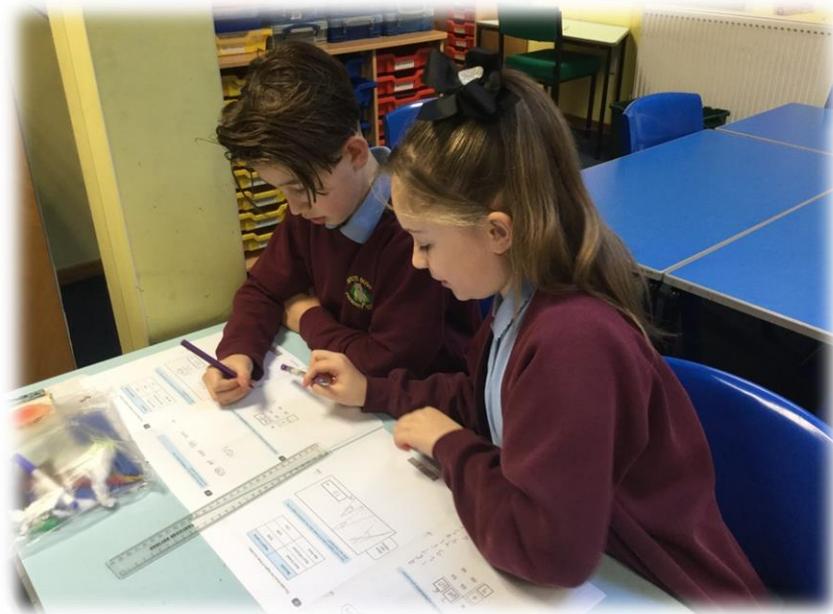




Prospectus



2018/2019

Contents

Welcome	3
What do our pupils think of us?	4
Core Values	5
Organisation of the School	6
The School Day	7
Emergency Contact Details	7
Admissions	8
The Curriculum	8
Curriculum Overview	9
Subjects	11
Extra-Curricular Activities	14
Inclusion	15
Homework	16
Taking Holidays During Term Time	16
Attendance and Lateness	17
Absence	17
Uniform	18
School Meals	19
Behaviour in School	20
Safeguarding	21
How to Contact Us	22

Welcome

Welcome to Bird's Bush Primary School

At Bird's Bush Primary, our aim is to provide all of our children with a positive, safe and caring environment in which they can flourish and develop the skills and knowledge to prepare them for life ahead. We believe that all of our children have the potential to succeed and provide a warm, rich environment in which to do so.

Our prospectus aims to answer any questions you may have about how our school is organised and help you to understand more about Bird's Bush Primary School. As a School, we look forward to sharing this period of your child's life with you.

We hope you will encourage your child to contribute to school life and take part in and enjoy the many opportunities presented to them during this journey.

We hope that your association with us is a long and happy one and look forward to working alongside you to ensure your child benefits from all that we can offer at Bird's Bush Primary School.

Mrs S Barnes - Headteacher



What do our pupils think of us?

- We are the 'Bird's Bush Family'
- We are all proud of our learning
- We have fair, friendly and clever teachers who give us well-explained lessons
- We can choose from different after-school clubs
- We have fun while we are learning
- We get to go on educational visits and experiences
- We feel safe
- Our confidence keeps growing
- Everybody trusts each other
- We are given lots of challenges to learn



Our Core Values..

We believe that our children are all *Champions*;

C – Confident- We believe we can do it!

H – Honest – We tell the truth

A – Ambitious – We can be successful

M – Motivated – We get on with it and try our best

P – Proud – We celebrate doing well

I – Independent – We know how to help ourselves and help others

O – Organised – We have what we need to get on

N- Never Give Up – We are resilient and keep on trying

S – Safe – We feel safe to try new things

Through our Core Values, we aim for all our children to:

- achieve their best in all areas of the curriculum;
- acquire knowledge, skills and attitudes relevant to the changing world in which they live;
- develop enquiring minds with motivation to learn;
- respect and value themselves, other people and the environment;
- be able to work on their own and in a team;
- take responsibility for their own actions and make informed choices;
- extend links between home and school.

To achieve these aims, we are committed to provide the following:

- a broad and challenging curriculum;
- a stimulating learning environment;
- creative, innovative teaching and an investigative approach to learning;
- an ethos of support, challenge and encouragement to succeed;
- equal access to all aspects of the curriculum and school life;
- learning partnerships between school, home and the community;
- support, guidance and training for all those who teach and work with our children;
- recognise and celebrate achievements in all areas of school life.

Organisation of the School

Bird's Bush Primary School is an Academy Primary School with approximately 300 children. Our Pupil Admission Number (PAN) is 45 which creates the need for some mixed age classes across the school. The school is organised into 4 phases – Early Years (Reception), Key Stage 1 (Year 1 & 2), Lower Key Stage 2 (Years 3 & 4) and Upper Key Stage 2 (Year 5 & 6)

Classes

These are grouped by age and for 2018/2019 compromise:

Early Years

Two Reception Class :	4-5 Year Olds
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Key Stage One

One Year 1 Class :	5-6 Year Olds
One Mixed Year 1 & 2 Class :	5, 6, 7 Year olds
One Year 2 Class :	6-7 Year Olds

Lower Key Stage Two

One Year 3 Class :	7-8 Year Olds
One Mixed Year 3 & 4 Class :	7, 8, 9 Year olds
One Year 4 Class :	8-9 Year Olds

Upper Key Stage Two

One Year 5 Class :	9-10 Year Olds
One Mixed Year 5 & 6 Class :	9, 10, 11 Year olds
One Year 6 Class :	10-11 Year Olds

The School Day

School Hours:	8.35 a.m. to 3.15 p.m (1.15pm on Friday).
The Start of the Day:	At 8.45 a.m. the attendance and lunch registers are taken. Lessons begin promptly so children must arrive on time.
Lunchtime:	Staggered 50 minutes lunch breaks take place between midday and 1.00 p.m.
The End of the Day:	The school day ends at 3.15pm or 1.15pm on Friday

Emergency Contact Details

It is important that children know the arrangements for their collection each day and that they are collected on time. It is imperative that emergency contact details for each child is kept up to date at all times.

We endeavour to collect a minimum of 3 emergency contacts for every child, we insist on 2 contacts for safeguarding reasons.

***Any information you provide is treated with upmost confidentiality and is bound by the Data Protection Act.**



We use a school texting service to keep you informed and will always try to contact you by telephone if there is an issue we need to talk to you about or text you to contact us.

Admissions

All admissions for Reception classes are decided upon by the Local Authority. Mid-year transfers are dealt with directly by the school.

Information with regards to Reception places and for school places throughout the year can be found on the Staffordshire Local Authority website.



The Curriculum

Throughout school the curriculum is carefully planned to develop a wide range of skills and knowledge which extends beyond the requirements of the Primary National Curriculum and Early Years Curriculum.

All children have a daily reading session and, in Early Years and Infants, a daily phonics session.

Phonics is taught in ability groupings to ensure children have opportunity to develop a deep understanding of phonics and are able to apply this to their reading and spelling.

We use a range of reading material across the school to provide opportunity for children to develop a love of reading as well as the skills they need to become fluent readers. We use standard Book Banding to ensure children are reading at the appropriate level and making progress. Books at each band are drawn from a number of schemes and 'free reading' materials. These are the books children take home to enjoy reading with their family or independently.

Where possible we try to make learning a holistic experience and link learning from different subjects into a topic based approach. All subjects in the New Primary National Curriculum are covered on a two-year rolling programme to ensure coverage with mixed year group teaching.

Curriculum Overview

Early Years

Our Early Years comprises of two Reception classes.

In Early Years, we endeavour to ensure that 'Children learn and develop well and are kept healthy and safe' as stated in the Statutory Framework for EYFS. We aim to support children in their learning to ensure their 'school readiness' and provide them with opportunities to develop a broad range of knowledge and skills that ensure a secure foundation for good progress through school and in life.

We recognise that each child is unique and this is reflected in the opportunities that we provide to build their confidence and resilience to become self-assured, independent learners.

Children bring with them a diverse range of experiences and therefore learn and develop in a variety of ways and at different rates. Therefore, staff across our early years strive to provide stimulating and engaging learning opportunities for the children, which are all planned based upon their needs and interests.

Our early years curriculum provides a broad range of interesting, demanding and challenging experiences that meet the children's needs; allowing them to make progress towards the Early Learning Goals. This is reflected in our enabling environment, where staff use their continuous assessments of the children to tailor a learning environment that is highly stimulating to provide a rich variety of imaginative experiences.



We have a successful track record of building positive, caring and working relationships with parents. We understand and value the contribution and role that the parents play in their children's development. We do this through induction meetings for new children starting within our setting, open door policy where parents can talk to the Early Years staff with any questions they may have and inviting parents in for stay and play or workshops. We also invite parents to transition sessions to support the children in progressing the next stage of their education.

We value the impact of effective transition for all our children. We aim to ensure all of our children feel safe, secure and happy as they transition into their next stage of education. We do this through effectively planned transition processes that provide opportunity for our children to explore their new environment and build positive relationships with the key members of staff.

Key Stage One and Two

The National Curriculum highlights English, Mathematics, Science and Computing as the core subjects. These are taught alongside, the foundation subjects (History, Geography, Music, Art, Physical Education and Religious Education), we also teach modern foreign languages. Children's work is planned to meet their individual needs. It is differentiated to meet the needs of their differing abilities, and children are grouped within and across classes to facilitate this within Mathematics and English.

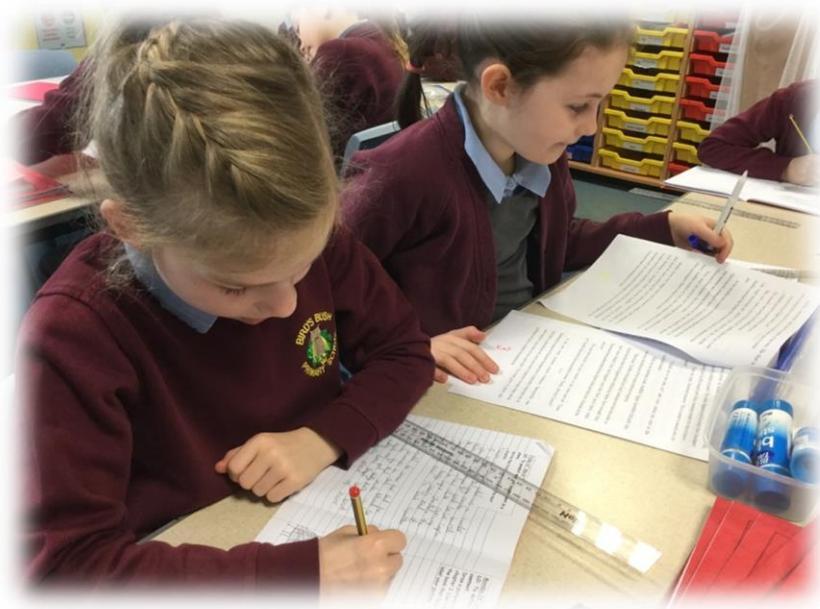
Alongside the academic curriculum, we ensure that we develop the 'whole child'. We have structured learning environment where we work to cultivate the aesthetic, creative, physical, spiritual, moral and social areas of experience for the benefit of all our pupils. The School is fully committed to Equal Opportunities, Multi-cultural Education and promoting Modern British Values.



Subjects

English

Our English sessions include writing, reading, spelling and/or phonics and handwriting. Every child has a daily reading lesson. Writing and grammar skills are taught daily and applied in other subjects. Early Years and Key Stage 1 have a daily phonics session. Spelling is taught as a separate session at least 3 times a week in Key Stage 2.



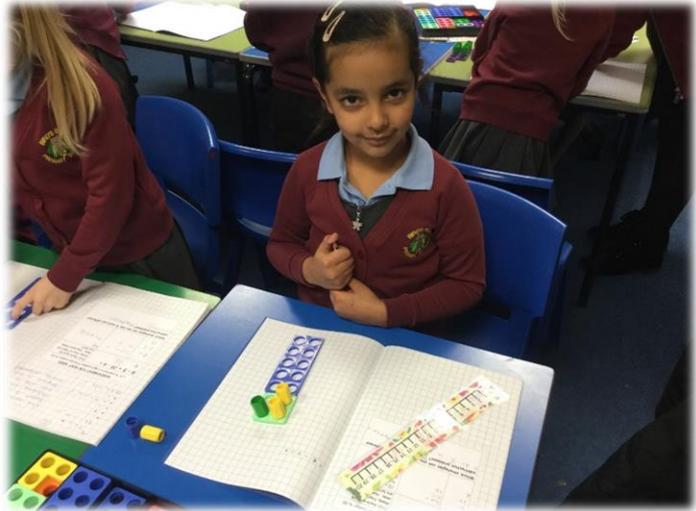
We always try to link our writing to our half termly or termly a topic and usually to a text being read. A wide range of genres are covered, including fiction and non-fiction. Children complete at least one piece of extended writing a week, the definition of extended writing will vary depending on the ability and age of the children but it always provides children with an opportunity to embed any skills taught previously.

Our children are avid readers and are encouraged to read widely and often by our 'Reading Godmother'. Children earn 'Read It!' Tickets every time they read at home and can win a book from the 'Reading Godmother's' special shelves.



Maths

At Bird's Bush Primary School, we use the White Rose curriculum as a basis for Mathematics. We feel that this offers an excellent platform for the children to develop fluency, reasoning and problem solving skills. Children's understanding and attainment is constantly monitored by teaching staff using formative assessment. This programme is also supported by termly summative assessments. We follow our school's 'Written Calculation Policy' when teaching calculation (addition, subtraction, multiplication and division).



We concentrate on developing children's mental calculation skills through the 55 and 101 club in Key Stage 1 and Masters of Multiplication in Key Stage 2. Children are encouraged to learn and practice key calculation facts and all of their times tables as these form the basis of mathematics.

Science

Teaching Science at Bird's Bush Primary School involves the encouragement, promotion and development of children's interest and knowledge of materials, objects and phenomena which surround them at home, at school and everywhere else. Science has changed our lives and is vital to the world's future. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. We use Snap Science as a basis for our science curriculum.



Physical Education

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad & balanced curriculum with opportunities for all to be enjoyed. Our mission is to improve and increase the quality and quantity of high quality PE for pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school. We are striving towards improving the delivery of the teaching & learning of PE in order to promote participation, progress and performance.

Children have the opportunity to develop swimming and water safety skills as part of the PE curriculum. We use the swimming pool at Tamworth Enterprise College and the sessions are led by a qualified swimming instructor.

We also offer a range of sporting activities opportunities in our after school clubs.



Religious Education

The Staffordshire RE Sacre was updated and revised in 2016 and aims to support children's progress and religious literacy during their school career. RE is a statutory subject. As set out in the Staffordshire Sacre, Key Stage One focus on Christianity and one other faith while Key Stage Two focus on Christianity and two other faiths to illustrate the key dimensions being studied. Parents have the right to withdraw pupils from collective worship and Religious Education, but should discuss the matter with the Headteacher before a final decision is made.

Extra-Curricular Activities

Educational Visits

We believe the experience gained from topic-related, or curriculum based, educational visits is extremely valuable. Children within all year groups are given the opportunity to attend educational visits or experience days with visitors in school to enhance their learning.

In both Year 5 and Year 6, pupils are presented with the opportunity to go on a residential experience.

We ask parents to make a financial contribution to support the costs of these enhancement opportunities.



Inclusion

Special Educational Needs (SEN) and Disability

We believe that meeting every pupil's needs is a shared responsibility, therefore are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but our SEN Policy covers the needs all of these pupils, and a full version of this document can be found on our website.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Partnerships



Working closely with....

Parents – the link between home and school is the most influential in a child's education. Our Senior Family Support Worker is available for parents to discuss any issues or concerns.

Inclusion Support Service (multi agency support teams) - help to identify, assess and make provision for SEN pupils.

Attendance Support Team – Behaviour and Attendance Officers.

The nominated Education and Family Engagement Officer – regular visits.

Local high schools - for the smooth transition of pupils.

Other MAT schools – to share good practice and learn from each other

Our local BLNC schools (Belgrave Learning Network Community) – to focus on improving outcomes for local children

Homework

Our school has a homework/learning policy and we expect parents to support their children in completing their homework.

Homework is designed to reinforce, consolidate and extend learning which has been undertaken in school, as well as develop independent study skills.

All children take books home regularly to read with their parents. We know that children of all ages benefit greatly from someone showing an interest in their reading by asking questions, discussing storylines or simply sharing a book with them.



Taking holidays During Term Time

Parents do not have the legal right to take children out of school for holidays. If exceptional circumstances arise where parents decide that time away from school cannot be avoided, then permission must be sought in writing before any bookings take place. Please note that any exceptional circumstances will be investigated individually.

Leave of absence forms can be obtained from the school office.

Any unauthorised leave of absence may incur a fine from the Education Welfare Office.

Attendance and Lateness



On time, every day...

It is vital that every child comes to school on time every day, as we know that good attendance leads to good progress.

We believe high levels of attendance and a punctual start to the school day are important to all children. Our aim is to ensure that every pupil has access to the full time education to which they are entitled and as a result succeed and thrive. We endeavour for children to take responsibility for their own attendance, recognising the link between attendance and good learning.

School begins at 8.35am and registration takes place at 8.45a.m. Children arriving after this time will be recorded as late. Children arriving after 9.05am will be marked as absent and this will be recorded as unauthorised.

To find out more about our attendance policy, please refer to our school website.



Absence

Parents/carers should notify the school on the first school day of absence. If any child is absent and the school has not been notified, the school office will ring the child's parent/carer.

If contact cannot be made the office will try and contact the parent by another means such as text or email. Telephone calls will continue on subsequent days until contact is made. If contact cannot be made after 3 days, or if there are concerns about a child, the Family Support Worker or PCSO will be asked to make a 'Safe and Well Check' visit.

Wherever possible, we ask parents to try to make doctors and dentist appointments before or after school. Where this is impossible, parents should inform the school office and it will be noted in the register.

School Uniform

Main Uniform

- Jumper/Cardigan – Burgundy with school logo
- T-Shirt – Light blue polo shirt
- Trousers/Skirt/Pinafore – Grey or black (Shorts in the summer are optional)
- Shoes – Black (Not trainers)
- Socks/Tights – Black/Grey/White
- Summer Dress – Light blue/white checked

PE Kit

- White T-shirt
- Black shorts
- Grey or black tracksuit bottoms (Winter – outdoors)
- Grey or black sweatshirt (Winter – outdoors)
- Trainers (outdoor PE) and black pumps (indoor PE)

Please ensure all items of clothing, including the PE kits and bag are labelled with your child's name

Footwear - It is essential that children wear suitable footwear for school that allows their feet adequate room and gives proper support and ventilation. For this reason, please do not send children to school wearing fashion shoes or trainers.

Jewellery - In order to ensure adequate safety standards, particularly in organised games and physical education, children should not wear jewellery, especially earrings while at school. Studs are allowed, but must be removed or covered over for PE and games.

All school uniform is available from Clothing4 Schools in Lower Gungate or online through www.mandsyourschooluniform.com and www.schooltrendsonline.com

We also have a rack in the school reception area with good quality 2nd hand uniform for parents to buy.



School Meals

Healthy and well-balanced meals are cooked within school and provision is made for children who are vegetarian, have allergies or are unable to eat certain foods on religious grounds. Alternatively, children are allowed to bring a packed lunch into school if they prefer and this should include a healthy balanced lunch which includes no chocolate or fizzy drinks. Children can opt to change from a school lunch to a packed lunch and vice versa and payment for school meals should be made in advance via Parent Pay.

Payment

For convenience, parents are encouraged to use our online Parent Pay system to pay for school meals. Parent Pay is an online payment system which allows parents to pay quickly and securely for school meals, trips and activities. To find out more about Parent Pay, please go online www.parentpay.com or speak to our school office. Cash payments are required daily or weekly.

Free School Meals

If you think your child may be entitled to free school meals, please contact the school office or Staffordshire County Council for further details. Although all Reception and KS1 children are now entitled to free school meals it is important that you continue to claim for free school meals. Further information can be obtained from the school office.



Behaviour in School



A positive approach...

We want every member of the school community to feel valued and respected, and for everyone to be treated fairly.

We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is designed to support the way in which the members of the school can live and work together in a supportive way.

We aim to:

- To teach children to think about their behaviour and to learn self-control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children to be polite and fair.
- To teach children to respect other people, including their property, beliefs and feelings, essentially, to respect difference.
- To praise and reward good work, behaviour and attitudes.
- To involve parents in all aspects of school life, including their children's behaviour.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Our full behaviour policy can be found on our school website.



Safeguarding



The welfare of the children is our priority...

We are committed to the highest standard in protecting and safeguarding the children entrusted to our care at all time. We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all of the staff are well placed to identify such abuse and offer support to children in need.

We aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse

We will support all children by:

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within school.

If any member of staff or visitor to the school has a concern that a child is being harmed, or is at risk of harm, to receives a disclosure (either intentionally or unintentionally), they must contact either the Designated Safeguarding officer in school or Sharon Barnes (Headteacher)

Our full safeguarding policy is available on our school website.

How to Contact Us

If you a query about our school, you can contact us by any of the following methods:



Write to us: Bird's Bush Primary School
Birds Bush Road
Tamworth
B77 2NE



Email us:
office@birdsbush.staffs.sch.uk



Call us: 01827 213900

Further information about our school can be found on our school website at www.birdsbush.staffs.sch.uk or on our school App – available from the App store and Google Play



Follow us on Twitter @birdsbush

