

Tudor Grange Primary Academy
Perdiswell

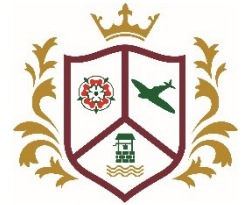
Parent Handbook 2023/2024



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Welcome



WELCOME TO TUDOR GRANGE PRIMARY ACADEMY PERDISWELL

We hope this booklet helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All schools have their own distinctive ethos, which makes each one unique. We believe that the special ethos at Perdiswell Primary is to do with our caring, friendly atmosphere and our commitment to every child achieving their potential. Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils.

Our school was inspected by Ofsted on 5th June 2018 and we maintained our 'Good' rating. The full report is available on our website.

I am extremely proud to lead a team that is committed to providing the very best opportunities for the children who attend Tudor Grange Primary Academy Perdiswell. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

The best way to find out about our school is to come and visit, to see us in action and meet staff and children. A telephone call to the school office on 01905 453348 is all that is needed to arrange this.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Rachel Hughes
Principal



Our Vision

Our vision at Tudor Grange Primary Academy Perdiswell is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school:

- Independence
- Respect
- Honesty
- Empathy
- Unity
- Perseverance



E-mail: office@perdiswell.tgacademy.org.uk

Website: <https://www.perdiswell.tgacademy.org.uk/>

Parent Portal: MyChildAtSchool (MCAS) 

Available on both



Please download this app onto your phone. You will receive log in credentials by the end of July. This app is used for:

Updating personal information	Trips	Permissions
Payments	After School Enrichment Clubs	Wrap Around Care Bookings
School Reports (Autumn, Spring and Summer)		

What the children say:

The staff are very kind and friendly. I like coming to school.

About the School

Tudor Grange Primary Academy Perdiswell is a larger than average school with an excellent local reputation. We take children from the catchment area as well as from Warndon Villages, Northwick, Claines, Warndon and Droitwich. The buildings date back to when the school was opened in 1971. Over the past four decades, the school has grown in size to accommodate sixty pupils in each year group. We benefit from two halls and extensive grounds. These include two playgrounds, quiet sitting spaces, play equipment, wild areas, a pond and large playing fields. The school utilises this resource by incorporating outside learning in our curriculum.

Inside we have a well-equipped library and a book corner in each classroom. We have a bank of netbooks and iPads, which allow the children instant access to online resources and software. We have whole school assemblies in Stanbrook Hall, which is also used for Infant lunches, PE, plays and music performances. Densley Hall acts as our Junior lunch facility, in addition to hosting some assemblies, performances and PE.



Perdiswell is especially strong in the following areas:

- **Engagement in learning** – our children demonstrate excellent learning behaviour in engaging lessons leading to good progress in all areas.
- **Arts** – In particular, Perdiswell is very strong within Music, Singing and Dance. We regularly perform in local establishments and events including Malvern Theatre and the Royal Albert Hall. We engage the skills of local artists and exhibit in the Voices and Visions Exhibition in Worcester Cathedral.
- **Sport** – Perdiswell offers a wide range of opportunities to engage in a variety of sports. We enter many local Festival (participatory events) and Competitions. As well as our extracurricular clubs, we have strong links with Tudor Grange Academy and Bishop Perowne Academy, which ensures our pupils get exceptional opportunities.
- **Eco and Sustainability** - we have an Eco-committee, club and were the first school in Worcestershire to attain the ultimate Green Flag status after being recognised as an outstanding contributor to environmental issues. Many other schools visit Perdiswell to establish what outstanding practice looks like and the school has won National recognition via the Ashden Award.
- **Pastoral Care** – we value the importance of your child's well-being. Happy, safe and confident pupils will achieve and make the most of life. Our opinion is that by treating the children in the same way as we would our own makes Perdiswell a school with a unique ethos, where positive relationships thrive.



Organisation

Age	Year Group	Stage
4-5	Reception	Foundation
5-6	Year 1	Key Stage 1
6-7	Year 2	
7-8	Year 3	Key Stage 2
8-9	Year 4	
9-10	Year 5	
10-11	Year 6	

We have two classes in each year group with a maximum of 30 in each. Care is taken upon entry to ensure your child is with at least one friend and that classes are evenly mixed in terms of age, gender, and special educational needs.

Times of the school day

Staggered Drop off and Collection Times		
Year Group	Arrival Time	Collection Time
Reception	8:35am	3:10pm
Year 1 & Year 2	8:35am	3:15pm
Year 3 & Year 5	8:35am	3:15pm
Year 4 & Year 6	8:35am	3:20pm

Values

At Perdiswell, we want the children to grow up to be responsible and successful citizens. Pupils, staff, parents and governors chose the following values, which we promote via the curriculum, classroom routines, assemblies and a reward system:

respect

perseverance

independence

unity

honesty

empathy

What the children say:

Our school Values shine bright!

Staff

Leadership Team: Mrs R Hughes (Principal), Mrs C Evans (Deputy Principal), Mrs L Brooks (Assistant Principal, Special Educational Needs), Mr T Bradley (Maths Lead) and Miss K Forrester (Literacy Lead)

Administration Team: Mrs S Pointon (Office Manager), Mrs A Davies (Administration Assistant), Mrs V Smith (Administration Assistant)

Reception Teachers:

Mrs G Higham
Miss N Turner

Reception Teaching Assistants:

Mrs M Rayet & Mrs Z Layton

What the children say:

In whatever you choose to do Perdiswell teachers will help you learn more every day.

Our staff here are amazing. They prepare fun lessons and really want to help us when we are stuck with our work.

Governors

The Governing Body of the school consists of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents, staff, the Local Authority and the local community. School Governors work with the Principal and are responsible for setting the strategic direction of the school. The full Governing Body convene at least four times a year and in addition to this our Leadership and Management, School Development and Policy Review Committees meet each term.

Chair of Governors – Mr S Arbery
Vice Chair of Governors - Mrs L Hall

Principal – Mrs R Hughes
Clerk to the Governors – Mrs J Cheung

Mrs S Tideswell Ms J Sutton
Mrs W Russell Mr W Edwards

Behaviour and Anti Bullying

Perdiswell reviews the expectations of behaviour annually and communicates these with pupils and parents. We are rightly proud of our children and how they are not only compliant but also collaborative with one another. The school has a positive ethos where teamwork and respect for one another is considered to be very important.

As a caring school, we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement. The following identifies a summary of expectations:

Every child in our school is valued.
Abuse of any kind is wrong and will not be tolerated.

We strive to develop the full potential of every individual in our school, therefore no discrimination will be accepted.

As a school all staff, pupils and parents should demonstrate the chosen Values at all times.

Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly should it ever occur.

Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.

All children should respect school and other people's property.

As a school, we are committed to parent partnership and therefore communicate any serious behavioural concerns with you.

ANTI BULLYING

The term is explained to pupils both within the curriculum and via assemblies and they are given advice on how to deal with bullies. All forms of bullying and harassment are considered to be unacceptable and are not tolerated within our school environment. All incidents will be taken very seriously and Perdiswell is quick to act if a situation between children could potentially develop into bullying. We therefore have an extremely low record of bullying incidents.

All staff are expected to deal with any discriminatory incident that may occur. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.

We run an anti-bullying ambassadors' program where children are trained by the Princess Dianas Award to acquire vital skills to enable them to change the attitudes and behaviours of bullying to build their skills and confidence to address different situations, both online and off.



Rewards

We give rewards on a regular basis at Perdiswell as we believe in reinforcing positive behaviour. Please see below what your child can earn at our school:

Housepoints	Children are put in one of our houses: Brunel, Curie, Elgar or Seacole. Housepoints are given to the children to reward good behaviour, effort or work. The winners of the week are presented with the cup during Friday's assembly and earn extra play. There is also an annual trophy. Children receive milestone certificates of bronze, Silver, Gold or Platinum.
Recognition Awards	Two children are selected from each class. These children will have demonstrated an excellent piece of work or may be a special act of kindness or social contribution.
Writer of the Week	A child is selected each week for a writer's certificate which demonstrates great effort in handwriting, presentation or choice of vocabulary.
Principal Award	Gold stickers and certificates are awarded to children who have shown above and beyond work/effort.
Home Awards	If your child has achieved anything special outside of school, then please send them in with the award or note describing their achievement. This is commonly in Brownies, Cubs, sports clubs, swimming, gymnastics, dance, Reading Challenges, martial arts... We will present them with the award in assembly and give them a Principal's gold sticker.
Positive Contribution Certificate	Any child demonstrating an exceptional contribution to the school community, for example producing a newspaper or organising a fundraising event will receive a gold Principal's certificate.
Lunchtime Award	Pupils are chosen by dinner supervisors. This tends to be for particularly helpful behaviour.
Class Attendance	The class with the highest attendance for that week are awarded an Attendance Certificate displayed on their classroom door.
End of Year 6 Awards	There are fourteen cups that are awarded to the best students in those areas. These are within academic, sport, arts and social facets of education and represent consistency over the student's time at Perdiswell.
Praise	This is often the most important to a child and the easiest to do. Regular praise sets expectations and is a reinforcement of positive efforts and behaviour.

What the children say:

We really like earning housepoints and showing off our work.

Attendance

Regular attendance is essential for your child to achieve their potential. Children with poor attendance underachieve academically and tend to have less rewarding friendships than pupils who attend regularly.

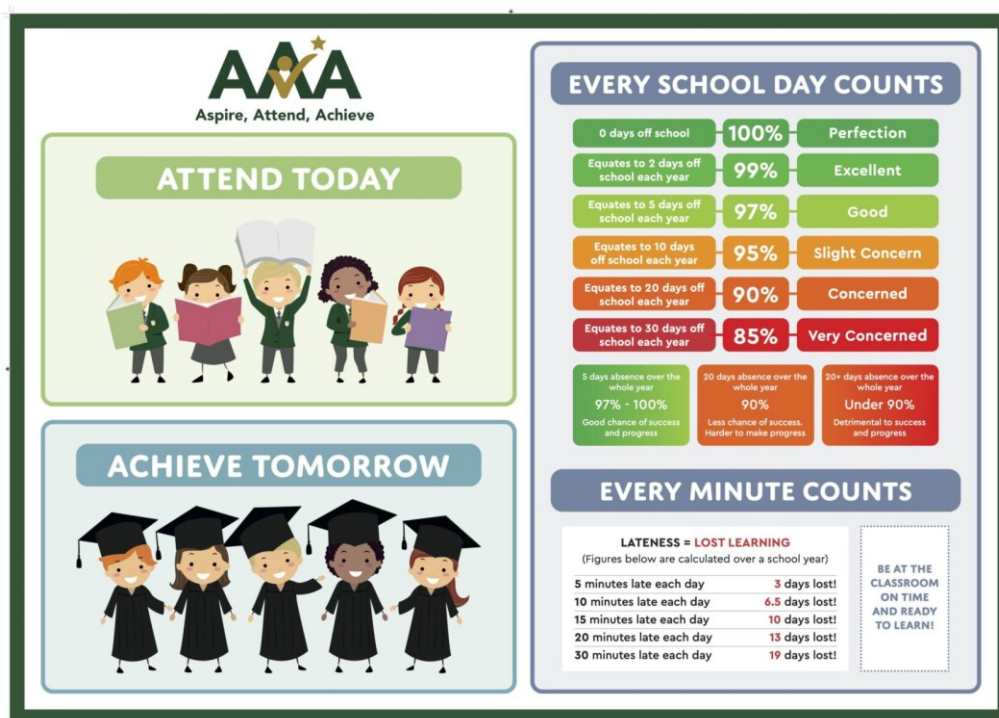
The government issued new guidelines in June 2013 stating that there is no entitlement for parents to take a holiday with their children during term time. If you choose to do this, then please complete a 'Leave of Absence' form so that we know your child is safe and to develop a trusting relationship between parents and Perdiswell. The absence will be unauthorised unless there are exceptional circumstances.

If your child is absent from school you must ring the office on the first morning leaving a message stating your child's name, class and reason for absence.

The school works closely with the Education Welfare Officer and reviews pupil attendance on a regular basis. If your child has persistent absence and/or lateness, then you will be notified in writing and if attendance does not improve a meeting will be organised. This can lead to a Fixed Penalty Notice and fine.

LATENESS

When a child is late, they are often embarrassed to walk into the lesson and disturb the teacher and class. We do not want any child to feel uncomfortable and if they miss the start of the lesson, it can lead to them not getting specific input from the teacher.



Our Attendance Policy can be found on our [website](#).

PLEASE NOTE THAT WE ARE NOT ABLE TO ADMINISTER CALPOL, PARACETEMOL BASED MEDICINE, COUGH MIXTURE OR HAYFEVER RELIEF UNLESS PRESCRIBED BY THE DOCTOR

Medical Matters

RETURNING TO SCHOOL AFTER ILLNESS

Children returning to school should be free from infection and fit to participate in all lessons. Physical injury and asthma are of course exceptions to this. If you are in any doubt our First Aid Leader Mrs Evans will be able to advise.

FIRST AID

Basic first aid is given by our qualified First Aiders. If an accident leads to a recommendation that your child is taken for a check-up at hospital, then you will be contacted immediately. In the case of a critical incident, we will accompany your child to hospital until you can get there. It is vitally important that your contact details are kept up to date so please inform the main school office of any changes. You will be informed by a letter home if your child has a minor bump on the head, in case their condition worsens over time. If they feel dizzy or show other signs of concussion, you will be contacted immediately by telephone.

MEDICINES

If the doctor prescribes a medicine that needs to be administered four times a day or more, we can administer this in school. It will be stored in a fridge when necessary and away from pupils and a record is kept of any administered medicine. The medicine must be in the original prescribed bottle and box with your child's name and dosage details clearly shown. This must be handed in to the office by an adult and a medical form must be completed.

It is the parent's responsibility to arrange for the medicine to be collected at the end of each day.

ASTHMA

As part of the Reception induction process you are asked to provide an information form indicating whether your child has asthma and requires an inhaler. Should your child develop asthma or have a temporary condition that requires an inhaler then we will ask for a written confirmation of this. Inhalers are kept in a readily available place within the classroom and taken off site if your child goes on an educational visit.

ALLERGIES

We have several children in school with allergies. The staff are trained annually in the use of an epi- pen. Please be aware that if your child's epi-pen is out of date we will not accept them in school until a replacement is on site.

Teaching and Learning



- We will ensure every learner experiences success
- We will be an inclusive environment in which we are all learners and one where the learning needs of the individual are recognised
- We will make learning vivid and real
- We will strive to ensure that the whole school is an excellent learning environment which inspires, excites and celebrates effort and achievement
- There will be a broad curriculum of high quality that gives the children opportunities to make links, to make choices and take responsibility for their learning



What the children say:

We are encouraged to do our very best.

Curriculum

Reception follows the Early Years Foundation Stage Profile

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These prime areas are:

Communication and language

Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Personal, social and emotional

Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical development

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Please visit our website for more information about what we have been doing recently. <https://www.perdiswell.tgacademy.org.uk/category/class-blogs/>

As a school we also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Involves encouraging children to link sounds and letters and to begin to read and write. Our school uses "Read Write Inc" to guide our phonics teaching and once children have a secure phonic base they will begin to progress through our reading book bands (our way of organising a range of reading scheme books). Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Expressive arts and design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Understanding the world

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



KEY STAGE 1 AND 2

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time in Britain and the rest of the world;
- to enable children to be positive citizens with an understanding of spiritual, moral, social and cultural education;
- to fulfil all the requirements of the Early Years Foundation Stage, the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Using the new 2014 National Curriculum Perdiswell aims to address the needs of all children, with support and challenge for all abilities.

For Key Stage 1 and Key Stage 2, the subjects are:

- English;
- Mathematics;
- Science;
- Information Communication technology (ICT);
- Religious Education (RE);
- Design Technology;
- History;
- Geography;
- Art;
- Music;
- Physical Education
- Personal, Social, Health Education (PSHE)
- Modern Foreign Languages, French in Key Stage 2
- Ancient Foreign Languages, Latin in Key Stage 2



Homework

Homework can make an important contribution to childrens' progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework has the following main purposes:

- Developing an effective partnership between the school and parents
- Giving parents insight into their child's learning and achievements
- Reinforcing, consolidating, and extending classroom learning
- Developing the confidence and self-discipline for independent learning
- Preparing children for high school.

Throughout their time at Perdiswell, pupils will be encouraged to spend some time each week at home following up work or completing tasks set by the teacher. Most of the time pupils will be able to complete the work on their own, but there will be times when they need parents' help. Tasks set will include reading, learning spellings and tables, researching, investigating and reinforcing work covered in class. Some children choose to do extra as they have a particular thirst or interest in a certain subject or theme. They are encouraged to bring this in so they can be rewarded.

The school has a Homework Policy that is in line with government recommendations and is available from the school office.



Assessment, Monitoring and Reporting

Teachers assess children continuously from the time they start school. This takes the form of informal monitoring during lessons throughout the year and termly assessments in the areas of the curriculum covered. In addition, pupils are formally assessed annually using SATs, Phonics Tests, optional SATs and the Early Years Profile.



It is a statutory requirement that all pupils are assessed formally at the end of each key stage. This occurs by teacher assessment in the Foundation Stage and Key Stage One (which is an ongoing assessment of pupils work) and by a combination of statutory assessment tests and teacher assessment in Key Stage Two. These statutory assessment tests (SATs) are currently held during a week in May for Year 6 pupils.

Parents' evenings are held in the Autumn and Spring. The Autumn term meeting is to discuss how children have settled into their new classes. The Spring term meeting gives you feedback on their academic progress. During this term you receive a longer written progress report and In the Summer term, parents will receive a shorter written progress report, which they are able to discuss with staff if they wish. You will be able to view your child's work at each of these meetings or upon request at any time during the year. There are also open afternoons during the year where children are invited to share their work with parents. Year 6 write and present their strengths and targets to Mrs Hughes and their parents at a special parents evening in January.

Each pupil is set a number of targets in Literacy and Numeracy each term according to individual performance. These are discussed, identified and agreed between the child and their teachers. Progress towards achieving the targets set is closely monitored by the staff both during informal monitoring in lessons and by results of formal tests given. Pupils are kept informed of their progress and targets will be revised where appropriate.



Children entering school will be assessed using the Early Years Foundation Stage Profile during their first few weeks in school. This provides information about each child's pre-school attainment and allows the teachers to evaluate baseline abilities against national standardised criteria. Any strengths or areas of concern can then be identified and built upon or addressed quickly to ensure that each pupil is afforded the best possible start to their primary education. Children's reports are issued three times a year via the 'MyChildAtSchool' parent app.



Perdiswell Wrap Around Childcare

Early Birds Breakfast Club



Tudor Tea Time After School Care

Our Breakfast and After School Care provision launched in September 2021 and is very popular.

This is a bright and child friendly extension of the school day where there is a range of inclusive activities including arts and crafts, sports and gardening to name but a few.

There are also theme weeks all with the aim to make this element of your child's day enjoyable and enriching.

Both sessions are led and supported by passionate and committed individuals, who care deeply for the welfare of your children.

Early Birds Breakfast Club

7:30am—School start in Densley Hall

£4.50 per session per child

We offer a range of breakfast cereals and toasts with water milk and squash available until 8:15am

Tudor Tea Time After School Care

School finish - 6pm in Densley Hall until 5pm, then in the Y1 unit until 6pm

£10.50 per session per child

During each after school session we will register the children and then a range of activities will be available for them join.

Please book and pay at least a week in advance via [MyChildAtSchool](#).

Government Childcare Vouchers

If you are using the Government Childcare vouchers, please book and then allocate the payment straight away. Please then email:

payments@tgacademy.org.uk to ensure your vouchers are allocated correctly.

Children Take Control

WE FEEL IT IS REALLY IMPORTANT THAT THE CHILDREN TAKE OWNERSHIP OF THEIR PERSONAL TARGETS. WE WILL GUIDE THEM TOWARDS THE MOST APPROPRIATE BUT WE HAVE FOUND THAT IF THE TARGETS ARE MEANINGFUL TO THE CHILD THEN THEY ARE MORE LIKELY TO ACHIEVE THEM. THIS PROCESS ALSO FITS WELL WITH OUR VALUE OF INDEPENDENCE.

Extra-Curricular Provision

Extra-curricular activities are provided on a rolling programme. Children are given the opportunity from Year 1 upwards to engage in some form of extra-curricular club. These include:

- Netball
- Football (Years 2-6)
- Multi skills
- Street Dance
- Yoga
- Recorders
- Music club
- Choir
- Guitar/Ukulele
- Cricket
- Eco Club
- Maths
- Sewing
- Lego



Many of the clubs are organised by external providers at a minimum cost. All of these people are qualified and have a relevant CRB or DBS check.

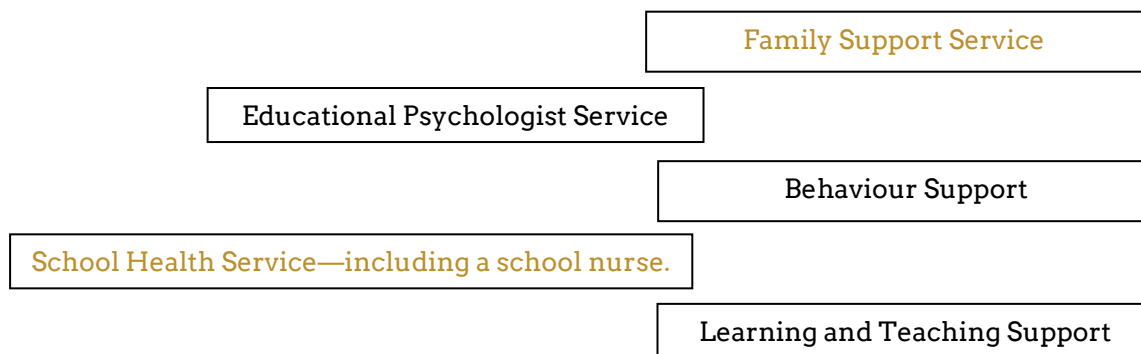


Special Educational Needs

The aim at Perdiswell is to identify and support children with special educational needs at as early a stage as possible.

Initially a child encountering difficulties will be helped by adult intervention in the classroom. For many children this will be sufficient to overcome any problems. Where there are continued concerns, the class teacher will inform parents and the Special Needs Coordinator (SENCO). Through consultation between the school, parents and specialist support, Education and Health Care Plans may be put in place to help the child. These are reviewed with the child and parents regularly to set appropriate pupil targets.

External Services that work with the school include:



All work with these agencies is done in consultation with the child's parents.

We have a policy of identifying gifted and talented pupils and addressing their needs. Identification begins during Key Stage 1 and continues throughout the school. It is important to recognize that children progress as individuals and as such, the gifted and talented list is not set in stone.

Children can be identified through their academic prowess or for outstanding abilities in sports, ICT or the arts etc. Work within their area of expertise will be challenging and motivating to enable the child to develop their skills. This is normally done via the class teacher differentiating the work in lessons but it may also mean that children will be given an opportunity to take part in a special project or event within their area of expertise.

For more information please visit our website:

<https://www.perdiswell.tgacademy.org.uk/parents/special-education-needs/>



Thrive

Across Tudor Grange Academy Trust, we are delighted to be embedding the Thrive Approach into our schools to support the emotional well-being of our pupils.



The Thrive Approach enables our staff to identify specific ways of working with pupils and helps them to respond to their differing needs, enabling them to contribute to developing a young person's secure emotional base.

A secure emotional base is the necessary foundation for healthy development and enables access to learning so that children and young people can maximise their potential.

The Thrive Approach has four guiding principles:

- Every child or young person is a unique person, constantly developing and learning in different ways and at different rates, each with their own abilities, talents, and potential to be fulfilled
- Healthy development, emotional wellbeing and learning rely upon, and are promoted through, positive relationships
- People flourish when they are confident, self-assured, capable, and resilient
- Children and young people thrive in enabling environments where their individual development, learning experiences and needs are understood, responded to, and supported through strong partnerships with parents or carers.

The Thrive Approach is appropriate for all children and young people and enables adults to understand and meet children's social and emotional needs at each stage of their development. Sometimes, because of challenges in the lives of children or their families, special educational needs or trauma, children and young people may be left with gaps or interruptions in their emotional development. The Thrive Approach enables adults to help to repair these gaps retrospectively, supporting optimal emotional health and wellbeing.

The Thrive Approach acknowledges that all behaviour is a form of communication. It highlights to us that behind every behaviour is a feeling and behind every feeling is a need. If a child or young person is behaving in a distressed, dysregulated, disruptive, or defensive manner, the adults around them recognise that this is their way of communicating that they have a need that is not being met.

As supportive adults in school, we focus on meeting the need of the child or young person rather than concentrating on the behaviour. This helps us to address the behaviour in a meaningful and sensitive way.

<https://www.perdiswell.tgacademy.org.uk/our-school/thrive/>

Uniform

Please visit our website for an up to date uniform list and suppliers.

<https://www.perdiswell.tgacademy.org.uk/parents/uniform/>

School Lunches

Sandwiches can be brought in a named plastic container or lunchbox. Drinks should be in a plastic screw top container as cans are not allowed. Pupils are not allowed to swap food because of the danger of allergic reactions. Nuts are not allowed as snacks or lunch items as we have some children with an allergy.



We have a dedicated team of lunchtime supervisors who work hard to ensure all pupils have a relaxed and enjoyable lunchtime. We are able to offer a cooked school dinner, as there are five star rated kitchens and a catering company on site. A menu will be sent out so that you can see what choices are available on that day for your child. The cost of a school meal is £2.30 for Junior (KS2) children. All Reception and Infant (KS1) children will receive a Universal Free School Meal which can be ordered by your child at morning registration each day.

What the children say:

I quit sandwiches! It was the best decision of my life as hot dinners are the best!

Free School Meals for Juniors

The entitlement to free school meals is determined by national government criteria. For further information, please visit the [Worcestershire County Council Free School Meal web page](#). Your child will have a cooked meal. If you are entitled then please claim as the school gets money to pay for the meal and some further funding, which we use to finance other activities for the children.

Snacks

Please note that as a Healthy School we ask that no chocolate or fizzy drinks are brought in. Whilst the Reception and Infant children all get a piece of free fruit at break times, you may provide your own if you wish. Children may bring a drink for morning break. They may also bring a bottle of water in a named, clear container that they will have access to should they become thirsty during lesson time.

Milk

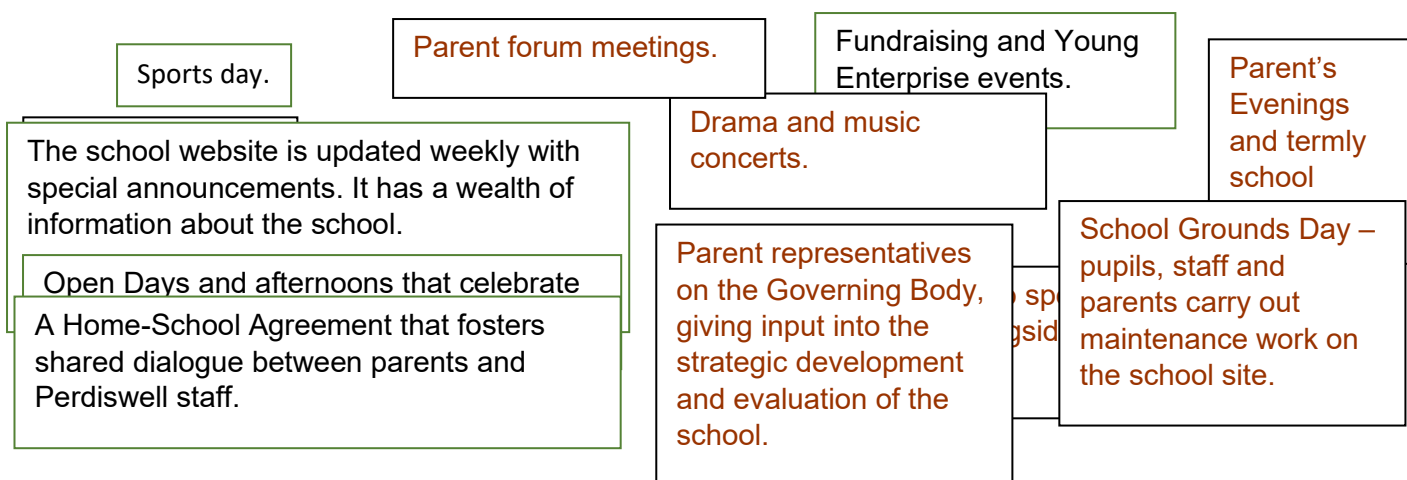
When your child starts school in September, you are invited to register your child for our free milk scheme at <https://www.coolmilk.com/parents/>. School milk is free for under 5's and for over 5's it is available at a subsidised price of 22p per day.



Parent Partnerships

We welcome parents and carers into Tudor Grange Primary Academy Perdiswell. There are many opportunities for parents to become involved in the life of the school. Parents' support and expertise can be used in many ways and is greatly valued. DBS checks are carried out on all adults working in school. We also require two references. If you are able to help please contact the main school office to arrange an appointment with Mrs Evans.

Other communication avenues and special events include:



Friends of Perdiswell (PTA)

Parent volunteers assist with educational visits and transport to sports fixtures.

Open door policy where appointments can be made on a daily basis.



The main aim of the Friends is to organise fundraising events throughout the year. Money raised contributes to extras for the children, whether that is ICT equipment, books, or special visitors for example. You are automatically a member of the Friends, and it is a great way to get involved in Perdiswell and gives another dimension to being a parent. Willing volunteers are warmly welcomed, and you can express your interest by attending one of the regular meetings or visiting:

<https://www.pta-events.co.uk/perdiswell/> or <https://www.facebook.com/perdiswellpta/>

All members are subject to a DBS check.

Transition

To ease the transition to high school education, the children are given the opportunity to visit our local schools. Tudor Grange Academy organise an induction week for the children in the first week of July and Bishop Perowne Academy and Nunnery Wood have transition days.

During their time in Year 5, the children are given the opportunity to attend special master classes at both high schools and the leadership teams hold a meeting at Perdiswell where you are invited to hear about what the schools offer. We are committed to attending all the sports and arts festivals hosted by both high schools so your child will visit their site from Reception onwards.

Perdiswell staff meet with the Year 7 Leaders to communicate individual information and advice on any specific pupil needs. Our Principal meets with the Principals during the first half term of Year 7 to discuss how the children have settled and monitor their attainment.

Health and Safety

For the safety of our children, we would like to draw parents' attention to the following points regarding Health and Safety:

- We operate a 'no dogs' policy and would ask that you do not bring them onto the premises or tie them unaccompanied to the school fencing.
- We would be grateful if any bikes or scooters are pushed whilst in the school grounds.
- We thank you for not smoking anywhere in the school building or grounds.
- We ask you to remember that you are in a school environment and any form of bad language is unacceptable.
- Please do not shout or behave aggressively towards children, staff or other adults whilst on the school grounds or at the school gate.

INTERNET SAFETY

Our curriculum contains units of work for each year group concerning appropriate use of computers, in particular the internet and for older children social media sites. We will inform you of any inappropriate use that we discover, whether that occurs inside or outside of school, as we recognise that as parents you would want to know. In school, the children are supervised whenever they access the internet and our filter system removes inappropriate content. Should any material break through this you will be informed straight away, along with the Local Authority, who has control over our system.

Safeguarding and Child Protection

Tudor Grange Primary Academy Perdiswell is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

Regular risk assessments are carried out by staff, governors and pupils to provide the children with a safe environment to work and play in. Upon entry to the school, Reception parents complete a 'password' form so that staff are aware of who to release pupils to at the end of the school day.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to one of the following teachers, who are our designated teachers for Child Protection:

Designated Teacher for Child Protection

- Mrs R Hughes (Principal)

Deputy Designated Teachers for Child Protection

- Mrs C Evans (Deputy Principal)
- Mrs Lucy Brooks (Assistant Principal and Special Educational Needs Co-ordinator)

'The well-informed awareness of the whole school community of the importance of safeguarding means that any risks are swiftly identified and immediately addressed.' Ofsted 2014.

Charging Policy

The Education Act 1988 prohibits charging for activities during school time. We aim to provide a range of activities to enhance the children's learning, therefore from time to time parents will be asked to make a voluntary contribution towards the cost. No child will be excluded from an activity through an inability to contribute however, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. A copy of the Charging Policy is available on request.

Except for charity events, we are a cashless school and payments should be made via the 'MyChildAtSchool' parent portal.

Accessibility

At Tudor Grange Primary Academy Perdiswell, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Quotes from Stakeholders

'The ambience and attitudes/skills of the teachers contribute greatly to my children's enjoyment of school and to their good progress.'

'The staff are excellent and really care about the children.'

'I feel all my girls have had the best possible start to their school life.'

'Pupils are exceptionally polite and considerate.'

'As parents (and teachers ourselves) we are delighted with our choice of school and extremely grateful for all the hard work the teachers at Perdiswell do for the children.'

'Throughout the school pupils are well cared for, supported and guided.'

'The range and quality of curriculum experiences are good.'

'Pupils really enjoy the numerous enrichment opportunities outside of the classroom.'

Complaints Procedure

The school Complaints Procedure is available on our [website](#), a summary of which is outlined below. A full copy is available upon request to the school office. Any issues regarding safeguarding need to be referred to Mrs Hughes, Mrs Evans or Mrs Brooks without going through this process.

See the **class teacher** with your complaint. They will be the person with the best knowledge and understanding of the issue. It is rare that people progress beyond this stage.



If the issue remains unresolved, arrange an appointment to see a member of the **SLT** – Mr Bradley, Miss Forrester or Mrs Brooks (**Assistant Principal**).



If the issue remains unresolved, arrange an appointment to see **Mrs Evans (Deputy Principle)**.



If the issue remains unresolved, arrange an appointment to see **Mrs Hughes (Principal)**.



If you are still unhappy, you will be given a copy of the Complaints Procedure to document your problem in writing. A **panel of Governors** will conduct a formal hearing to decide whether to reject or uphold your complaint.



If you disagree with the outcome, you need to contact the **Secretary of State**.

Pupil Premium

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

We track all pupil premium children carefully through school in terms of their academic attainment but can also see social and emotional impact from the pupil premium money. This money will again be used to provide specific interventions for pupil premium children and support a range of enhanced learning experiences.

The impact of this funding has been very positive for the eligible children. Further details can be viewed on the school website.

Admissions Policy

Places are allocated following criteria is determined in the following order:-

1. **Relevant 'Looked After' children and/or those with an Educational Care Plan**
2. Pupils living within the catchment area of the school (about 50% of our pupils come from the recognised catchment area)
3. **Brothers and sisters of children already in the school at the time of application and still attending at the time of admission**
4. Pupils who live nearest the school by the shortest available walking route.

There is an admission limit of 60 children in any year group, and at present children are admitted into Perdiswell at the beginning of the school year in which they are five years old. The Admissions Policy outlines the phased entry into Reception and this will be shared on visits to the school and upon induction. There are currently 390 pupils in the school, and we have less children moving during their time at Perdiswell compared to other schools.

All applications are to be completed online and the Admissions department at the local Authority allocate the places.

FIRST DAYS AT SCHOOL - Reception Children

Starting school for the first time is the beginning of an exciting new stage in your child's life, and we want it to be an enjoyable experience. Once officially admitted, we will invite you and your child to spend some time in school during the summer term before admission. This will help your child to get to know the teacher, as well as some of the children in the same peer group. A parents' meeting is also held.

Every child is different and we will talk to you about their individual needs before entry. Some children are confident and independent enough to stay in school full time, while others may benefit from attending part-time until they feel settled.

When your child starts school they will be meet their 'Buddy' from Key Stage 2 who will help them settle into the routines of school, especially at lunchtimes where Buddies help to find seats and generally support them in this new environment. Monthly they will meet to complete activities together such as reading, maths challenges, art etc. They will have the same Buddy throughout the year building a lasting relationship.





For more information about our school, visit our website:

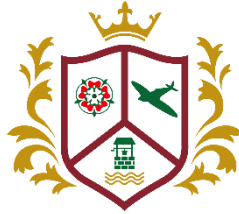
<https://www.perdiswell.tgacademy.org.uk/>



Tudor Grange Primary Academy
Perdiswell

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