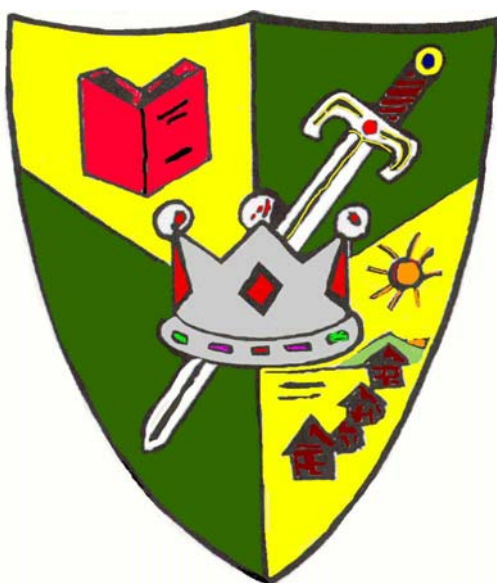


# Princethorpe Junior School

## Prospectus and Guide for Parents 2008—2009

Head Teacher  
Miss G E Arnold

Chair of Governors  
Mrs C Hopkins



Princethorpe Road  
Weoley Castle  
Birmingham  
B29 5QB

Tel: 0121 475 1083  
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**OFSTED 2006  
RESULT: GOOD**

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Princethorpe Junior School  
Princethorpe Road  
Weoley Castle Birmingham  
B29 5QB

*Dear Parent,*

*A Message from the Head Teacher and Staff*

*Most of you will already know something about Princethorpe Junior School as your child makes the important progression from Infant to Junior School. However, for some of you, this will be your first contact with us as your child starts 'in the Juniors'.*

*Welcome to all of you!*

*This booklet has been written to provide you with information about our school.*

*Our main aim is to create a safe and stimulating environment where your child feels happy and secure. We want every child to reach their full potential in all areas of school life knowing they are cared for and supported by their parents and teachers together. We share your expectations and feel it is extremely important to build a mutually supportive partnership between home and school.*

*We are a caring, open school, so please come and talk to us and share any concerns, questions or ideas you may have. We will always listen.*

*I am sure your child will settle quickly and find the new experiences exciting and rewarding.*

*We look forward to working with you and wish your child a happy and successful time with us.*

*Yours sincerely,*

*Miss Georgina E. Arnold  
Head Teacher*

# Our School Aims

## General Aims

1. At Princethorpe Junior School we aim to provide a safe, secure and happy environment in which all our children can develop and learn.
2. We aim to create a bright and stimulating environment in the classrooms and around the school.
3. We aim to help all our children to achieve their full academic, aesthetic and physical potential.
4. We aim to enable all our children to have access to all aspects of school life.
5. We aim to promote harmony and understanding of each individual in an environment where all the children are encouraged to flourish whatever their race, gender or ability.
6. We aim to develop a partnership with parents and the community and encourage all parents to share in the education of their children and to feel welcome in the school.

## Academic

1. We aim to provide for all the children a broad and balanced curriculum with a strong emphasis on the development of numeracy and literacy.
2. We aim to develop our own policies and schemes of work in line with the National Curriculum and the Religious Education agreed syllabus, through a wide range of learning activities.
3. We aim to equip our children with the necessary ICT skills to support their learning across the curriculum.
4. We aim to provide opportunities for additional activities, which enrich the curriculum e.g. educational visits, clubs and visitors to school.
5. We aim to equip our children with the knowledge, skills and understanding required for the next phase of their education.

## Spiritual, Moral, Social and Cultural

1. Through our Collective Acts of Worship we aim to equip all our children with an understanding of differing faiths with the greatest emphasis on Christianity.
2. Through Religious Education and the curriculum we aim to foster a sense of awe and wonder.
3. We aim to value everyone by developing each person's self-esteem and sense of individual worth.
4. We aim to teach our children to know the difference between right and wrong, to be honest and to have respect for adults, each other and the environment.
5. We aim to develop the children's awareness of their responsibility to and for their school and the local community.
6. We aim to help the children to take their part as responsible citizens.
7. We aim to enable our pupils to co-operate, to work together, to take turns and to share.
8. We aim to develop the children's ability to think about others as well as themselves.
9. Through our curriculum and school life we aim to develop knowledge and understanding of other cultures and traditions.
10. We aim through music, art, literature and creative work, to contribute to the cultural development of the children.

## Behaviour

1. We aim to equip our children with the skills to be responsible for their own actions and to develop a strong sense of self-discipline.
2. We aim to provide positive attitudes throughout the school for work and behaviour.
3. We aim to provide a positive system of rewards and sanctions.
4. We aim to work in partnership with parents to maintain the behaviour policy of the school.

# Princethorpe Junior School Newsletter

# OFSTED RESULT: GOOD

**There are four inspection grades:**

**Grade 1 Outstanding**

**Grade 2 Good**

**Grade 3 Satisfactory**

**Grade 4 Inadequate**

You can read all of the inspection report by visiting the website:

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Or you can request a photocopy of the report from the school office.

All of the staff are thrilled with the outcome of the inspection as it reflects the hard work of the whole school community.

We are currently planning how we are

going to celebrate our achievement.

We will also be writing an action plan to address the issues raised so that we can continue to improve our school.

# Some of the highlights of the report:

## Overall effectiveness of the school: Good

“This is a good school which provides good value for money.”

“Pupils academic achievements are good and standards are broadly in line with national averages. Standards are rising quickly because of the good quality of teaching and learning, which has been promoted by the good leadership and manage-

ment of the headteacher and her senior management team.”

“The school has good capacity to improve further.”

“Pupils behave well and love learning. The school has worked tremendously hard to raise attendance, which is now

average. Provision for spiritual, moral, social and cultural development is good and has a positive effect on the personal development of all pupils. The school takes good care of all learners and works very well with parents and outside agencies.”

## Achievements and standards: Good

“The 2005 national test results for Year 6 pupils show a very significant improvement, especially in English and science, on previous years test scores, which were exceptionally low. This is because the head teacher and senior management team, with very good support from the Local Education Authority, have worked

relentlessly at raising standards. The trend of improvement has outstripped the national trend since 2002 and is continuing. It is supported by the challenging targets for further improvement set for 2006 in English and mathematics. Standards are broadly average in English, science and ICT and are just below average in mathematics,

where pupils experience difficulty in retaining their times tables, problem solving and mental mathematics. The school has identified the further raising of standards in mathematics as its key priority. Pupils make good progress overall, and achieve well in overcoming their significant barriers to learning.”

## Personal development and well-being: Good

“Pupils genuinely care about one another and are proud of their school. Pupils have very good attitudes to learning and the recent introduction of the ‘I can do it’ strategy is already having a very positive effect on pupils self-esteem. Attendance rates have improved significantly as a result of the very hard work of the attendance officer, and are now satisfactory. Pupils behaviour is good and is a direct

result of good care and moral guidance, very good support from the learning mentor and very good partnership with parents. The school is a very safe community where any incidents of bullying or unacceptable behaviour are immediately dealt with. The school adopts very good safe practices. Pupils are confident, polite and well mannered and know that they are cherished by all staff for their

uniqueness. An outstanding end-of-year graduation ceremony for Year 6, which recognises and rewards pupils efforts, prompted the Chairman of the School Council to write a poem in which he says ‘Although I say goodbye today, I am a Princethorpe all the way.’ Pupils make a positive contribution to their school community and they know that their views are valued and listened to.”

## Teaching and Learning: Good

“Teaching and learning are good overall, and their quality has been supported through very good monitoring by the head-teacher and senior management team. Teachers are given very good advice about how they can

improve and this is paying dividends, as reflected in the improved test results of 2005. In the most effective lessons, class teachers communicate tremendous enthusiasm for what they are teaching and pupils are

fired up to learn. Parents and carers make a significant contribution to their children’s progress because every effort is made to include them in understanding what their children are learning. “

# Curriculum and other activities: Satisfactory

“The curriculum is satisfactory in its breadth and balance. It offers some exciting experiences, including a good range of educational visits.”

“The school has made good links with literacy in most subjects, especially in geography and history, where pupils are given

good opportunities to write using a range of different styles.”

“Extra-curricular provision is satisfactory, especially for sport, and after-school activities are well attended.

The school has worked with an artist in residence with whom pupils in Year 5 have produced a

colourful mural of the rainforest. The school has a satisfactory personal, social and health education programme, and pupils particularly enjoyed workshops organised by Life Education where they learnt about the effect substance abuse can have on their body.”

## Care, guidance and support: Good

“Care, guidance and support are good and contribute very strongly to pupils well-being, progress and enjoyment of learning. The school is committed to providing a safe and secure environment and the recent building works have been very well managed. Child protection procedures are fully understood and adhered to by staff, and the

work with outside agencies to support pupils in need is very well co-ordinated. The school places very strong emphasis on pupils emotional well-being and pupils feel confident about talking to the staff about their problems. Academic guidance and support are good. Assessment data is well used to move pupils on in their learning

and staff know when to step in to give their pupils additional support. The quality of advice and guidance given to parents about health and safety, well-being and academic progress is good. One parent interviewed said, “Not only do they care about our kids but they make us feel good about ourselves too. “

## Leadership and management: Good

“Leadership and management of the school are good. The head-teacher, supported by the senior management team, has worked relentlessly at ensuring that the pupils and families are well provided for. Together, they have created a harmonious community within which pupils, parents and staff can flourish. Self-evaluation systems are good. Parents, pupils and governors are fully included in this self-evaluation and in all decision-making processes. The

school has made good improvement since the last inspection and is now well placed to improve further. The leadership and management of literacy and numeracy are good, and are bringing about significant improvements in standards. The leadership and management of special educational needs are satisfactory, but have yet to secure consistently good provision for children with learning needs and disabilities in mainstream classes.

Governors fulfil their duties well. They are very involved in the life of the school and provide good support and challenge. They know the strengths and weaknesses of the school well and are making good strides in evaluating the cost effectiveness of their spending decisions. Management procedures are efficient and effective and resources are deployed to secure the best outcomes for pupils.”

## What the school should do to improve further

- **Raise standards further in mathematics and continue to develop pupils skills of mental mathematics and problem solving.**
- **Ensure that teachers marking is consistently helpful in showing pupils how to improve.**
- **Ensure that all teachers can make the best use of ICT to help pupils learn.**
- **Ensure that pupils with learning difficulties and disabilities receive work in lessons that is consistently matched to their needs and that their individual learning plans identify some specific targets for improvement.**

Ofsted  
Alexandra House  
33 Kingsway  
London WC2B 6SE

Princethorpe Junior School  
Princethorpe Road  
Weoley Castle  
Birmingham  
West Midlands  
B29 5QB

3 February 2006

Dear Children

We are writing to thank you for making us feel so welcome in your school and for helping us with our questions. We are glad that you enjoy your school and we agree with your views that your headteacher and teachers educate and look after you well.

**What we liked most about your school:**

- You come to school regularly and enjoy your lessons.
- You make good progress in learning.
- Your teachers make learning interesting.
- You behave well and are good friends with one another.
- The headteacher and members of staff make sure that you get good lessons and they look after you well.

**What we have asked the school to do:**

- Ensure that you make better progress in mathematics in mental mathematics and problem solving.
- Ensure that all teachers consistently mark your work well and use ICT to support your learning.
- Make sure that those children who have learning difficulties and disabilities are given clearer plans that help them to achieve more success.

We wish you all the very best in the future.

Yours faithfully

Ms B Matusiak-Varley  
Lead Inspector

# The Staff

**Head Teacher** Miss G E Arnold

**Assistant Head Teachers:** Mrs P Eddleston, Miss T Holden, Mrs A Lockyer

## Teachers

Mrs E Bryant Miss E Campbell Mrs A Cutts  
Miss K Evans Mrs R McKen Miss N Morris Mr R Pepper

## Teaching Assistants

Mrs H Barton Mrs C Boazman Mrs J Cahill  
Mrs D Fairburn Mrs S Faulkner Mrs M Walker

**Learning Mentor** Mrs M Kearns

**Parent Support Worker** Mrs M Kearns

**School Business Manager** Mrs D Henbury

## Office Secretaries

Mrs E Blair Mrs K Evenson

**Catering Manager** Mrs D Osborne

## Cooks

Mrs Ellington Miss Fitzpatrick Mrs Franklin Miss Jones  
Mrs Kimberley Mrs Nevey Mrs O'Leary Mrs Woodward

**Senior Dinner Supervisors** Mrs A Leary Mrs R Maloney

## Dinner Supervisors

Mrs E Blair Mrs C Boazman Mrs L Bradshaw  
Mrs D Cartwright Mrs A Fairburn Mrs H Khan Mrs L McDonald

**Residential Site Manager** Mr D Garbett

## School Cleaners

Mrs D Cartwright Mrs P Daly Mrs R Maloney Mrs C Shiner

# The Governing Body

The school has a Governing Body, which comprises parents, teaching and non-teaching staff, and representatives from the local authority and co-opted members from the local community.

The Education Reform Act has delegated increasing responsibility to the Governing Body for the management of the school. The Governors meet regularly in order to discharge these responsibilities effectively.

When Parent Governor vacancies arise, you will be offered the opportunity to nominate someone you know or to put yourself forward - you will then be asked to vote.

The Governing Body provides parents with an Annual School Profile at the beginning. Should you have any concerns about your child's schooling, please discuss these firstly with your child's teacher or with the Headteacher. The school assures all parents that any concerns or complaints will be listened to and dealt with as a matter of urgency.

**Chair of Governing Body:** Mrs Christine Hopkins (Community Governor)

**Vice - Chair of Governing Body:** Mrs Frances Young (Parent Governor)

## Community Governors

Father Michael Castle

### LA Governors

Mr Terry Green

Mr Patrick Johnson

Ms Madeleine Ruehl

### Staff Governors

Miss Georgina Arnold

Mrs Paula Eddleston

Mrs Jackie Cahill

### Parent Governor

Mrs Mandy Fitzpatrick

Mrs Samantha Horton

Mr Ray Noakes

Mrs Sara Sparkes

## **The School**

There are places for 208 children aged 7 to 11 years in the school. They are arranged by age into eight classes and we admit up to 52 year 3 children each year.

Children spend most of the time in their class with their class teacher in the secure, caring atmosphere of a conventional classroom. Each room is equipped with an interactive whiteboard, apparatus, books, materials and other resources appropriate to the age and abilities of the children.

We aim, within each class, to treat the children as individuals and the work is graded according to their capabilities. We strive to help the children achieve the highest possible standards.

Individual progress is continually monitored and, where appropriate, additional help is given. This may take place within the classroom, in withdrawal groups or with the assistance of a teacher from the School Support Services.

Children transfer to one of the local secondary schools at the end of the school year in which they are 11 years old. Details of this procedure are circulated to parents when their child is in year 5 at Princethorpe. Children also have the opportunity to take optional tests for a place at one of the selective schools in our City.

Parents are invited to year group and celebration assemblies. The school offers opportunities for parents to extend their learning through courses organised by our Parent Support Worker, Mrs Kearns.

## **The School Day**

The school day starts at 9.00 a.m. Lunchtime is 12:20 p.m. until 1:30 p.m. with the school day ending at 3.30 p.m.

Please ensure that your child is punctual. It is very important that all the children are in the classroom promptly so that class attendances are accurately recorded. Children do like to be like their friends and can feel different and anxious if they are sent late into school.

All the children line-up at 9.00 a.m. in the upper school playground and are welcomed by their teachers who take them into school. On very wet mornings, children are allowed into school earlier and are supervised in the hall by the Head Teacher and Deputy Headteacher.

## School Uniform

The wearing of school uniform is not compulsory, but it is actively encouraged. We feel that the wearing of uniform contributes to a sense of belonging and encourages high standards of discipline.

School uniform can be ordered from the school. Order forms are available from the school office.

The school dress code is as follows:-

**Girls** Grey or black skirt, pinafore or grey or black trousers  
White shirt or white or gold polo shirt  
Green and white summer dress  
Green cardigan, jumper or sweatshirt  
Sensible footwear

**Boys** Grey or black trousers  
White shirt or white or gold polo shirt  
Green jumper or sweatshirt  
Sensible footwear

**P.E. Kit** Shorts  
T shirt  
Pumps

For hygienic reasons we do insist that the children get changed for P.E. and not take part in the lesson in clothes which they wear for the rest of the day. All kit should be kept in a separate pump bag which should hang easily on their coat peg.

**Jewellery** with the exception of small ear studs – no jewellery is to be worn. This is for safety reasons

**Watches** are allowed. However, neither the teachers nor the school can be held responsible for looking after them or for any loss.

**All clothing, including shoes and pumps, should be clearly marked with your child's name.**

## **Parents and School**

An active partnership between home and school enhances and enriches the learning process for children. Your interest, support and co-operation in your child's education are of the greatest importance. We welcome your help in forming and maintaining good habits and attitudes, knowing that your children will benefit most when there is a combined effort from both home and school.

We hope parents will feel free to contact the school whenever any concerns arise. Miss Arnold operates an 'open door' policy to enable parents to come and speak to her anytime she is free. If you prefer you may telephone for an appointment to avoid any lengthy wait.

Class teachers are available to see parents before 9.00 a.m. and after 3.30 p.m. However, if specific information is required, please make a prior arrangement outlining the nature of the enquiry, so that the necessary information can be obtained.

The school will contact parents should there be cause for concern about any aspect of a child's education.

There are two parents' evenings and a parents' day during the year as well as an open afternoon in July when children can show their parents all their work. Parents are welcomed and actively encouraged to discuss their child's progress with the teachers on these occasions. We want you all to feel welcome when you come into school. It is so important that we work in partnership in the interests of the children. Please feel free to contact us whenever concerns arise.

## **Parents' Curriculum Meetings**

The School holds regular curriculum meetings and workshops for parents, both during and after school and in the evening, both to consult, inform and discuss curricular issues.

## **Accessibility**

The school has an accessibility plan which it is currently implementing. Both of the main entrances to School are accessible for wheelchair users. There is a toilet available for disabled persons.

## Parent Support Worker

Mrs Kearns is the School's Parent Support Worker. She organises a range of courses for parents and keeps parents informed of courses which are taking place locally. Information is displayed on the parents' notice boards in both of the playgrounds and on the table outside the office. Mrs Kearns is always available before or after school to talk to parents. If parents wish to speak to her in private they can use the family room for the meeting.



Parents of year 6 children had the opportunity to join them for a family art workshop.

## School Council

Each year children vote to elect two school council representatives for their class. The School Council meets once a fortnight. Children are chosen to be the chairman, vice chairman, treasurer and the secretary.

Each class discusses issues they would like raised at the School Council. After the school council meeting the representatives report back to their class.



School Council Representatives are chosen from each class

## Extra Curricular Activities

A range of extra curricular activities are offered. Most of these are free unless we use the services of a coach or trainer in which case a small fee is charged. Activities vary from year to year but often include:-

Basketball, football, netball, tag-rugby, cricket, dance and circuit training.

Children have to obtain written parental consent before they can attend an after school club. The child's journey home after a school club is the parents'



## Celebration and Class Assemblies

Each Friday the School has a celebration assembly where children are presented with certificates for effort and good work. If your child is due to receive a certificate or award you will be sent an invitation to the assembly.

During the year each class leads an assembly. Parents will be invited to attend.



The Easter Egg Competition Winners

## Learning Mentor

Mrs. Kearns is our Learning Mentor. She offers advice and support; and helps children to overcome any problems or difficulties which may interfere with their learning. Mrs Kearns works with individuals and small groups and organises an after school Pyramid Club to help raise children's self-esteem.



The Pyramid Club enjoyed their Christmas party

## The Community

At Princethorpe Junior School we believe in fostering close liaison with the Infant School to ensure a smooth transition for your child. We are also developing close links with local secondary schools.

We usually support at least one major charity each year.

The school is linked to Shenley Arts College and Lordswood Boys' Sports College.

We hold our family carol service each year at Saint Gabriel's Church



Parents of Princethorpe (POPs) help the school organise fund raising activities.

## Transfer to Secondary School

During the summer term when your child is in year 5 you will receive, through this school, a secondary school choice form together with information relating to the secondary schools in the city. These will include dates and times when you and your child can visit the schools that are of interest to you.

In addition, there will be a booklet giving information on the optional tests for grammar school places and a second booklet setting out the Local Authority's policy on secondary education in Birmingham

## **Illnesses and the taking of medicines**

Children who are unwell should not be sent to school.

The school cannot undertake to automatically administer medicines to children. In line with Birmingham Local Authority guidance, we would like to remind parents that it should be the exception rather than the rule for medicines to be brought into school.

Parents are advised to request the GP to prescribe in a way that avoids the need for medicines to be taken onto school premises – this is often possible.

In exceptional circumstances a request to the Head Teacher for the administration of prescribed medicines will be considered on an individual basis, and in such an event the following procedure should be followed:-

Medicines should be brought into school by a parent/carer not the child, in the original container from the pharmacy and clearly labelled with:

- The child's name
- Name of medicine
- How much to give (i.e. dose) and when to give it
- A medicine measuring utensil
- Any other instructions e.g. whether refrigeration is required.

Whenever possible, please ensure a minimum dosage is all that comes to school and that any changes in medicine are given in writing. Parents who send a child to school with medicines without the agreement of the Head Teacher should be aware that the school cannot take responsibility for that medication or its administration.

### **Asthma**

If your child has asthma, you should complete an asthma form – available from the school office. Your child should have two inhalers in school at all times. One inhaler to carry with them and a spare inhaler which should be kept in your child's classroom in a clearly labelled bag, provided by school.

### **Children who become unwell during the school day**

Parents will be informed whenever possible if a child becomes unwell at school. It is the duty of the parents to make arrangements for collecting children and to take them home or to the doctor or hospital. It is therefore, vital to have not only each child's home telephone numbers, but also parents' work numbers, mobile phone and any other emergency contact numbers. We will collect this information by asking you to complete your child's contact form.

Please ensure that your child's contact details are kept up to date.

## **Equal Opportunities**

The school has an equal opportunities policy which encourages children to develop an awareness of their responsibilities towards not only themselves, their families and their friends, but also towards their community and society in general. We try to create a climate within school which does not tolerate racism or sexism.

## **Pastoral care and discipline**

We believe that children learn best when they feel safe, secure and cared for. At Princethorpe we have a behaviour policy which encourages and rewards positive behaviour.

The Head Teacher, Assistant Head Teachers, Class Teachers, Teaching Assistants and Learning Mentor are all responsible for pastoral care. The school seeks to create a positive caring atmosphere and to help children develop moral and spiritual values. Children are taught the value of good manners and respect and are made especially aware of the needs of others.

The school seeks to maintain a quiet, firm and fair approach to discipline, encouraging children to show self-discipline, independence and respect for others. We adopt the disciplinary policy of the Birmingham Local Authority – the use of corporal punishment is not permitted. Where children display anti-social or uncooperative behaviour, we use ‘loss of privilege’ or ‘taking time out’. There are no after school detentions.

Our overriding rule is that everyone will act with courtesy and consideration to others at all times. School and class rules are displayed around the school. They are also listed in the Behaviour Policy. All parents are given a copy of the Behaviour Policy.

Bullying, whether physical or verbal, and in particular, ‘name calling’ is not tolerated. Incidents of bullying should be reported to the class teacher, Assistant Head Teachers or the Head Teacher so that they may be dealt with immediately. Parents will be informed if there is a concern about their child’s behaviour so that we may work together to make improvements. This is in line with the School’s Behaviour Management Policy.

## **Child protection**

All schools and parents have a role to play in ensuring that children are properly protected. If we have any concerns about a child’s safety or welfare, arising from observations, unexplained or unusual behaviour or disclosures, we are legally obliged to pass our concerns, in absolute confidence, to one of the statutory agencies such as social services. This could lead to a more formal investigation of these concerns, but at all stages it would be conducted with confidentiality and parents would be notified and involved directly by the statutory agency.

Princethorpe Junior School is a caring school, the welfare of all our children will always be our first priority.

## Breakfast Club

Mrs Kearns, our Parent Link Worker, and Mrs Osborne, the Catering Manager, organise a breakfast club. It is open from 8.30 a.m. each day and the children may purchase sausage sandwiches, cereal, toast, fruit, hot chocolate, milk, flavoured water or orange juice. This club has proved to be a popular start to the day as children enjoy the opportunity of sharing their breakfast time with their friends in a calm atmosphere.

## Breaktimes

Children may bring a drink of water in a plastic container (no glass please) to be kept in the classroom to drink at the teacher's discretion during the day.

During the morning playtime a variety of healthy snacks and drinks are on sale at very reasonable prices. This helps to fill the gap between breakfast and dinner and helps to boost our school fund.



## Dinner Time

We have our own kitchen and an excellent team of cooks led by Mrs Horvath. School meals are nutritious and excellent value for money, though children may bring a packed lunch if preferred. If your child is entitled to free meals but would prefer sandwiches, these can be provided by Mrs Osborne. In view of its importance to the school budget, we would encourage all parents who are entitled to free meals to apply for them, even if their children prefer sandwiches. If children wish to change from sandwiches to dinners or vice versa, please give Mrs Evenson one week's notice.

Sandwiches should be brought in a firm plastic container with the child's name clearly marked on it. Children are expected to take care of their lunch boxes and not leave them lying around.

Children are expected to be well behaved during dinner time, If they are not, the following steps are taken:

- Initially the child is given a verbal warning from the Head Teacher
- If the unacceptable behaviour persists, the Head Teacher will contact the parents explaining the position and seeking their co-operation in putting the matter right.
- If this fails, the Head Teacher will write to the parent banning the child for a limited time from staying for lunch or being on the school premises during the lunch hour.

In our experience, these steps are rarely necessary.

Payment for school meals should be brought on a **Monday morning** for the whole week or on the first day back at school after absences. The exact money should be sent in a sealed envelope bearing the **child's name and class and amount enclosed**.

## Attendance / Absence

It is very important that your child is in the classroom by 9.05 at the latest, when the registers are taken and dinners ordered. If for any reason, a child arrives late in school, she/he must report immediately to Mrs. Evenson in the school office to register before going to the classroom.

At Princethorpe we feel it is extremely important that your child attends regularly. Consistent attendance plays a significant role in how your child progresses during his or her time in school.

School registration is now computerised and all schools legally have to complete the register with the exact reason for any absences – so it is vitally important that you let someone at the school know the reason for your child's absence.

If your child is absent, please observe the following procedure:-

1. If you know that your child is going to be absent from school, e.g. dental, hospital or clinic appointments, please let the class teacher know in advance. This is vital if a dinner is needed for that day.
2. For illness or unforeseen absence, please let the class teacher know the reason for absence either by letter, by personal contact or telephone Mrs.Evenson, our School Secretary, on 475-1083 on the first day of absence.
3. If your child is absent for more than three days, it is very important that you contact the school to inform us of the situation. This saves the Education Social Worker from having to make an unnecessary home visit.

### **These procedures must be adhered to for ALL absences**

The school has very few unauthorised absences, but these have to be reported and may be followed-up. No child should be kept away from school unless they are unwell or have a medical appointment, bereavement or a day of religious observance. A total of two weeks holiday is permissible in term time but must be requested in writing to the Head Teacher. Holiday forms are available from the school office.

### School performance information on attendance

By law, we have to publish figures of authorised and unauthorised absences. It is therefore very important that you always let us know why your child is absent. If you don't, you could be visited by the Education Welfare Officer and several of those visits could lead to involvement of the courts.

Authorised and unauthorised absences 1st September 2007 to 22nd May 2008

Attendance 92.14 %

Authorised absences 6.19 %

Unauthorised absences 1.67 %

N.B. Unauthorised absence means any occasion on which a pupil is recorded as being absent without authority from the Head Teacher. This includes all unexplained or unjustified absences.

## **Security**

Good security is the concern and responsibility of everyone at our school. Security is monitored and reviewed each term by the Head Teacher, Staff and Chair of Governors and amended accordingly. Parents and visitors are asked to ensure that they close all the gates as they enter and leave the school premises.

## **Valuables**

The City does not insure the personal property of pupils which is brought into school. It is the responsibility of the parent to ensure that such items of value are adequately insured through their own private policies.

We strongly advise that valuable or easily broken possessions are not brought into school. This applies especially to jewellery such as rings, earrings, bracelets and chains which are easily lost and can cause injury during play activities.

**NO** jewellery should be worn on a swimming day and only stud earrings are acceptable for P.E.

## **Lost property**

This is kept in the yellow plastic container in the entrance hall. Children and parents should look here first. Clothing can usually be returned quickly to the rightful owner if all garments are clearly marked with your child's name.

## **Emergency contact**

In cases of illness or accident, it is essential that we have a telephone number and address where parents can be contacted quickly. Mrs. Evenson or Mrs Blair will collect this information when your child first begins school. If you change your address, telephone number or place of employment, please let us know immediately.

## **Insurance**

The City carries no personal accident insurance on behalf of pupils. Parents who feel that this kind of insurance is necessary for their child are advised to take out an appropriate policy with an insurance company.

## **Home Reading**

At Princethorpe Junior School we have a home reading policy. Our structured reading scheme is made up of a combination of published reading schemes.

The children are encouraged to take home these books every evening. Each child will be given a book bag to protect the book. The children also take home a reading diary, which is filled in by the teacher, the child and we hope by the parents.

We cannot emphasise enough the tremendous advantage your child will gain if you can manage to put aside a short period each evening (just five or ten minutes would be enough) either to read to your child or listen to your child read. We ask parents to write down on the diary the pages you have heard your child read and sign it, together with any comments you may wish to make. Your child's teacher will do the same, so that you will know, at all times, exactly how your child is progressing. Mrs Bryant, Phase Coordinator, monitors whether children regularly have their reading book in school. Either the class teacher or Mrs Bryant will inform parents if their child does not have their reading book in school when required.

The more encouragement and praise children receive the more quickly they will learn that reading is fun and worthwhile.

Books are very expensive and we would ask all parents to ensure that the books which come home are well looked after and adequately protected on their journey to and from school.

## **Home School Learning**

Hearing your child read, reading to your child and sharing books together are all vitally important but all home learning is important for the children. We believe that a good well-organised homework programme helps the children to develop the skills and attitudes they will need for successful, independent, lifelong learning. Homework supports the development of independent learning skills, so enquiry and investigation are seen as part of the learning process.

At Princethorpe Junior School we have a homework policy. It contains a clearly defined homework timetable which explains how much time pupils in different year groups should spend on homework. It is progressive and states when homework will be set and when it should be handed in.

We want homework to be a positive experience for the children. Teachers plan and co-ordinate homework so that the demands on pupils are balanced and manageable. They also give at least two days for homework to be completed. We hope that you will:-

- Provide an appropriate environment for children to complete their homework
- Value homework set
- Give encouragement and praise to your child.

Mrs Walker, Teaching Assistant, organises a lunch time Homework Club for children who cannot complete their homework at home. Mrs Bryant, Phase Coordinator, monitors whether children regularly complete and return their homework to school on time. Either the class teacher or Mrs Bryant will inform parents if their child has not returned their completed homework on time.

# The Curriculum

Our aim is that the children in our care will be happy, well balanced and enthusiastic, working in a stimulating atmosphere which will allow them to develop to their full potential in every aspect of their school life.

At Princethorpe Junior School the Governors seek to ensure that the children receive a sound foundation in the knowledge and skills which will prepare them for the opportunities, responsibilities and experiences of adult life. Schemes of work in the different subject are organised to ensure that the children are able to work on class, individual or group programmes which are appropriate to their needs and abilities, where the work is concentrated on a single topic or subject studied by all pupils.

The National Curriculum requires the following subjects to be taught:-

English; Mathematics; Science; Religious Education; Information and Communication Technology; History; Geography; Design Technology; Music; Art; Physical Education and P.S.H.E. (Personal, Social, Health Education) and Citizenship.

Religious Education is taught in accordance with the Birmingham Agreed Syllabus and the opportunity for collective worship occurs daily. Parents wishing to withdraw their children from collective worship should contact the Head Teacher.

The programmes of study laid down in the National Curriculum are followed.

Curriculum planning builds on pupils' understanding, taking into account continuity and progression. Lessons start with the setting and sharing of clear learning objectives.

Teaching methods include a mixture of whole class, group and individual teaching with a manageable number of teaching groups and learning activities provided in the classroom at any one time.

The school has clearly established classroom routines and systems and provides opportunities for the pupils to raise questions about tasks and the teacher to develop skills of instructing, questioning, observing, assessing, diagnosing and providing feedback. Skilful questioning is encouraged, enabling the children to think and use the knowledge they have acquired. Investigative skills and problem solving skills are considered to be important and these are developed alongside literacy and numeracy. The children are taught to:-

- apply concepts in new situations
- practise, apply and consolidate new skills
- produce work for a variety of audiences
- meet the challenge of completing tasks
- use modern technology as an aid to learning
- work individually and as a member of a collaborative learning group.

Support provided should maximise all pupils learning with activities / tasks matched to the child's ability so that a range of outcomes – written, spoken or visual are possible so that pupils are able to demonstrate achievement. Lessons are evaluated to determine strengths and weaknesses and to inform future planning.

The staff regularly assess pupils' progress and this informs future planning. The school has a Special Educational Needs Co-ordinator, Mrs McKen, who helps to plan individual education plans for those children who have learning difficulties. The school follows the Code of Practice with regard to children with special educational needs. The co-ordinator keeps a register, monitors the progress of those pupils and holds regular interviews with parents. The Pupil Support Service offers learning support to children experiencing considerable difficulties.

Pupils have easy access to learning resources and are involved in both independent and co-operative learning tasks. Resources are effectively displayed and stored. We try to create high standards of presentation and display so that the children experience and enjoy an aesthetically pleasing context for their learning.

Teaching is fundamental to the quality of education provided at Princethorpe Junior School and is the main avenue through which we contribute to pupil's attainment, progress and attitudes. A structured programme of monitoring and evaluating the quality of teaching has been implemented to ensure that high standards are achieved at all times.

The School is committed to the promotion of justice and equality and endeavours to create a positive learning environment, building upon the strengths of co-operation, cultural diversity, mutual understanding, tolerance and respect.

The Governing Body of Princethorpe Junior School has helped to formulate and has approved the aims of the school, the policy statements and schemes of work. These policy documents are in school and may be requested from the Headteacher

# English

The teaching of English enables children to become effective communicators through the skills of speaking and listening, reading and writing.

The school follows the literacy strategy in all year groups.

The children are encouraged to formulate, clarify and express their ideas; to listen, understand and respond appropriately to others; to read accurately and fluently.

Well-stocked school and class libraries enable the children to experience a wide range and variety of texts enabling them to understand and respond to many different forms of literature. Reading should be an enjoyable experience that is practised at home as well as at school, and is seen as a vitally important tool for learning.

The Children are encouraged to write with confidence. By studying their own writing and spelling their skills will develop more successfully, enabling them to become fluent, able writers. They will be encouraged to develop a good legible style of handwriting and to take pride in their work and presentation.



Year 5 and 6 children had the opportunity to work with a poet to write raps about racism.

# Mathematics

Mathematics at Princethorpe Junior School is based on the National Numeracy Strategy which includes an emphasis on developing methods for mental calculation. It takes into account current thinking in mathematical education and in particular it provides for :-

- Discussion between teacher and pupils and between the pupils themselves
- Practical work
- Consolidation and practice
- Problem solving
- Investigative work
- Mental strategies

Calculator work is incorporated and the computer provides a useful tool in developing mathematical ideas. Mathematics is a powerful tool with great relevance to the real world. Considerable emphasis is therefore given to presenting mathematics in real situations.

Parents and grandparents were invited to a Maths Open Afternoon where they could try lots of different maths activities.



Children often have the chance to work with a Teaching Assistant in a small group.

Children sometimes use maths programs on the computer.

# Science

All children at Princethorpe Junior School study a range of science topics using a wide range of resources including the QCA scheme of work. These provide a comprehensive coverage of the National Curriculum requirements.

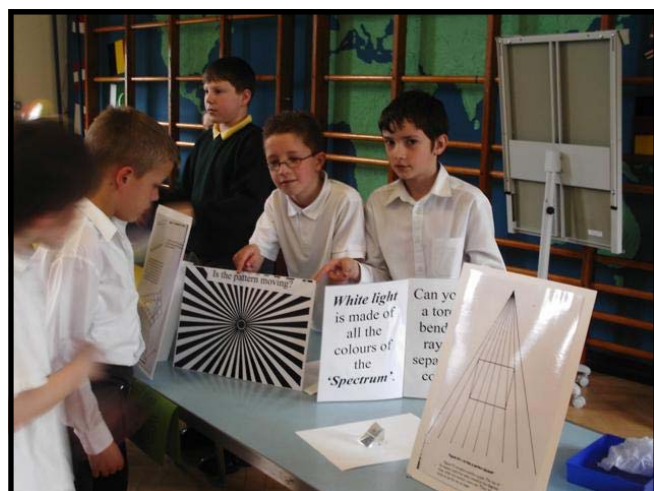
The children are encouraged to explore and investigate, to develop their knowledge and understanding of Science. They also develop practical skills increasing their ability to observe, measure, record and interpret information, to ask questions and make predictions.

In covering a wide range of topics which include magnetism and electricity, sound, light, colour, invertebrates, growth of plants, animals and humans, buildings, rocks and minerals the children will gain a greater awareness and scientific understanding of the world around them.



During the year the children have the opportunity to participate in science workshops. These children are participating in a workshop about electricity organised by the Think Tank.

Children and parents have the opportunity to participate in a 'Science is Fun' open afternoon where they can try out a range of experiments organised by each class.



# Information and Communication Technology

Information Technology is an integral part of all areas of the curriculum. The school has a large I.C.T. suite with twenty workstations and an interactive whiteboard and projector. Each classroom has an interactive whiteboard. All classroom computers are networked so that pupils can access their files wherever they are working.

In I.C.T. the children are taught to:-

- organise and present their ideas in different forms, written, graphical and pictorial
- to collect, sort and classify
- to store and retrieve information
- to use spreadsheets, data control, data logging software
- desktop publishing
- multi-media and web publishing



Year 6 children giving a power point presentation about Tiger Sharks. The children have to research their topic and then present it in an interesting way using writing, pictures, and sound effects.

The children have the opportunity to use the suite for at least two lessons per week. In one lesson they learn ICT skills and in additional lessons they use ICT resources to enhance learning in other curriculum areas.

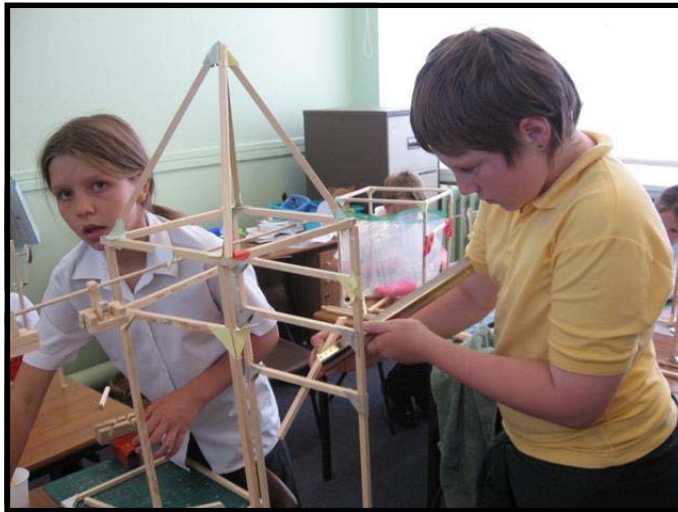


## Design Technology

Through Design Technology we aim to involve the children in practical problem solving, developing their knowledge, skills and ability as they progress through the school.

They are encouraged to study, design and make single objects, working models and systems for carrying out a specified task. They are taught how to use different materials, various tools and pieces of equipment effectively and safely.

The children are encouraged to work independently and as part of a team working on group projects. The children learn how to evaluate and improve their work and overcome problems which may be encountered.



Year 6 children make models of fairground rides.

Year 4 children make pencil cases or purses.



# History and Geography

To bring alive history and geography at Princethorpe Junior School we use a variety of resources:-

- Pictures and documents
- Photographs
- Art and craft
- Educational visits
- Use of artefacts
- Visitors to school
- Audio – video resources
- Music
- Information Technology
- Drama
- Local environment

The children study a range of topics such as Ancient Egypt; the Greeks; the Romans; the Tudors and the Victorians

Geography at Princethorpe Junior School is taught through geographical themes which are set within the context of actual places, These include the study of India; Rainforests; weather; the local area and the village of Tanworth in Arden.



A Roman Centurion visits school to tell year 4 about life as a Roman soldier.



Year 5 spent a day finding out about life in Tudor times.

## Music

At Princethorpe Junior School we encourage all the children to enjoy music and become sensitive to the way sound communicates ideas and feelings.

We provide opportunities for the children to compose, perform, listen and appreciate music from a variety of cultures and traditions.

A vocal teacher teaches all year groups during the year. Musical workshops are used to extend children's musical opportunities. A range of musicians visit school to entertain and educate.



All the children in year 4 learn to play a musical instrument free of charge. Last year they had the opportunity to learn to play either a violin, cello or guitar. Children have the opportunity to continue learning to play their instrument in year 5 for a small fee.



Staff and children join in musical workshops.

# Physical Education

In Physical Education we teach the children to be physically active, develop body management and understand the value of a healthy life style. We teach the need to consider their own safety and that of others in activities undertaken in all environments.

In their activities they are encouraged to plan, perform and evaluate their own performance.

The school aims to encourage all children to play sport and traditional team sports. Football (boys and girls), netball, basket ball, cricket (softball), rounders, short tennis, tag rugby and swimming are all taught at Key Stage 2. Mr Pepper, PE coordinator, teaches all the children for one PE lesson a week. All the children take part in lessons in gymnastics, games, dance, swimming and athletics. All children have an entitlement to two lessons of P.E. each week.

The school shares a field with the Infant school. Children regularly use it for games



Children have the opportunity to participate in an athletics competition.



Children had the opportunity to learn Brazilian soccer skills at an after school club.



Children had the chance to be taught cricket skills by a Warwickshire Cricket Club coach.

## Art

We provide a lively and varied art curriculum. Pupils are provided with opportunities to improve and develop skills in drawing, textile, painting, three-dimensional work and printing.

Children learn how to use many different tools and materials safely and effectively and also find out about artists from different cultures and times. Everyone is encouraged to develop their creativity so that they can express their own ideas and feelings.



Over a period of two years the children in year 5 had the opportunity to work with an artist to create a mural of rainforest for the upper school playground.

These children are busy working on their sketches for the mural. A section of the finished mural is shown below.



## Religious Education and Collective Worship

At Princethorpe Junior School we respect the fact that religious traditions of Great Britain are in the main Christian, while taking into account the practices and teaching of other principle religions represented in Great Britain. Through R.E. and assemblies each pupil is able to develop confidence and respect for each others' values and beliefs and contribute to building a caring community. The School follows a comprehensive scheme of work taken from the Birmingham Agreed Syllabus for R.E. Parents wishing to withdraw their children from R.E. lessons and/or Collective Worship should contact the Headteacher.



Easter assembly.  
The Roman Soldiers and the grass who were by the tomb told the story of what happened to Jesus.



Celebrating Eid

# Personal, Social, Health Education and Citizenship (PSHE)

The school has a health education policy which includes personal growth and development.

Within the personal growth and development section of our health education programme, and as part of it, the Year six children have lessons on sex education and drug education as prescribed within the National Curriculum guidelines.

Parents are informed beforehand of these lessons and they do, if they so wish, have the right to withdraw their child from the lesson. However I would ask parents, if they have any concerns at all to please come and talk to us at school first. The staff and myself will willingly share and discuss with parents the resources that we use and explain to them the careful planning that goes into these lessons.

Throughout the whole curriculum, both formal and informal the children at Princethorpe Junior School are given opportunities to develop their self-esteem, their confidence, their good health and emotional well being.

In Personal, Social, Health Education we teach the children the skills necessary to maintain worthwhile and fulfilling relationships based on respect for themselves and others at home, at school and within the whole community.

We develop the children's knowledge and understanding of their roles and responsibilities as active citizens in a modern democracy, through a monitor system; through school and class assemblies; circle time activities; behaviour weeks and the running of a School Council.

Our aim is to equip the children with values, skills and knowledge to enable them to deal successfully with the many different social, moral and personal questions which they will face throughout their lives.



Children have the opportunity to learn about fire safety from the firemen of Northfield Fire Station.

# Inclusion

Provision for special educational needs is made through a whole school approach. We are committed to providing quality support for pupils who have special educational needs of any kind. This may include children who are experiencing difficulties with learning, those who are particularly able and those having physical, emotional or behavioural difficulties. We acknowledge that any pupil may have a 'special need' at some time during their career.

Mrs. McKen is the Inclusion Manager (SENCO) and works closely with class teachers, classroom assistants, integration assistants, children and parents. The school follows guidelines set out in the Local Authority's Special Educational Needs Handbook.

If a teacher feels a child is experiencing any consistent learning or behavioural difficulty, parents will be informed and the child placed on the Special Educational Needs Register held in school. At later stages, the class teacher will be given appropriate help which may involve the SENCO or a specialist teacher from one of the support services. The child's progress will be reviewed termly and an Individual Education Plan (IEP) drawn up if necessary. Parents may be asked to support this learning at home and will be kept informed at all times.



A gross motor skills group meets once a week to help develop coordination and balance.

A clown taught the children some magic skills to help them improve their fine motor skills in a fun way.



## Educational Visits

Educational visits are very valuable experiences, which greatly enrich your child's learning. They provide the first hand experiences which have such a powerful impact on learning. A variety of these are planned at regular intervals and they range from visits to other localities or facilities to a trip to a local church or supermarket. Many are only possible with financial support from parents, as schools are not financed to provide them. The Governors follow the Local Authority's policy with respect to charging for such visits, this is to ask parents to contribute towards the cost of the visit. Contributions are made on a voluntary basis and no child is excluded if the visit goes ahead. Such visits can only take place, however, if there is enough financial support from parents. We hope you will support us in this way so that the children can enjoy these rich experiences.



Professor McGinty visits school several times each year to lead workshops about Ancient Egypt, the Romans, the Greeks, the Tudors, the Victorians and the Second World War.



A World War Two Soldier!



The Romans prepare to go into battle

## **Assessment, Recording and Reporting**

When the children join us in year 3, we receive their original baseline assessment, the results of the end of Key Stage 1 Tests in English and Maths and any Teacher Assessments that have been carried out in the Infant School.

Throughout the Junior School the children are assessed regularly by their teachers and these assessments forms part of the planning process. The children are introduced to various forms of self-assessment.

Parents will receive an annual report giving information about their child's progress in relation to the National Curriculum, a general comment on effort, behaviour, responsibility, etc. and a record of punctuality and any unauthorised absence.

## **Governing Body Charging and Remission Policy**

We do ask for voluntary contributions from parents to pay for educational visits to enhance the work in the classroom. If the contributions do not cover the required amount then the activity may have to be cancelled.

Parents of any child responsible for damage or loss of any part of the school premises or equipment may be asked to pay in whole or part for any repair or replacement.

## **Public access to documents and information**

The following documents are available for inspection at the school:-

Statutory instruments, Department Circulars and Administrative Memoranda relating to the powers and duties imposed by, or under, Chapter 1 or Part 1 of the Education Reform Act 1998.

- Any published reports of her Majesty's Inspectors referring expressly to the school
- Schemes of work, policy and syllabuses currently used in the school
- The Education Authority's Statement of Curriculum Policy
- The Agreed Syllabus for Religious Education adopted by the Local Authority
- The Governing Body's Policy on Sex Education
- The Annual School Profile
- All the recent circulars from the Department for Education

Anyone wishing to view the documents should contact the Head Teacher.

## **Validity of Publication**

This brochure is regularly updated but parents are reminded that although the information is accurate at the time of printing, it is possible that changes will occur either before the start or during the school year.

## Children's comments about their school

Our school has got good rules which means it's a nice place to be.

Carly Walker

I like everything about school. I like all the lessons. I enjoyed doing the sponsored walk and going to the fairs.

Lauren Horton

I like playing with the equipment at lunchtime with the year 5 sports leaders.

Rhys Niblett

I have learnt to swim this year and that has made me very happy.

Lauren Kirkwood

I like the ICT suite because there are lots of interesting things to do on the computer.

Katie Masters

We like everything about our school especially the nature area because you can look for animals like frogs.

Chelsea Morris, Chelsea Taylor, Demi Overton and Jade Addis

## Children's comments about their school

I like school because we take part in lots of sports events.

Callum Denning

I like all the teachers because they care about the children and make our lessons interesting and fun.

Jodie Brown

I enjoyed being in the netball team and playing in all the league matches competitions

Chloe Noakes

I like Professor McGinty's visits because he makes learning about history fun.

Lisa Jones

I like school because Mrs Kearns, the Learning Mentor, is always there for you if you are sad or have a problem.

Courtney Ellis

I like school dinners because they are healthy and taste delicious.

Leanne Buckle

## Parents' comments about school

My daughter loves coming to school. The staff are friendly and if you have got any problems they will sort them out with you.

Lynn Bryan

It is a very welcoming school for parents and children. On a personal level I'm pleased with the efforts made to help my daughter make good progress.

Nicki Larcombe

I was thrilled when school organised a cricket team and Thomas joined. I have watched them play and was impressed with their sportsmanship. I organised a sponsor for the team and used the money to buy kit so that the team could look really smart and feel good.

Jackie Kimberley

I have supported teachers on class trips. The children have always been extremely well behaved. They are a credit to the school. At Blakesley Hall they answered all the questions really well and even thought of some interesting questions of their own to ask.

Mandy Fitzpatrick



Year 6 celebrate after their Graduation Ceremony

Children have the opportunity to participate in Science workshops led by teachers from the Think Tank



Year 3 finding about life in Ancient Egypt



All year groups have the opportunity to participate in music workshops



All year groups have the opportunity to participate in a range of sporting activities led by Sports Coaches