Welcome to Manor Primary School

Manor Primary School
Briar Ave,
Streetly
Sutton Coldfield
B74 3HX
Telephone: 0121 353 1738
Email address: postbox@manor.walsall.sch.uk
Website: www.manor.walsall.sch.uk

Manor Primary School is an inclusive and cohesive community. The school’s motto, ‘Be the best you can be’, sets the culture of high expectations. Ofsted June 2017
We warmly welcome you to Manor Primary School

Everyone at Manor is hardworking, dedicated and committed to the life and work of the school. They expect high standards of achievement and behaviour from all of the children. They work very closely together to provide a caring and supportive learning environment, in order to foster positive attitudes so that each child can reach their true potential.

Parental involvement in the life and work of the school is extremely important and encouraged. There are many opportunities for parents to be involved at all stages of their child’s education, whether it be helping in the classroom, with extra curricular activities, attending open days, concerts, class assemblies, becoming involved in the programme of events organised by the Parent Teachers’ Association.

Strong partnerships between staff, parents, children and governors hold the key to success and are actively encouraged. We make every effort at Manor Primary School to provide a quality education for all pupils in a secure, caring environment so that children may fulfil their roles as responsible members of society.

We hope that you will find this information about our school helpful. If you have any further questions, please do not hesitate to contact us.

Pupils are confident learners, are well equipped for their lessons and settle quickly to their work. Books are neat and tidy. Pupils enjoy helping each other when working together on tasks and activities. They rise very well to challenge and persevere even when they are finding the work difficult.  Ofsted June 2017
Our School

Manor Primary School was opened in 1963 and is accommodated in modern buildings in a pleasant residential area in Streetly, Sutton Coldfield. The accommodation includes a nursery, twelve classrooms, a dual-purpose hall and separate studio, a modern library, and art/technology room, ICT suite and reception area.

Our School Organisation

The Foundation Stage:
(3 - 5 yrs) A Nursery offering up to 26 full time places
Two reception classes of up to 23 children.

Key Stage 1:
(5 - 7 yrs) We have three classes of up to 30 children grouped by age.

Key Stage 2:
(7-11 yrs) We have three classes in Years 3 & 4 and three classes in Years 5 & 6.

Grouping across the school is based on age e.g. in Key Stage 1 - Year 1 our youngest Year 1 children, Year 1/2 - our oldest Year 1 with our youngest Year 2, Year 2 our older Year 2 children

Our well planned curriculum takes into account the mixed aged classes. We offer a good staff pupil ratio in classes across the school and all of our team are committed to providing the very best for your child.

School Achievements

Quality Mark in Literacy
Sports Awards
Financial Management Standards

National Healthy Schools Award

In order to maintain our award we ask parents not bring into school or hand out on the school premises sweets for birthdays and/or holidays.
Your support is very much appreciated.
The Mission Statement of Manor Primary School

Our purpose at Manor Primary School is, in partnership with the community, to successfully educate, inspire and enrich our future generations.

The Ethos of Manor Primary School

At Manor Primary School we will:

- Encourage all children to ‘be the best that they can be’
- Value each individual regardless of race, gender, faith or ability
- Provide a secure and caring environment
- Encourage positive relationships between all members of the school community
- Develop a sense of ownership, pride and respect

The Aims of Manor Primary School

At Manor Primary School we will aim:

- To ensure that all pupils receive their full entitlement to the whole curriculum.
- To provide a relevant challenging curriculum in which pupils will be encouraged to reach their maximum potential.
- To provide a curriculum that will not only motivate children but also encourage them to understand the purpose and enjoyment of learning.
- To provide an environment where children apply their knowledge, skills and understanding with confidence whilst developing their ability to investigate and problem solve through discussion, prediction and evaluation.
- To provide a stimulating and vibrant environment in order to support positive attitudes to learning.
- To encourage children to respect and value other cultures and beliefs, to uphold British values and ultimately to become caring, confident and educated members of a multi-faith, multi-cultural society.
- To develop positive attitudes and an awareness of the needs, strengths and qualities of others in order to work, share and grow socially and emotionally, spiritually and morally, physically and intellectually.
## School Uniform – Dress Code

### Boy’s Uniform

<table>
<thead>
<tr>
<th>Winter School Uniform</th>
<th>Girl’s Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Oct Half Term - End of Spring Term)</td>
<td>(Oct Half Term - End of Spring Term)</td>
</tr>
<tr>
<td><strong>Socks</strong> – Grey or Black (Long or short)</td>
<td><strong>Socks/Tights</strong> – White, black, grey</td>
</tr>
<tr>
<td><strong>Trousers</strong> – Grey</td>
<td><strong>Tunic/Skirt</strong> – Grey</td>
</tr>
<tr>
<td><strong>Shirt</strong> – Light Blue</td>
<td><strong>Blouse/Shirt</strong> – Light Blue</td>
</tr>
<tr>
<td><strong>Jumper/Cardigan</strong> – School V Neck, Royal Blue</td>
<td><strong>Jumper/Cardigan</strong> – School V Neck, Royal Blue</td>
</tr>
<tr>
<td><strong>Tie</strong> – School</td>
<td><strong>Tie</strong> – School</td>
</tr>
<tr>
<td><strong>Shoes</strong> – Black</td>
<td><strong>Shoes</strong> – Black</td>
</tr>
</tbody>
</table>

### Summer School Uniform

<table>
<thead>
<tr>
<th>Winter School Uniform</th>
<th>Girl’s Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Summer Term - Oct Half Term)</td>
<td>(Summer Term - Oct Half Term)</td>
</tr>
<tr>
<td><strong>Socks</strong> – Grey or Black (Long or Short)</td>
<td><strong>Socks</strong> – White (Long or Short)</td>
</tr>
<tr>
<td><strong>Trousers</strong> - Grey (Long or Short)</td>
<td><strong>Tunic/Skirt</strong> – Grey</td>
</tr>
<tr>
<td><strong>Shirt</strong> – Light Blue Long or Short Sleeves</td>
<td><strong>Blouse/Shirt</strong> – Light Blue</td>
</tr>
<tr>
<td><strong>Tie</strong> – School (to be worn with shirt)</td>
<td><strong>Jumper/Cardigan</strong> – School V Neck, Royal Blue</td>
</tr>
<tr>
<td><strong>Aertex Top</strong> (Optional) - Light Blue</td>
<td><strong>Jumper/Cardigan</strong> – School V Neck, Royal Blue</td>
</tr>
<tr>
<td><strong>Jumper/Cardigan</strong> – School V Neck, Royal Blue</td>
<td><strong>Jumper/Cardigan</strong> – School V Neck, Royal Blue</td>
</tr>
<tr>
<td><strong>Shoes or Sandals</strong> – Black or Blue</td>
<td><strong>Shoes or Sandals</strong> – Black or Blue</td>
</tr>
</tbody>
</table>

### Physical Education (Y1 – Y6)

<table>
<thead>
<tr>
<th>Winter School Uniform</th>
<th>Girl’s Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Summer Term - Oct Half Term)</td>
<td>(Summer Term - Oct Half Term)</td>
</tr>
<tr>
<td><strong>a) Indoors</strong></td>
<td><strong>a) Indoors</strong></td>
</tr>
<tr>
<td>School Badged T-shirt</td>
<td>School Badged T-Shirt</td>
</tr>
<tr>
<td>Royal Blue Shorts</td>
<td>Royal Blue Short</td>
</tr>
<tr>
<td>Black pumps</td>
<td>Black pumps</td>
</tr>
<tr>
<td><strong>b) Outdoors</strong></td>
<td><strong>b) Outdoors</strong></td>
</tr>
<tr>
<td>School Sweatshirt</td>
<td>School Sweatshirt</td>
</tr>
<tr>
<td>Track suits or jogging suits</td>
<td>Track suits or jogging suits</td>
</tr>
<tr>
<td>Black pumps or trainers</td>
<td>Black pumps or trainers</td>
</tr>
</tbody>
</table>

### Swimming – Y5 & Y6

<table>
<thead>
<tr>
<th>Winter School Uniform</th>
<th>Girl’s Uniform</th>
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</thead>
<tbody>
<tr>
<td>(Summer Term - Oct Half Term)</td>
<td>(Summer Term - Oct Half Term)</td>
</tr>
<tr>
<td><strong>Blue/black swimming trunks</strong></td>
<td><strong>Blue/black swimming costume</strong></td>
</tr>
<tr>
<td><strong>School swimming cap</strong></td>
<td><strong>School swimming cap</strong></td>
</tr>
</tbody>
</table>

### Notes for Parents:
- Please label all items of clothing.
- Trousers must be as specified, no patch pockets, bootleg, ski pants or jogging bottoms allowed.
- Boots are actively discouraged, as are shoes with large deep patterns which carry large quantities of mud/dirt into school, or flashing lights that are distracting. **Trainers are not allowed, other than for outdoor games.**
- For your child’s safety open toes or backless sandals are not permitted.
- The school cannot be held responsible for the loss or damage of any such items therefore, valuables should not be brought into school. (This includes games and mobile phones)
- Make up and nail varnish are not allowed.
- PE equipment, other than when being washed, should be left at school in a labelled bag of a reasonable size. A change of socks is advisable for all physical education.
- Smart sensible outdoor coats are encouraged.
- Earrings in the form of studs may be worn, (no more than one per ear) but should not be worn on days when PE and swimming are timetable.
- The school uniform can be ordered from Marks and Spencer online [www.mandsyourschooluniform.com](http://www.mandsyourschooluniform.com)
- Alternatively it can be purchased from Clive Mark Schoolwear (Wylde Green or Walsall) or via the internet [www.clivemark.co.uk](http://www.clivemark.co.uk)
The Early Years

We currently have nursery places based on a ratio of 1:13.

Our reception children are divided into two small classes of 23 children. The classes take into account the future mixed aged criteria within the school.

The Early Years curriculum works towards children achieving the Early Learning Goals at the end of reception. All areas of learning and development are important and inter-connected. 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 three areas, the prime areas, are:

- **Communication and language** development 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.

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

- **Personal, social and emotional development** 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.

Specific Areas

We also support children’s learning in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are 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.

- **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.

- **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.
The National Curriculum

The National Curriculum is followed by our pupils in Key Stages 1 and 2. This is in order to give pupils a structured programme of work which is common to all schools and offers continuity and progression. The National Curriculum consists of core subjects and foundation subjects as well as Religious Education and PSHE and Citizenship.

### Core Subjects

- English
- Mathematics
- Science
- ICT
- Religious Education (based on SACRE)

### Foundation Subjects:

- Art
- Design and Technology
- Physical Education
- Personal, Social & Health Education
- Citizenship
- Geography
- History
- Music
- French

In Maths and English there are year group specific expectations to be achieved. At the end of the year your child will receive a report giving information related to this. If your child has achieved their year group criteria then they will have achieved an 'expected' outcome for their age.

Children’s progress is continually assessed, but at the end of both Key Stages a formal assessment takes place known as SATS (Standard Assessment Tests).

Parents are invited to school each term to discuss their child’s progress and at the end of every academic year all parents receive a written report.


**Teaching and Learning**

We believe in a whole school approach to teaching and learning which:

- Supports the learning process.
- Develops an ethos of continual improvement.
- Motivates pupils to achieve set targets.
- Supports the development of the skills of independent learning.
- Raises standards.

In all lessons:

- The learning purpose is shared with pupils.
- The expected learning outcomes are shared with pupils.
- Pupils are given the opportunity to continually review their progress and results.

**English**

English is a core subject in the National Curriculum.

Children are taught to read by acquiring sight vocabulary as well as developing phonic skills on a daily basis. Structure is given through Oxford Reading Tree which has been very successful. This scheme is supplemented by a wide variety of other texts in order to provide breadth and balance of reading material. Children are given various opportunities to read silently, in front of any audience, for pleasure, for research and with teachers and parents, where a close partnership operates.

Children are given rich and varied opportunities to write for a variety of audiences and purposes. Grammatical skills are developed alongside this work. A firm emphasis is placed on correct spelling and legible handwriting. Opportunities are also given to develop speaking and listening skills.

We believe time must be taken to learn how to spell words correctly. At school children are taught the structures of words and given the correct strategies to be able to spell. We do not administer weekly spelling tests as research shows this rarely has an impact on children's own independent writing. We appreciate your support in helping your child to be able to spell the sight vocabulary expected at reception, Key Stage 1 and Key Stage 2.
Mathematics

Mathematics is a core subject in the National Curriculum. At Manor Primary School we a range of resources to support mathematics. Children are given problems and investigations where they can apply their skills. We believe in the regular reinforcement of basic skills and arithmetic.

Science

Science is one of the core subjects and all children explore three main areas of scientific knowledge and understanding:

- Life processes and living things
- Materials and their Properties
- Physical processes

Children are encouraged to develop an interest in the world about them in a fun and practical way. They are given the opportunity to investigate and find answers to everyday questions.

Computing (I.C.T.)

Every class is equipped with a computer and interactive whiteboard. The ICT suite is well equipped with 15 RM machines and an interactive whiteboard. ICT includes word processing, control technology, data handling, the use of spreadsheets, logo programming, coding and graphics. Children are also encouraged to use other technology e.g. roamers, beebots, digital camera, audio equipment etc.

Internet access is available in classrooms, the library and the ICT suite. Internet access is provided through the Walsall Grid for Learning. Pupils using the internet are supervised at all times and any misuse of the internet will be reported to parents. Children will use computers to support their learning in other curriculum subjects.

Art, DT, History and Geography

These subjects are taught through a range of themes. We believe children learn best when the work they are doing is relevant to them.

Enrichment of the curriculum

We add wherever possible education opportunities to enrich our curriculum. We enjoy supporting lots of good causes, Operation Christmas Child, Children in Need and Red Nose Day to name a few.
Music

Music education consists of the interrelated activities of composing, performing and listening. Manor Primary School aims to allow all children practical experience of these three disciplines during class music lessons. In addition to the statutory requirements, Manor Primary School is committed to ensuring instrumental tuition is available in strings and woodwind. The Walsall Music Service provides quality tuition at an additional cost to parent. All children in Years 3 and 4 have a weekly singing session, taught by a vocal coach. Our school performances are produced to a high standard. All of our children have the opportunity to perform in a class assembly and Christmas production each year. We provide a range of performance opportunities to a variety of audiences.

Physical Education

Physical Education offers children the opportunity to experience a variety of sporting activities within the National Curriculum. Activities studied throughout children’s time at Manor Primary School include netball, hockey, football, gymnastics, dance, athletics, short-tennis, rounders and swimming. We use Aspire Sports and Walsall Sports Development to support our curriculum. In all areas pupils are encouraged to plan, perform and evaluate their own and others work. Pupils are encouraged to participate in all activities and individual abilities are challenged and rewarded.
Religious Education and Collective Worship

Religious Education is taught according to an Agreed Syllabus based on SACRE and is broadly Christian but also includes stories and ideas from other faiths. All children are encouraged to participate in Collective Worship which is held daily, children meet either as a whole school, within a Key Stage or year groups.

If you have religious grounds for your child not participating in Religious Education lessons or Collective Worship please contact the Head Teacher.

French

French classes are taught in KS 2 by a specialist French teacher. Learning concentrates on enjoyment and confidence in the spoken languages, through role-play, games, speaking and listening activities. The curriculum is based on life skills and understanding the cultural elements to life in France.

Personal, Social and Health Education (PSHE) /Citizenship

Personal, Social and Health Education and Citizenship is part of our National Curriculum delivery. Children encounter topics including personal safety, personal responsibility, feelings, relationships, citizenship and health education. Our aim is to provide children with the knowledge, skills and understanding to make well informed decisions about their own lives. We run a School Council with representatives from each class to share their views and raise issues.

Sex and Relationships Education

Appropriate sex education, carefully and sensitively treated is an important element in the work of the school in preparing its pupils for adolescence and thereafter adult life. Sex Education is taught within the context of Personal, Social and Health Education, Citizenship and Science curriculum.

Special Educational Needs

We believe that every child should have equal access to the curriculum. Some children are defined as having special educational needs when they have an additional need in order to access the school curriculum. Children with such needs receive an individual programme of work which sets clear targets Individual Support Plan (I.S.P.) Regular home-school contact includes review meetings to evaluate and reflect upon these targets. Our aim is that children are given the skills and motivation to become independent learners and to achieve their full potential.

Facilities exist to assist access to the school by pupils with disabilities. We are a single floor building with ramps at each exit.

The School’s Special Educational Needs & Disability policy has been drawn up with full reference to the Code of Practice (September 2014). Initial concern about a child’s performance may be expressed by the child’s teacher or parent and will then be followed by a more detailed analysis of the child’s individual needs. Some pupils may need an Education, Health and Care plan and a statement. Parents and pupils are involved and consulted at all stages.
Complaints Procedure

Any concerns expressed by parents and others about the school curriculum and related matters will be dealt with in informal discussions with:
a) The appropriate teacher in the first instance.
b) The Head Teacher if the complainant is not satisfied.

If the complainant is still dissatisfied, the person concerned may then submit a formal complaint to the Head Teacher. He or she must do so in writing, making it clear that it is a formal complaint and specifying its nature as exactly as possible.

In any event the Head Teacher will inform the complainant within 5 days:
a) The decision he/she has reached and the reason for it;
b) Any action taken or proposed, including details of any request made to those complained against to take particular actions to resolve the complaint.

The Head Teacher will consider urgent complaints as quickly as possible.

If the complainant is dissatisfied with the Head Teacher’s response, or has not received a decision within the time limit imposed, the Head Teacher must refer the matter to the Governing Body or committee of it via the clerk to the Governing Body. The Clerk will write to the complainant with details of how the Governing Body or Committee of it will consider the complaint and of the complainant's rights.

Before and After School Club - SCAMPS

Social Care at Manor Primary School is the before and after school club for children attending Manor Primary School. It is run by qualified staff who provide a stimulating and caring environment with an emphasis on fun. There are a maximum of 24 places each morning and 40 places per afternoon session, with a ratio of 1 adult to 8 children.

We provide before school care:
7:45am – 8:45am
(£3.00 per session)

After school care sessions:
3:15pm – 4:45pm
4:45pm – 6:00pm
(£3.75 per session)

Our SCAMPS staff are:
Mrs J Salter (lead)
Mrs. J Bennett
Mrs J. Trouth
Mrs A Mall
Mrs. C. Allen

Extra Curricular Activities

After school clubs is an area that we are trying to develop. Each club is offered to appropriate age groups and we do try to encourage a wide range of pupil participation. We may include external agencies who provide after school clubs at a reasonable cost.

Year 5 have a residential experience to Quinta Hall where they are offered outdoor pursuit activities such as archery and fencing.
**Homework**

Many parents value the commitment by the school to provide homework each week. Homework is intended to reinforce work taught in school that week. Please refer to our curriculum leaflets for further information.

**Friends of Manor Primary School (PTA)**

The Parent Teacher Association, known as Friends of Manor Primary School is a wonderful organisation who contribute to the success of our school.

Our main events are our outdoor Christmas Fayre and Summer Fayre in June.

We have a very dedicated group who work extremely hard to reach ambitious targets. We have lots of fun organising the various fundraising events. Please come along and give your support.
Behaviour and Discipline

We expect high standards of behaviour and discipline in school. This is to provide purposeful and positive attitudes to the life and work of the school, which is fundamental in ensuring a sense of belonging, pride and respect and the fostering of positive relationships which reflect mutual respect and trust. We believe that this is paramount in upholding the Mission, Ethos and Aims of our school.

We do look to you for support in bringing about a change in your child’s behaviour if the need rises. Our Home/school agreement is drawn up outlining the above policies.

What is bullying?

“Bullying is the wilful conscious desire to hurt, threaten or frighten someone else.”

It can be emotional, physical or verbal. Bullying is an on going situation i.e. more than a single incident. It is a major problem when a single child is deliberately targeted or preyed upon by an individual or group.

It is important that you encourage your child to speak to us straight away. These issues will be investigated and the agreed course of action will be made known and recorded. This will then be closely monitored.

The school’s work to promote pupils’ personal development and behaviour is exemplary.

Ofsted June 2017