



# PARKLANDS INFANT AND NURSERY SCHOOL



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## **Parklands Infant and Nursery School**

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The information in this booklet relates to the school year 2024 - 2025. Although the information is correct at the time of publication, it should not be assumed that there will be no changes affecting the information before, during or after the year 2024- 2025. Receipt of this booklet does not imply the automatic offer of a place in this school.

# Welcome to Parklands

Choosing your child's first school is a very important decision.

We would like to invite you and your child to experience the warm, family atmosphere at Parklands Infant and Nursery School.

We are proud of our school. Our teaching and non-teaching staff are highly skilled and enthusiastic and always keen to do their very best for our children.

As well as beginning their academic journey, your child will become part of our community, making friends and enjoying their learning in a safe, happy environment. Standards are high at Parklands. We treat each child as an individual, ensuring they reach their full potential.

The best way to find out about Parklands is to come and meet us. We will be very happy to show you and your child around.

To arrange a time to visit, please telephone 0115 9732667.

We look forward to meeting you and would love to welcome you to the Parklands family.

Mrs K Callaghan  
Headteacher.



## **Summary of School Prospectus**

In the following pages you will find a comprehensive outline of the education and environment of Parklands Infant and Nursery School. To help you to quickly evaluate and focus on your personal areas of interest we have summarised pages 1-16 of the report into an easy reference guide with a brief analysis of the detail contained in each section.

### **Ofsted Report (Last assessment January 2020)**

#### **Nursery**

- The nursery is teacher led and caters for up to 52 children per session (am or pm). The Early Years Foundation Stage 1 sets the standards for learning, development and care of our children.
- The school works closely with parents and carers to provide an effective partnership.
- Great importance is placed on Personal, Social and Emotional development.
- Parklands nursery early years teaching programme recognises that all children are different and learn at different rates.
- The Nursery cater for 15 hour entitlement and also 30 hour entitlement.

#### **Infant Class Organisation**

- Children in the Reception Year (Early Years Foundation Stage 2) are taught in two parallel classes. The outdoor learning environment enhances the children's engagement with the Early Years Foundation Stage Curriculum.
- Year One children are taught in two parallel classes as are children in Year 2.

#### **The Curriculum**

- Children in our Reception Year follow the Early Years Foundation Stage curriculum and then move on to study the National Curriculum for Key Stage 1.
- Learning is encouraged through practical experiences.
- Parents/carers are encouraged to help teachers and join in with their child's learning.
- We encourage reading and other activities at home as part of the fun of learning.

# Our Aims and Principles

At Parklands our aim is for all of our children to flourish as young learners and grow as confident individuals in a safe, secure learning environment. We believe that teaching should be matched to the needs of the learner. It is our aim that each child will develop physically, intellectually, emotionally, aesthetically, socially and spiritually, reaching their full potential. As a school we strive to ensure the best possible development of every child's emotional health and wellbeing.

We are living in a rapidly changing, technological world with a global economy and shifting work patterns. Multi-cultural societies and evolving family structures are placing increasingly more complex demands on us all. We must provide an education that will enable every child to utilise a variety of skills and intelligences in order to meet these challenges with determination and confidence. We want our learners to grow as individuals and recognise the contribution they can make to society. We want our learners to take increasing responsibility for their own learning, make informed choices and solve problems. We are a school committed to promoting equality of opportunity and valuing diversity. We promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Parklands Infant and Nursery School, staff, governors and parents/carers work together to provide the best possible start to every child's school career and to lay firm foundations for all future learning. We aim to foster and develop a love of learning and thirst for knowledge. We aim to work as a partnership and link with the local and wider community.

Our aim is to create an inclusive community which provides the opportunity for each child to:

- develop a love of learning with a lively, enquiring, independent mind
- acquire necessary skills, knowledge and understanding to be successful in a changing world
- develop self-respect, self-confidence and self-discipline to co-operate with others
- develop tolerance, empathy, consideration and respect for others
- develop an understanding and reasoned set of personal attitudes, values and beliefs about themselves and the world around them
- show respect for the natural environment whilst embracing new technologies

Learning is a life-long process and it is our responsibility as adults to model effective learning. This vision statement therefore applies to every single valued individual who has a role to play at our school. It is our belief that all of the pupils at Parklands Infant and Nursery School should be:

**Safe, Kind, Polite, Positive, Important, Respectful**

These six words were chosen by our Pupil Councilors who felt the words embody everything a Parklands Person is.

Our Parklands Person ethos, along with the fundamental British values are promoted through spiritual, moral, social and cultural elements of school life and opportunities, assemblies, the curriculum, displays and praise.

Our children know what makes a Parklands Person and that this is what we strive for.

## Who's Who at Parklands

### **Headteacher**

### **Deputy Headteacher/SENCo**

### **Pastoral Lead**

### **Early Years Foundation Stage Lead**

### **Teachers**

Mrs K Callaghan

Miss G Whittingham

Mrs A Etchells

Mrs C Roseveare

Mrs J Bowler

Mrs L Chivers

Mrs H Hayward

Mrs S Hobbs

Mrs N Kilarski

Mr S Tooms

### **Teaching and Learning Assistants**

Mrs E Crawford-Jones

Mrs S Barker

Mrs L Bowers

Mrs D Fulcher

Mrs J Johns

Mrs S Nassau

Mrs H Nicholson

Mrs S Smith

Miss S Smith

### **Learning Support Assistants**

Mrs J Everard

Mrs J Hazelton

Miss K Leman

Mrs M Porter

### **Early Help Practitioner**

Mrs H Light

### **School Business Officer**

Mrs K Jebson

### **School Business Assistant**

Mrs C Doherty

### **Clerk to Governors**

Mrs H Nicholson

### **Caretaking/Cleaning Staff**

Mr M Calladine

Mrs L Coates

### **Mid-day Supervisors**

Miss H Brown

Mrs J Everard

Mrs J Hazelton

Mrs J Johns

Miss K Leman

Mrs M Porter

### **Governors of the School**

Mrs J Bowler (Staff rep)

Mrs K Callaghan (Headteacher)

Mrs L Coates (co-opted)

Mrs A Etchells (co-opted)

Mr C Evitts (co-opted)

Mrs S Evitts Vice Chair (co-opted)

Mrs J Kent (co-opted)

Mrs K Merriman Chair (co-opted)

## **OFSTED Inspection Report – Edited Highlights**

### **Inspection dates: 14-15 January 2020**

Overall effectiveness	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>

### **What is it like to attend this school?**

Pupils get a good education at Parklands. It is a happy, inclusive school. Pupils like to come to school and say that adults are kind to them. Pupils say that their lessons are exciting. Staff work well as a team. They use the same approach so that even the youngest children feel secure.

Children's learning gets off to a great start in the Nursery. Staff waste no time in giving them challenging work. This continues in all other year groups. Senior leaders insist that all pupils must succeed and be ready for their next school. Pupils feel safe in school. They told us how everyone gets on well and that there is hardly ever any bullying. Pupils' behaviour is impressive. They are polite, respectful and positive. Everyone strives to be 'a Parklands Person'.

### **What does the school do well and what does it need to do better?**

Leaders' ambitions for pupils are summed up in the school's motto, 'The best from each... success from all'. The headteacher insists that pupils' needs come first and that pupils must achieve well. Staff respect and model leaders' high expectations.

Parents and carers we met told us what a positive start their children make in the early years. Children with special educational needs and/or disabilities (SEND) are given good support here and throughout the school.

Phonics teaching is particularly effective. Leaders make clear that the teaching of early reading is key to the progress of all pupils. Staff are experts in phonics. Staff notice immediately any pupil who does not understand and is at risk of falling behind. They help them quickly to catch up.

Pupils not only achieve well but they behave well. They pay attention and do not disrupt lessons. Everyone gets on with their work. Pupils complete their workbooks with care. At breaktimes, they play happily together, chatting and enjoying their fruit. Parents we met spoke highly of the school.

### **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff understand that their most important responsibility is to do all they can to protect pupils. Staff are well trained in safeguarding. They know the many signs that could point to potential harm or abuse of a child.



## **Early Years Foundation Stage**

Our Nursery (Early Years Foundation Stage 1) is teacher led for both the morning and afternoon sessions. Sessions are either 3 or 6 hours. We are able to offer additional, paid for, sessions in Nursery including care until 3.30pm.

Children usually join our Nursery in the term after their 3<sup>rd</sup> birthday. Please see the “Admissions Policy” on Page 31.

The Early Years Foundation Stage staff work closely as a team in the Early Years curriculum planning process and provide quality learning experiences for every child.

We feel it is especially important to build on children’s previous experiences and work closely with parents and carers. We aim to foster an effective partnership between home and school to enhance children’s development. We use Tapestry Learning Journal and Class Dojo to support these links. We believe that learning should be matched individually to children’s needs to enable them to progress at their own level of development, accounting for their individual abilities.

We provide a broad range of experiences, which cover the Early Years Foundation Stage curriculum, giving a balance of both structured play-based activities and direct teaching experiences. This allows children to foster the acquisition of skills necessary for future learning and dovetails into Key Stage 1 of the National Curriculum.

Great importance is placed on the Prime Areas of learning – Personal, Social & Emotional Development, Communication & Language and Physical Development. Prime areas underpin later learning and support children in their initial transition from home to school, and in their later transition from nursery to their reception class.

We aim to provide quality learning opportunities to help all children to:

- ❖ develop self-confidence, independence and a positive attitude to learning.
- ❖ develop interests and become enthusiastic workers who are well motivated to participate in a variety of learning experiences.
- ❖ become aware of the needs of others and value their contributions.
- ❖ learn to work co-operatively in a group with peers and adults.
- ❖ develop attention skills, concentration and perseverance.
- ❖ take risks in their learning and understand that we can learn from our mistakes.

Our Early Years Foundation Stage teaching programme recognises that all children are different, learn in different ways and at different speeds. We aim to help our children learn as individuals, grow in independence and confidence, and develop their interests.



## Early Years Curriculum

Children in our Nursery and Reception classes follow **Development Matters**, alongside **Focus Education** schemes of work, as they work towards achieving the **Early Learning Goals (ELGs)**.

The national expectation is that most children will reach the Early Learning Goals by the end of their Reception year. However, we know that every child is an individual and will be supported to make progress at their own pace. There are seven key areas of learning as shown.



### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, children become comfortable using a rich range of vocabulary and language structures.

#### **Early Learning Goals for Communication and Language:**

- **Listening, attention and understanding**
- **Speaking**

## **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably.

### **Early Learning Goals for Personal, Social and Emotional Development:**

- **Self-Regulation**
- **Managing Self**
- **Building Relationships**

## **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Early Learning Goals for Physical Development:**

- **Gross Motor Skills**
- **Fine Motor Skills**

## **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and

enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Early Learning Goals for Literacy:**

- **Comprehension**
- **Word Reading**
- **Writing**

## **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, ‘have a go’ and not be afraid to make mistakes.

### **Early Learning Goals for Mathematics:**

- **Number**
- **Numerical Patterns**

## **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Early Learning Goals for Understanding the World:**

- **Past and Present**
- **People, Culture and Communities**
- **The Natural World**

## **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Early Learning Goals for Expressive Arts and Design:**

- **Creating with Materials**
- **Being Imaginative and Expressive**



## Infant Class Organisation

Children in the Reception Year (Early Years Foundation Stage 2) follow the Early Years Foundation Stage Curriculum and then move on to the National Curriculum at Key Stage 1 (Years 1 and 2). It is our aim that each child will enjoy learning and reach their full potential.

The children have free-flow access to the outdoor learning environment that is used to further stimulate and enhance their learning.

There are two classes of up to 30 children in both Year 1 and in Year 2.

We encourage our children to investigate, to learn by experience, to feel free to experiment and to learn from their mistakes, within a happy caring environment. We believe that children learn best when there is a partnership between home and school. Staff are available for parents/carers should you need to discuss anything, preferably at the end of the day as mornings can be quite busy! Please note that if you would like to help out in school you will need a DBS check (Disclosure and Barring service) before you are able to do so and will have to undergo an induction. This in line with our safeguarding and child protection procedures.

Group activities give our children the opportunity to learn from and interact with each other.

Class sessions, especially oral sessions, are also used to give instruction. Especially in the early stages, much of the teachers' time is spent working with individuals and groups of children.

At Parklands we believe in active learning, where children gain knowledge, skills and understanding by "doing". Children are also encouraged to record their work in more formal ways.

All children in the infant school take part in daily whole school assemblies. Through all of our assemblies we promote our Parklands Person ethos and inform the children about important events and things that are happening. We also use our assemblies for the children to listen to a variety of visitors.

**Monday** – Certificate Assembly: a child from each class is nominated by their teacher and TA to receive a certificate for being a Parklands Person (each half-term focusses on a different 'Parklands Person') and a child from each class is also nominated for 'Star of the Week'. We also find out which class has won the Attendance Cup.

**Tuesday** –Mrs Etchells and Mrs Roseveare take these assemblies which focus on personal development and PSHE and citizenship. Children also have the opportunity to celebrate achievements outside of school.

**Wednesday** –Mrs Callaghan holds Wednesday assemblies with focus on world religions and worship.

**Thursday** – we look at current issues in school and beyond, or special/national events taking place and discuss how these relate to us and the Parklands Person.

**Friday** – Miss Whittingham takes assembly on a Friday and covers topics including British Values.

# The Curriculum

## Learning at Home and at School

All children in Year 1 and 2 follow the Primary National Curriculum for Key Stage 1. Children are expected to gain a breadth and depth of understanding and have a mastery of skills within the subjects they study.

### **Mathematics**

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. We use a mastery approach so that children really understand the fundamental concepts of Mathematics. We also use “real life” experiences so that children can begin to understand the importance of applying maths skills in order to solve problems and engage them in future learning.

Children explore shape, weight, capacity, measurement and the four operations.

### **Literacy and Language**

The vital skills of speaking and listening are developed throughout school. Parents/carers can help with lots of talking and sharing of books and giving access to paper and pencils. At Parklands we teach phonics through a programme called Read, Write, Inc Phonics. A copy of the Read, Write, Inc letter formation is included in this booklet.

All children have a school reading book matched exactly to their phonic knowledge, which we encourage children to take home to share with their family. One of the most important things to do with your child is to read them stories and share books! This will give them the very best start in understanding language, developing their imagination, and encourage a love of reading. Writing at home, from mark making through to story writing, should always be encouraged.

### **Science**

Science is an integrated part of the curriculum and involves research, practical and investigative work.



### **P.E.**

Physical exercise is a vital part of a child's life and is actively encouraged. Through a programme of competitive games, gymnastics and dance our children are taught to develop relevant skills. Apparatus is available for our infants to use outside at playtimes and at lunchtime. Through Sports Funding we are able to take part in a variety of festivals and competitions.

### **Religious Education**

Religious Education is in line with the locally agreed syllabus. We would aim to foster self-awareness and a respect for others and their cultural identity. Children are encouraged to have a caring attitude for others and to develop an ability to show kindness and forgiveness. Parents/carers have the right to withdraw his/her child from all direct religious teaching and assemblies including any collective worship.

## **Homework**

Children are encouraged to take their reading book home to share. Teachers also set some individual class tasks. There are also opportunities for children to bring in work that they have carried out at home related to topics being taught. In the EYFS (Reception and Nursery), homework is sent home weekly via Tapestry as a 'Friday Challenge'.

## **Relationship and Sex Education**

Relationship and Sex education (RSE) is taught through our Personal, Social, Health and Education (PSHE), Science and PE curriculum. All questions are answered sensitively. If you would like to know more our PSHE Leader would be happy to answer any queries you may have.

## **Educational Visits**

Our school arranges educational visits to support the work in school. All children in the relevant classes are able to take part in these visits. All fees and charges are in accordance with the School Fees and Charges Policy, which is available on request and on our website.

## **Extra-Curricular Activities**

Children in our Infant School are invited to participate in a variety of clubs, both at lunch time and after school. These include: Gardening; recorders; sports, Singing Club. Some after school activities run by outside agencies must be booked and are payable, such as Soccer Stars, Outdoor Project, and Clay Creators.

## **Outdoors at Parklands**

At Parklands we don't believe in 'bad weather' and aim to take learning outside whenever possible! Parents, staff and local businesses have all worked together to establish 'The Garden of Dreams and Wonders' at Parklands. Outdoor resources are used to complement many areas of the curriculum.

# **Communication**

At Parklands we use an email system and ClassDojo to communicate with parents/carers. Our Early Years also use Tapestry to share children's educational progress with home. Parent/carers are welcome to speak to teachers at the end of the school day and our office staff are available to take any phone calls.



# Statement on British Values

There is a statutory duty for schools to promote fundamental British Values. The Department for Education (DFE) states that there is a need *“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”*.

The DFE defines the Fundamental British Values as:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

At Parklands Infant and Nursery School we value the diversity of all pupils, families and wider school community. We understand our responsibility to prepare children for life in modern day Britain and the role they will play and the contribution they will make as a 21<sup>st</sup> centurion.

We ensure that the British Values are promoted through all aspects of school life and run through our school ethos of the ‘Parklands Person’ (Safe, Kind, Polite, Positive, Important and Respectful). British Values are promoted through the Early Years Foundation Stage and Key Stage 1 curriculums, through the variety of opportunities we provide for our learners, families and wider community and through our spiritual, moral, social and cultural (SMSC) development.

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We ensure that the Fundamental British Values are promoted through all aspects of school life and run through our school ethos of the ‘Parklands Person’ (Safe, Kind, Polite, Positive, Important and Respectful). FBV are promoted through the Early Years Foundation Stage and Key Stage 1 curriculums, through the variety of opportunities we provide for our learners, families and wider community and through our spiritual, moral, social and cultural (SMSC) development.

## **Democracy:**

***We have equal rights. We know that we have rights as children.***

Our children are encouraged to voice their opinions on a variety of matters contributing to school life; pupil voice and interviews, pupil surveys, through Pupil Council matters, classroom decisions, pupil vote. The principle of democracy is explored through the curriculums, assemblies and 'well-being days'. Learners have a voice in school policies which will directly affect them such as the Behaviour Management Policy and Anti-Bullying Policy.

## **Rule of Law:**

***We follow the rules in our school. We understand the consequences of our actions.***

Children are encouraged to think about rules and the need for rules. They understand that the school has rules in place and these must be respected as must rules for their classroom. The concept of a wider rule of law is promoted through lessons, assemblies and through visits from authorities such as the police, fire service and ambulance service. The school has a behaviour management strategy which is clearly promoted to all learners and sets high expectations for behaviour. There is a clear anti-bullying policy and safer internet use policy which is communicated to the children in a variety of ways.

## **Individual Liberty:**

***We know that we are all special. We can make our own choices about what activities we would like to do. We can talk about our own ideas and opinions.***

Within school children are encouraged to express their preferences, given the freedom to make choices and supported to 'take risks' and challenge themselves in a safe and comfortable environment. Children are supported to develop their self-knowledge, self-esteem and self-confidence. They understand through our 'Parklands Person' ethos that they are important and what they have to say is important. Children are encouraged to understand and exercise their personal rights and freedoms in a safe and positive way, for example, being taught in Personal, Social, Health and Economic Education that they have the power of consent. Vulnerable children are protected, and stereotypes challenged. Our clear anti-bullying code has embedded a culture where any form of bullying is challenged, addressed and resolved. Our pupils take on key roles and responsibilities within the school such as Pupil Councillors, members of the Safeguarding Team, Playground Buddies and members of the ECO Team.

## **Respect**

***We understand and respect the roles of people who help us. We treat everyone equally. We listen to and respect other people's opinions and values.***

Respect is a fundamental school value around which much of the school ethos pivots through the Parklands Person. Children are encouraged to understand what respect means and demonstrate this through their behaviour in school, in the community and at home. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

## **Tolerance of Those with Different Faiths and Beliefs:**

***We know that different people might have different ideas or opinions or beliefs to us.***

Parklands is situated in an area which is not culturally diverse, therefore we place an emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures.





Children are encouraged to have respect for their own culture, faith, and beliefs and cultures, faith, and beliefs of others which may differ to their own. Staff and pupils are encouraged to challenge prejudicial and/or discriminatory behaviour as set out in our Equalities and Diversity Policy. The school has a named Equalities and Diversity Governor. We offer a culturally rich and diverse creative curriculum. Major religions are studied more specifically through Religious Education/Understanding the World and the children are taught about a wide range of faiths, cultures and beliefs. Links and visits are promoted with local faith communities and places of worship. Curriculum topics offer learners the chance to reflect on core values and the Fundamental British Values.




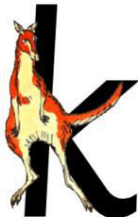





# Letter Formation










Listed below are the sounds in the order they are taught. The air-write phrase relates to the picture and acts as an aid in helping the children to write the sound.




A pronunciation guide is available by selecting “Phoneme video” on the following website:

<http://www.oup.com/oxed/primary/rwi/transformingprogrammes/>

Sound	Sound with picture	Air-write phrase
m		Down Maisie, mountain, mountain
a		Round the apple, down the leaf
s		Slither down the snake
d		Round his back, up his tall neck and down to his feet
t		Down the tower, across the tower
i		Down the body, dot for the head
n		Down Nobby and over his net
p		Down the plait and over the pirate's face

g		Round her face, down her hair and give her a curl
o		All around the orange
c		Curl around the caterpillar
k		Down the kangaroo's body, tail and leg
u		Down and under the umbrella, up to the top and down to the puddle
b		Down the laces to the heel, round the toe
f		Down the stem and across the leaves
e		Lift off the top and scoop out the egg
l		Down the long leg

h		Down the head to the hooves and over his back
sh		Slither down the snake, down the horse's head to the hooves and over his back
r		Down his body, then up and curl over his arm
j		Down his body, curl and dot
v		Down a wing, up a wing
y		Down a horn, up a horn and under his head
w		Down, up, down, up
th		Down the tower, across the tower, then down the horse's head to the hooves and over his back
z		Zig-zag-zig

ch		Curl round the caterpillar, then go down the horse's head to the hooves and over his back
qu		Round her head, up past her earrings and down her hair
x		Down the arm and leg and repeat the other side



# **Special Educational Needs and Disabilities**

At Parklands Infant and Nursery School we aim to identify and support children with Special Educational Needs and Disabilities as early as possible. Children identified as having Special Educational Needs and Disabilities may have additional learning requirements, a disability or a specific health condition.

Our school follows the ASSESS – PLAN – DO – REVIEW cycle as outlined in the SEN Code of Practice 2014. Once a child has been identified as having Special Educational Needs and Disabilities, the school will discuss the situation with parents/carers. We value parents/carers contributions and we work in partnership to ensure our children with SEND receive an inclusive and successful education. A SEND Learning Programme will be drawn up and the child's progress will be regularly reviewed and monitored, with everyone working together to give support to the child. A range of resources are available for all to use to assist the child's progress.

The Special Educational Needs Co-ordinator (Miss Whittingham) oversees the whole system and liaises with outside agencies to support work within school and also to discuss individual children's progress and requirements.

Children who are identified as 'Higher Attaining' have access to individual activities to further develop their skills. A range of resources is available for teachers and parents/carers of children identified as being 'Higher Attaining'.

Children who have been identified as having Special Educational Needs and Disabilities and who have received support from a very early stage of their life at Parklands have made excellent progress during their time with us.

The school SEND policy and Information Report are available on request or on our school website.

## **Equal Opportunities**

Our curriculum and general organisation reflects our Equalities and Diversity Policy regardless of race, gender or ability. In resources, communication and attitude the staff are all aware of this issue and the school's policy of ensuring equality for all.

# National Curriculum Assessments

## School Results

As Key Stage 1 pupils are no longer required to sit end of Key Stage tests, there is no available data. This table shows the Parklands end of Key Stage 1 2023 National Curriculum Teacher Assessment results compared to the National results 2023.

Subject	% Meeting or exceeding (working at greater depth) end of key stage expectations	
	School	National
Reading	75%	64%
Writing	73%	60%
Mathematics	80%	70%

### Phonics Screening:

70% of Year 1 pupils passed the Phonics Screening Test for 2024 compared to 80% nationally

### Early Years Foundation Stage:

77% of children attained a 'good level of development' for the academic year 2023-24 compared to 67% nationally.

# Caring For Children

## **Child Protection/Safeguarding**

The school must take any reasonable action to ensure the safety of the children. In cases where the school has reason to be concerned that a child may be subject to any form of abuse, including neglect, the Headteacher is obliged to follow the child protection procedures established by the Derbyshire and Derbyshire Safeguarding Children Partnership and inform Social Services of the concern. The Designated Safeguarding Lead (DSL) is the Mrs Callaghan (Headteacher), the deputy DSLs are Miss Whittingham and Mrs Etchells. All our children are taught that they should never keep a secret (particularly an adult's secret) under any circumstance. Our children understand how important it is to stay safe and this runs through the school ethos and curriculum. Our staff receive regular training on a variety of aspects of child protection and safeguarding and are always vigilant to ensure the protection of children. The children also have a Safeguarding Team who carry out checks on the school, discuss important issues, and often help to lead assemblies on safeguarding topics such as online-safety,

## **Pastoral Care**

Each teacher is responsible for the pastoral care of their group/class and will always be happy to discuss your child's progress with you at the end of the school day. If you wish an appointment can be arranged with either the Headteacher, or Pastoral Lead, or our Early Help Practitioner. Our Early Help Practitioner and Pastoral Lead work in partnership to help lots of our families in a variety of ways and is a vital link between home and school. Please see our Early Help Offer on our website.

## **Security**

During the school day, parents and carers are asked to come to the main entrance and ring the bell. An interview system allows us to screen any visitors. All visitors are asked to sign in and out and wear a badge. All staff, Governors, helpers and contractors who have access to the school have to have clearance from the Disclosure and Barring Service (DBS), in line with national security requirements. In the interests of safer working practices, we also have an acceptable use of mobile phones policy we ask visitors to adhere to. On arrival, visitors will be asked to hand over their mobile phones where they will be securely stored in the school office

## **Behaviour**

We don't have school rules but instead we have behaviour and conduct guides to being a Parklands Person. These guides are our 'Prove Its'. We aim to encourage our children towards having self discipline and a caring attitude towards others. Any particular problems will be discussed individually with parents/carers. We don't have school rules at Parklands but instead have behaviour and conduct guides to being a Parklands Person. We call these our 'Prove-its'. We encourage the children to prove they are a Parklands Person through self-discipline and a caring attitude towards others. Any particular problems will be discussed with parents/carers. The school uses a 'Gold Spot' as part of our behaviour management system to celebrate and encourage good behaviour. We are proud of our learners and they are proud to be a Parklands Person.

## **Medicine**

If your child is taking a course of medicine prescribed by the doctor, a member of staff will give this to your child in the middle of the day if necessary. Medicine should always be handed in to the office by an adult and will be returned to an adult at the end of the school day. Any non-prescription medicines cannot be administered to the children by a member of staff.

# **The School Day**

## **NURSERY**

Morning session	9.00 am – 12.00pm
Afternoon session	12.00pm – 3.00pm
All day session	9:00am – 3:00pm (*option to pay & stay until 3:30pm)

## **INFANTS**

Morning session	9.00am – 12.00pm
Lunch break	12.00pm – 1.00pm
Afternoon session	1.00pm – 3.30pm

Children are collected from the playground by their class teacher at 8:55 am. School gates are locked promptly at 9:00am. Parents/carers of children who are late after the gates are locked must go to the School Office with their child and complete a 'Late Slip'. You are welcome to take the opportunity to discuss any day-to-day problems with your child's class teacher at the end of the school day or contact them via the ClassDojo.

## **Absences and Withdrawals From School**

Regular attendance is encouraged at Parklands. Only illness or serious emergency are sufficient reason for absence from school without previous permission. If your child is absent please telephone the school on the morning of the absence.

Term time leave can only be authorised by the headteacher if there are exceptional circumstances (funeral, wedding, religious observance etc). Requests for absence from school in exceptional circumstances should be addressed to the Headteacher at least 2 weeks prior to the intended absence. Each request is judged on a case-by-case basis. Penalty notices may be issued for any period of unauthorised absences. Please note that any holidays taken during term time are subject to a penalty notice fine.

Percentages of absences are as follows for 2023-24:

Attendance:	94%
Authorised absences:	5%
Unauthorised absences:	0.9%

## **Car Parking**

The car park outside the school building is for **staff only** and for safety reasons we cannot allow parents/carers to park there unless there are exceptional circumstances which you would be required to pre-arrange at the school office. Any parking along the school driveway is strictly prohibited in case access is needed by emergency service vehicles. Owners of vehicles found parking along the driveway are subject to receiving a campus ban.

Parents/carers who bring their children to school by car are able to use the piece of land to the right of the Derby Road entrance. This is **not an official car park** and users are advised that they leave their car at their own risk.

**Please note:** "Derbyshire County Council and the Governing Body of Parklands Infant and Nursery School do not accept any responsibility for any loss or damage howsoever caused to vehicles or property left in this area. All vehicles/property are left entirely at the owner's risk".

## **School Dress**

In accordance with County Policy the wearing of school uniform is not compulsory but is encouraged from when children join the Nursery. Red sweatshirts, polo shirts and T-shirts (white T-shirts can also be worn), all with the school logo on, are available from Morleys at Chilwell and Uniformity at Borrowash and Just Schoolwear in Long Eaton. Children wear grey or black trousers, skirts or pinafores. Red checked dresses can be worn in warmer weather. Local stores and supermarkets also sell uniform at competitive prices. **Footwear should be dark and sensible.**

For indoor P.E. children should wear tight fitting black shorts and red or white t-shirts with bare feet. This means that because movement is not restricted and children can grip with both hands and feet, they are much safer on the apparatus. Children also need trainers or plimsolls to change into for any outdoor lessons plus joggers and a sweatshirt. All P.E. kit should be named and kept in a bag on your child's peg. P.E. bags and reading folders are available from the School Office. If you wish to purchase these items we recommend that it is done prior to their first day at Parklands.

Earrings are not allowed to be worn for P.E. Long hair must be tied back. Your child's class teacher will tell you which days P.E. lessons occur.

## **Food and Drink**

All infant school children are entitled to a 'universal free school meal'. Facilities are also provided for those children who prefer to bring a packed lunch. Nursery children who are staying for a whole day session can purchase hot school meals for £3.25 a meal.

Our children have a piece of fruit/vegetable to eat each day, funding for this comes from the National Fruit Scheme. However, children are also welcome to bring their own fruit or vegetables for snack time (no nuts). Children should bring water (and not juice) into class each day in a sports top bottle which is clearly named. Parents/carers should wash the bottle and replace the water every day. Milk is also available for Nursery children.

Our Food and Drink policy, which promotes healthy eating, is available on request.

# **General Information**

## **Privacy Notices**

### **Information about pupils in schools, alternative provision, pupil referral units and children in early years settings**

#### **Who processes your information?**

Parklands Infant and Nursery School is the data controller of the personal information you provide to us. This means the school determines the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed. Karen Callaghan acts as a representative for the school with regard to its data controller responsibilities; they can be contacted on 0115 9732667 or

**[enquiries@parklands.derbyshire.sch.uk](mailto:enquiries@parklands.derbyshire.sch.uk)**.

In some cases, your data will be outsourced to a third party processor; however, this will only be done with your consent, unless the law requires the school to share your data. Where the school outsources data to a third party processor, the same data protection standards that Parklands Infant and Nursery School upholds are imposed on the processor.

The data protection officer for Parklands Infant and Nursery School is GO2 Consulting Services Ltd Email [info@go2.consulting](mailto:info@go2.consulting). Tel no 07999 763270

Their role is to oversee and monitor the school's data protection procedures, and to ensure they are compliant with the GDPR.

#### **Why do we collect and use your information?**

Parklands Infant and Nursery School holds the legal right to collect and use personal data relating to pupils and their families, and we may also receive information regarding them from their previous school, LA and/or the DfE. We collect and use personal data in order to meet legal requirements and legitimate interests set out in the GDPR and UK law, including those in relation to the following:

- Article 6 and Article 9 of the GDPR
- Education Act 1996
- Regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013

In accordance with the above, the personal data of pupils and their families is collected and used for the following reasons:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To assess the quality of our service
- To comply with the law regarding data sharing
- To safeguard pupils

#### **Which data is collected?**

The categories of pupil information that the school collects, holds and shares include the following:

- Personal information – e.g. names, pupil numbers and addresses

- Characteristics – e.g. ethnicity, language, nationality, country of birth and free school meal eligibility
- Attendance information – e.g. number of absences and absence reasons
- Assessment information – e.g. national curriculum assessment results
- Relevant medical information
- Information relating to SEND
- Behavioural information – e.g. number of temporary exclusions

Whilst the majority of the personal data you provide to the school is mandatory, some is provided on a voluntary basis. When collecting data, the school will inform you whether you are required to provide this data or if your consent is needed. Where consent is required, the school will provide you with specific and explicit information with regards to the reasons the data is being collected and how the data will be used.

### **How long is your data stored for?**

Personal data relating to pupils at Parklands Infant and Nursery School and their families is stored in line with the school's GDPR Data Protection Policy and the Derbyshire County Council Data Retention Guidelines.

In accordance with the GDPR, the school does not store personal data indefinitely; data is only stored for as long as is necessary to complete the task for which it was originally collected.

### **Will my information be shared?**

The school is required to share pupils' data with the DfE on a statutory basis.

The National Pupil Database (NPD) is managed by the DfE and contains information about pupils in schools in England. Parklands Infant and Nursery School is required by law to provide information about our pupils to the DfE as part of statutory data collections, such as the school census; some of this information is then stored in the NPD. The DfE may share information about our pupils from the NDP with third parties who promote the education or wellbeing of children in England by:

- Conducting research or analysis.
- Producing statistics.
- Providing information, advice or guidance.

The DfE has robust processes in place to ensure the confidentiality of any data shared from the NDP is maintained.

Parklands Infant and Nursery School will not share your personal information with any third parties without your consent, unless the law allows us to do so. The school routinely shares pupils' information with:

- Pupils' destinations upon leaving the school
- The Local Authority
- The NHS
- The DfE
- Derbyshire County Council

### **What are your rights?**

Parents and pupils have the following rights in relation to the processing of their personal data. You have the right to:

- Be informed about how Parklands Infant and Nursery School uses your personal data.
- Request access to the personal data that Parklands Infant and Nursery School holds.



- Request that your personal data is amended if it is inaccurate or incomplete.
- Request that your personal data is erased where there is no compelling reason for its continued processing.
- Request that the processing of your data is restricted.
- Object to your personal data being processed.

Where the processing of your data is based on your consent, you have the right to withdraw this consent at any time.

If you have a concern about the way Parklands Infant and Nursery School and/or the DfE is collecting or using your personal data, you can raise a concern with the Information Commissioner's Office (ICO). The ICO can be contacted on 0303 123 1113, Monday-Friday 9am-5pm.

### **Where can you find out more information?**

If you would like to find out more information about how we and/or the DfE collect, use and store your personal data, please visit our website (<https://www.parklands-school.co.uk>) or download our GDPR Data Protection Policy.

### **Complaints**

If parents have a complaint about their child's schooling, they should raise it with the class teacher or the Headteacher. However, there is a special procedure for dealing with complaints including the curriculum and religious education and collective worship. If you have a complaint or query you should contact the school so that the matter can be discussed with the Headteacher. It is expected that the majority of questions and anxieties can be dealt with in this way. However, if complaints cannot be resolved then a formal procedure involving the Governors can be invoked, a copy of the Complaints Procedure can be obtained from the school office or the school website. A copy of our Confidential reporting Code (whistleblowing policy) can be found in the School Foyer and also on our Website under 'Key School Policies'.

### **Pupil Premium**

Government funding is provided to schools to be used to narrow attainment gaps between pupils who qualify for Pupil Premium Funding and their peers. The children who are eligible for the funding are children who have parents in the armed forces, 'looked after' children which includes children in foster care, in the process of adoption or who have been adopted, also children who would have received (former) free school meals or who have done so in the past.

In the past we have used the money to improve provision of IT, phonics and mathematics. Resources have been bought that we had previously not been able to afford for small group work with these children. We partly funded members of staff to allow targeted pupils to work in smaller groups. Visitors into and out of school to inspire project work have been funded through this scheme. The aim of all of these initiatives is to widen opportunities and break down barriers for targeted pupils. Our Inclusion Leader, along with class teachers and parents/carers, audits the needs of our children for whom this funding is allocated to and, along with the Governing Body, decide on the best way to use it.

## **2023-2024**

Below is a summary of how we used Pupil Premium funding in the 2023-24 academic year.

Total Funding Allocated: £62900 plus carry forward of £6725 = Total £69625

Pupil Premium Lead to carry out intervention and pastoral work: £40,000

TA's to carry out intervention: £15,000

Staff Training: £4000

New intervention resources £500

Behaviour Support Services £1282

Educational Psychology Services £960

General Resources: £2000

ELSA Supervision £250

Total Spending: £63,992

In the coming year, we will continue to support our Pupil Premium children to access the curriculum fully by providing additional interventions, resources and staffing. We will continue to focus on improving mental health and well-being for pupils and will provide additional opportunities in a range of areas.

## **Sports Premium Funding**

Since September 2013, the Government has been providing funding of £150 million per annum to improve provision of Physical Education and sport in Primary schools. The funding is provided jointly by the Departments for Health, Education, Health and Culture and Media and Sport.

The funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Schools must spend the funding on improving their provision of PE and sport, but have the freedom to choose how it is spent.

Schools are required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

In the 2016 Budget, Chancellor George Osborne announced that revenue from the soft drinks industry levy would be used to double the School Sports Premium funding from £160 million to £320 million a year from September 2017. This was to be used to help schools support healthier, more active lifestyles.

Please see our website for further details:

[www.parklands-school.co.uk/school-sports-premium](http://www.parklands-school.co.uk/school-sports-premium)

## **Governor Policy Statements**

Copies of the Governors' policy statements can be seen at school and key policies are also available on our website.

Parents are able to request access to certain documents and copies are kept in school for inspection.

These include:

- The arrangements under section 23 of the Education Reform Act 1988 dealing with formal complaints about the curriculum.
- Schemes and policies.
- Inspection reports.

## **Improvement Planning 2024-25**

All schools have a School Improvement Plan. This sets out how the school continues improving standards of education and care. Our School Improvement Plan is always available in school. It tells in detail the areas of work that will be developed during the next school year.

In brief, the main priority areas are:

1. To improve school attendance figures.
2. To review our revised curriculum planning to ensure it is having the desired impact of children are learning more and remembering more.
3. To improve outcomes in English.

If you would like to know more about the School Improvement Plan, please contact the Headteacher.



## WHO ARE THE FRIENDS OF PARKLANDS?

*The Friends of Parklands are a group of parents, carers, etc. who organise social activities for the benefit of the children who attend Parklands, whilst at the same time raising extra funds for the school - directly helping your child's education.*

*Money raised has been used for such things as equipment for the school, helping to purchase the Librarian System, a stereo, books, pantomime performances, subsidising activities, to name but a few.*

*We always need new members to join. Parents and carers with fresh fund raising ideas are most welcome.*

*What does it cost? Nothing, except a little of your time and energy (what's left of it!!!). We get together once a month for an hour or so to discuss ideas and we also help out at the money raising events, such as discos, summer barbecues and Christmas bazaars.*

*We are friendly and approachable people who would greatly appreciate any help you can give. If you are interested, please fill in the slip below and return it to the School.*

*Thank you*

---

I am interested in becoming a member of the Friends of Parklands.

Name:- \_\_\_\_\_

Contact phone No.:- \_\_\_\_\_

# Admissions Policy

Parklands Infant and Nursery School is a Community, Co-educational Day School for boys and girls from the age of 3+ to the age of 7.

Our published admission number for each year group is 60.

## Nursery Admissions

You are welcome to put your child's name down for a place at Parklands Nursery as soon as you wish to. We need details of your child's name, address and date of birth. Children normally join our Nursery the term after their third birthday. We are able to offer three hour sessions or 6 hour sessions – subject to availability and criteria.

Please contact Mrs Jebson or Mrs Doherty in our School Office who will help with this.

## Admission Arrangements for the Infant School

All school applications and allocation of places are dealt with by the local authority and not the school. If your child was born between 1 September 2020 and 31 August 2021 your child will be eligible to start school in the 2025/2026 academic year. Applications open on **Monday 11<sup>th</sup> November 2024**. The application process will close on **15<sup>th</sup> January 2025**. Applications are made directly to Derbyshire County Council and not to school. All children are eligible to start infant school in the September after their 4<sup>th</sup> birthday. Please check the Derbyshire County Council website (school admissions section) for updates on procedures and dates. Parents will be informed by the local authority about where their child has received a place (National Offer Day) on 16<sup>th</sup> April 2024 (decisions available on-line and posted 2<sup>nd</sup> class where applicable).

### Applications:

You will be able to apply:

- online
- through Call Derbyshire on 08456 058 058
- by post. Paper forms are available on request from Call Derbyshire on 08456 058 058.

Please contact the school for tour dates.

## In Year Admission Arrangements for the Infant School

If you wish to transfer your child to Parklands, e.g. following a change of address, the application must be made directly to Derbyshire County Council rather than to our school. Parents/carers are of course very welcome to visit Parklands prior to the application being made.

# The School Year

## The School Year 2024-25:

### School Opens

Thursday 5<sup>th</sup> September 2024  
Tuesday 5<sup>th</sup> November 2024  
Monday 6<sup>th</sup> January 2025  
Tuesday 25<sup>th</sup> February 2025  
Tuesday 22<sup>nd</sup> April 2025  
Tuesday 6<sup>th</sup> May 2025  
Tuesday 3<sup>rd</sup> June 2025

### School closes at the end of session

Friday 25<sup>th</sup> October 2024  
Friday 20<sup>th</sup> December 2024  
Friday 14<sup>th</sup> February 2025  
Friday 4<sup>th</sup> April 2025  
Friday 2<sup>nd</sup> May 2025  
Friday 23<sup>rd</sup> May 2025  
Wednesday 23<sup>rd</sup> July 2025

### INSET Days for 2024-2025:

Wednesday 4<sup>th</sup> September 2024  
Monday 4<sup>th</sup> November 2024  
Monday 24<sup>th</sup> February 2025  
Monday 2<sup>nd</sup> June 2025  
Thursday 24<sup>th</sup> July 2025

## **Premier Education Wrap-Around Care (Panda Club)**

Premier Education are an independent breakfast and after school club based in our school hall.

To book a place please visit

[www.premier-education.com/parents/venue/courses/8302/?location=Long%20eatomn](http://www.premier-education.com/parents/venue/courses/8302/?location=Long%20eatomn)

Please enquire at the school office for more information

## **Local Child Minders**

A list of Local Child Minders is available from the School Office.



## Parklands are proud to have achieved the following:



Derbyshire Healthy Schools  
Community Award

