

# Sundridge Primary School



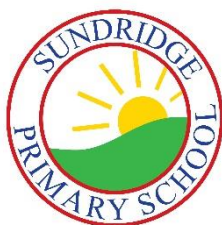
*Welcome to our school*



**W E L C O M E T O S U N D R I D G E P R I M A R Y S C H O O L**

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**Sundridge Primary School**



‘This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment’.

**Sundridge Road  
Kingstanding  
Birmingham  
B44 9NY**

**Telephone: 0121 464 7720**

**Email: [enquiry@sundridge.bham.sch.uk](mailto:enquiry@sundridge.bham.sch.uk)**

**Website: [www.sundridge.bham.sch.uk](http://www.sundridge.bham.sch.uk)**

**Chair of Governors: Miss Amanda Symonds  
Headteacher: Mrs Jo Brudenell**

Sundridge is a one form entry primary school and is maintained by the Local Authority. The school has been serving the local community of Kingstanding and Great Barr since the early 1940's. In 1995 the school was re-built and in 1996 we moved into our purpose-built school with all modern facilities. The school is situated in secluded, pleasant grounds, and has its own sports field and an attractive play area.

There are seven classes, one for each academic year, with an admission limit of thirty per class. Children are admitted into our Reception class at the beginning of the school year in which they are five, and transfer from Sundridge to secondary schools at the age of eleven.

We aim to ensure that each child has a happy and successful time in our school and we are committed to working in partnership with parents in order to achieve this.

We look forward to welcoming your family to Sundridge School.



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## WELCOME TO SUNDRIDGE PRIMARY SCHOOL.

Dear Parents/Carers:

On behalf of everyone at Sundridge I would like to welcome you and your child to Sundridge Primary School.

The information in this prospectus will tell you briefly about our school and its organisation. If there is anything else you would like to know, please ask. You may also wish to visit us; this provides an opportunity for you to hear more about the philosophy of the school and to see us in action! Please arrange an appointment through the School Business Manager.

We strive to maintain high standards in all areas of school life.

In addition to upholding the traditional values, we aim to provide our pupils with a good, sound framework which will equip them to face the demands of secondary school and adult life.

Your support is invaluable in helping us to achieve the best for your child.

We hope the information enclosed will prove useful to you.

We look forward to welcoming your child into school and to our partnership with you in support of their education.

If you have any further queries or questions please do not hesitate in contacting myself, any other member of staff or a member of the Governing Body.

Yours sincerely,

*J Brudenell*

J. Brudenell (Mrs)  
Head Teacher

Ofsted 2024 said *"Pupils start each day at Sundridge School with a warm welcome at the gate."*



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## SUNDRIDGE PRIMARY SCHOOL AIMS

The primary aim of this school is to provide high standards of education, where individuals are valued and given opportunities to realise their full potential, in a happy, secure and very well-ordered learning environment.

We aim to create a place where children want to be. A place where they are fairly treated and listened to.

We aim to ensure that every child receives their full curriculum entitlement through well-structured activities.

We aim to develop the children's ability to co-operate with others and promote self-esteem.

We follow the DfE National Curriculum, statutory requirements, the L.A.'s guidelines where appropriate.

We aim to progress through partnerships developed with all stakeholders.

The school welcomes the community into it and wishes to be a full active member of the local community.

In particular, we aim to help our pupils: -

- ◆ Acquire knowledge, skills and practical abilities and to use various sources to acquire and record information and findings.
- ◆ To develop awareness of self and sensitivity to others, acquire a set of moral values and the confidence to make and hold to moral judgements, and develop habits to self-discipline and acceptable behaviour.
- ◆ To develop an appreciation of human achievements in science, technology, art, music and literature.
- ◆ To develop a sense of self respect with the capacity to live as independent, self-motivated individuals.

Ofsted 2024 said *"Pupils have opportunities to take on responsibilities and to contribute to their community."*

*"Carefully chosen activities, such as visiting theatre group, enrich the curriculum."*



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## ADMISSION TO SCHOOL

We have seven classes, one for each academic year. The admission limit is thirty pupils per class. Children are admitted into our Reception class at the beginning of the school year in which they are five, via Birmingham Local Authority Admissions. Children transfer to their secondary school, from Sundridge, at the age of eleven.

If you are considering applying to our school for a place, "in-year" please contact school on 0121 464 7720. For places in Reception for the year in which your child has their 5<sup>th</sup> birthday you should contact admissions and appeals via Birmingham City Council Admissions office on 0121 303 1888 or visit the Birmingham City Council website: [www.birmingham.gov.uk/cs/Satellite/schooladmissions](http://www.birmingham.gov.uk/cs/Satellite/schooladmissions).

Places are allocated following strict criteria laid down by the Local Education Authority:

- 1) Children in public care
- 2) Children with siblings at the school
- 3) The distance to school from home.

If a place is not immediately available, Admissions are happy to register your child's name on our school's waiting list for Reception Class.

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. 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.

Each September, children in the new Reception class are admitted in groups in order for them to adapt to the school environment more easily.

Every child is different and we will talk to you about your child's needs during the early weeks in school.

It will help if you can prepare your child by talking about school routines and by encouraging independence in such things as:

- dressing and undressing
- eating with a knife and fork
- going to the toilet and washing hands
- sharing and taking turns
- spending short periods of time away from you.

Ofsted 2024 said "*The school is ambitious for all pupils.*"



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## THE SCHOOL DAY

<b>Early Years Foundation Stage/ Key Stage 1 (Reception to Y2)</b>	
8.45 - 9.00	Registration/Activity
9.00 - 9.15	Awards Assembly (Friday)
9.00 - 9.45	Phonics
9.45 - 10.45	Lesson
10.45 - 11.00	Break
11.00 - 12.00	Lesson
11.45 -12.45	Lunch- Reception
12.00 - 1.00	Lunch- Year 1 & 2
1.00 - 2.00	Lesson
2.00 - 3.15	Lesson
2.45 - 3.00	Whole school assembly (Monday)
3.15	End of School Day - Whole School
<b>Key Stage 2 (Y3 to Y6)</b>	
8.45 - 9.00	Registration/Activity
9.00 - 9.15	Awards Assembly (Friday)
9.00 - 9.45	Reading (WCR)
9.45 - 11.00	Maths
11.00 - 11.15	Break
11.15 - 12.15	English
12.15 - 1.15	Lunch - Y3 to Y6
1.15 - 3.15	Lessons
2.45 - 3.00	Whole school assembly (Monday)
3.15	End of School Day - Whole School



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### **Arriving at school**

Reception children will enter school via their gate when the bell goes at 8.45am. Yr 1&2 children will enter school with their class teacher when the bell rings at 8.45am.

Yrs 3-6 children will be collected from the playground via their allocated external doors when the bell rings at 8.45am.

No child should arrive at school before 8.45 a.m. (unless supervised by an adult) as we cannot guarantee supervision before that time.

The children are asked not to play football or use the trim trail, immediately before and after school in the school playground, for health and safety reasons.

Teaching time is very precious and we do need to start promptly at the beginning of each session. We would appreciate your co-operation in making sure that your child arrives **on time** each day. If your child is late arriving in school for any reason, please let the school office know.

Parents who arrive at school by car are advised to park their car away from the school entrances to ensure the safety of all pedestrians.

Cars are not allowed up the driveway without prior appointment.

### **Collection from school**

We expect all our children to be collected promptly at the end of the school day at 3.15pm. Children are only allowed to go home with an adult named on the contact form, or in an emergency with prior arrangement with the school.

Please notify the school of any changes in your normal arrangements for the end of the school day.

It would also be helpful if you could ring school if you should be unavoidably delayed for any reason.

**We cannot accept responsibility for pupils after school hours (3.25 p.m.) unless this has been arranged with us and then only in an emergency.**

### **Dainty Little Hands.**

There is a “wrap around” facility available for children to attend called Dainty Little Hands. The club offers high quality before and after school care on the school site. (7.30am – 5.30pm). Online Registration is required for booking your child into after school club. For fees and conditions please contact 07342752092 – Tom or 07850 796213 – Aimee, email: [daintylittlehands@gmail.com](mailto:daintylittlehands@gmail.com) or [tom@daintylittlehands.co.uk](mailto:tom@daintylittlehands.co.uk) or visit the website: [www.daintylittlehands.co.uk](http://www.daintylittlehands.co.uk).



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## SECURITY

The external doors and gates are locked at 8.55am and re-opened at 3.00pm. Please come to the main entrance on Sundridge Road to gain access when the gates are locked.

Children are not allowed out of school during the day unless permission for this is requested by a parent. A letter or personal approach is always necessary in this instance. Children must always be collected by a named adult.

The staff will carry out the following procedures if any child leaves school without permission during the school day: -

- Parents/Carers will be contacted.
- The police will be informed.

As a staff we will make all reasonable efforts to locate the child.

## MEDICINES IN SCHOOL.

Should a pupil need to receive medication during the school day parents will be asked to come into school and personally hand over the medication to the School Office. You will be asked to sign a consent form and to provide information about the dosage. Parents will need to collect the medication from the office at the end of the school day.

The medicine must be in the original container prescribed by the doctor/chemist, prescribed medicine must be dispensed by the chemist within the last 28 days. All medicine should clearly state, the child's name and instruction for administration.

**Whenever possible, parents should ask their doctor to prescribe medicines which can be administered outside school hours.**

The school does have an asthma policy and this is discussed with parents when it is appropriate to the needs of their child. Inhalers are kept close to the child during the school day and we will encourage and help children who have asthma to participate fully in all aspects of school life.

If your child is taken ill in school, we need to be able to contact you.

**PLEASE remember to notify us if you change your address, change your place of work or change the emergency contact number.**



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## HEALTH

The school nurse visits school to arrange medical interviews and to test eyesight and hearing.

PLEASE check your child's hair regularly and treat any headlice infestation promptly. Infestation is very common in schools and the **ONLY** way to avoid it is to routinely condition and comb the hair. It is helpful if you tell us at school. **This information is confidential** but we can alert other parents of an outbreak. We understand that this can seem embarrassing, but it is something which can and does happen to any of us!



Further advice can be obtained from your health visitor or the school nurse.

## THE MID-DAY BREAK

The mid-day break is from:  
11.45 – 12.45pm for Reception Class  
12.00 - 1.00 p.m. for Year 1 and Year 2.  
12.15-1.15pm for Year 3, 4, 5 and 6

Children are cared for by lunchtime supervisors who help them in the dining room and supervise them in the playground or in the classrooms if it is wet. All of our lunchtime supervisors receive training.

School meals are provided and the children have a choice of menus. Pupils may bring a packed lunch if they prefer. All children in Key Stage 1 (Reception, Year 1 and Year 2) receive a Universal Infant Free School Meal.

**School Meals will need to be ordered via the MiQuill Ltd, Swift Kitchen portal on a daily/weekly/monthly or termly basis and paid by Debit/Credit Card direct to MiQuill Limited.** All Universal Free School Meals and Free School Meals will need to be ordered via the portal, however no payment will need to be made.



Some parents are entitled to free meals for their children. If you think this may apply to you, do not hesitate to ask the office staff for details and forms to complete. All information given is strictly confidential and children who receive free meals are not identifiable either by other children or by the supervisory staff. If you receive Free School Meals and your circumstances change then you will be required to make payment online.



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All children need to bring a water bottle and, for safety reasons, should be a non-breakable container. Fresh drinking water is available during the day from water machines. (Carbonated drinks are not allowed)

Children in Key Stage 1 have fruit provided. Children in Key Stage 2 may bring a healthy snack for mid-morning break.

You can also order a carton of milk (1/3<sup>rd</sup> pint) from Cool Milk. Milk is delivered to school and kept in a fridge prior to serving. The cost of the milk is payable directly to Cool Milk, however, it is free for children up to the age of 5. Water is available during lunch service.

### **SCHOOL UNIFORM DRESS CODE.**

The Governors have set a uniform dress code. All children attending Sundridge will be required to wear:

<p>White polo shirt (school logo optional) Royal blue school sweatshirt/cardigan (school logo) Grey or black skirt/trousers Royal blue/white checked dress (summer) Grey or black shorts (summer) Black shoes (low heels)</p>
<p><i>All school uniform can be order from School Trends via their website: <a href="https://www.schooltrends.co.uk/uniform/SundridgePrimarySchoolB449NY">https://www.schooltrends.co.uk/uniform/SundridgePrimarySchoolB449NY</a> Or from My Clothing via their website: <a href="https://schooladmin.myclothing.com/#/main">https://schooladmin.myclothing.com/#/main</a> Or from the school Crested School wear, 71 High Street, Erdington, Birmingham, B23 6SA or 182 Gracechurch Shopping Centre, Sutton Coldfield, Birmingham, B72 1PA Or from My School Hub via their website: <a href="https://www.myschoolhub.com/school/schools/schools-sundridge-primary">https://www.myschoolhub.com/school/schools/schools-sundridge-primary</a> Or their store at 70b Soho Road, Handsworth, Birmingham, B21 9BH Or from your local supermarket or school wear supplier.</i></p>
<p><b><u>P.E Kit.</u></b> Navy or black PE shorts/jogger bottoms White t-shirt (school logo optional) Royal blue school sweatshirt/cardigan (school logo) Black pumps Black trainers for outdoors (no coloured trainers) All children except Reception class will need a swimming bag, costume/trunks (no long shorts) and towel.</p>

**Please put your child's name in all items of clothing.**

Book bags and P.E bags in the school colour with the logo are also available for purchase.

**Please do not send your child to school wearing trainers.**



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### **No football shirts are allowed.**

We ask children not to wear jewellery except for watches and stud earrings when they come to school for health and safety reasons.



**Staff cannot be held responsible for any valuables brought into school by pupils.** If it is valuable – leave it at home! This also applies to any precious items that are of sentimental value to your child.

## **PASTORAL CARE & DISCIPLINE.**

### **EQUAL OPPORTUNITIES**

We try to ensure that all children achieve and that their achievements are valued. We believe that all children regardless of disability, gender, gender identity, race and nationality, religion or belief, and sexual orientation, should have equal access to the whole curriculum. We encourage all children to become independent learners.

### **DISCIPLINE AND BEHAVIOUR**

We strive to provide a well-disciplined ethos at Sundridge, to ensure that all children are secure and happy.

We aim to ensure that everyone in our school community has a clear understanding of the consequences of keeping or breaking the school rules.

The school aims for high standards of conduct and the behavior policy is made available to all parents and pupils.

It is our policy to inform parents of any concerns about behaviour so that we can work together to improve the situation. Sundridge School values children's performances in a positive way and encourages positive, caring attitudes to be developed. Our system of rewards is designed to reward positive attitudes and contributions to school life. We regularly congratulate children on their achievements. The Behaviour Policy is available on the school website.

### **ANTI-BULLYING**

The school has an anti-bullying policy, which has been approved by the Governors. As with all policies, it is reviewed regularly to keep pace with educational change and legislation. The Anti-bullying Policy is available on the school website.

Ofsted 2024 said *"Behaviour across the school is good and relationships are positive. Staff know the pupils well and pupils trust them to listen to any concerns. This helps pupils to feel safe in school."*



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## **CHILD PROTECTION/SAFEGUARDING**

Sundridge Primary School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

A senior member of staff has responsibility as the Designated Safeguarding Lead (DSL) in charge of child protection. Social Care & Health are consulted whenever there is a concern about the welfare of an individual child. There may be a statutory duty in some cases to contact Social Care & Health without prior discussion with parents.

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

DSL Lead Name: Miss J Grainger  
Deputy DSL / SENDCO Name: Mrs M. Croome  
Deputy DSL - Head Teacher Name: Mrs J Brudenell

## **POLICY ON CARE AND CONTROL**

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

## **SEX & RELATIONSHIPS EDUCATION**

Our school is required to raise awareness of the sex and relationships curriculum with our pupils. Because of the different ages and development stages of our children, we answer questions informally in as much detail as we feel is appropriate. Classes 5 & 6 are taught about personal hygiene and developing puberty. Parents are always invited to attend and details of the content of the sessions are shared with parents prior to the lessons commencing. The Sex & Relationships Education Policy is on the school website.

Ofsted 2024 said *"The personal development of pupils is a priority for this caring and inclusive school. Assemblies promote pupils' spiritual and social awareness through the school rules and understanding of fundamental British values."*

## **PARTNERSHIP WITH PARENTS**

We aim to foster close relationships between home and school so that we can work together to support children in developing and achieving their full potential.



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## Parents/carers in school

The school positively welcomes parents in school. We hold regular workshops for parents in school to allow them to work with their own children.

We have a special assembly for parents to enable them to join us for class assemblies, good work displays, presentation of awards and certificates.

If parents/carers wish to see their child's teacher, we will be happy to arrange this. It is difficult for staff to talk in the mornings when they are required to supervise the children, but staff are usually available at 3.15 p.m. The Head teacher is normally available at the beginning and end of the day, or by appointment at other times.

Each term there is an opportunity for parents/carers to discuss their child's progress with the class teacher.

At the end of the school year parents/carers will receive a written report about their child's progress.

We also run sessions to give parents the opportunity to find out about particular aspects of the wide curriculum we provide, in a relaxed and informative way. Parents are always invited to join us for special events such as workshops and Sports Day.

Lists of dates for "Parent Assemblies" and the "Academic Year" are sent out at the beginning of the academic year (autumn term).

Diary dates are sent out termly and regular newsletters are issued to keep parents/carers informed of news.

You may have a particular skill or experience that you would be willing to share with the children - if so, please tell us about it!  
All volunteers have to undergo a DBS Check prior to volunteering.

Please note that the school, including the playground, is a **NO SMOKING AREA**. Please help us to protect the health of the children by keeping to this rule. Dogs are not allowed onto the school site. Riding of bikes is also prohibited on the school premises.

Ofsted 2024 said *"Staff regularly consult with pupils and take account of their views. This means that all pupils know that they have a voice and that their opinions matter."*



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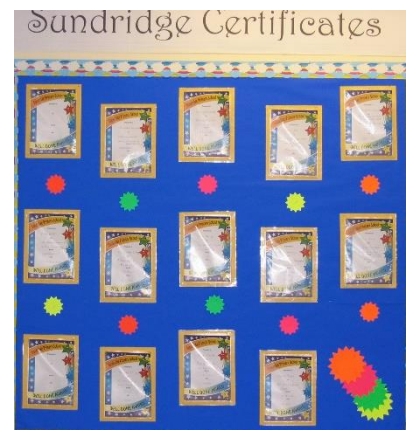
## **HOME/SCHOOL AGREEMENT**

We ask all parents and pupils to sign a home school agreement which supports the aims of the school.

## **HOME LEARNING**

Home Learning is set for every child appropriate to their level of development.

A home learning policy is issued with further details. All children are given a reading record book. We actively encourage parents to support their children with home learning activities and reading.



## **COMPLAINTS**

**NO PROBLEM IS TOO SMALL** - if you or your child are unhappy, please come and discuss it with us - we may be able to help. We would rather resolve your worries before they become complaints. Please see the Class Teacher in the first instance to discuss your issues.

### **What to do should you want to complain**

If you contact school we can provide details of the official complaint Procedure. This is also available on the school website.

In the unlikely event of the staff, Head teacher and Governors being unable to help, you are entitled to contact the Local Authority.

Ofsted 2024 said *"The school knows pupils and their families well."*



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# THE CURRICULUM

## Sundridge Primary School Curriculum Plan

<b>Our Motto</b>	<b>Nurturing a Lifelong Love of Learning</b>					
<b>Our Vision</b>	We build a community at Sundridge where children are more than just educated and where all feel safe and supported. They are empowered to change their own lives and the lives of those around them. Together, we continually strive to remove the barriers to success and provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school takes pride in leading the children at Sundridge on their journey - both educational and for life. We enable them to drive their own futures to greater success and shape our community for the better by nurturing a lifelong love of learning.					
<b>Our Values</b>	<b>ENJOYMENT</b>	<b>NURTURING</b>	<b>RESPECT</b>	<b>INDEPENDENCE</b>	<b>COLLABORATION</b>	<b>HARD WORK</b>
<b>Our Children will:</b>	<ul style="list-style-type: none"> <li>Understand the value of education and develop a love of learning.</li> <li>Feel safe and happy.</li> </ul>	<ul style="list-style-type: none"> <li>Know that they are an important part of their school community.</li> </ul>	<ul style="list-style-type: none"> <li>Stand out in the wider community through their excellent contributions to music, sports and arts.</li> <li>Develop a 'have a go' attitude and a positive mindset.</li> </ul>	<ul style="list-style-type: none"> <li>Feel brave and confident enough to take risks and face challenge in their learning.</li> <li>Have a clear understanding of right and wrong and take responsibility for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that we look after one another and that every member of the school team is valued, shown appreciation and respect at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that hard work brings rewards and a sense of achievement.</li> </ul>
<b>Our Curriculum Intention Principles and Purpose</b>	<b>GENERAL PRINCIPLES</b> Our curriculum will give children the opportunity to: <ul style="list-style-type: none"> <li>Acquire knowledge, skills and practical abilities and to use various sources and to acquire and to record information and findings.</li> <li>Experience the challenge and enjoyment of learning.</li> <li>See clear links between different aspects of learning.</li> <li>Learn within a progressive and coherent framework.</li> <li>Explore the breadth and depth of the National Curriculum.</li> </ul>	<b>WELL-BEING</b> Our curriculum will give children the opportunity to: <ul style="list-style-type: none"> <li>Develop awareness of self and sensitivity to others, acquire a set of moral values and the confidence to make and hold moral judgements, and develop habits to self-discipline and acceptable behavior.</li> <li>Reflect and think mindfully about their learning.</li> <li>Learn to respect themselves and others.</li> <li>Build respectful friendships.</li> <li>Build positive relationships with adults.</li> </ul>	<b>PUPIL VOICE</b> Our curriculum will give the children the opportunity to: <ul style="list-style-type: none"> <li>Have a say in what is important to them, what subjects they enjoy and how the school could be improved. We ensure that the children's opinions are valued and heard through questionnaires, pupil voice and school council.</li> <li>Make a positive contribution to the school and local community.</li> <li>Make choices about things which are important to them.</li> <li>Take part in democratic activities across the curriculum.</li> </ul>	<b>PEDAGOGY</b> Our curriculum will be taught through a pedagogy that: <ul style="list-style-type: none"> <li>Excites, promotes and sustains children's interests.</li> <li>Enables and fosters children's natural curiosity.</li> <li>Promotes problem solving, creativity and communication.</li> <li>Enables children to reflect on and evaluate their learning.</li> </ul>	<b>CULTURAL CAPITAL</b> Entitlement & Enrichment – we will enrich our curriculum by: <ul style="list-style-type: none"> <li>Allowing children to develop an appreciation of human achievements in Science, Technology, Art, Music and Literature through lessons and educational visits.</li> <li>Offering opportunities to learn in the school's outdoor environment.</li> <li>Welcoming parents to take part in their child's learning and experiences.</li> </ul>	
<b>Our Curriculum Implementation</b>	<b>CORE SKILLS</b>	<b>CURRICULUM DRIVERS</b>	<b>CREATIVE SKILLED SUBJECTS</b>		<b>DISCRETE SUBJECTS</b>	
	<b>English Maths Science</b>	<b>History Geography</b>	<b>Art D&amp;T</b>	<b>Music Computing</b>	<b>P.E. F.L.</b>	<b>R.E. P.S.H.E.</b>
	Skills and knowledge to be taught in greater depth. Mastery approaches used in Maths.	Cross curricular links made between English and Maths through topic work. Enable children to have more	Art and D&T to be taught through a thematic approach.	Musical skills to be encouraged often using thematic links. In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality	Developing a moral and social conscience for themselves and for others and playing an active role as a responsible citizen. Encouraging children to be physically active and healthy.	
	Phonics is taught using the RWI (Read Write Inc) programme. English – Texts are used as a stimulus to teach both reading and writing combined and where possible linked to the creative curriculum. Extension of the children skills is developed through higher order questioning and challenging towards the year above expectations in writing. We recognise the importance of science in every aspect of daily life. As one of the core subjects, we give the teaching and learning of science the prominence it requires.	opportunities to use Maths in these subjects. Children's learning to be enriched through topic-based Home Learning which encourages creative and collaborative work.		computing education which equips children to use computational thinking and creativity to understand and change the world.		
All subjects build upon prior learning, knowledge and experience. Links, patterns, similarities and differences are made as the children progress through the school.						



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<b>Home Learning</b>	Children's learning to be enriched through topic-based Home Learning which encourages creative and collaborative work.				
<b>Our Curriculum Impact</b>	<b>Standards</b>		<b>Success</b>		<b>Personal Development</b>
	Children should make progress in line or better than the national expectations. They are given the opportunities to achieve greater depth standard. Assessment shows that knowledge, skills and concepts are embedded throughout the curriculum. The learning values will be progressive and provide challenge.		Children are confident and successful learners, who are inspired to be curious and aspirational, knowing they can all have the right to achieve and make the right choices for their learning and the next stages of their lives.		Children demonstrate their respect for others, the need for equality and celebrate diversity. Children have knowledge of their rights and work collaboratively to become global citizens, making a difference collectively and individually for those in their locality and around the world.
<b>Our Evaluation</b> <i>Through a range of monitoring strategies, data analysis, project outcomes &amp; curriculum assessments.</i>	<b>High Quality Outcomes</b>	<b>All Children are Challenged</b>	<b>Curriculum Content is Responsive and Relevant</b>	<b>Embedding Knowledge, Skills and concepts</b>	<b>Being Part of a Family and Community</b>
<b>Our evidence of our evaluations</b>	<ul style="list-style-type: none"> <li>•The learning journey has a purposeful outcome or product.</li> <li>•Children have ownership of the outcomes</li> <li>• The pupils experience a taste of the best that has already been achieved.</li> <li>•There are relevant contexts for high quality outcomes for English and Maths</li> <li>•High teaching expectations from all</li> <li>• There are clear assessment criteria.</li> <li>•Pupils are challenged to think and to evaluate their learning.</li> <li>•Assessment is purposeful, efficient and used to shape future learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum is relevant, challenging and accessible for each child</li> <li>•There are opportunities to develop a deeper understanding of the learning values.</li> <li>•High expectations for all.</li> <li>•The work of the children show that tasks are rich.</li> </ul>	<ul style="list-style-type: none"> <li>•Pupils are able to connect local, national and global contexts for learning.</li> <li>•Children enjoy their learning</li> <li>•Teachers respond to educational research.</li> <li>•The rich resources within the local community and environment are being maximized.</li> <li>•Tasks are adapted to reflect current affairs and technological and environmental changes.</li> <li>•The curriculum is responsive and effective.</li> </ul>	<ul style="list-style-type: none"> <li>•Children have opportunities to solve problems and undertake learning at a deeper level.</li> <li>•Children have the opportunity to build on their knowledge and skills throughout the school.</li> <li>•Knowledge and skills are carefully planned in the curriculum projects.</li> <li>•Children have opportunities to embed their knowledge and skills in the curriculum</li> <li>• Each NC subject is given integrity and taught systematically through each Key Stage.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum engages pupils to be part of a family of learners.</li> <li>•Children learn from each other and work collaboratively</li> <li>• Our school learning values are explicitly taught in our projects and prepare them for their future lives whatever they may be.</li> <li>•Pupils engage with the local community, national &amp; global issues.</li> </ul>

As recommended by the Department for Education, we aim to achieve a teaching week of:

**32.5 hours of learning for KS1 and KS2.**

This excludes periods of registration, collective worship and break times.

## **SUBJECT INFORMATION.**

### **EARLY LEARNING GOALS**

The children joining our Reception Class have a breadth of experiences, which we aim to expand upon. We provide a rich and stimulating environment that offers the children opportunities for learning both inside and outside.

The curriculum for the Foundation Stage in Reception reflects the areas of learning identified in the Early Learning Goals. These are Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematical Development, Understanding of the World, Expressive Arts & Design and Physical development. The experiences we provide encourage children to develop self-esteem, independence and an enthusiasm for learning by linking them to pupils' interest. By the end of reception year, the children have been familiar with more focused numeracy and literacy concepts. We address the requirements in a flexible way in order to enable a smooth transition into KS1.

Ofsted 2024 said *"The early years area is an attractive and stimulating learning environment which children enjoy. The classroom is set out effectively to support children to practise their new learning. A selection of carefully chosen outdoor resources helps them to learn as they play."*



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## **ENGLISH**

### **Speaking & Listening**

During their years at Sundridge Primary school all children will be given extensive of a wide range of speaking opportunities, in order to develop language skills and confidence. We encourage our children to develop these skills through a variety of approaches and activities which are often cross-curricular.

Children are encouraged to express their views orally and to listen to, and respect, the opinions of others.

Where children struggle with speech; they are provided with supportive interventions, such as talk therapy, Wellcomm or a speech and language programme provided by a specialist who works with school half termly.

### **Reading.**

Reading is essential for all aspects of learning throughout the curriculum. It is a priority that we develop the children's reading by using structured consistent approach. Our aim is not only to develop competence but also to ensure children value books. At every stage of their reading development their progress is assessed and those children needing additional support; are provided with interventions to suit their needs.

We encourage the use of a variety of techniques, such as reading individually, in pairs and groups. The children read to their teachers and teaching assistants on a regular basis and are read to daily. We have a purpose-built library area.

All classes have a reading area, class sets of DEAR (Drop Everything and Read books) and several sets of whole class reading books from a variety of authors and genres



Ofsted 2024 said *“Reading is a priority from the day that pupils join the school. Phonics is carefully timetabled so that pupils practice their sounds and build their skills on a daily basis.*”

### **Phonics**

We follow the Read Write inc (RWI) published scheme for phonics It is discretely taught in Key Stage 1 and Early Years Foundation Stage. The children are assessed and then grouped according to their ability every half term. There are currently eight groups across the three classes. Phonics sessions are 45 minutes daily.



The lessons are active, fun and designed to support children's needs and individual ways they learn following the RWI scheme. School has access to the full range of materials and resources to support this programme. Additional sessions are available to support those pupils who are SEN or lower ability and they divide work either 1:1 or in small groups. Children still needing support are provided with a Fresh Start RWI programme in KS2.



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Our aim through the phonic programme is to ensure all children systematically learn phonics to decode words. From this excellent starting point we continue to develop their competence, fluency and comprehension skills throughout school.

Ofsted 2024 said *“Regular checks ensure that pupils always learn the correct sounds for their level of learning. Staff have been trained to teach phonics effectively and pupils make good progress.”*

### **Writing.**

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation.

- An ability to edit and evaluate both their own and others writing,
- A knowledge of how spoken language translates to the written word.
- An awareness of purpose and audience across different genres.
- A competency in spelling and handwriting. We provide a range of activities and purposes to write, along with encouraging the children to write creatively for sustained periods of time.

### **MATHEMATICS.**

A structured programme of knowledge and skills development includes nurturing the use of mathematical language, selecting and using resources and developing reasoning. These strategies are further reinforced through practical investigations and problem-solving opportunities, which enable the children to use and apply mathematics in a range of creative and real-life situations. Maths at Sundridge is a daily lesson for all children, with cross curricular opportunities built in where possible. A variety of published schemes are in use, enabling teachers to follow the Primary National Curriculum.

### **SCIENCE**

A good science education helps children make sense of the world around them. At Sundridge, opportunities are provided for investigations, experiments and problem solving in which the children are personally involved. We aim to develop skills of observing, classifying, recording, making and testing hypotheses, designing experiments, drawing inferences. In this way children develop their learning as well as their scientific knowledge and understanding.

Science is planned around a series of topics following the National Curriculum using the Kapow Science scheme. The Willow Area is used a valuable scientific resource, which is used to enable children to actively study and care for wildlife so children are led to consider broader conservation issues.



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## **HISTORY & GEOGRAPHY.**

Through our teaching of History, we aim to promote the children's interest in the past and to explore the major issues and events in Britain and around the world as well as the lives of ordinary people. We aim to emphasise the similarities and differences between the past and present including people's values and attitudes. Primary and secondary sources including maps, artefacts, photographs and video recordings, a variety of stories and visits to places such as castles and museums provide the context for historical enquiry. Our lessons are planned around a series of topics following the aims set out in the National Curriculum using the Kapow scheme.



In geography we aim to develop the children's interest both in their own surroundings and in the variety of physical and human conditions in the wider world. Geographical skills are developed using a variety of resources including a wide range of maps, atlases, globes, photographs and video recordings. All children are taught to have a concern and understanding of the environment and a responsibility for the care of the Earth and its peoples. Our lessons are planned around a series of topics following the aims set out in the National Curriculum, using the Kapow scheme.



## **ART**

Work in art enables children to develop an awareness and appreciation of aesthetics, develops art skills and techniques, and promotes an understanding of colour, form, line, pattern, shape, space and texture. We also look at the work of some famous artists to encourage careful observation and appreciation of the work of others. Our children also have the opportunity to use a wide range of material and resources, and a variety of media including clay, paint and textiles.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

The Kapow Scheme has been chosen to support the teaching of Art.

## **DESIGN TECHNOLOGY.**

Children are asked to design, construct, test and evaluate objects using a variety of materials in a creative way, including food technology. The Kapow Scheme has been chosen to support the teaching of D.T.

Ofsted 2024 said *“Teachers consistently identify ways in which individuals can improve their work, and pupils try hard to make those improvements.”*



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## **MUSIC**

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and untuned percussions.

We employ specialist music teachers to teach music and give pupils the best opportunity to develop their knowledge and skills in this area of the curriculum. Each class has a dedicated singing lesson with a member of the Birmingham Music Service.

We have a very popular choir and have performed at Birmingham Town Hall, Birmingham Symphony Hall and with Young Voices Choir at the LG Arena.

## **COMPUTING**

At Sundridge, we recognize the vital importance of Computing and E-Safety in today's digital age. Our curriculum encompasses focused computer lessons that equip students with essential digital literacy skills, utilizing a range of devices including PCs, laptops and tablets. Through engaging and hands-on activities, learners develop not only technical skills but also the ability to navigate the digital world safely and responsibly. We strive to cultivate good online citizens who understand the significance of online safety and the responsible use of technology.

Furthermore, we seamlessly incorporate IT across various subjects, enriching the educational experience and fostering a holistic understanding of digital tools. To achieve our objectives, we strongly encourage parents to partner with us in reinforcing the principles of e-safety and responsible online behavior at home. Together, we can empower our students to utilize technology wisely, ensuring they are well prepared for the challenges of an increasing connected world. We use the Kapow Scheme to support our teaching of Computing.



## **RELIGIOUS EDUCATION**

At Sundridge the R.E programme of learning is based on the legal document "Birmingham's Agreed Syllabus".

We aim to enable our pupils to develop knowledge and understanding of different religions, in order that they may reflect on beliefs, values and experiences, make reasoned and informed judgements and develop positive attitudes towards others. Parents have the right to withdraw their children from any or all acts of collective worship and R.E. lessons. Any parent wishing to do this must notify the school in writing.



Ofsted 2024 said *"Staff use effective strategies to recall previous learning so that pupils can remember and build on their understanding, sometimes in significant detail."*



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## **COLLECTIVE WORSHIP**

In accordance with statutory requirements, an act of collective worship takes place in school each day. This worship is non-denominational, and although mainly Christian in character, is also valued by the school as an opportunity to celebrate the multi-faith society which is represented in our community.

Assembly provides an opportunity for quiet reflection.

Parents have the right to withdraw their children from any or all acts of collective worship and R.E. lessons. Any parent wishing to do this must notify the school in writing. All teachers (including Head teachers) retain the right to withdraw from acts of collective worship.

## **PHYSICAL EDUCATION.**

All pupils are provided with the opportunity to participate in a variety of lessons. Through work in gymnastics, games, dance, athletics and swimming they learn to extend their co-ordination, stamina and control.

The emphasis is on inclusiveness and all children are encouraged to improve on their personal best, gain a sense of achievement, and to establish good habits for life through enjoyment of physical activity. Children are entitled to Physical Education each week, plus any extra curricular activities. Children will need P.E. kit.

The children will come to school "PE ready", in their kits on their class' allocated PE day. If this is not possible then your child will be expected to take notes on the learning objectives and content of the lesson so that they are prepared for the following P.E. lessons

In addition to our school hall and playground, we are fortunate to have a school playing field on site, with a trim trail. Swimming takes place on site, with a pop-up pool located in our school for 4 weeks. Year 2 – Year 6 have the opportunity to swim each day during this time.

Ofsted 2024 said *"The school sets high expectations for all pupils."*

## **PERSONAL, SOCIAL AND HEALTH EDUCATION.**

At Sundridge Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do.

**PSHE is now a statutory subject from September 2020.** Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning.

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain



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worthwhile and satisfying relationships, based on the British Values of mutual respect, equality, liberty, democracy and tolerance.

At Sundridge, we follow the SCARF Coram Curriculum which also incorporates areas such as keeping healthy; growing and changing; online safety, and relationships.

The teaching of PSHE helps to support the pastoral care and safeguarding of all of our pupils. It is timetabled for every class, and sessions are inclusive and mixed ability. Relationships and Sex Education (RSE) is age appropriate and regularly reviewed and adapted to suit the needs of pupils. This is done in consultation with parents, staff and the Governing Body.

### **MODERN LANGUAGES (SPANISH)**

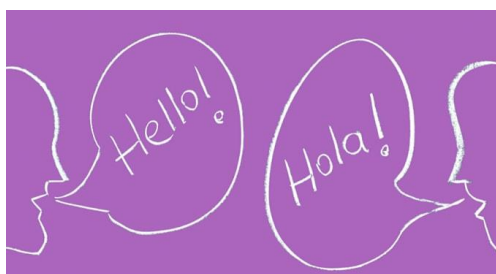
At Sundridge, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

The Kapow Languages Scheme has been chosen to support the teaching of Spanish.

Children are introduced to Spanish in KS2, children receive approximately 30 minutes across the week. This is developed through the use of spoken Spanish in the classroom outside of a timetabled lesson, which includes the use of Spanish to give basic instructions and refer to familiar objects in the classroom.

This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing.



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## **SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)**

At Sundridge Primary School we are inclusive and committed to providing quality provision and support for pupils who have special educational needs of any kind.

This may include children who are experiencing difficulties, those who are particularly able and those having physical, emotional or social and emotional health. We acknowledge that any pupil may have a "special need" at some time during their school career.

As a school we are required to follow a SEND "Code of Practice" for special educational needs which identifies and supports pupils through "Plan, Do, Assess and Review". A copy of the code of practice is available from the school. Pupils are carefully assessed and then work to an 'SEND Needs Based Plan' which is designed to support them in making progress. Parental involvement is essential and you will be consulted and informed about what is happening at every stage.

Sometimes it is considered necessary to enlist the help of external agencies. For example, Pupil and School Support Service; Visiting Teacher Service; Educational Psychologist; Beacon Behaviour Support Service, Talk Therapy (Speech and Language Support) and Communication and Autism Team and again we would discuss this with you and ask your permission.

A school SEND policy is available for parents, carers, families and also on the school website. The School Information Report which outlines special needs provisions within our school is also available on the school website.

Ofsted 2024 said *"Work is appropriately adapted for pupils with SEND, where necessary, so that they work towards the same outcomes as their classmates."*

## **ASSESSMENT**

Throughout the school each child's progress is carefully monitored by regular informal and formal assessments. Assessment is the process which recognises, records and reports the achievements of each child.

The children are also formally assessed when they start school in reception by the Foundation stage profile.

Pupils in Year 1 have a Phonics Screening Check in the summer term. In all Local Authority schools at the end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6) the children are assessed by either National Standard Assessment tests or teacher assessments in English, Mathematics & Science, the results of which are reported to parents.

Children in Year 4 undertake National online multiplication test.



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Parents receive an annual report indicating the progress made by their child and are invited to three formal parents' afternoons a year to discuss their child's achievements.

### **EXTRA CURRICULAR ACTIVITIES**

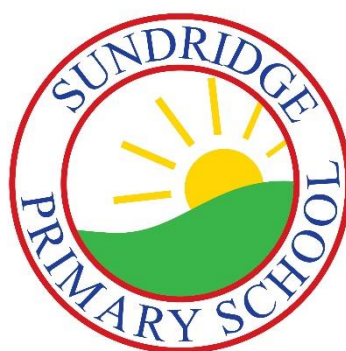
At Sundridge we feel visits outside the classroom are very important to give the children a variety of experiences and to widen their knowledge and levels of interest. We visit museums, parks, nature centres, farms, zoos, listed buildings, the theatre and many other educational venues.

We aim to give Year 6 the opportunity to participate at a residential centre or undertake adventurous activities.

We offer a variety of after school clubs for the children to take part in such as the arts and sporting activities.

### **CHARGING & REMISSIONS POLICY.**

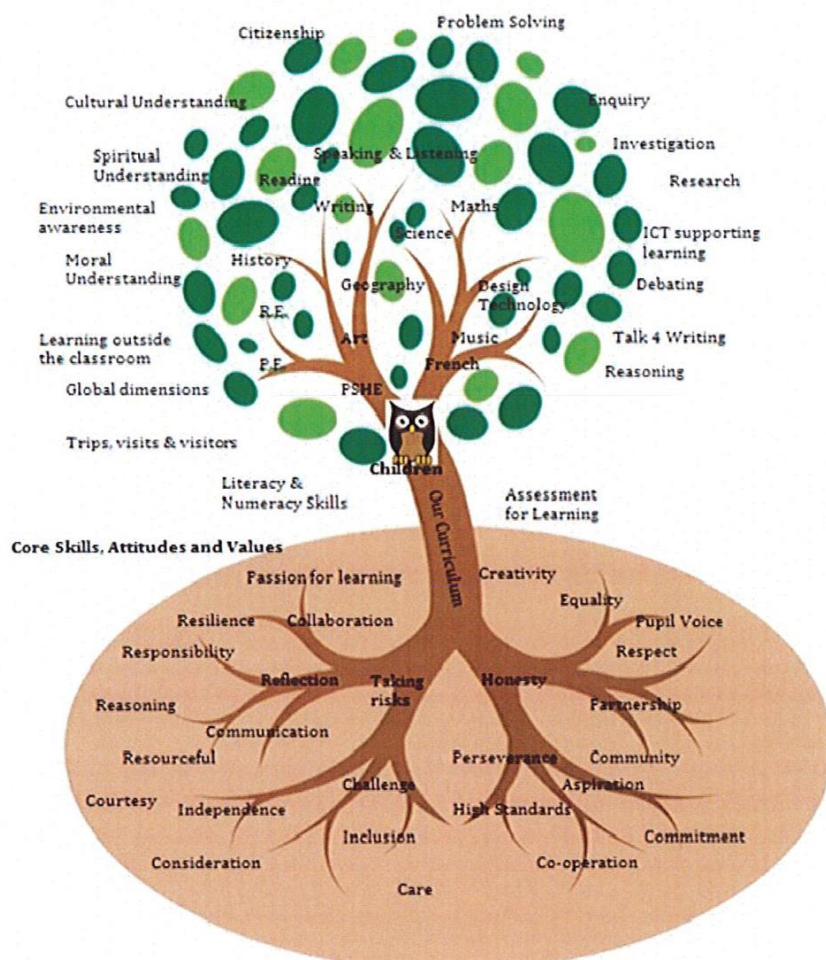
To enable educational visits to take place, we must ask parents for voluntary contributions to cover the cost of the visit.



*Curriculum Vision Tree*



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## **GOVERNING BODY**

The Governing Body consists of representatives of parents, the Local Education Authority, school staff and local business. The Clerk can put you in contact with any member of the Governing Body. Full meetings take place at least once each term and there are committees which meet more often to discuss other issues.

## **GETTING TO KNOW US**

All the school staff and Governors are listed on a board in the entrance Area- there are photographs to help you get to know us!

**We pride ourselves in having an open-door policy at school and you are always welcome to come in to see us.**



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## **DOCUMENTS IN SCHOOL**

The following documents are available in school. We ask parents to telephone school in advance if they wish to make an appointment to look at any of the documents listed.

- School Prospectus
- Curriculum Policies (including Policy on Sex and Relationships Education)
- Charging & Remissions Policy (available on the school website).
- Statutory documents sent to schools by the Department for Education
- Arrangements for consideration of complaints (available on the school website).
- OFSTED report (available on the school website)

We hope you will find this school prospectus useful. The prospectus is published 'in house' and is updated frequently. The information contained within it is correct at the time of publication.



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## Sundridge Primary School

### Key stage 2 comparative report

This information allows you to compare your child's performance at the end of key stage 2 with the attainment of other year 6 pupils in our school and across England.

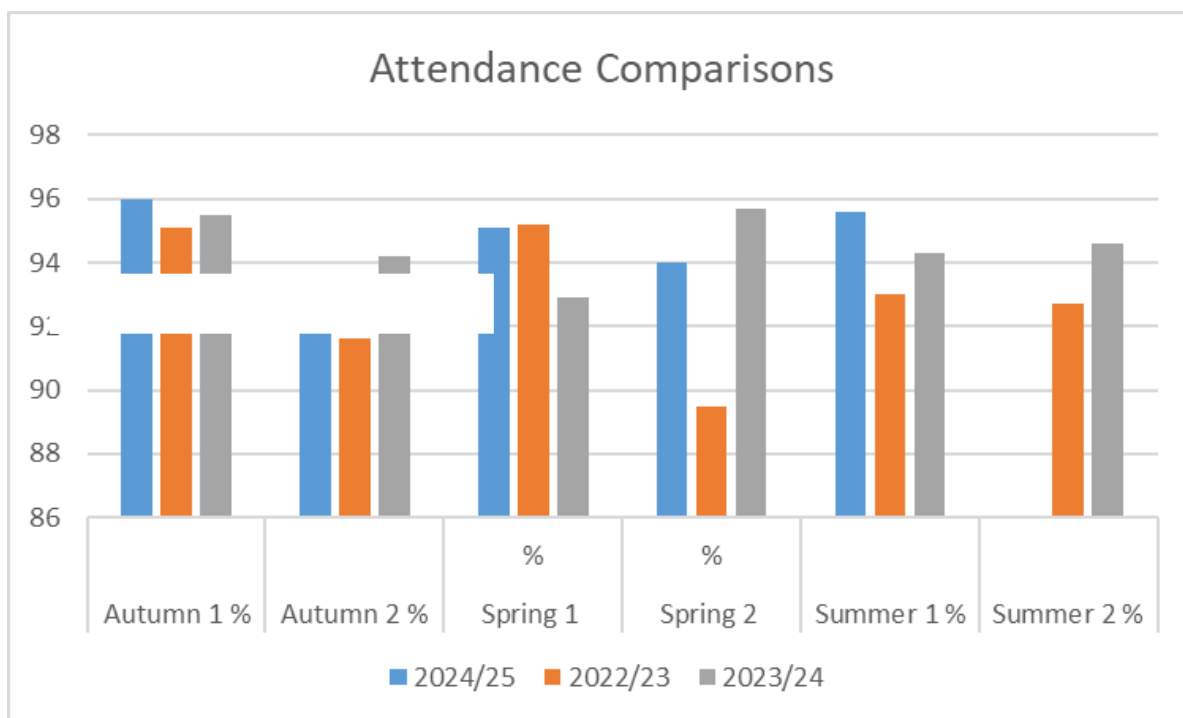
	Sundridge 2024 % of pupils reaching the expected standard	National 2024 % of pupils reaching the expected standard
Reading Test	66%	74%
Grammar, Punctuation and Spelling Test	79%	72%
Maths Test	55%	73%
Writing (moderated Teacher assessment)	69%	72%
Science Teacher assessment	86%	81%
Reading, Writing, Maths combined	48%	61%



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# Attendance Comparison: 22/23/24/25

The below table compares the attendance for each half term during: 2022/2023, 2023/2024 and 2024/2025.



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## PARENTS / CARERS

### Sundridge Primary School - Academic Year Dates 2025/2026

<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
3 <sup>rd</sup> Sept 2025 – 24 <sup>th</sup> Oct 2025 <i>(half term)</i>	6 <sup>th</sup> Jan 2026 – 13 <sup>th</sup> Feb 2026 <i>(half term)</i>	14 <sup>th</sup> April 2026 – 22 <sup>nd</sup> May 2026 <i>(half term)</i>
3 <sup>rd</sup> Nov 2025 – 19 <sup>th</sup> Dec 2025 <i>(Christmas holiday)</i>	23 <sup>rd</sup> Feb 2026 – 27 <sup>th</sup> March 2026 <i>(Easter holiday)</i>	1 <sup>st</sup> June 2026 – 17 <sup>th</sup> July 2026 <i>(Summer holiday)</i>
<p><i>All the above dates include most teacher training days.</i></p> <p><i>Additional closures -</i></p> <p style="margin-left: 40px;"><i>4<sup>th</sup> May 2026 (Bank Holiday)</i></p>		



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