

# KINGSLAND SCHOOL

## Parent Information

### 2025-26



Bandywood Crescent, Kingstanding, Birmingham B44 9NA  
Tel: 0121 464 7707  
enquiry@kingland.bham.sch.uk [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk)

## Welcome Letter from the Headteacher

A warm welcome to Kingsland School. I am delighted to be able to give you an insight into life at Kingsland and the many opportunities that your child will have. The staff and I appreciate that you want your child to grow and learn in a happy, caring atmosphere. We strive to ensure that our pupils gain confidence, self-discipline and respect, as well as respect for others. Through encouragement, a wide range of learning opportunities and an enthusiastic staff, we work in partnership with parents to ensure your child will fulfil their potential and go some way in them achieving their dreams.

I hope this prospectus provides useful information about our school. If you do need any more details, please contact us and we will be glad to help.

Mr N Allsopp  
Headteacher

# The Governors and Staff

## An Introduction to the Governing Body

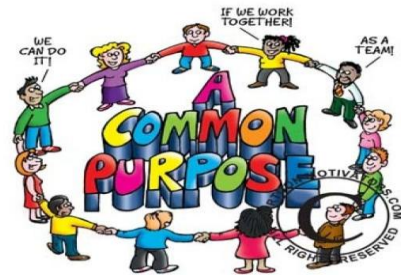
### WHAT IS A GOVERNOR?

#### Ofsted

Sir Michael Wilshaw 2013

'Good Governors focus on the central issues which lie at the heart of school improvement: the quality of teaching, the progress and achievement of their pupils, and the culture which supports this.'

Every school is required to have a governing body and, in the UK, governors make up the largest volunteer workforce. Governing bodies are made up of representatives from the schools themselves and from the wider community. A governor's term of office usually lasts for four years - but in some cases, this could be one or two years. Governing bodies play a key role in the leadership of the school and are involved in a variety of areas of school management. The strength of governing bodies comes from the emphasis on teamwork. A governor does not have individual powers, but has the opportunity to contribute ideas and influence the school through discussion and debate voting on issues of strategic importance.



Governing bodies are responsible for:

- ❖ Ensuring the school is providing for all its pupils, whatever their particular needs.
- ❖ Setting and monitoring the school's aims and policies.
- ❖ Ensuring school premises are maintained and improved.
- ❖ Ensuring the national curriculum is taught.
- ❖ Ensuring standards of achievement are improved.
- ❖ Ensuring the school provides spiritual, moral and cultural development including an understanding of British values.
- ❖ Overseeing the school budget.
- ❖ Ensuring legal requirements are met.
- ❖ Appointing senior staff.
- ❖ Providing challenge to the Headteacher and staff.

The full Governing Body must meet at least three times a year, this is usually once per term. Most governing bodies have a number of committees, the responsibilities of

which can vary from governing body to governing body. Again these committees usually meet once or twice per term.

So in broad terms, approximately 5-7 hours per term. Governors are also expected to prepare for meetings with a little reading, normally no more than 20-30 minutes.

Kingsland's Governing Body has been reconstituted in line with current Government requirements and have taken part in a skills audit to ensure all areas are addressed. Please see the school website for further information.

Governors make regular visits to Kingsland to familiarise themselves with procedures, to get to know the children and carry out their monitoring role.

At Kingsland, we are very fortunate to have an enthusiastic and supportive Governing Body comprising of parent, teacher, staff and LA appointed governors as follows:-

Mr Clifton (Chair)

Mr A Thornhill (Vice Chair)

Mrs A Williams

Mrs J Dovey

Mrs S Collins

Mr A. Kisumba

Mrs S Griffiths

Mr M Bateman

Co-opted

Co-opted

Co-opted

LA appointed

Co-opted

Staff Governor

Mr N Allsopp

Headteacher



You can contact a School Governor by writing c/o Mrs Carol Stephenson, Kingsland School who will forward your letter. If you are interested in becoming a Governor, please contact Mrs Sedgwick, Headteacher or Mrs Stephenson in the school office, who will be glad to help you.

### Senior Leadership Team (SLT)

Mrs Beales SEND/CO-Lead Practitioner-Lead DSL	Mr Allsopp Head Teacher - DSL	Miss Sandford Deputy Head Teacher - DSL
		

### Office Staff

Miss Sedgwick Office assistant	Mrs Stephenson School Business Manager	Miss Howell Finance Officer
		

### Early Years Foundation Stage (Nursery and Reception)

Mrs Allsopp Teacher – Nursery	Miss Burton Teacher – Reception University of Warwick	Mr Goddard Teacher – Reception University of Warwick
		
Mrs Barton TA – Nursery		





### Key Stage 1 (KS1)

Miss Down  
Teacher – Year 1  
University of Liverpool

Miss Vann Fowler TA

Mrs Kendrick TA



Mrs Pringle  
Teacher – Year 2  
University of Exeter

Miss Parfitt  
Teacher – Year 2  
University of Nottingham

Mrs Rogers UQT



Miss Howe TA/ELSA

Mrs Gallagher TA/Wellcomm



## Intervention and academic support

Miss Gough  
UQT



Ms Clarke TA



Mrs  
Nemeshanyi TA



Mrs  
Griffiths TA



## Lower Key Stage 2 (LKS2)

Miss Munn  
Teacher – Year 3/4  
University of Leeds



Mrs Jackson  
Teacher – Year 3/4  
University of Birmingham



Miss O'Reilly  
Teacher – Year 3/4  
University of York



Mrs Charnley UQT

Mrs Birtles TA



## Upper Key Stage 2 (UKS2)

Mr Bateman  
Teacher – Year 5  
University of Cambridge



Mrs Martin Teacher  
– Year 5



Mr Humphries  
Teacher – Year 5/6  
University of Manchester





<p>Mrs Mayo Teacher – Year 6 University of Oxford</p>	<p>Mrs Lennie UQT</p>	<p>Mrs McNicholas TA</p>
		
<p>Miss Field TA</p>		
		

Kitchen		
<p>Mrs Jackson</p>	<p>Mrs Overton</p>	<p>Miss Jackson</p>
		
<p>Miss Yebio</p>		
		

### Lunchtime Supervisors

Miss Burford



Mrs Norton



Mrs Page



Mrs Wynn



Mrs Lynch



Mrs Topping



Area of responsibility	Teacher
Headteacher: leadership, management, school improvement (Kingsland & outfacing) standards, teaching and learning, Professional Development, Performance manager, DSL, strategic overview, Health and Safety (Risk Assessments) Pastoral lead, Nurture, Pupil premium & Finance. Writing lead, Staffing, Finance, EYFS and KS1 & KS 2 Strategic lead, Pupil Premium, Maths & Governors.	Nathan Allsopp
Deputy headteacher: Behaviour, Collective worship, Behaviour and attitudes - Personal development lead (PSHE/RSE/Bullying), UNICEF, British Values Lead, EVO lead Writing lead	Nathan Allsopp
Leading Practitioner: DSL Lead, Well-being Lead, Mental Health Lead, SENCO, Inclusion manager, Pastoral support, EH, Nurture, LAC, ARP	Eather Beales
Reading, EAL, UNICEF, British Values	Diane O'Reilly
OOH, Physical Education lead & Writing	Charis Egan
Computing Lead & Outdoor Learning Lead	Matthew Bateman
Geography and History Lead- KS 2	Amy Jackson
Art & Phonics Lead	Haley Down
Religious Education Lead, UNICEF, British Values	Michelle Parfitt

Science lead, Mental Health team	Matthew Humphries	
Geography & History Lead-KS1	Nicola Pringle	
MFL lead	Amy Allsopp	
Curriculum Enrichment	Amy Jackson/DT Lead	
Personal development lead (PSHE/RSE/Bullying), UNICEF, British Values Lead, EVO lead	Lindsay Munn	
Music	Mia Burton	

## Some of our Facilities at Kingsland School

- Air conditioned Purpose built Nursery Unit
- Hall for Assemblies, PE, orchestra and lunch
- Studio Hall
- Classrooms with computers and top of the range interactive whiteboards to enhance teaching and learning
- Library
- Learning/Reading Support Room
- TIPI-Outdoor learning, Yoga and Eco learning.
- Classroom
- Laptops for use as whole class teaching aids.
- Classroom Ipads
- Classroom windows 10 tablets with keyboards
- Medical Room
- Before/After School Club
- Fenced outdoor play area with fixed play equipment for Nursery/Reception
- Two activity trails (KS1 & KS2 playgrounds)
- Embedded Playground slides in KS1 and KS2
- Secure play areas for children/landscaped grounds.
- Multi Sport court
- Sports Field with track and pitch
- Fenced pond area
- Air conditioned central area
- Healthy Food Kitchen (food cooked on site)
- Disabled facilities

## MODULAR NURSERY UNIT



## **Our Mission Statement**

We are continually striving to realise our mission statement in all that we do.

We are committed to being identified and respected in the local community as a centre for learning with high standards, an attractive purposeful building and a well-developed site equipped with resources to meet the educational demands of the 21<sup>st</sup> century.

In September 2014 a purpose built Early Years Unit, fully air conditioned, was added to our fabulous site to ensure high quality provision for Nursery and also to enable main school to expand facilities and adapt for even greater effectiveness.

Personal achievement in a secure environment with high standards are key features of our mission statement below.

### **Mission Statement**

Kingsland strives for all learners to achieve their full potential in a caring, healthy, culturally diverse, stimulating, safe and secure environment.



### **Aims (Summary)**

At Kingsland we acknowledge the uniqueness of all children and celebrate their interests and talents. We have high expectations and challenge them for continuous improvement.

We encourage children to take part, to be active, to take responsibility and contribute to the school community.

We believe in establishing the pattern and thirst for life-long learning, the positive attitudes and self-belief so that children can achieve their goals and dreams.

We aim that children will acquire clear values to guide themselves, whilst also respecting and valuing the lives of others, all living things and the environment

We promote active citizens who develop a strong sense of belonging to their communities, local to global.

We see our school reflecting a society where individuals, whatever their age or status act responsibly towards each other, praise each other, care for each other and act with a high degree of individual responsibility. British Values runs as a golden thread through all aspects of school life.

We seek to meet our aims with Kingsland's welcoming and caring atmosphere. This reflects our positive attitude to life, learning and relationships and is an important part of the ethos of the school.

### **Leaflets/Booklets for parents**

This Prospectus provides an overview of education and guidance at Kingsland. The following leaflets for parents are also available to provide further details if necessary. These are updated each year.



- New Code of Practise for Special Needs and Local Offer on website [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk)
- Homework Policy - Information for Parents
- Attendance/Absence from School
- Kingsland's Approach to Positive Behaviour
- Kingsland Home School Agreement
- Key Stage 1 SAT's Guidance to National Curriculum Tests
- Key Stage 2 SAT's Guidance to National Curriculum Tests
- After School Club
- *School policies available on request - Some are available on the website [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk)*

**WEBSITE:** [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk)

Our website is comprehensive to provide easily accessible information.

#### **Pupil and Sports Premiums**

This funding is used to develop learning and skills. Further details can be found on our website links

[www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk)



## **General School Information**

**Headteacher:** Mr N Allsopp

**Chair of Governors:** Mr D Clifton

**Age Range:** 3 - 11 years

We are a 1.5 form entry (45 children) primary and nursery, catering for children aged 3-11 years.

**Nursery Age Range:** Admission in the term following the child's 3<sup>rd</sup> birthday. Funded 30 hours places are available dependent on meeting the eligibility criteria and places being available.

**Before/After School Care Club:** 7.30 a.m. → 8.45 a.m.  
 3.25/30 pm. → 6.00 p.m.  
 Contact Mr Nathan Allsopp - telephone 0121 464 7707

This is run on site and pupils may take part in a variety of activities both inside and in the school playground.



**School letters** are sent home fortnightly to keep parents informed. Copies of letters are available at the office or in the main entrance area and are also on the website.

Times of the school day

<b>Nursery</b>	a.m.	8:40 → 11:40
	p.m.	12:30 → 3:30
	Full time	8:40 → 3:30
<b>Reception</b>	a.m.	8:45 → 11:45
	p.m.	12:45 → 3:25
<b>Years 1 and 2</b>		
	a.m.	8:45 → 12:00
	p.m.	12:50 → 3:25
<b>Years 3-4</b>		
	a.m.	8:45 → 12:15
	p.m.	1:05 → 3:30
<b>Years 5-6</b>	a.m	8:45 → 12:25
	p.m	1:15 → 3:30



### After school clubs

We also run many varied after school clubs for children on every day of every week. We charge a small cost for our extra curricular clubs. This information can be found on our website under the tab extra-curricular activities as and when these clubs are prepared and allocated.

### Safeguarding

We work in accordance with Local Authority guidelines and all our procedures are in place. Staff appointed are fully DBS checked ref DBS and all staff are well trained in various safeguarding aspects to support our children. Policies are checked by Governors which also includes SEN procedures, and the Prevent Extremism strategy (Local Authority Guidelines).



## **Safety and Security**

We constantly review our **site security** to ensure the safety of all our children and staff.

## **School Site**

Kingsland school provides a wonderful learning environment for all our children. We have bright airy classrooms, air conditioning, tinted glass windows and a modern IT suite. Our playground area has been landscaped and this provides secure and spacious playing areas. We have two activity trails providing fun activity and encouraging children to 'keep fit' and bespoke slides which provide fun and promote cardiac fitness. We also have a sports field which can be used for tournaments/sports days with track and marked out pitch plus an additional court with MUGA facilities.

In September 2014 a purpose built Early Years Unit, fully air conditioned, was added to our site to ensure high quality provision for Nursery and also to enable main school to expand facilities and adapt for even greater effectiveness.

**School gates** now open at 8.40 a.m. (Nursery), 8.40 a.m. (main school) and 3.15 p.m. (access from Kingsland Road and Bandywood Crescent). If you need to come into school between/before these times, please enter via the main entrance in Bandywood Crescent where visitors are met.

## **Admission/Induction Procedures**

Admission to Nursery is in accordance with Birmingham Education's guidelines on age and social priority.

Nursery places are allocated as follows:-

- Social services/priority cases
- Children who have siblings already in school
- Children who live nearest to school (by distance order)

Full-time Nursery placements are only available for children if parents meet the eligible criteria. Further information can be obtained from the school office.

**Nursery children** are admitted the term after their third birthday to enable them to settle. Full-time children are admitted on a part-time basis gradually increasing to full-time. Every child is an individual and their needs are treated accordingly. Nursery children have the option of staying for school lunch. Please see the office if interested.



**Reception children** attend school for a session before staying all day. We aim to settle all children quickly into school life and ensure they have an enjoyable and rewarding learning experience at Kingsland. Please contact the Local Authority 0121 3031888 to make an application or see our website under the tab admissions.

### **Other Age Groups**

Please contact the Local Authority 0121 3031888 option 2 for spaces in other year groups. We integrate children into their new classes as soon as possible. They are given particular support to make new friends via a 'buddy system' and school staff.

**Please note:** pupils settle more quickly if they wear our school uniform as this gives them a sense of belonging.



### **Information about your child**

Records and reports are kept on your child to track their all round progress. Parents may view these by submitting a request in writing to the Headteacher and making an appointment. Under the Education Reform Act, records may be withheld if disclosure of this information is deemed likely to be detrimental to the child.



All absences are followed up and families may be visited by the School Attendance Officer. Children with persistent absence can raise safety concerns and this can trigger Police 'safe and well' checks via Child Protection. Please make sure you understand our attendance procedures by reading the new attendance policy. Thank you.

## Birmingham Curriculum Statement - See Appendix 1

### The Curriculum - Summary



The curriculum is planned to allow for individual development, we provide a **broad and balanced** curriculum appropriate to the needs and interests of each individual child.

We aim to help each child acquire knowledge, develop skills and learn to take the appropriate responsibility for their actions and attitudes, respecting the needs of the individual person and the wider community.

The means by which these aims are achieved can be found in the **richness and variety** of the curriculum, the opportunities to learn and to develop through well-structured activities and the example of high standards shown and expected by the staff of the school, in co-operation with parents and others.

Central to the whole curriculum is the **Foundation Phase** for 3-5 year olds and the **National Curriculum** for 5 years plus pupils (which was recently reviewed by Government and has been in place since September 2014). Naturally we give emphasis to the core areas of the curriculum. These are English, Mathematics, Science, Information and Communication Technology and R.E. Children aged 5 years plus also have at least 2 hours of PE weekly. Swimming is organised for Year groups 1-6.

#### ***Five Essential facts you need to know about the new National Curriculum.***

1. The Programme of study for English, mathematics and science remain detailed, while those for the foundation subjects have been substantially slimmed down.
2. All current subjects will remain, but there is an extra requirement to teach a foreign language at Key Stage 2.
3. The existing ICT curriculum has been replaced with computing, which puts a focus on practical programming skills and safety.
4. The new National Curriculum has been implemented from September 2014. There has been a smooth transition between the old and the new curricula.
5. National Curriculum levels have now been discontinued from July 2015 for all groups.

#### ***Five essential facts you need to know about the Programme of Study for English***

1. Systematic synthetic phonics is the key teaching-to-read strategy, and children in Key Stage 2 who cannot decode must be given intensive phonics tuition.
2. Grammar and punctuation objectives are laid out for each Phase and these objectives are seen to be more challenging than current requirements.
3. Spelling words and spelling rules are laid out for every Phase.



4. There is a focus on reading widely, reading independently and reading for pleasure, but no required list of text types.
5. There is an emphasis on recitation and on vocabulary development as well as on presenting and debating. There is no specific strand for speaking and listening but this is woven through the English curriculum.

***Five essential facts you need to know about the Programme of Study for Mathematics.***

1. This is seen to be more challenging than the current requirements for mathematics, with objectives laid out year-by-year.
2. Children will have to learn times tables (up to  $12 \times 12$ ) by Year 4 and number bonds by heart by Year 2 (up to 10 and 20).
3. There is an emphasis on using formal written methods for arithmetic.
4. There is more demanding content in fractions, decimals and percentages.
5. Calculators are not encouraged except for specific purposes in upper Key Stage 2.

We also feel that it is important for children to develop an awareness of different places and an understanding of society and how people in it, past and present, think, feel and behave. We address these issues through the study of History, Geography, Personal, Social and Health Education including Citizenship. British Values are threaded through out curriculum as an element of Spiritual, Moral, Social and Culture development (SMSC).

Children from Year 3 also study French on a weekly basis with some introductory lessons in Year 2.

Through Art, Design Technology, Music and Physical Education we seek to develop individual and group imaginative, creative and physical skills.

We also aim to give the children considerable opportunity to develop the skills and confidence to cope with the ever-changing world of computers through our Computing Technology and awareness of e-safety.

We spend much time in developing learning skills in our children, expecting high standards in all that they do. When each child leaves this school our aim is that he or she will have come to value learning for its own sake and found their time at Kingsland a **happy and worthwhile experience**.



## **The Foundation Stage**

Children starting school are eager to explore and investigate the world around them and to make sense of it. Our aim at Kingsland is to harness this interest by providing a warm, caring and secure atmosphere where children discover and become independent learners. All children are encouraged to experience and talk about real and imaginative situations. They are encouraged to question and explain whilst taking account of their friends.

In Nursery and Reception we follow the Statutory framework for the early years foundation stage curriculum. Four guiding principles should shape practice in early years settings.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### **The areas of learning and development**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

#### **Prime Areas**

- ✚ Communication and Language
- ✚ Physical Development
- ✚ Personal, Social and Emotional Development

#### **Specific Areas**

- ✚ Literacy
- ✚ Mathematics
- ✚ Understanding the world
- ✚ Expressive arts and design



Children are offered three hours a day in nursery the term after they are three years old, in either a morning or afternoon session. If children meet the criteria set out by the Local Authority, they may be eligible for six hours of nursery education. We aim

to make transition into nursery and reception as smooth as possible and understand that each of our children is unique and special. We offer a large range of practical activities to meet the needs of all children including drawing, painting, construction, sand and water play, malleable play and small world play, both indoors and outdoors. These activities offer opportunities for children to grow in confidence and literacy, maths and communication skills. Children leave the foundation stage with a solid basis for learning ready to embrace the next stage of learning in Key Stage 1.

**YEAR 1** is an important transition year from the Foundation Stage curriculum into the National curriculum subject skills.

### **Phonics**

Part of the curriculum involves pupils learning and revising a number of phonic sounds to help them with reading and spelling. These are practised daily in the Year 1 classes and supported by homework. Towards the end of Year 1 a Government reading test for year 1 children is taken by each child. Results are reported to both the Local Authority and parents. Children who do not achieve the required standard (approx 75% of the words) have to retake the test next year.

## **Teaching the Core Subjects**

Below is an indication of our approach and provision of these subjects as they are taught from Year 1-6. Please see the subject knowledge organisers for each year group for content. This has been planned for continuity and progression. Link - [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk) - year group.

### **English**

The school follows the New Curriculum 14 in English for Years 1-6 from September 2014.

### **Speaking and Listening Skills**

Our aim is for children to be able to communicate clearly and confidently in the English language and to be able to listen effectively for maximum learning. They are encouraged to express themselves creatively and collaboratively. We aim for them to be able to elaborate and explain clearly their understanding and ideas. This is taught through a variety of methods including PSHE, Circle time, as well as drama, role play and English lessons.

### **Reading**

Our aim is to ensure that all children become competent and confident readers and enjoy reading with fluency and understanding. Children have access to a wide range of books including fiction, poetry and information texts. We also buy into the online service 'First News' which the children can access at home as well as provide them with



children's newspaper which also educates them about present global events. They read in a variety of settings, for example individually, as a whole class or in small groups. Children are taught to use actively and independently a range of strategies to help with reading. These include comprehension, grammar, phonics and punctuation. We value a close partnership with parents developed through our home-school reading scheme.

### **Phonics**

Systematic learning of phonics is a crucial part of the children's reading process. They are taught daily phonics in KS1 and this continues as appropriate in KS2. These phonic skills support the children in becoming confident independent and fluent readers and provides a building block for later reading and spelling. We also have fidelity to one reading scheme which supports the children in applying their phonic knowledge.

### **Grammar, Spelling and Punctuation**

We teach regular lessons to ensure children read and write with accuracy paying attention to both punctuation and the correct use of English language. This is taught through a variety of skills such as games, computing tasks, paired activities and a structured weekly lesson. The children's progress is monitored and assessed each term.

### **Writing**

Our children are given every opportunity and encouragement to write with fluency, accuracy and creatively. In becoming writers, the children will look at different forms or genres of writing and will see the process modelled by teachers.

Each week the children will be involved in a Big Write where they will be able to plan, write and edit an independent piece of writing. This will support assessment of writing and direct teachers to where next.

ICT is an important motivator in writing and children are taught to use word processing to present written work in a variety of formats. We look wherever possible to include real life writing opportunities to highlight the importance of writing as a skill in real life.

### **Mathematics**

The school has adopted the New National Curriculum for Numeracy 2014.

Our aims are for pupils to have a sense of the size of a number and where it fits into the number system and where Maths fits into real life.



Strong emphasis is placed on the teaching of mental strategies and the use of mental calculations to solve problems. Children will be required to know by heart number facts such as number bonds,

multiplication tables and use what they know to figure out answers mentally. Children are taught to make sense of number problems and recognise the operations needed to solve them, having frequent opportunities to explain methods and reasoning. Correct mathematical language, the application of mathematical knowledge and an explanation of methods used are encouraged. Children experience solving everyday real life mathematical problems with progressive difficulty. Our pupils are also taught to master the skills of shape, space and measurement and the construction and interpretation of graphs, diagrams, charts and tables.

### **Science**

At Kingsland science is taught with reference to the new national curriculum 2014. Children are encouraged, supported and allowed to develop- scientific skills through questioning, observation and investigation. Each year group studies a range of physical, biological and chemical processes planned and differentiated at their level. Children are taught to represent and record findings in a cross-curricular way eg through data handling in maths or non-chronological reports in literacy.



### **Computing and E-safety**

The world is increasingly dominated by a technology-rich environment. Many aspects of our lives rely on technology and computing continues to be one of the most exciting and fastest growing subjects.



At Kingsland we enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

The aims of Computing and E-Safety are to enable children:

- ✚ To develop ICT capability in finding, selecting and using information.
- ✚ To monitor and control events both real and imaginary.
- ✚ To apply hardware and software to creative and appropriate uses of information.
- ✚ To use computing for effective and appropriate communication.
- ✚ To apply their ICT skills to develop their language and communication skills.
- ✚ To explore their attitudes towards ICT and its value to them and society in general.
- ✚ To be aware of e-safety - how to keep safe online.

### **Design and Technology**

Design and Technology involves children in the creative experience of generating a design. They are encouraged to plan thoughtfully before construction and then to evaluate. Children work either alone or in small groups, using a whole range of materials including food, graphic media, textiles and construction materials.

Our themes are graded in progression in line with the new 2014 curriculum and enable clear skills to be developed. These may be cross-curricular linked which reinforces skills and knowledge throughout our curriculum.

### **History and Geography**

Our high quality geography education inspires curiosity and fascination about the world and its people. Children have the opportunity to gain and develop their knowledge about diverse places, people, resources and natural and human environments. Kingsland children study their own locality and the wider environment including the United Kingdom, Europe and North and South America.

Furthermore, in History, children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to fire children's enthusiasm and equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop their own opinions and judgement. To add to the children's understanding and stimulation, we use visits to places such as museums and invite experts into school to speak to the children.

### **Art**

Art and design in our school allows children to experiment with a wide range of materials and techniques such as drawing, painting, sculpture and other crafts. Opportunities are provided for creativity, self-expression and communication alongside the development of evaluative skills. The children various artists and to learn about both the historical and cultural elements.

### **Music**

Our aim is to enable children to experience music to its fullest. During their time at Kingsland children will be taught to sing and play instruments musically, develop an understanding of composition and listen to a wide range of music. We offer many opportunities for children to perform in assemblies, plays, choir and talent competitions. Along with weekly music lessons, which cover all aspects of music awareness, we also buy into a scheme which allows all children to learn how to play an instrument taught by a music specialist in year 4 and children can choose to continue with this until the end of year 6.



### **Physical Education & Sport**

P.E. is pursued through Gymnastics, Games, Athletics, Outdoor Activities, Dance, and Swimming. The aims are to promote physical activity by improving physical fitness,



skills and co-ordination. Children are encouraged to develop both their individual and their team skills. Professional coaches in some sports visit the school to provide specialist coaching to all pupils. In Year 5 and 6 the pupils are given the opportunity to attend a residential outdoor activity centre. . All year groups have at least 2 hours of PE time weekly. Swimming is available from Reception to Year 6.

### **Religious Education and Collective Worship**

An act of collective worship is held daily. The school follows the Birmingham Agreed Syllabus for Religious Education, which is the study of Christianity and of other non-Christian faiths, namely Islam, Hinduism and Judaism through Jigsaw RE. Our aim is to assist the children to learn about religions and to develop respect for the people who practice a faith, including themselves. The moral and social issues that arise from religious stories are discussed and the lessons learned are used to reinforce the British values cherished within the school community. Parents have the right to withdraw their child from both religious education and assemblies with written permission to the Governing Body.



### **Modern Foreign Language - French**

From Year 3 children are taught a modern foreign language on a weekly basis. At the earlier stages, the language is taught in a playful way. As the children get older, they progress from simple spoken French exercises through to reading and writing and more spontaneous French communication.

### **Personal, Social & Health Education (PSHE) including Citizenship and UNICEF.**

At Kingsland, Personal and Social Development and Health Education underpins the whole curriculum. Each class teacher, through a sustained and carefully planned programme, delivers PSHE both formally and informally, as outlined in the school's policy document. Formal sessions are delivered within curriculum guidelines. The programme involves children understanding their feelings and emotions, both comfortable and uncomfortable and allows them to develop their strategies of managing both their feelings and behaviour.

Alongside the Birmingham local authority agreed RE curriculum, children cover additional aspects throughout the academic year with a cross curricular approach. These include: family life, the importance of citizenship, decision making, managing emotions, personal hygiene, food and nutrition, health related exercise, safety, substance use and misuse, environmental issues and promoting British values. We have staff trained in Peacemakers (resolving conflict peacefully) and we are working towards silver in UNICEF



In addition, personal hygiene and growing up talks are delivered by school staff trained in the Birmingham RSE (Relationships and Sex Education) programme to both boys and girls in Year 5 and Year 6. Parents are provided with opportunities to view resources and receive further information in order to support their children. Parents are also given the right to withdraw their children from these talks.

### **Special Educational Needs**

Special Educational Needs and Disabilities covers individual learning programmes to enable all children to access learning. This can range from the more able child to pupils requiring additional support for learning and/or physical needs. Our aim is to encourage the development of happy individuals, for their strengths to be developed, and weaknesses supported so that they can reach their maximum potential.

Reasonable adjustment may be made to enhance children's access to the curriculum based on the child's individual needs. The advice and support of outside agencies is sought if deemed necessary. These may include PSS (Pupil and School Support), BSS (Behaviour Support Service), CAT (Communication and Autism Team) and EPS (Educational Psychology Service). We actively work in partnership with parents to support their children consistently, effectively and sympathetically. All SEN practice within the school reflects the requirements of the 2014 SEN Code of Practice (ref Local Offer on website [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk))

### **Homework**

All children are expected to share their reading and key words at home particularly in the early stages of learning to read. As children progress through the school they will be bringing home tables and spellings to learn etc. Older children will be given tasks to complete in order to reinforce their learning and prepare them for secondary school. This is reviewed annually across the school and our Homework leaflet for parents updated.

**We ask for parental co-operation in assuring that children have a quiet, relaxed atmosphere in which to work.**

### **Monitoring Children's Progress/Assessment**

Records are kept of a child's academic progress in relation to the Foundation Stage, National Curriculum stages of attainment the National Literacy and Numeracy Strategies and of their personal, social and general development.

- The Early years profile is completed for each child at the beginning of their Reception Year.
- A statutory phonics assessment is carried out at the end of Year 1 (See Year 1 curriculum).

- Pupils at the end of Key Stage 1 (Infants) and Key Stage 2 (Juniors) undergo Statutory Assessment, which takes the form of Teacher Assessment and National Tests. This assessment is carried out during May in Years 2 and 6.
- Children who do not meet Phonic standards in Year 1 have retakes in Year 2.
- There is also a series of formal tests, which are taken by children from Year 1 to Year 6. These include Reading, Spelling, Mental Maths tests and, in Years 3, 4 and 5, interim National Curriculum Tests in Math and English including Grammar, Spelling and Punctuation.
- Year 4 also take the multiplication test.
- Science is monitored via Teaching assessments half termly and tests.
- Pupils' progress is monitored through a tracking system, which records their stage of attainment at various points during their school career.
- Individual targets are also set for pupils in terms of their achievement.
- A Special Needs audit to identify pupils requiring additional needs support is carried out annually.



### **Reporting to Parents**

The parents of all children receive a written 'mini' report with individual pupil targets half way through the school year and an Annual Summary Report at the end of the summer term. In addition, parents are invited to meet class teachers to discuss their child's progress at termly Parent/Teacher interviews and also informally to ensure support needed/concerns are quickly acted upon.



### **Pastoral Care**

There is a designated team who have responsibility for the pastoral care of the children at Kingsland. We feel it is important for all staff to identify with the individual needs of the children by developing a good adult/pupil relationship, helping to create an atmosphere of security. We hope that the children will see their teacher and staff in school as people who care for them and with whom they can share their problems and joys.

### **Pupil Premium**

This is extra funding for the school accessed via free school meals. The pupil premium has been allocated to school to address the gap which sometimes occurs between children due to deprivation or circumstances.

At Kingsland this is used to ensure full entitlement to the curriculum including removing any barriers to learning.

- ❖ Integrated and targeted support in reading, writing and spelling, and maths is provided via intervention group work.
- ❖ An alternative curriculum is provided for some of each week to enable children with particular needs (emotional/social) to gain self-esteem by achieving success.
- ❖ Some children are given particular support for behaviour issues via regular monitoring towards targets and input for anger management, co-operation and dealing with day to day situations.
- ❖ OOHs clubs are also provided as informal support for self-esteem and on a reward basis.
- ❖ Additional resources are purchased to support particular individuals or groups.
- ❖ Additional input to support skill development is also provided e.g. fine and gross motor control group.

### **Sports Premium**

This Government funding is used towards each child having access to supported swimming coaching Year 5/6 on a rota basis. Reception children are also given the opportunity of a taster session with their parent.

**This is all ongoing work which is staffed by skilled, trained and experienced staff. Pupil premium and Sports Premium are having a clear impact on the achievements of children.** (web link - [www.kingsland.bham.sch.uk](http://www.kingsland.bham.sch.uk) - Pupil premium/Sports premium)

### **Child Protection**

In cases where the school has any reason to be concerned that a child may be subjected to ill-treatment, neglect or forms of abuse, the staff have a duty to follow the Local Authority Child Protection Procedures and inform the Headteacher, who, if it is felt to be appropriate, informs the Social Services Department of the school's concerns. With persistent absence, the Police can be informed to carry out a 'Safe and Well' check.

### **Local Authority- Interagency Protocol Policy/collecting children from school policy**

We follow this procedure for children who are collected **late or not collected** from school. Please see website for further details.

### **Behaviour and Discipline**

It is our aim that everyone at Kingsland treats each other with respect and consideration. We take a positive approach by valuing the good behaviour or work that we see in school. Every opportunity is taken to give praise to children where it is deserved.

We have weekly certificates to award to



children and a  $\frac{1}{2}$  termly achievement assembly where we share good things that have happened in school.

We also recognise and share children's achievement from outside school in our weekly assemblies.

Occasionally small problems occur. These will be dealt with by the teachers talking to the children, reminders, warnings and sanctions in line with our Behaviour Policy.

Parents are informed when it becomes necessary to apply sanctions and/or when the behaviour is persistent. If a child displays persistent behavioural problems consultation is arranged between the teacher and/or SLT (Senior Leadership Team) and parents so that a way to support the child can be put in place to try to modify the behaviour.

***We have a No Tolerance policy towards bullying. If this does occur it is taken very seriously and parents are informed and pupils concerned are closely monitored.***

School policy includes, in the extremely rare cases of serious and persistent unacceptable behaviour, the possibility of going home for dinnertime and/or exclusion from school. Work is provided for children to complete at home in line with Local Authority policy.

## **OOH's (Out of Hours Activities)**

A wide range of school clubs are available for children to access throughout the day. Our variety of Out of Hours Activities gives pupils and opportunity to try new skills. Some after school clubs also have links with outside groups to extend skills further.

**Football.** Kingsland runs an annual tournament for local schools. This provides support for self-esteem, fitness, team building, and an element of competitiveness.

## **School Dinners**

We provide hot dinners which are good value for money and provide a healthy lunch for your child/ren.

Parents are asked pay dinner money on a Monday a week in advance on parent pay.

Main school meals - £2.80 per day (£14.00 per week).

Nursery meals - £2.50 per day (£12.50 per week)

Free school meals are provided for children whose parents are in receipt of benefits. In line with Government guidelines, all children Reception - Year 2 are entitled to a free hot meal.

We urge all parents whose children are eligible for free meals to register, this can be done online, a direct link is available on the school website. Even if your child does not have dinners, the school will receive an increased budget, which will benefit **all** children

Example Menu: Lasagne, Roast Turkey, Cheese and Potato pie, Pizza,  
Roast/creamed potatoes, Jacket Potato, Rice

Fresh seasonal vegetables, salad  
Fresh fruit, Banana Bread, Cherry Cheesecake, jelly, ice cream



Children who do not have a cooked meal can bring a healthy packed lunch. Please ensure packed lunch boxes are secure and labelled. We do not allow children to bring canned drinks, glass containers or chocolate/sweets to school.

## **Healthy Eating and Drinking**

Healthy schools status has been attained and we continue to strive to ensure that we are a healthy school. We review this annually to ensure our standards are sustained.

Parents are asked to provide a clear bottle of water so that pupils from Year 1 to Year 6 pupils can sip during lessons. This can be refilled daily from a fresh water cooler.

Nursery to Year 2 also have a free piece of fruit supplied daily.  
Nursery and Reception provide drinks and snacks daily in line with our policy.  
Free milk is provided daily to all children to the end of Reception.

Mid-morning toast/juice is available daily from the school kitchen as follows:

Toast per slice 25p:      Fruit juice 40p

Please use parent pay to pay for milk, dinners and snack.

Children are allowed to bring their own mid-morning snacks if they wish. These need to be linked to healthy eating (low fat, low sugar, low salt) - sweets, chocolate and chewing gum are **not** allowed.

## **Sickness, Absence and First Aid**

- If your child is absent from school, please contact us on the first day of absence. Our policy is to contact all parents by phone if we do not receive a reason for absence. Once 10 sessions have been missed-medical evidence will need to be provided and could trigger a fine if unauthorised. It is the parent's responsibility to ensure your child is in school. School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group and improves their their outcomes in learning significantly.

Basic first aid is applied in school. There is a majority of of staff with current first aid training certificates. It is essential that we have an up to date address and contact number of who to contact if necessary.



If your child is ill or hurt whilst at school we shall make every effort to contact you or your named representative. In the event of hospital treatment being needed, a parent/guardian is required to be with a child. **It is important to keep school updated if your telephone numbers change using the Arbor App or contact the school office. .**

If your child is absent due to sickness/diarrhoea, following health guidelines, please allow 48 hours clear of these symptoms before returning to school. Further rules apply to swimming, please refer to class swimming letter.

## **Health (particularly medicines)**

If children are required to take antibiotics, then they should be resting at home to ensure the full benefit of the medication and a quick return to full health. Staff are **not** permitted, in accordance with LA guidelines, to give antibiotics/medicine (prescribed or over the counter) to children.

**However:** in exceptional circumstances we do allow parents to administer medicines at lunchtimes. In the case of chronic illnesses and regular medication being required, please discuss this with the Headteacher.

## **Disabilities**

Kingsland is an all-inclusive school. As a totally new rebuild opened in May 2008, we have extra wide doors, no steps and disabled toilets to comply with current legislation. Parents of children with disabilities are welcome to discuss their child's needs and provision with the Headteacher.

## **Smoking**

In line with Government legislation smoking is not permitted anywhere on the school site.



## **Drug Misuse**

The possession, use or supply of illegal and other unauthorised drugs within the school boundaries is unacceptable. Unauthorised use will be reported to the Headteacher who may inform the Police, parents or Social Services as appropriate.

## **Bikes/Scooters/Dogs**

We do not allow bikes/scooters to be ridden around school premises (unless in bike-ability club) or dogs to be brought onto the school playground.



## **Cycle Shed**



Children wishing to come to school by bicycle need their parents' permission who need to ensure their child have a helmet, a mechanically sound bike and a bike lock. School will not be responsible for damage or loss to any bikes occurring on school site. (Will parents please keep a spare key for the locks or have knowledge of the code needed for their child's bike lock).

## **Holidays**

In line with the Local Authority guidelines holidays during term time are not allowed. This is also supported by the School Governors. Children who are absent due to holidays will receive unauthorised attendance. Any unauthorised absences are monitored by our Education Social Worker and will lead to fines and court.



## **School Uniform**

The children are proud of our school uniform which they helped to update with its colours of blue and grey. We like all children to wear school uniform as it encourages a sense of belonging, a feeling of equality and a pride in being a member of our school. This also extends to PE as it is essential that the children develop a sense of belonging and team spirit as well as complying with health and safety guidelines. Please ensure that all items are clearly labelled with your child's name to enable 'mislaidd' items to be returned quickly to owners.

<b>WINTER</b>	<b>SUMMER</b>
Grey Trousers or grey skirt Light blue shirt or light blue blouse School tie (Years 3, 4, 5 & 6) Grey jumper, cardigan Grey socks or tights Black shoes	Light blue shirt/blouse Grey trousers or skirt/culottes or pinafore dress for younger girls Blue and white gingham checked dress Grey jumper/cardigan Grey socks Black shoes

Girls are not allowed to wear high heeled shoes, toeless sandals or flip-flop style shoes for safety

Children will require alternative clothing for P.E. in a named PE kit bag

**P.E**                      Black shorts and White T-shirt (with school logo or Plain)  
                                  Black pumps (for gym use) / Trainers (for outside)  
                                  Dark coloured tracksuit (for outside)

Designer coats and trainers are strongly discouraged and school will not accept responsibility for these expensive items. We have a school coat that can be purchased which is reversible, hardwearing and waterproof. £18:00.

### **Jewellery**

Jewellery can be dangerous for pupils at school in the 'rough and tumble' of the playground. The only jewellery allowed is -

- Gold stud earrings
- A basic watch
- **Please** ensure that your child does not wear any jewellery on swimming days.

**Extreme Styles** can be quite disruptive both in class and in the playground which can lead to aggression/challenging behaviour by children. We would point out that in line with the school Behaviour Policy the following are not approved by the Governors:

- ❖ Extreme hair style - noticeable dyed colour  
tramline /designs etc shaved into hair  
Punk type, Mohican or Mohawk style
- ❖ Any type of tattoo/make up

### **Expensive items**

Ipods and mobile phones are not allowed and if children bring them to school, parents are asked to collect them from the school office. School cannot be held liable for such items if lost at school or on school trips. Please see our mobile phone policy.



### **Parental Helpers in School**

We encourage parental helpers in school in a variety of ways. A DBS (online Police check) form must be completed online for everyone working with children. Please ask your child's class teacher or at the office if you are interested.

### **Celebrations**

Below are some of the awards given to children and classes each week. These are celebrated by the whole school.

#### **Weekly Awards**

Dojo points which are individual merits

Star Pupil Award

Headteacher Award

## **Half Termly Awards**

Gold Achievement (one individual per class)

Governor Award (one individual per class)

External Further Awards celebrated over the year:

NBA Primary Athletics Championships

Kingsbury Sports inter-school Competitions Award

Young Voices (NEC) Yrs 5 & 6

Parental Courses with pupils and workshops

Bikeability (health and safety)

Talent Show

Working towards Silver sustainability Award

Swimming Awards

Tony Roberts Football Tournament

Governor Scholastic Excellence Award



## **Community**

Senior Citizen's Christmas dinner

Links with the Church ref curriculum, services, productions and entertainment.

Father's day lunch

Courses for parents

Charity holidays link for pupils.

## **School's Charging Policy**

This has been agreed by the School Governors and requires that contributions for education trips etc. are in line with the Governors' Charging and Remissions Policy. If you would like to see this, please ask at the school office.

## **Insurance**

The school is insured by the LA against its legal liability should it be held responsible for causing injury to your child whilst in our care.

Additional insurance is arranged in respect of educational visits when our children are away from the school premises during the normal school day.

## **Data Protection Act**

The school complies with the Data Protection Act, Freedom of Information and considers privacy with all issues in accordance with LA guidelines.



## **Complaints Procedure**

If parents are unhappy about any aspect of their child's school life they should first discuss their concerns with their child's teacher. The end of the school day is a good time for busy teachers. In the unlikely event that the matter is not resolved, parents should seek the assistance of the Deputy Headteacher/ Headteacher. If the complaint is not dealt with to parent's satisfaction, they should bring the matter to the attention of the School Governors. The Governors may be approached by writing to the Chair of Governors, in confidence, at either of the following addresses:-

Chair of Governors,  
Kingsland Primary School  
Bandywood Crescent  
Kingstanding  
Birmingham  
B44 9NA

Chair of Governors,  
Kingsland Primary School  
Governor's Support Unit  
Education Offices  
Margaret Street  
Birmingham B3 3BU

## **Courtesy**

Please treat staff with courtesy. We are working with you for the benefit of your children. The Governors and Headteacher will not tolerate abusive behaviour towards any member of staff in the school. Any parent behaving or speaking in an abusive way towards a member of staff will be asked to leave the school and only to return when they have made an appointment with the Headteacher. We also expect all prospective parents to sign a parent code of conduct.

# Kingsland School why is it so Special?

Come and see for yourself! You will be made very welcome and be given a guided tour of our school. You will also have a chance to talk to the Headteacher and discuss any particular needs or concerns you have.

Please contact the school office on 0121 464 7707, alternatively email [enquiry@kingsland.bham.sch.uk](mailto:enquiry@kingsland.bham.sch.uk)

