach in their disciplinary procedures, therefore, as a team we need:**

- to have a class agreement of what is acceptable (i.e., a contract)
- to explain reasons
- to be, at all times, consistent in our approach
- to be prepared to say "no" without being drawn into lengthy discussion
- to praise
- to reinforce
- to allow opportunities for self-correction
- to show appropriate disapproval and exercise follow-up action
- to be clear and fair at all times
- to set examples in order to show the correct way
- to redirect or challenge for behaviour modification



- to organise classrooms and sensitively group pupils to support agreed strategies
- to employ “loss of privilege” to encourage behaviour modification
- to use co-operative games
- to role play
- to employ appropriate humour
- to listen attentively to children’s problems

**8. During lunch times, children are expected:**

- to be aware that others are on the playground
- to play maturely (i.e., not lie down, ride on backs, etc.)
- to play without charging around and running dangerously
- to wear appropriate footwear
- to play with outdoor toys only (i.e., skipping ropes, soft balls, etc.)
- to relate to other children without causing a nuisance
- to eat lunch quietly
- to use a knife and fork appropriately and employ acceptable table manners
- to respond to requests from the midday supervisors

**9. During lunch times, sanctions which may be applied to modify unacceptable behaviour include:**

- to speak to the child concerned regarding his/her behaviour
- to bring to the child’s attention the aspect of behaviour which is unacceptable
- to reprimand verbally
- to isolate the child or to send the child to another place to eat lunch
- to send the child inside
- mid-day supervisor to record incident
- mid-day supervisor to report the child to a) class teacher or b) Headteacher
- Headteacher records incident and sets the child a task in an attempt to modify behaviour
- Headteacher informs parents
- Headteacher invites parents to school for discussions
- Headteacher suspends the child at lunch times
- Headteacher involves the Governing Body



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Reviewed:	September 2017	L Richardson
Reviewed	April 2018	L Richardson
Reviewed	September 2018	L Richardson & K Hart
Reviewed	January 2019	L Richardson
Reviewed	September 2019	L Richardson & K Hart
Reviewed	September 2020	L Taylor & L Richardson
Reviewed	December 2021	K Hart
Reviewed	September 2022	L Richardson
Reviewed	September 2023	K Hart