

The Prince Edward Prospectus

Dear Parents and Carers,

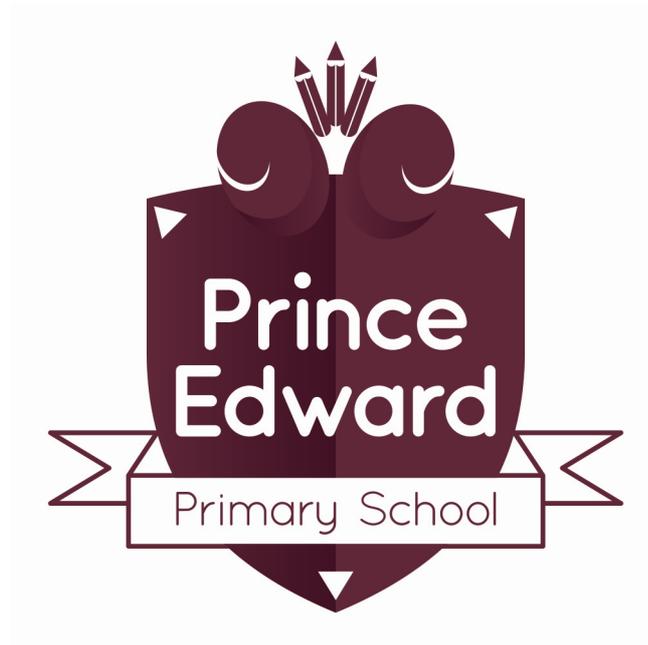
Welcome to our school. I hope you find the following information useful.

Our work together will be as equal partners as we further develop the quality of teaching and learning, aiming to provide the best possible learning opportunities.

We aim to give all our pupils the best possible care, guidance and support, to equip them with the skills they need in a challenging and ever changing world.

Yours sincerely

Matt Sieczkarek
Headteacher



**Prince Edward Primary School
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Other Contacts

Headteacher

Mr Matt Sieczkarek

Deputy Headteacher

Mrs Anna Ainsley

Assistant Headteacher

Miss Rachel Hall

Foundation Stage Leader

Miss Amy Parker

Key Stage 1 Leader

Miss Charlotte Varley

Senior Learning & Inclusion Manager

Ms Hilary French

SENDCos

Mrs Rachel Wells and Mrs Rachael Briggs

Chair of Governors

Mrs Janet Hickey

Vice Chair of Governors

Mr Peter Bagshaw

Ethos and Values

'Parents, employees, pupils and supporters working together for every child's best: progress, enjoyment, potential and success.'

The school values were developed in 2013 by staff, governors, children and parents. The nine values are:

Respect, Co-operation, Pride, Determination.

Honesty, Perseverance, Kindness,

Fairness, Aspiration

Admissions Policy

Click on this link for the Sheffield Pupil Admissions Webpage:

<https://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions.html>

We follow Sheffield Local Authority's admission arrangements. The school has a standard admission number of 60 for each year group. Parents and carers are encouraged to view the school prior to registering their child for admission. Staff members are always available to provide an introduction to the school and give any help.

1. When is my child entitled to enter full time education at Prince Edward?

Children may enter one of the reception classes full time, in the term after their fourth birthday. Alternatively, they may start at the beginning of Spring or Summer term. The compulsory age to start school is the term after their fifth birthday. The foundation stage staff members are available to discuss whatever option is better for your child's needs. However, it is important that you register your child for a place in school. The admission form is available from the nursery or the school office. You still need to apply for a place even if your child attends our nursery.

2. The admission arrangements for the school

If there are sufficient places available, all parents who apply for a place for a child will be granted a place. Where there are more applications than places available, admission criteria are used to determine who gets a place. In the event of oversubscription, the following criteria will be applied, in priority order, to determine which applications will be granted:

1. Children, who live in the catchment area and who, at the time of admission, will have a brother or sister attending the school.
2. Other children who live in the catchment area.
3. Children, who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school.
4. Other children who live outside the catchment area.

In the event of oversubscription within any criterion, preference will normally be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principle entrance to the main administrative building of the school. The exception to this is that all children who fall into criterion 1 or 2, by the closing date for application, will be guaranteed a place at the school providing the school is listed as the first preference and the application is received by the closing date for the normal year of entry to the school.

5. Special circumstances

Consideration will be given to children in public care and to applicants who can establish particular medical, Special Educational Needs or social grounds relating to their child. Supporting written evidence from a doctor, social worker or other relevant professional must be provided at the time of application. The definition of Special Educational Needs relates to a learning difficulty, which calls for special educational provision to be made for the child. Special consideration will be given to children whose mobility support needs require that they access the specialist accommodation provided by a school designated 'through route' family of schools. Each case will be determined on its merits. Special circumstances may take precedence over any of the numbered criteria. The allocation of any such places will be determined by the Local Education Officer, in consultation with the Head Teacher.

6. Admissions to year groups other than the intake year

Applications for admission to other year groups will normally be considered in relation to the published admission limit, which applied when the year group was first admitted to the school, although infant class size restrictions will also need to be considered. If places are available within the year group, applications will be considered in accordance with the above admission criteria.

Special Educational Need and Disabilities

If at any time the school has concerns with your child's learning, rate of progress or all round well-being we will speak with you and listen to your thoughts or worries. If you have any concerns or questions we would encourage you to come and speak to us. The school has two members of staff who are the SEND Co-ordinators (SENDCos). They work with parents and children to support the family when a child has difficulties that are complex and co-ordinate the provision throughout school for all children with additional needs. The school often seeks advice and support from a range of outside agencies and professionals to help meet the needs of the children. We work closely together to overcome the barriers to learning, both in and out of the classroom, for groups of children and individuals. A new Code of Practice for Special Educational Needs and Disabilities came into effect in September 2014. The School has a policy on Special Educational Needs and Disabilities and this can be found on the school website in the downloads section.

Religious Education

We use Sheffield's agreed syllabus for Religious Education.

Our aims when planning work for the children to undertake are:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions;
- Enhance their spiritual, moral and cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them;
 - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
 - developing a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

Parents have the right to withdraw their child from Religious Education or Collective Acts of Worship and where this is requested suitable arrangements will be made. We have found however, that parents are very keen for their children to participate in this aspect of school life - the themes of the 'assemblies'; relating to stories and drama and other examples of children's work in school.

The Curriculum

Education at Prince Edward aims to be exciting, stimulating and challenging to provide for all the children a wide range of learning opportunities based upon the local environment, first-hand experience, observation and problem solving. The teaching and the work set are matched against the abilities, attainments, needs, interests and experiences of the children.

The school aims to ensure that the whole curriculum for each child is co-ordinated and coherent so that effective learning can take place.

Each curriculum area has detailed planning documentation. Staff will often plan activities in a 'cross-curricular' manner. For example, using a History topic to develop Literacy skills; or Design Technology to practically use Mathematical or Scientific skills. This approach really motivates the children.

Children in the Foundation Stage will follow "Development Matters". All children from Y1 onwards will follow the 2014 National Curriculum.

The 2014 National Curriculum.

The National Curriculum consists of a variety of subjects, which all children must study at school. Our aim is to provide each child with a 'Broad and Balanced' curriculum within Prince Edward. The subjects that will be taught to your child as part of the National Curriculum will be as follows:

- Computing
- English
- Maths
- Science
- Design and Technology
- History
- Geography
- Physical Education
- Art and Design
- Music
- Foreign Language

Sex Education

The governors of the school have decided to include sex and relationship education and have agreed the programme of learning. All children have a natural curiosity about themselves and their bodies. Our Sex Education Policy for the children is incorporated into the overall Health Education Policy for the school. The children are introduced to all manner of health issues during their topic work in school and learn about growth, healthy diets, how their bodies function and caring for others from their time in Reception and throughout the school. Parents are encouraged to talk to the Headteacher if they have any concerns about the teaching of sex education in the school.

Homework

All children are expected to regularly read at home, learn spellings and tables, and undertake other literacy and numeracy work. Sometimes, we encourage children to carry out additional research for particular topics at home, to support work undertaken in the classroom. All our children receive homework on Thursdays and are required to hand it back in on Tuesdays.

Educational Visits

We value learning experiences out of school. Teachers plan for many worthwhile visits for the children to experience. Where cost is involved, we ask parents to make a voluntary contribution towards the cost of the proposed visit. Without these voluntary contributions it can be difficult for visits to go ahead. There is no substitute for first-hand experience! There is no obligation to contribute and children will not be treated differently according to whether or not their parents have contributed. School fund monies are sometimes used to subsidise educational visits to help keep costs for parents down to a minimum. We are sure you will appreciate the many benefits of such educational visits. They enrich the whole curriculum and we are sure that the present level of support of well-planned visits should continue for many years to come!

Assessments and Results

All parents will be invited by letter to 'Parents' Evenings' in the Autumn, Spring and Summer terms in order to discuss with the class teachers the kind of progress being made by their children. In the summer term, after we have given parents their child's school report, your child's class teacher will be available to discuss any aspect of the end of year report.

The school has a range of assessments, which begin when the child enters Nursery or Reception and tracks each child throughout school. These assessments are to help improve the quality of teaching/learning by identifying different intelligences and preferred learning styles for each child, helping to set individual targets and measure attainment.

Baseline Assessments

These are non-statutory assessments carried out in Reception in the autumn term.

Phonics Testing

Children in Y1 will also sit the statutory Phonics Screening Check in the summer term.

Key Stage 1 Tests

All children will be formally assessed in Year 2. Children will be tested in Reading and Maths.

Key Stage 2 Tests

All children will be formally assessed in Year 6. Children will be tested in Reading, Maths and Spelling, Grammar & Punctuation.

Class teachers will also assess pupils at the end of the Key Stages based on ongoing assessment. This is called teacher assessment and is submitted to the local authority.

School Results

Please see the website for a summary of the National Curriculum assessment results of pupils in the school.

Attendance

We have a target to have 95% of our children in school over the whole year.

The school's attendance figures for 2017-2018 was: 95%

Absence

We ask parents to notify school on the first day of absence and to let us know when they are returning. If advance notice of appointments such as for the dentist, optician or hospital is given, then pupils may be collected from the School Office. Please inform the school office or your child's class teacher, so that we know. Unfortunately, for your child's safety, we **cannot** allow the children to leave the school early to meet a parent elsewhere for such an appointment.

Children being taken out of school term time for holidays will not have the absence authorised unless there are exceptional circumstances. Queries and questions are directed in our school to the Senior Learning and Inclusion Manager. The school will issue £60 penalty notice according to the legislation if children do take a holiday in term time.

Governors

The community school is administered by the Governing Body who are responsible for aspects of the:

- **School budget;**
- **Staffing;**
- **Curriculum;**
- **Appraisal;**
- **Standards and Target Setting;**
- **Exclusions;**
- **RE and Collective Act of Worship;**
- **School Premises.**

Please note that this is not a comprehensive list of the Governing Body's responsibilities. The Governing Body meets formally once a term. All parents have the right to read the minutes of the Governing Body meetings (apart from those deemed to be confidential) once they have been approved, they are kept in the school office. The Governing Body's membership comprises:

- Local Education Authority (1 representative)
- Co-opted (6 representatives)
- Parent (4 representatives)
- Staff (1 representative)
- Headteacher (1 representative)

The total number of Governors is 13.

There are also various committees of the Governing Body. These meet regularly and report back to the main Governing Body. These consist of:

- Outcomes
- Resources

Safeguarding

You can see our full Safeguarding Policy on our school website under the downloads section.

We do our best to look after your children if or when they become ill during the day. However, there are times when we have to make a telephone call to you so that you can come and take your child or children home. We ask all parents/carers to fill in one of our 'emergency' contact forms. It is essential we have emergency telephone numbers so that we can get in touch with you if your child or children do become ill. We also ask for up to date contact information before we go on any off-site educational visits. This ensures that we have the most recent information with regards your child's health. These forms are then taken on the visit in case we need to contact you urgently.

We ask parents to complete "acceptable use disclaimers" so parents, children and school work together to ensure children use the internet safely and responsibly. Our Online Safety Policy goes into more details.

Medicines

We have a number of trained First Aiders who will administer only prescribed medication. To enable this to happen, you must first complete a form giving permission. All such medication is kept in the school office. Inhalers for those children suffering from asthma are allowed and need to stay with the child. Please make sure that your child has their inhaler with them in school and that it is renewed regularly.

First Aid

In our school we currently have 33 Paediatric First Aiders who either have the 1 or 2 day certificate. All Early Years Foundation Stage staff are trained and all Lunchtime Supervisors are trained too. We ensure that some other staff throughout school are also trained to enable us to have a First Aider on most school trips. We are applying for the Millie Mark and have a defibrillator in our school. Children will receive first aid immediately in our school and our First Aiders know when to contact the emergency services. For us, it is essential that your child receives the most appropriate care. We always discuss first aid and consent when you apply for a place at our school.

Security

The school operates a Closed Circuit Television (CCTV) system around the building. The external doors lock automatically during the day. Visitors to the school during the day should use the main entrance adjacent to the school office. All visitors should sign the visitors' book.

Snow

In extreme weather conditions, it is our policy not to close the school early without giving prior notice to parents. In the event of extreme weather e.g. heavy snowfall in winter, the school will remain open until the end of the day. We will not send children home early in these circumstances, as to do so could place children in danger if there is no one at home to receive them. If the weather is such that parents wish to take their child home, they should contact the school and a responsible adult should collect the children from the school office.

Behaviour

We have rules chiefly for the safety and welfare of all the children. The school's approach is to develop self-discipline and an awareness of mutual respect in all children. We expect your child to behave with respect for other people, their property, and the school community in general. If your child does not behave in an acceptable manner, we will want to share our concerns with you, so that we can work together in modifying their behaviour. We believe that the behaviour of your child is a joint responsibility between them, yourselves and the school. Various sanctions are used when children do not behave appropriately. These include; keeping children in at break and lunchtimes and on occasions exclusion. The behaviour policy can be found on the website under the downloads section.

The Role of the Parents

The school has a Home/School Agreement put together following extensive work undertaken by children, staff, parents and governors. All parents and children will be asked to sign this document as it shows a commitment from all parties to follow the school's aims and objectives. The Home/School Agreement is distributed at the beginning of each school year.

The Parents' Association

We have a Parent Teacher Association (PTA) and are always looking for volunteers who would be interested in becoming involved. If you require any further information on this please call into school to discuss it further.

School uniform

The school encourages parents to clothe their children in the school's uniform. We do have a regular supplier for our school sweatshirts, details of which may be obtained at the office. High standards of dress and self-presentation help to maintain the general ethos of the school.

We are very keen that parents and children adhere to the following code of dress, which was introduced by the governors after consultation with parents.

- Sweatshirt, jumper or cardigan in claret;
- Trousers, dresses or skirts in (including gingham), dark grey or black.
- White polo shirt or fitted shirt.
- Cardigans and sweatshirts with the school logo can all be ordered with School Trends at www.schooltrends.co.uk or visit Pinders at Crystal Peaks.
- Sensible black shoes (heels are unsuitable, particularly at playtimes and on staircases).
- An apron or an old shirt would be useful for Art and Craft lessons for children.

Please mark or label all of your child's clothing. If your child does misplace some clothing, just enquire at the school. We may well have it.

Items that we do not encourage

- Football shirts
- Clothing with offensive logos
- Jeans
- Jewellery

PE clothing

All children can change into T-shirts and PE shorts for indoor work, with plimsolls or trainers and warm clothing for outdoor lessons. A bag capable of holding a PE kit will prove useful to hang in your cloakroom.

Earrings **should be removed at the start of PE lessons**. Staff are not allowed to remove earrings: children should either be able to remove earrings themselves, or leave them at home on the days they have PE. If children have recently had their ears pierced, small studs covered with a plaster or adhesive tape, provided by parents, may be worn for a period of six weeks if parents have given permission in writing. **This is the Local Education Authority's Policy**, and is there to ensure the safety and welfare of children and teachers.

Parking

We do ask all parents to use extreme care when parking their cars near the school. We ask you not to stop on the zigzag lines or mount the pavements. Children do not always display excellent 'road sense' particularly at the end of the day. The school **cannot, and does not** accept responsibility for any accidents or damage that may occur in relation to car parking outside the school.

Smoking

The Governors have agreed to a policy of **no smoking** in the school grounds. (This includes the electronic cigarettes.)

Dogs

We do not allow dogs onto the school grounds.

Swearing

Out of respect, please do not swear on the school grounds or in ear shot of the building.

Jewellery

For the purpose of safety, it is preferable that no jewellery, bracelets, bangles or earrings, are worn in school time unless they are for religious purposes.

Water

Only plain water or milk is allowed during the day. Ask at the office for the policy on this.

Useful information

School Holidays

The children are in school for 190 days of any school year. There are also five additional days with only the staff being in school for professional development- INSET days. These dates vary but all parents will be kept informed as to when they will be.

School Times

The times of the school day, which are applicable for the school year, are as follows.

- 7:50am - Breakfast Club
- 8.40am - Children arrive in school and register
- 3.05pm - School lessons finish
- 3.20pm - Extended School Clubs commence

Lunchtime Arrangements

Meals are cooked on the premises and are served daily. We are proud of the standard of the school lunches as there is plenty of choice and all the meals have great nutritional value. We would encourage you all to let your child have a cooked lunch. We strongly encourage healthy eating in school. Children may often be involved in healthy eating and dental projects, so we encourage children to bring healthy snacks such as fruit to eat during break if they wish. Sweets and chewing gum are not allowed in school.

The cost of the meals can vary from year to year but details of the prices can be obtained from the School Office or our website. For those parents who feel they may be entitled to free school meals, please contact the School Office.

Classes

Foundation

1 x Nursery
2 x Reception classes

Key Stage 1

2 x Year 1 classes
2 x Year 2 classes

Key Stage 2

2 x Year 3 classes
2 x Year 4 classes
2 x Year 5 classes
2 x Year 6 classes

Celebrations

These are often, and again we welcome all parental involvement in our assemblies, seasonal festivities, sporting fixtures and tournaments. Dates of all school events and attractions are sent home regularly with the children. Please ask your child regularly for any newsletters.

Secondary School

Most of our children transfer at the age of 11 to Springs or Park Academies. Parents should be aware, however, that attendance at our primary school does not necessarily guarantee a place at the Academies. The transfer to secondary school process begins in the autumn term when children are in Year 6. We aim to make the transition to secondary education as smooth as possible.

Accident Insurance

Although the City Council's insurance covers damage or injury arising from council negligence, the Council does not have general personal accident insurance to cover pupils. Some parents take out insurance for their children. Such policies are available from many insurance companies.

Please be aware that your child will not be supervised by staff outside of the school day. Children are not permitted to play on equipment on the yards unless they are supervised by a parent/carer.

KS2 children are permitted to access Breakfast Club without a parent/carer and their activities are monitored and supervised closely by Breakfast Club staff.

Please do not allow your child to bring unnecessary money or valuable items such as jewellery, mobile phones and electronic games to school. There are no suitable places to keep these items safe nor can we accept responsibility or replace these items if they are lost or broken.

Complaints Procedure

Please do not hesitate to contact the class teacher or the Headteacher if you have any concerns relating to the school and how it operates. It is hoped that most concerns or complaints can be dealt with in this way.

For issues of a more serious nature, parents may wish to make a complaint under Section 23 of the 1988 Education Act. This section of the act allows for parents and others to make a complaint if they think that the Governing Body or Local Education Authority is failing in its duty to comply with the legislation. There are three stages:

1. The Informal Stage: the complainant should contact the Headteacher or appropriate officer of the Children & Young People's Directorate (the Headteacher will help to identify this person) to discuss the nature of the complaint. Should informal discussions fail to resolve the difficulty, the second stage is:
2. Formal complaint in writing to the Governing Body. If this, too, proves unsatisfactory, there may be a need to move to the third stage:
3. Formal complaint to the Children & Young People's Directorate. This will apply where the first two stages have failed to resolve the problem, or where the complaint concerns the LEA and therefore it would be inappropriate to refer to the Governing Body.

Refer to the flowchart for further guidance:

Flowchart

Summary of Stages of Complaints Procedure

Stage One:
Informal

Stage 2:
Head Teacher/Chair of Governing Body Investigation

Stage 3:
Governing Body Appeal Panel

Beyond the Local Authority

