



# PARKLANDS INFANT AND NURSERY SCHOOL

A PARKLANDS PERSON IS..



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## **Parklands Infant and Nursery School**

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The information in this booklet relates to the school year 2025 - 2026. 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 2025- 2026. 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.

### **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.
- As of January 2026, we will be offering wrapround care for Nursery children.

### **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

<b>Headteacher</b>	Mrs K Callaghan
<b>Deputy Headteacher/SENCo</b>	Miss G Whittingham
<b>Pastoral Lead</b>	Mrs A Etchells
<b>Early Years Foundation Stage Lead</b>	Mrs C Roseveare
<b>Teachers</b>	Mrs C Bargrove
	Mrs J Bowler
	Mrs L Chivers
	Mrs H Hayward
	Mrs S Hobbs
	Mrs N Kilarski
<b>Teaching and Learning Assistants</b>	Mrs E Crawford-Jones
	Mrs S Barker
	Mrs L Bowers
	Mrs D Fulcher
	Mrs J Johns
	Mrs S Nassau
	Mrs S Smith
	Miss S Smith
<b>Learning Support Assistants</b>	Mrs J Hazelton
	Miss K Leman
<b>Early Help Practitioner</b>	Mrs H Light
<b>School Business Officer</b>	Mrs K Jebson
<b>School Business Assistant</b>	Mrs C Doherty
<b>Caretaking/Cleaning Staff</b>	Mr M Calladine
	Mrs L Coates
<b>Mid-day Supervisors</b>	Miss H Brown
	Mrs A Calladine
	Mrs J Hazelton
	Mrs J Johns
	Miss K Leman
	Miss F Robbins
<b>Governors of the School</b>	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 Chair (co-opted)
	Mrs J Gosling (parent)
	Mr M Hunt (parent)
	Mrs J Kent (co-opted)
	Mrs K Merriman Vice-Chair (co-opted)

## OFSTED Inspection Report – Edited Highlights

Inspection dates: 11 and 12 March 2025

### **Outcome**

Parklands Infant and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

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

This school is one big happy family. Pupils' behaviour around the school is of a very high standard. They are keen to demonstrate that they are 'Parklands People' by being respectful, positive, safe, polite, kind and important. Pupils use a shared language to help them express their feelings. They have strong relationships with staff and know they can talk to one of them if they need help. Pupils are confident that staff will resolve any issues they may have. As a result, pupils feel safe. Pupils know that the school has high expectations of them. They rise to the challenge of always doing their best. They know that learning helps to 'grow your brain' so that you can know more. Pupils have positive attitudes to their learning and achieve well. Pupils enjoy the extensive range of extra-curricular clubs. As well as several sport clubs, they relish the chance to take part in axe throwing, fire building and developing their sculpting skills. Many parents and carers appreciate the support and the learning opportunities that the school provides. One parent, typical of many, commented that, 'Both my children Inspection report: Parklands Infant and Nursery School 2 11 and 12 March 2025 have made fantastic progress, have been challenged academically and have thrived in this brilliant school.'

The school has designed an effective curriculum. It has been well ordered from the Nursery Year to Year 2. The school has identified the knowledge in each subject that pupils need to gain over time. Many pupils can recall important learning from previous topics.

The school has taken decisive action to improve how well pupils learn phonics. There is a keen focus on reading, starting in the early years. Staff deliver the reading curriculum effectively. Pupils enjoy learning new sounds. In each lesson, they practise writing the new sound they have learned carefully in their books and use it with sounds they know already. The school checks frequently on which sounds pupils have learned and what they need to revisit. Extra help for pupils who have fallen behind helps them to catch up. Pupils love reading from books that are well matched to their knowledge.

The early years setting is a happy and enjoyable place to be. Children make a strong start. They enjoy learning through a range of well-planned and purposeful activities. Staff work skilfully alongside children, weaving in key vocabulary and modelling important skills. Consequently, children learn how to play together, maintain their focus and practise using new words. They are keen and eager. For example, after playtime, a group of boys rushed over to the writing table to complete their writing about their visit to the local toy shop.

The school spots pupils with special educational needs and/or disabilities (SEND) quickly. These pupils' individual needs are identified precisely. They benefit from a well-adapted curriculum. This is because, teachers think carefully about how to ensure that all pupils can learn the intended curriculum. Teachers use a range of strategies to make sure that no pupil with SEND gets left behind in their learning. As a result, these pupils achieve well.

The school places much importance on promoting pupils' personal development. It is a significant strength. Pupils appreciate a variety of different faiths and the importance of places of worship. They know about different relationships and explain that pupils from a variety of backgrounds 'would be fine here.' Pupils play an active role in helping the school to improve. The pupil council has helped to improve school dinners, while the eco council has ordered composting bins to support the local ecosystem.

## **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. And as of January 2026, we are able to offer wraparound care for our Nursery children.

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:

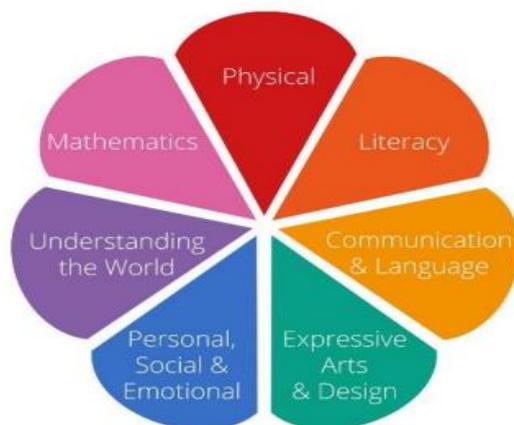
- ❖ develop self-confidence, independence and a positive attitude to learning.
- ❖ develop interests and become enthusiastic workers who are well motivated to participate in a variety of learning experiences.
- ❖ become aware of the needs of others and value their contributions.
- ❖ learn to work co-operatively 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 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. We also celebrate our Rainbow Readers in this assembly.

**Wednesday** –Mrs Callaghan and Mrs Bargrove hold 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 emails 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.

## 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.

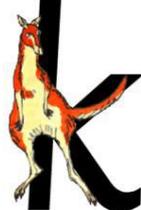
Children are encouraged to have respect for their own culture, faith, and beliefs and cultures, faith, and beliefs of others which may differ to their own. Staff and pupils are encouraged to challenge prejudicial and/or discriminatory behaviour as set out in our Equalities and Diversity Policy. The school 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.

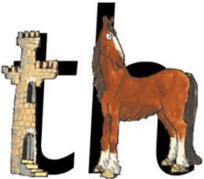
# Letter Formation

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.

# School Results

As Key Stage 1 pupils are no longer required to sit end of Key Stage tests, there is no available data.

For the academic year 2024-2025:

## **Phonics Screening:**

74% of Year 1 pupils passed the Phonics Screening Test for 2024 compared to 78% nationally

## **Early Years Foundation Stage:**

79% of children attained a 'good level of development' 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, Mrs Etchells, and Mrs Light. 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 Mrs Callaghan the Headteacher, Mrs Etchells the Pastoral Lead, or Mrs Light 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 2024-25:

Attendance:	95%
Authorised absences:	5%
Unauthorised absences:	0.7%

## **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 must be pre-arranged with 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.

# Privacy Notice

## **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).

## **Privacy Notice (How we use pupil information) – For pupils and their families**

### **2.1 What this Privacy Notice is for**

Parklands Infant and Nursery School collect, hold, use and share information about our pupils and their families. This is known as “personal data” and you have rights around that data, including knowing how and why we are processing the data. “Processing” data means from collecting, storing, using, sharing and disposing of it.

For the purposes of Data Protection Parklands Infant and Nursery School is a data controller and is registered as such with the Information Commissioner’s Office.

### **2.2 The types of information that we process**

- Your name, date of birth, unique pupil number, and contact details including your address
- attendance records (sessions attended, number of absences, absence reasons and any previous schools attended)
- behavioural information (such as exclusions and any alternative provision put in place)
- assessment and attainment (such as National curriculum assessment results e.g. Key Stage 2 results, exam results and student performance at different data collections, and any relevant results)
- medical conditions we need to be aware of, including SEND, mental and physical health
- safeguarding information including notifications from the police, court orders and/or social care involvement
- Destination data (this is information about where students go after leaving the school)
- Extra-curricular and enrichment participation
- Photographs of you
- Correspondence and complaints

### **2.3 Special category data (Sensitive information)**

- characteristics (including ethnicity and language)
- safeguarding information (such as court orders and professional involvement)
- special educational needs (including the needs and ranking)
- medical information that we need to be aware of (including your Doctor’s information, child health, dental health, allergies, medication and dietary requirements)
- free school meal eligibility
- other funding (Pupil Premium, ESA, High Needs Funding and Catch Up Funding)

### **2.4 Why we collect and use your information**

#### **2.4.1 Pupil information**

We collect and use your information:

- to support your learning
- to monitor and report on pupil attainment progress

- to provide appropriate pastoral care
- to assess the quality of our services
- to keep children safe
- photos are used for identification purposes (safeguarding), and celebration purposes (to record work, classes and school events)
- to meet the legal duties placed upon us by the Department for Education
- to comply with the law in general
- for site safety and security
- to protect against fraud
- to streamline systems

#### **2.4.2 Family information**

We collect and use information about our pupils' families:

- to fulfil our legal obligations
- for the admissions process
- for communication and reporting purposes
- for safeguarding and welfare purposes
- to keep families informed about events and emergencies
- to process payments
- to gather feedback about our work

Under the General Data Protection Regulation (UK GDPR), the lawful bases we rely on for processing pupil and family information are:

- Article 6(a) – Your consent (for anything which does not fall into the purposes explained below)
- Article 6(c) - Compliance with our legal obligations as set out in the Education Act 1996 (as amended). We are required to share information about our pupils with the (DfE) under regulation 3 of The Education (Information About Individual Pupils) (England) Regulations 2013. **In addition, there are extensive statutory obligations that a school is subject to – further details about these are available from our Data Protection Officer.**
- Being necessary for us to carry out tasks that are in the Public Interest

The ways we collect and use *sensitive* pupil and family information are lawful based on: your explicit consent; for compliance with certain legal obligations, or for exercising certain legal rights; for protecting a person's vital interests in an emergency; for health and public health reasons; or for carrying out tasks that are in the substantial public interest including for safeguarding purposes.

#### **2.4.3 Marketing purposes**

Where a family member gives us consent, we may send them marketing information by text message or email, such as for promoting school events, campaigns or charities. Consent can be withdrawn at any time by contacting us.

#### **2.4.4 Automated decision making & profiling**

We don't use any of your personal information to make automated decisions about you, or to profile you. If this changes in the future, privacy notices will be updated to explain both the processing and your right to object to it.

### **2.5 How we collect pupil and family information**

We collect pupil information using admission forms completed by parent/carer when a pupil joins our school, data collection forms, information produced from our day-to-day interaction with pupils, and other information provided by; parents/carers, the previous school/provisions, local authorities, NHS, Police, the Department for Education (DfE) and by secure file transfer Common Transfer File (CTF).

Whilst most of the pupil information you provide to us is mandatory, some of it is requested on a voluntary basis. We will let you know, when we ask you for information, whether you are required to provide the information and your rights in relation to this.

## **2.6 How, where and for how long we store pupil and family information**

We store pupil information securely on the School's IT network (secure server) and Integris (pupil management system). Secure storage is provided for paper based records. We only keep the information for the length of time we need it for, as shown in our data retention schedule.

We dispose of personal information securely when we no longer need it.

## **2.7 Who we share pupil information with**

We routinely share pupil information with:

- Schools that the pupils attend after leaving us
- Feeder schools
- Our local authority
- Other relevant local authorities
- Our Governing Body
- The Department for Education (DfE) Inc. Learner Record Services and the National Pupil Database
- Police
- NHS (agencies and services)/School Nurse
- External systems used by the School to carry out day to day processes and requirements. For example, and not limited to; Integris, Teachers to Parents, Tapestry and Insight.

## **2.8 International Transfers**

Your personal information may be transferred outside the UK and the European Economic Area ('EEA'), including to the United States. Where information is transferred outside the UK or EEA to a country that is not designated as "adequate" in relation to data protection law, the information is adequately protected by the use of International Data Transfer Agreements and security measures, and other appropriate safeguards. For more information on international transfers please contact us at the details below.

## **2.9 Freedom of Information Act and Environmental Information Regulations 2004**

As a public body, our school is subject to requests made under the above legislation. However, we will never disclose personal data in our responses to these requests where to do so would contravene the principles of data protection.

## **2.10 Why we regularly share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

### **2.10.1 Department for Education**

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the Department for Education (DfE) either directly or via our local authority for the purpose of those data collections, under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current government security policy framework.

For more information, please see 'How Government uses your data' section.

### **2.10.2 Local Authorities**

We may be required to share information about our pupils with the local authority to ensure that they can conduct their statutory duties under

- the Schools Admission Code, including conducting Fair Access Panels.

## **2.11. Requesting access to your personal data, and other rights**

Under data protection law, pupils have the right to request access to information about them that we hold, and in some cases, parents can make the request on the pupil's behalf. Parents also have the right to access their child's educational record. Family members/carers also have the right to request access to information about them that we hold.

You also have the right to:

- be informed about the collection and use of your personal data.
- have inaccurate personal data changed, or completed if it is incomplete.
- erasure, often known as the 'right to be forgotten'; however this does not apply where, amongst other things, processing is necessary to comply with a legal obligation.
- restrict the way we are using your information, although, as above this is a limited right.
- object to the way we are using your information; though other than for marketing purposes, this is also limited as above.
- Where we rely on your consent to collect and use your data, you have the right to withdraw that consent. If you do change your mind, or you are unhappy with our use of your personal data, please let us know – our contacts are in section 2.14 at the end of this document.
- You also have rights in relation to automated decision making and profiling, though these are not currently relevant as we don't carry out automated decision making or profiling.
- Finally, the right to complain about the way we use your personal information to the ICO, or to seek compensation through the courts

If you would like to request access to your data, or use any of the other rights listed above, please contact the school office in the first instance.

## **2.12 How Government uses your information**

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

### **2.12.1 Data collection requirements**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>

### **2.12.2 The National Pupil Database (NPD)**

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD).

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

### **2.12.3 Sharing by the Department**

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools
- local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website:

<https://www.gov.uk/government/publications/df-e-external-data-shares>

#### **2.12.4 How to find out what personal information DfE hold about you**

Under the terms of the Data Protection Act 2018, you are entitled to ask the Department:

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they're holding it and any recipient it may be disclosed to
- for a copy of your personal data and any details of its source

If you want to see the personal data held about you by the Department, you should make a 'subject access request'. Further information on how to do this can be found within the Department's personal information charter that is published at the address below:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter>

To contact DfE: <https://www.gov.uk/contact-dfe>

### **2.13 Last updated**

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on 4<sup>th</sup> September 2023.

### **2.14 Contacts**

If you have a concern about the way we are collecting or using your personal data or you would like to discuss anything in this privacy notice, we ask that you raise your concern with us in the first instance.

Please contact the School Office, Headteacher or School Data Protection Officer:

**Data Protection Officer** Education Data Hub (GDPR for Schools), Derbyshire County Council

**DPO Email:** [gdpforschools@derbyshire.gov.uk](mailto:gdpforschools@derbyshire.gov.uk)

**DPO Phone:** 01629 532888

**DPO Address:** County Hall, Smedley Street, Matlock, Derbyshire, DE4 3AG

## **Complaints**

If parents have a query or issue about their child's schooling, they should raise it with the class teacher first and if necessary the Headteacher after that. It is expected that the majority of questions and anxieties can be dealt with in this way. However, there is a special procedure for dealing with complaints including the curriculum and religious education and collective worship. If you have a complaint, you should contact the school so that the matter can be discussed with the Headteacher. 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.

### **2024-2025**

Below is a summary of how we used Pupil Premium funding in the 2024-25 academic year.

Total Funding Allocated: £50,268

Pupil Premium Lead and SENDCO to carry out intervention and pastoral work: £30,000

TA's to carry out intervention: £10,000

Staff Training: £2500

New intervention resources £200

Educational Psychology Services £960

ELSA Supervision £250

Total Spending: £48,910

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.

## **Development Planning 2025-26**

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

In brief, our main priority areas are:

1. To encourage writing for pleasure.
2. To ensure pupils have good knowledge retrieval.
3. To ensure consistency in assessment of the wider curriculum.
4. To expand Early Years writing experiences.
5. To ensure fluency in Mathematics.

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. Additional sessions are also available to be booked via the school office at a cost of £15 per half day session (9.00-12.00 / 12.00-3.00), £30 for a full day (9.00-3.00) and £2.50 from 3.00pm - 3.30pm.

We are able to offer wraparound care for Nursery children as of January 2026.

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 2021 and 31 August 2022 your child will be eligible to start school in the 2026/2027 academic year. Applications open on **Monday 10<sup>th</sup> November 2025**. The application process will close at midnight on **Thursday 15<sup>th</sup> January 2026**. 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 **Thursday 16<sup>th</sup> April 2026** (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 2025-26:

### School Opens

Monday 8<sup>th</sup> September 2025

Monday 3<sup>rd</sup> November 2025

Monday 5<sup>th</sup> January 2026

Tuesday 24<sup>th</sup> February 2026

Monday 13<sup>th</sup> April 2026

Tuesday 5<sup>th</sup> May 2026

Tuesday 2<sup>nd</sup> June 2026

### School closes at the end of session

Friday 24<sup>th</sup> October 2025

Friday 19<sup>th</sup> December 2025

Friday 13<sup>th</sup> February 2026

Friday 27<sup>th</sup> March 2026

Friday 1<sup>st</sup> May 2026

Friday 22<sup>nd</sup> May 2026

Wednesday 22<sup>nd</sup> July 2026

### INSET Days for 2025-2026:

Thursday 4<sup>th</sup> September 2025

Friday 5<sup>th</sup> September 2025

Monday 23<sup>rd</sup> February 2026

Monday 1<sup>st</sup> June 2026

Thursday 23<sup>rd</sup> July 2026

- [DCC term dates](#) Please use this link for future term dates

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

Premier Education are an independent breakfast and after school club based in our school hall. As of January 2026, Panda Club will be able to offer wraparound care for Nursery children. There will be a separate Early Years unit to be situated in our Nursery.

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:



