



St. Margaret's

C of E Primary School



Prospectus 2023-2024



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Section 1 – An introduction to St. Margaret's

WELCOME

Thank you for your interest in St. Margaret's CE Primary School. The governors, staff and children join me in offering you a very warm welcome.

We are a school proud to deliver good academic, social, emotional and spiritual outcomes in the context of our distinctive Christian character. We subscribe to a set of gospel values which we hope pervade all aspects of our provision and ensure that the needs of every unique individual are met.

We will strive to ensure that children are excited about learning from their earliest days with us. We hope that as they move through the school they will develop the confidence, skills, habits and attitudes that will enable them to be happy, successful and fulfilled.

In September 2018 we became part of the Birmingham Diocesan Multi-Academy Trust (BDMAT). This enables us to work in partnership with other schools whilst retaining and protecting our distinctive Christian character.

Choosing a school for your child is one of the most important decisions that you will make. We hope that the information in this booklet will help you to decide whether St. Margaret's is the school community that you feel will meet your child's particular needs and your aspirations for him/her as he/she grows.

If you choose St. Margaret's for your child, we will look forward to sharing your child's learning journey with you and to your being part of the St. Margaret's family.

With best wishes,



Anita Delaney
Headteacher

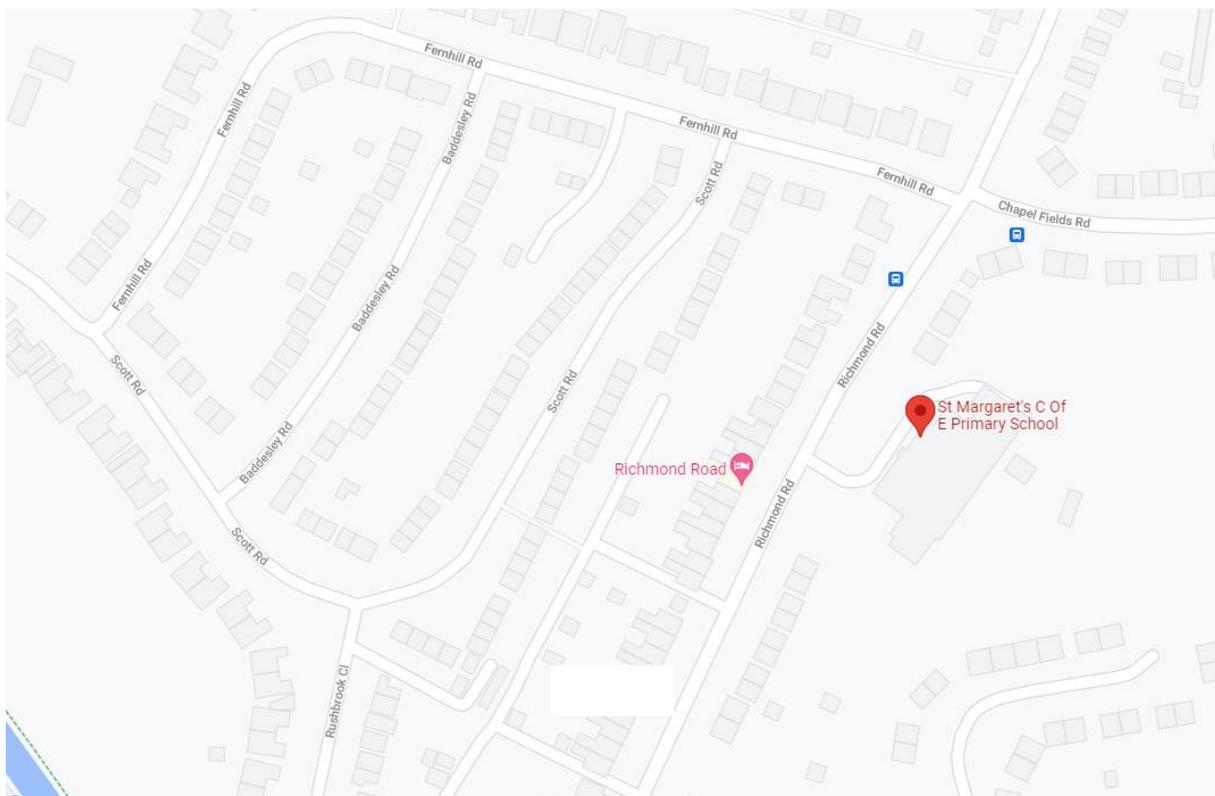
How to contact us



St. Margaret's C.E. Primary School,
Richmond Road,
Olton,
SOLIHULL,
B92 7RR.

Telephone Number: 0121 706 5020
e-mail: office@stmargarets.bdmat.org.uk
Website address: <http://st-margarets-school.co.uk/>

Head Teacher: Mrs Anita Delaney
Deputy Head Teacher: Mrs Amy Thomas
SENCO: Mrs Jayne Bannister
Office Manager: Miss Emma Kitchen
Admin Assistant: Mrs Laura Stallard
Chair of Governors: Mr Stephen Beamond/ Darren Smith
Clerk to Governors: Miss Emma Kitchen



Local Authority Information

Director for Children's Services and Skills
Solihull Council, Council House
Manor Square
Solihull
B91 3QB

Telephone: 0121 704 8000
Email: connectcc@solihull.gov.uk

Free School Meals

You may be eligible for Free School Meals if you receive a qualifying benefit.

This could be:

- Universal Credit - your household earned annual income must be less than £7,400 after tax and not including any benefits
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

More information and a link for application can be found at

<https://www.solihull.gov.uk/Schools-and-learning/Free-school-meals>

Universal Infant Free School Meals (UIFSM)

All infant pupils in reception, year 1 and year 2 are eligible for free school meals as part of the Government's Universal Infant Free School Meals programme.

You do not need to be receiving any benefits to qualify for Universal Infant Free School Meals, but you do have to register as without a request UIFSM cannot be provided.

From your application it can be identified if St. Margaret's School will qualify for extra funding which can be spent on various activities including extra tuition, sports and music.

If you feel that one or more of your children are likely to be entitled to free school meals, or for further information about either free school meals or Universal Infant free school meals:

Contact the Local Authority on telephone: 0121 704 6611

Email: freeschoolmeals@solihull.gov.uk

Further details: <http://www.solihull.gov.uk/fsm>

Alternatively, please get in touch with the school office and we will be happy to give you further advice.

Secondary Transfer

Pupils complete their primary education when they are 11 years old and mainly transfer to one of a number of comprehensive secondary schools/academies within the Borough. Langley, Lyndon and Lode Heath are the nearest. All children in Solihull primary schools will receive information on how to apply for a secondary school place in July of year 5. The places are offered in March when the child is in year 6.

School Staff

Head Teacher - Mrs Anita Delaney
Deputy Head Teacher - Mrs Amy Thomas

Teaching Staff - Miss J Porter
- Miss J Barter
- Mrs M Yates
- Miss S Hussain
- Mrs M Chaplin
- Mrs A Thomas
- Mr J Steggles
- Mr A Daryanani
- Mrs N Tipton

SENCO - Mrs J Bannister
Community & Family Mentor - Mrs M Ashton

Learning & Teaching Assistant Staff - Mrs A Haycock
- Mrs K Baugh
- Mrs A Rimmer
- Miss D Smith
- Mrs F Edwards
- Mrs A Fiteih
- Mrs S Dziama
- Mrs V Tomson
- Mrs R Lightbourne
- Mrs C Green
- Mrs S Cridland
- Mrs M Govier

Kidzone Staff - Mrs Govier
- Mrs S Cridland
- Miss D Smith
- Miss E Haycock

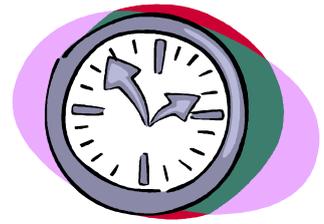
Office Manager - Miss E Kitchen
Admin Assistant - Mrs L Stallard
Site Manager - Mr C Cooper

Local Academy Board

Name	Governor Type	Term From	Term To
Mr Stephen Beamond & Mr Darren Smith	Chair of Governors Foundation governor	03 Dec 2023	03 Dec 2025
Mrs Helen Brown	Vice Chair Parent governor (Parent Governor)	12 Dec 2020	11 Dec 2024
Mr D Smith	Vice Chair Foundation governor	30 Nov 2021	29 Nov 2025
Mrs Michelle Ashton	Staff Governor	24 Oct 2018	23 Oct 2022
Mr Ian Carnell	Co-opted governor	01 Sep 2022	31 Aug 2026
Mrs Anita Delaney	Headteacher	01 Sep 2018	Present
Rev Dominic Wright	Ex Officio	03 Oct 2016	Present
Miss Emma Kitchen	Clerk to Governors	05 Nov 2018	Present

The Local Academy Board of the school meets twice termly to discuss matters relating to the conduct of the school and to receive reports. It comprises representatives of the church, staff, parents and local authority and, as well as exercising oversight of the school curriculum and organisation, fosters links between church, school and community.

The School Day



Foundation 1 (Nursery) Times

8.45 am – 11.45 am

Foundation 2 (Reception) and Key Stage 1 Times

8:55am to 12 noon

1.00pm to 3.25pm

Key Stage 2 Times

8.50am to 12.00pm

1.00pm to 3.30pm

About Our School

St. Margaret's School was founded in 1885 as a Church of England school on a site adjacent to the railway line, now occupied by houses. From its beginning as a small village school it has grown to a school catering for children aged between three and eleven years. The school began moving to its present site in 1960 with the opening of the infant wing. Additional buildings have included a sports pavilion, a technology room and an ICT Suite, libraries and purpose built nursery



Most recently, we have added a community room and deputy head's office. All of these improvements to the school over the years have been enriched by the generous support of the parent and church communities. The junior library was opened in 2013 having been refurbished with a gift from a former pupil who attended St. Margaret's in the 1950's.

SCHOOL FACILITIES

Classrooms for Nursery to Year 6

A school hall well equipped for PE and Drama lessons, serving school meals and for the whole school to gather for worship.

Stage with lighting.

A well-resourced Technology Room with food area

A computer suite with networked computers and Internet access (30 computers)

Each class is equipped with networked computers and projection facilities

A conservation area and school pond.

An outdoor classroom

A sports field

Playground spaces

Additional rooms for small group teaching.

A community room

Prayer spaces indoors and out

Our Academy Trust



Birmingham Diocesan Academies Trust (BDMAT)

Our school became part of BDMAT on 1st September 2018. Birmingham Diocesan Academies Trust (BDMAT) is a West Midlands based multi-academy trust committed to providing high quality education for all the children in our schools through collaboration, challenge and targeted support. We are guided by our Christian mission and aim to ensure that our pupils and staff enjoy 'life in its fullness' (John 10:10). Our purpose of ensuring high quality education is delivered through shared best practice across our family of schools combined with support from our central team, set within a Christian ethos.

The Birmingham Diocesan Academies Trust (BDMAT) recognises that the future for schools lies in formal collaborations; schools working together, in partnership, to offer life in all its fullness for the young people who attend them. Church schools have a very distinctive purpose: Education is taught in an environment where there is a set of values and ways of behaving that stem from and express the Christian foundation of the school. Our schools are about providing an education within a Christian framework for children of the local community of any faith or none; Our Trust seeks to provide a place where church schools and non-church schools who support our philosophy can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

We are therefore committed to our Academy's:

Educating for Dignity and Respect

Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognised in practice.

Educating for Wisdom, Knowledge and Skills

Good schools foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. They nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, including areas such as music, drama and the arts, information and other technologies, sustainable development, sport, and what one needs to understand and practise in order to be a good person, citizen, parent, child, employee, team or group member, or leader.

Educating for Hope and Aspiration

How we learn to approach the future is crucial. Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. They also cope wisely with things and people going wrong. Bad experiences and behaviour, wrongdoing and evil need not have the last word. There are resources for healing, repair and renewal; repentance, forgiveness, truth and reconciliation are possible; and meaning, trust, generosity, compassion and hope are more fundamental than meaninglessness, suspicion, selfishness, hardheartedness and despair.

Educating for Community and Living Well Together

Education needs to have a core focus on relationships and commitments, participation in communities and institutions and the qualities of character that enable people to flourish together. We believe our living is inextricably involved with others, sharing our humanity and life on a finite planet. If those others are of ultimate worth, then we are each called to responsibility towards them and to contribute responsibly to our communities.

Uniform



UNIFORM – WINTER

White shirt and St. Margaret's School tie
St. Margaret's School jumper or cardigan
Grey school trousers/Grey skirt/Grey pinafore.
Grey or white socks
Grey or navy blue tights
Black shoes
Headbands/bobbles/ribbons etc. – plain navy or black

UNIFORM - SUMMER

As a guide, summer uniform can be worn at parents' discretion and if the weather is appropriate from the time the children return after the Easter holidays until the October half term.

White shirt, School tie, School jumper or cardigan
Or White polo shirt (to be worn in summer only)
Grey school trousers / school shorts or Grey Skirt
Navy blue/ white check school dress
Grey or white socks
Black shoes (flat heels) if sandals; not open toed.

Outdoor coats: We ask that these are dark in colour, e.g. black/navy.

PE and Games: This uniform should be worn on PE Days.

Either plain white round necked T Shirt or white t-shirt with St Margaret's Logo
Navy blue sweatshirt / hoodie (plain or with St Margaret's Logo)
Navy blue joggers / shorts (plain no logos / brand names)
Trainers

Pupils should have a pair of named black plimsolls in a pump bag that are left in school for in door
PE

Year 3 only Swimming Trunks (not shorts) for boys.
A one-piece swimsuit and swimming hat for girls.

Art: An overall with long sleeves is required for art, craft, and technology lessons. An old adult shirt is ideal for this purpose.

Jewellery. No jewellery should be worn in school except a watch if children are able to tell the time. Earrings are not allowed.

Please ensure that all items of clothing are clearly labelled.

Collective Worship



Every school day includes an act of Christian worship. A range of people, including staff members, clergy, other visitors and the children themselves, leads our worship. We celebrate our achievements and efforts, attitudes and habits each week in our Celebration Assembly.

The main Christian Festivals are celebrated with a service in school or at St. Margaret's Church. Termly communion services are held in school when possible. Parents and friends of the school are welcome to join us for these services and we welcome to the communion table all those who have a personal faith in Jesus Christ.

SIAMS 2018

The impact of collective worship on the school community is outstanding.

'Collective worship inspires all in this school community. It presents opportunities to encounter the Christian faith and the person of Jesus. Pupils, staff and parents speak of ways in which it impacts on their own spiritual lives. Worship at St Margaret's school is a two-beat rhythm - hearing God's words and living differently because of them.'

Religious Education

We follow the Solihull Agreed Syllabus for RE and the guidelines of the Birmingham Diocese. The children learn about Christianity using the programme 'Understanding Christianity', the traditions of the Church of England but also have the opportunity to learn about and value the beliefs of other world faiths through the Emmanuel Project resources. Learning is enriched with visits to places of worship and visits from people of faith.

Parents wishing to withdraw their children from Collective Worship and / or Religious Education should contact the Head teacher.

St Margaret's Church

We have close links with St. Margaret's Church and all school families are welcome to attend for Sunday Worship. Family Worship on Sunday mornings includes Sunday School and crèche. There are mid-week activities for children and young people also. Further information is available from the school or parish offices. [St Margaret's Church Olton \(stmargarets.info\)](http://stmargarets.info)



SIAMS 2018

RE is explicitly underpinned by the school's Christian values and has a high profile. Standards in RE are high.

Visions and Values

St Margaret's reviewed Vision and Values 2023

"I am able to do all things through the one who strengthens me." Philippians 4:13

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

Why have we made the changes?

- The current vision and values were developed over 5 years ago in a different climate – pre Covid and with a different school community there have been many changes in leadership, staffing and pupils
- The vision statement is one that should be known by all stakeholders – our current statement is too long
- We are distinct within the BDMAT community therefore our bible verse should reflect St Margaret's not BDMAT.
- There is a new SIAMs framework which states that 'Each school needs to have a theologically rooted Christian vision'

How did we approach a new vision?

- We consulted with all stakeholders including staff, governors, parents and pupils to ensure that all voices were heard.
- The vision needed to be distinctively Christian.
- It needed to be inspiring and aspirational.
- It needed to be long range and useful, eg:
 - My life is difficult right now – how would St Margaret's motto speak to this?
- Based on an actual passage of scripture rather than modifying a bible passage
- Theologically based.
 - Centred on the unique person of Christ rather than a list of values, principles or rules.
- Inclusive for those of other faiths or none
- Authentic to who we are now.

St Margaret's Vision 2023

"I am able to do all things through the one who strengthens me." Philippians 4:13

Our desire is that the strong **Christian foundation** children receive at St Margaret's School will give them the confidence to explore the world around them with **awe and wonder**. We want to build a whole community based on the values of **faith, hope and love**. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who **believe there is nothing they cannot achieve**.

We are a Christian school.

We believe inspiration and dreaming big dreams is at the heart of education.

Our values are theologically rooted.

Our bible verse and vision statement match.

The first few days in September will be very much based around what the values of 'faith, hope and love' will look like for all stakeholders of St Margaret's CE Primary School and how we will live these values out in the day to day activities of school life. Pupils will learn the bible passage and explore

the vision statement and think about what this means to them now and how it will help and support them in the future. This will be revisited regularly both within worship and daily activities.

Section 2 – Wellbeing

We aim to ensure our children's emotional, physical and spiritual well-being.

Pastoral Care

It is important to us that all our children are happy in school. However, we recognise that there will be times when issues either at school or at home can be upsetting for them and may affect their learning or behaviour in school. In these circumstances, we invite you to contact the class teacher in the first instance. All staff take a direct interest in the well-being of all children and we have 3 members of staff who are specifically trained to support with children's mental health.

Spiritual, Moral, Social and Cultural Development



Spiritual, social and moral development are at the heart of our provision, running through it like a golden thread, and from the earliest days in school, children are encouraged to recognise that learning is a social and emotional activity. We aim to develop a sense of awe, wonder and mystery in creation and an appreciation of human achievement. We encourage the growth of aesthetic awareness and creative expression through the arts. We foster the recognition of the unique value and worth of each individual- child or adult. Our moral code is based on Christian principles and is explicit both in direct teaching and in the shared values of the school. We also promote British Values. We value the cultural diversity in our community and seek to learn about and share in the traditions represented.

Child Protection

All staff at St. Margaret's are fully committed to the safe-guarding of all our children and staff have received training relating to Child Protection. Should any signs of physical, emotional or sexual abuse be noticed the matter would be immediately referred to Children's Services. We are also vigilant about children who may be at risk of



radicalisation. Full details are available in our Child Protection policy [Safeguarding / Child Protection | St Margaret's Church of England Primary School \(st-margarets-school.co.uk\)](#). The Designated Member of Staff for child protection is currently the Head Teacher, Mrs Anita Delaney.

In order to safeguard children, all regular helpers in school will be asked to complete a DBS disclosure. DBS checks are a routine part of our recruitment procedures. Volunteers are also required to complete the volunteer application process as set out in our 'Volunteers in School' policy.

Medicines in School

We have robust procedures for storing and administering emergency medicines such as inhalers and epi-pens and parents should keep in close contact with the school with regard to their child's routine medication. Parents should keep the school informed of any allergies. Should a child require medication to be administered in school the relevant paperwork must be completed via the school office and medication must be dropped off and collected from the office by a parent / carer.

Jewellery

In the interests of health and safety jewellery must not be worn in school. Earrings are not allowed.

Valuables in School

As a school, we are not insured to protect personal property. It is, therefore, advised that you do not allow your child to bring valuable items to school. Whilst every effort is taken to help, under no circumstances can teachers accept liability for loss or damage of personal property. Insurance against loss or damage to musical instruments owned by the children must be arranged independently of school.

Children must not bring mobile phones to school. Please see mobile phone policy on the website for more information.

Arriving and Leaving School

Unless in Kidzone, pupils in Key Stage 2 are not permitted onto the school grounds until 8:40am when the junior gate will be supervised by a member of school staff. Pupils in Key Stage 2 can arrive between 8:40am and 8:50am and should go directly to their classrooms upon arrival. At the end of the day, parents should collect their children from the Key Stage 2 playground.

Parents with children in Nursery and Key Stage 1 should wait at the bottom of the Key Stage 1 gate until a member of staff is there to Meet and Greet the children. For children in Nursery this will be at 8:45am. Children in Reception, Years 1 and Year 2 can arrive anytime between 8:45am and 8:55am. At the end of the day, parents should collect their children from the Key Stage 1 playground waiting in the designated area. Morning Nursery pupils will be dismissed from the gate at 11:45am.

Please advise the class teacher if someone other than yourselves is collecting your child, even as a one off, as we will not allow children to leave school with adults other than yourselves unless you have given permission.

Children arriving late or leaving school other than at the end of the school day should sign in or out at the school office with their parent. No child is allowed to leave the premises during the school day unless accompanied by a parent or carer.

We encourage punctuality from day one. When children are persistently late the Governors will contact parents. This is because lateness leads to missed learning.

In the interests of safety, parents and children do not use the main gate when arriving at or leaving school and vehicle access is strictly by arrangement with the school office.

Parking near the school is hazardous and we do ask parents to consider the safety of all children when parking or driving near the school. Please also be considerate of our neighbours.

Anti-bullying

Bullying of any kind is not accepted.

Here at St. Margaret's staff work closely with parents and children to deal with any incidents immediately and effectively. We work with the children through our Personal, Social, Health and Citizenship curriculum to provide the children with an understanding of the issues related to bullying. We encourage parents and children to approach school staff immediately if there is a concern.

Section 3 – Healthy Lifestyle

Travelling to and from school

We encourage children to walk, scoot or cycle to school whenever possible as a contribution to both a healthy lifestyle and to protecting the planet from harm caused by carbon emissions. We have facilities for bikes and scooters to be stored safely in school. Children cycling to school must wear a helmet. They should be accompanied by an adult unless they have successfully completed a Bikeability course. Parents must accept responsibility for their child's safety when travelling to and from school.



Parking near school is difficult and can be dangerous for the children. We ask that if you have to come to school by car that you park a short distance from the school, parking with consideration for our school neighbours.

Food in school

School meals are prepared in our own kitchens by Sodexo and meet the healthy standards. Three menus are available each day and the children are able to pre-order their choice of meal.



Free meals are currently available for all infant children and for children whose parents are in receipt of certain benefits. Please contact the Head teacher or the School Office in confidence for advice or <http://www.solihull.gov.uk/fsm>

We encourage parents to make healthy choices when preparing lunch boxes that are low in fat, salt and sugar and ask you that you **do not** send chocolate or sweets.

Milk is available for mid- morning break and can be paid for in advance on-line through Parent Pay. Fruit is available to the infant children through a government funded scheme.

In the juniors, children may bring a piece of fruit. This is an ideal way to boost the '5 a day'. Sweets are not allowed.

In the interests of our children who have lentil and nut allergies we have a 'no lentil or nut' policy in school.

We encourage children to drink water freely and they may bring a water bottle with sports lid each day for this purpose. Bottles must not contain juice, squash or fizzy drinks.

Smoking

It is against the law to smoke or vape anywhere on the school premises

School Medical Service

The Solihull Care trust is committed to the health and wellbeing of all children and we use their services to help us take the best possible care of our children.

The School Nursing Service is available for parents to discuss any health concerns or seek advice. The service visits school to make routine height, weight and vision checks.

The Service does not check hair for head lice, we ask parents to undertake this task regularly and to act appropriately.

<http://www.nhs.uk/conditions/Head-lice/Pages/Introduction.aspx>

Where there are concerns about hearing we can seek the help of the audiologist. In the case of speech delay or difficulty we may refer to the speech therapist. Where we are concerned about children's progress or development we may consult the Educational Psychology Service. Parents are consulted beforehand.

We ask that you keep the class teacher informed of any medical concerns that may affect your child in school.

Parents are strongly encouraged to have their child's vision checked by an optician before they start school. This is free.

Exercise

We encourage children to take regular exercise and aim to provide 2 hours quality PE for all children. In addition, we provide a number of extra-curricular activities that contribute to their physical fitness such as Basketball, Football, Leapfrog, Tennis. We utilise the sports grant to maximise opportunities for sport and fitness.



Section 4 – Achievement

We aim for all our children to achieve personal excellence and to enjoy their learning.

Learning to Learn

We are committed to helping children to become effective life-long learners and therefore involve the children very much in the planning, evaluating and improving of their learning.

We promote for all children a growth mindset helping them to believe that with effort they can achieve anything. We aim for children to accept struggle as an integral part of the learning process. We do not label children by ability as this limits children's aspirations. We call this approach 'Learning without limits'.

Attendance

Good attendance is essential to good progress and we ask that parents ensure that children are in school unless they are unwell.

In the case of absence, in the interest of safeguarding all children, please ring/e-mail the school on the first day so that we can account for all our children. You can leave a message by dialling 1 on the automated phone system. Unexplained absences may be reported to Children's Services and will be recorded as unauthorised on the children's records.

In line with Government policy we will not authorise absence for holidays in term time except in the most exceptional of circumstances such as families of armed forces personnel returning from a tour of duty. Penalties may be imposed by the Local Authority for children with more than 10 sessions of unauthorised absence. (See letter enclosed).

If your child is very unwell you should keep them at home. In the case of sickness or diarrhoea please do not send them back to school until 48 hours after the last episode. If your child is showing symptoms of Covid 19 we would ask that you access a PCR test before they return to school. This helps to minimise the spread of viruses and infections.

We monitor attendance regularly and will routinely contact parents if a child's attendance drops to below 95% or if they are regularly late arriving at school.

Contact Details

In the event of illness or accident at school we will contact parents/carers by phone. Please keep us informed of any changes of address and daytime telephone numbers so that we can contact you if your child is unwell or injured.



In the case of an accident needing hospital treatment we will contact you immediately. If it is a medical emergency the school will act in loco parentis whilst trying to contact you. A member of the senior staff will accompany a child in an ambulance.

Behaviour for Learning

Our Behaviour for learning policy focuses on our three agreed rules:

1. Ready to Learn
2. Be Respectful
3. Be Responsible

We believe that all members of our school community have the right to:

- Feel secure and safe;
- Feel happy and be treated with kindness and understanding;
- Be treated fairly and consistently;
- Be listened to (at an appropriate time);
- Be treated with respect and politeness;
- Be treated with empathy.

The fundamental principles which underpin our Behaviour policy are:

- Unconditional positive regard for all pupils;
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).
- Ensuring that sanctions/ consequences are applied fairly, proportionately and reasonably.

SEN and disabilities and the needs of vulnerable children are taken into account on a case by case basis

We work in co-operation with parents and carers when behaviour gives cause for concern and will consult with outside agencies where extra support is needed.

Ofsted 2021: Pupils develop a strong sense of what is right and wrong. They understand the importance of values such as tolerance and respect. Pupils live by the motto, 'Treat others as you like to be treated.' Bullying seldom happens. If it does happen, staff deal with it quickly and effectively. Pupils know that they have responsibilities towards each other and the environment. One pupil explained this, saying, 'We are God's hands on earth.'

Special Educational Needs and Disability

At St Margaret's we believe that every child is special and entitled to an inclusive curriculum, which meets their learning needs.

We value all children whatever their needs or abilities and are committed to ensuring that all achieve personal excellence. We therefore monitor the progress of all children and intervene at an early stage when necessary. Sometimes this may mean a short-term intervention to overcome a specific difficulty and sometimes children may need the additional support provided through the SEN Code of Practice.

At St. Margaret's, children with additional needs are well supported and make good progress because the school, parents and outside agencies work in partnership to minimise barriers to learning.

Our policy is reviewed annually and outlines our commitment to the inclusion, where appropriate, of all children in our school family, whatever their needs or abilities. It is available from the school and on the school website. It was last reviewed in September 2021. The Local Offer is available on the school website.

Ofsted 2021 'Leaders makes sure that pupils with special educational needs and/or disabilities access the same ambitious curriculum as all pupils. The special educational needs coordinator (SENCo) provides staff with effective support and training to help them meet pupils' needs. This helps pupils to learn the curriculum well and catch up when they have fallen behind.'

Aspiration to Personal Best

We work hard to avoid any form of labelling by ability as we believe that this is a limiter on learning for children at whatever point they are on their learning journey. We aim for all children to believe that they can achieve with effort and ensure that the curriculum offers challenging learning for all children. Our monitoring of progress enables us to ensure that children are continually deepening and broadening their learning. In line with Government policy children do not work on the programme of study for the year above except in the most exceptional of cases.

Assessment

Throughout their time in school, children's progress on their learning journey is monitored and assessed in order to inform the next steps in learning. In years 1-6 this will include regular progress tests as well as observations and teacher assessments. Assessment outcomes will be shared with children and with parents during teacher consultation meetings.

Children in Reception will undertake the DfE Baseline assessment within their first 6 weeks in school. Baseline will also be completed through teacher assessment.

At the end of Foundation Stage, Key Stage 1 and Key Stage 2, statutory assessments are made and reported to the Department for Education (DfE). The children in year 6 sit national tests in May.

Children in year 1 will undertake a statutory phonics check in June.

Children in Year 4 will undertake a statutory multiplication check in June.

The Curriculum

At St. Margaret's we aim to establish a school community where children explore and appreciate the past, make sense of today and are excited for the future. Creativity, initiative, curiosity and challenge are actively encouraged. As a result, our children are motivated to improve on their previous best, learn to think, question, apply new skills and make decisions and choices independently.

St. Margaret's is a safe, inclusive and secure school where pupils are encouraged to take risks and learn from mistakes. We aim to provide a curriculum that will equip learners for the challenges and opportunities of the 21st century and enables them to be adaptable and flexible and to embrace change and challenge. A curriculum overview is available on the school website.

The Foundation Stage

This stage in your child's education describes their learning from 3 to 5 years of age, and is provided in Nursery and Reception (Foundation 1 & 2).

The early years of children's lives are ones of rapid growth and development. The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, nurturing and promoting the child's development in all areas.

There are seven areas of learning that form the Early Years Foundation Stage curriculum:

The Prime Areas are:

- Communication and Language
- Physical development
- Personal, social and emotional development

The Specific Areas are:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

In all of these areas teachers will strive to ensure that teaching and learning provides opportunities for:

- Playing and exploring
- Active learning
- Creating and thinking critically

The National Curriculum for Years 1-6

English

We develop language through speaking, listening, reading and writing. We aim for all children to become willing and fluent readers of a range of literature and to be able to express themselves clearly and thoughtfully in writing, conversation and discussion. Parents are encouraged to regularly share books with children in order to develop a love of reading, patterns of language and to expose children to new vocabulary.



Ofsted 2021 'Reading has a high priority in the school. Staff have the expert knowledge they need in order to teach phonics and early reading well.'

Mathematics



Teaching includes opportunities to develop mental and oral skills and to engage in problem solving through practical experiences. The teaching of maths includes a range of opportunities for children to develop fluency, reasoning and problem solving skills. We encourage parents to support their children in the learning and applying of number facts such as number bonds and multiplication tables which need to be secure by the end of year 4. Children are given the opportunity to investigate relationships and patterns in numbers and the use of equipment to secure understanding is encouraged across the school to allow children to practise verbalising their reasoning skills.

Ofsted 2021 'In mathematics, curriculum plans are well sequenced so that pupils build on what they have learned before. Staff give clear explanations. They provide support to make sure that pupils know and understand what they are doing.'

Science



In Science we aim to extend children's natural interest and curiosity about their world with activities that will develop their understanding of scientific concepts and processes. The emphasis is on children learning through first-hand experience to develop scientific knowledge, investigative skills and other skills including observation, measuring, data handling and fair testing.

Computing

In the new primary curriculum, the focus changed from digital literacy to control and programming.

On-line safety remains an important focus across the school throughout all areas of the curriculum. Parents are strongly encouraged to support this at home too.



Music

Music is important in the life of our school. The children develop their skills in singing and playing percussion instruments; express themselves in their own compositions and appreciate a wide range of music.

We have a school choir and through Solihull Music Service instrumental tuition can be purchased. Music is central to our daily worship and productions.



Design and Technology

Children are given opportunities to develop practical skills such as cutting, joining, fixing and connecting. They learn to evaluate products, design and make their own products to a design specification and review their own learning processes, making recommendations for future projects. Children learn about famous inventors / architects who have helped shape the world.

Children are also taught how to cook simple healthy meals.

History and Geography



This area of the curriculum helps children to develop their knowledge and understanding of their world.

Through historical study we aim to stimulate curiosity about people, places and events in the past in order to deepen understanding of society today.

The younger children focus on their personal history and the recent past while older children learn from the more distant past. History is brought alive through visits, visitors and artefacts. Drama, role-play and a range of resources enable the children to interpret evidence and draw conclusions.

Children's Geographical studies begin with observations of their own environment and locality when they learn about people and their environments. Beyond this, their Geographical learning develops into an understanding of different societies and cultures, how to care for the environment and how to use maps.

Personal, Social, Health Education and Citizenship



In this context we aim to raise each child's awareness of themselves as individuals, members of communities and citizens of the wider world.

We explore the social and emotional aspects of learning and teach the children about how to stay safe and be healthy.

At age appropriate levels children are taught how to make and maintain relationships and friendships and to respect and value one another. Relationships and Sex Education normally arises through children's questions, which are dealt with sensitively. In Years 4, 5 and 6, changes relating to puberty are addressed. Children learn about the dangers of drug abuse and how to make wise and safe choices about what they put in their bodies. We use 'circle time' to deliver some of the PSHE curriculum.

In 2016 we introduced Jigsaw PSHE which is a lively programme taught mindfully. You can find out more at: www.jigsawpshe.com The school use the Christopher Winter Scheme to support teaching of relationship education.

Parents are not able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Physical Education



Children learn to be aware of their bodies and the importance of staying fit and healthy and we emphasise the importance of physical exercise for their well-being and learning.

All children participate in a range of sporting activities developing skills in dance, games, athletics and gymnastics. Swimming is provided, usually in year 3, for which we seek a voluntary contribution towards costs. The children have opportunities to participate in competitive teams and we are proud of our

sporting successes.

Art

The children learn a range of artistic skills – drawing, sketching painting, using textiles, printing, and sculpture and are encouraged to express their ideas freely through them. They learn to critically evaluate their own art and that of famous artists.



Foreign Languages

Children in Key Stage Two follow a programme to learn Spanish. This involves learning key vocabulary as well as beginning to write simple sentences.

Extra-Curricular Activities

A range of extra-curricular activities are offered depending on the skills and interest of the staff and children. They have included choir, dance, athletics, football, cricket, netball, multi sports, craft, cookery, gardening, book club and games.

Ofsted 2021 'Pupils enjoy the wide range of opportunities on offer. These include learning to play a musical instrument, singing in the choir and playing curling.'

Section 5 – Community

Head Boy and Head Girl

We have a head boy and head girl who are elected through a democratic campaign and voting process. Their roles include organising activities for the children in the rest of the school.

Houses

Children belong to houses and gain points for learning, good behaviour, initiative and effort. Each house has a House captain and a Vice Captain who work closely with the Head Boy and Head Girl.

School Council

Each class has 2 School Council representatives who are responsible for gaining pupil voice about school issues, procedures and policies. They are led by the Head of School Council.

Partnership with Parents

Parents are welcome at St. Margaret's and we believe that it is by working together in an atmosphere of support and trust that we can provide the best possible care and education for your child.

We provide opportunities for you to meet with teachers to discuss targets and progress and how you can support your child's learning and progress. We provide a detailed annual report outlining your child's achievements during the year and invite you to discuss any concerns that it raises.

Two-way communication is essential between home and school. We are committed to contacting you about issues relating to your child and ask that you will do the same. We are always pleased to hear from you too when you are pleased with your child's progress or feel that the school has done something well.

If you need to contact the class teacher please contact the school office by phone or e-mail in the first instance in order to make a convenient appointment. Urgent matters can be brought to the head teacher or a member of the senior team via the school office.

Throughout the year there are many events to which parents are welcome and we do value your support for your child and for the school at these.

An e-newsletter is sent out fortnightly with school news and diary dates. Paper copies are available on request. There is also a wealth of information on the school web-site.

<http://st-margarets-school.co.uk/>

Helping in School

We welcome the help of parent and community helpers for school visits, supporting reading, working in the library, transport to sports fixtures and supporting particular curriculum projects.

Regular helpers will be required to complete a DBS disclosure and a school volunteer agreement which asks for a commitment to confidentiality.

We prefer regular parent helpers to support classes other than those in which they have children.

Parents Association

We are fortunate to have an energetic and highly motivated team of people linked to our school who work really hard to enrich the resources and opportunities available to our children. They offer financial support and lots of time and goodwill. As a school we value their support and involvement with us.

All parents of children at St Margaret's are members of the PA and you are warmly invited to join us for any meeting, details of which are on the school calendar and newsletters. We hope you will get involved by helping at events. We need everybody to do their bit so that we can make a real difference for our children.

Recent PA projects have included the purchase of upgrade of EYFS outdoor area; interactive whiteboards for classrooms; restoration of outdoor pavilion.

Section 6 – Additional Information

Equal Opportunities

We are fully committed to equal opportunities for all and strive to ensure and monitor this in all aspects of our provision. This is summarised in the Single Equality Duty policy available on the school website.

Promoting British Values.

Through our values, ethos and curriculum we strive to celebrate diversity and teach the children to deal with difference. We promote positive attitudes towards all groups of people and prepare children for the opportunities, responsibilities and experiences of later life. Children have opportunities to learn about global issues.

Sustainable Development.

“Sustainable development will enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations.” (Securing the Future 2005).

At St. Margaret’s we aim to contribute by teaching the children to care for themselves, for each other and the environment with a ‘future perspective’.

Complaints

Should you have any cause for complaint please contact the Complaints Officer in the first instance who will be happy to meet with you to discuss your concerns and to agree how they may be resolved. The Complaints Policy can be found on our school website. We always try to solve issues before they become a complaint by our Open Door Policy.

Charging Policy

The school has a charging policy, which conforms to current regulations.

- The school will ask parents for voluntary contributions towards the cost of transport to swimming and for visits during the normal school day unless children are eligible for the pupil premium.
- The school may not exclude any child from an outing if a voluntary contribution is not offered but reserves the right to cancel an outing if insufficient support is received.
- The school asks for an annual contribution to school fund to cover the costs of cooking, fabric work etc and to enable us to provide additional opportunities for the children.
- The cost of instrumental tuition is paid by parents on a termly basis.
- Any parent concerned about voluntary contributions is invited to discuss this in confidence with Mrs Delaney, the Head Teacher.

St. Margaret's C of E Primary school

School Term and Holiday Dates

Academic Year: 2024/25

Autumn Term 2024

Term Starts: Monday 2 September 2024

Half Term Holiday: Monday 28 October 2024 to Friday 1 November 2024

Term Ends: Friday 20 December 2024

Spring Term 2025

Term Starts: Monday 6 January 2025

Half Term: Monday 17 February 2025 to Friday 21 February 2025

Term Ends: Friday 22 March 2025

Summer Term 2025

Term Starts: Monday 28 April 2025

Half Term: Monday 26 May 2024 to Friday 30 May 2025

Term Ends: Monday 21 July 2025

Non-Pupil Days (school closed - staff Training)

To be confirmed





St. Margaret's

C of E Primary School

Richmond Road, Olton,
Solihull B92 7RR

stmargarets.bdmat.org.uk
office@stmargarets.bdmat.org.uk
0121 706 5020

September 2023

Dear Parents and Carers

Attendance and leave of absence

As you are aware we take regular attendance and punctuality at school very seriously at St. Margaret's because good attendance maximises achievement for all children.

I am writing to tell you about some recent changes to Government and Local Authority policy with regard to attendance and leave of absence that it is important for all parents and carers to be aware of and understand fully.

With effect from 1st September 2015:

- Children with attendance of less than 90% will be identified as *persistent absentees* and the school will wish to work with parents to improve attendance. If your child's attendance drops below 90% we will let you know and look at the reasons for this being the case. We will offer to support you when this is appropriate.
- The trigger for a Penalty Notice is now 10 *unauthorised* sessions. 1 week of *unauthorised* absence is 10 sessions.

If you apply for leave of absence and it is *unauthorised* and you decide to go ahead with your proposed leave of absence, absence will be marked as *unauthorised*. These unauthorised absences are referred to Solihull MBC and this may result in a Penalty Notice of a fine of up to £120 payable for failure to comply with the law, per parent, per child. This means that a week of term time holiday could result in a penalty of £480 for a family of two parents and two children.

You should be aware that unauthorised absence is cumulative and does not only apply to blocks of absence of ten sessions. Also, persistently arriving very late at school begins to build up sessions of unauthorised absence.

I am only able to authorise leave in the most exceptional of circumstances because **Section 444 of the Education Act 1996** states that: If a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence. For further information please see Appendix 1 of our Attendance Policy on the school website at <http://st-margarets-school.org/>

If you wish to discuss this matter further please contact myself or the Education Enforcement Team on 0121 779 1737.

Yours sincerely

Anita Delaney