



Parent and Carer Handbook 2024-2025

Welcome to Malvern Parish Church of England Primary School.

Malvern Parish C of E Primary School, Manby Road, Malvern, WR14 3BB

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Executive Head: Maggie Spence

Head of School: Martyn Bream

School Administrators: Kirsty Pullen & Holly Hall



Welcome

Dear Parents and Carers,

Welcome to Malvern Parish, a thriving Church of England (Voluntary Aided) Primary School, for children between the ages of 4 and 11. The information in this prospectus aims to answer the questions you may have about the school. It is only a flavour so please visit us!

The school welcomes children with a range of backgrounds, abilities and talents. Within our happy and secure atmosphere, children are valued for themselves and will experience a wide range of balanced learning opportunities which will help them grow into independent and caring people. We aim to support all the children and give them opportunities that will make them grow into rounded individuals who have regular fun, stimulating and inspiring lessons.

The team of staff work closely to communicate and support each other and all children. Our parent volunteers are involved frequently in school events and the school day. We are so pleased to have an active Parent Forum who regularly meet with the head of school.

Education is a partnership between school and home. We would like you to support our aims and endeavours for the benefit of the children. We are keen to see prospective parents and to show them around our thriving school.

We look forward to you and your children beginning a long and happy time with us.

Kind regards,

Martyn Bream
Head of School



Malvern Parish CE Primary School aims to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child in a safe, secure, happy, caring and stimulating environment. We aim to enrich the lives of all the children who attend the school. The school serves its community by providing an education of the highest quality within the context and understanding of our vision and values.



Malvern Parish Vision

At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

“I come that they may have life and have it to the full”. John 10.10

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29.11

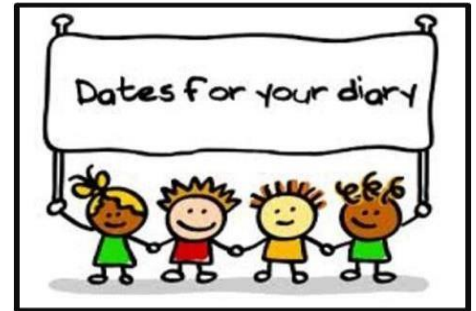
We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Term Dates 2024-2025

Autumn Term 2024

Inset Day	Monday 2 nd September
Inset Day	Tuesday 3 rd September
Back to school	Wednesday 4 th September
Half Term	Monday 28th October – Friday 1st November
Back to school	Monday 4 th November
Term Ends	Friday 20 th December



Spring Term 2025

Inset Day	Monday 6 th January
Back to school	Tuesday 7 th January
Half Term	Monday 17th February – Friday 21st February
Back to school	Monday 24 th February
Term Ends	Friday 11 th April

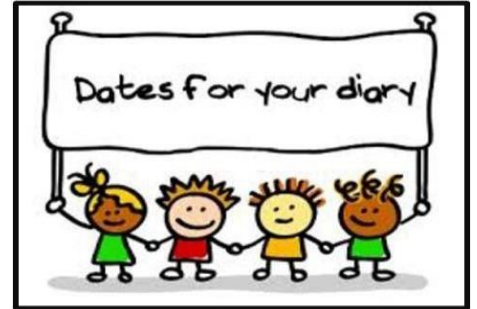
Summer Term 2025

Inset Day	Monday 28 th April
Back to school	Tuesday 29 th April
Bank Holiday	Monday 5th May
Half Term	Monday 26th May – Friday 30th May
Back to school	Monday 2 nd June
Term Ends	Friday 18 th July
Inset Day	Monday 21 st July

Term Dates 2025-2026

Autumn Term 2025

Inset Day	Monday 1st September
Inset Day	Tuesday 2nd September
Back to school	Wednesday 3 rd September
Half Term	Monday 27th October – Friday 31st October
Back to school	Monday 3 rd November
Term Ends	Friday 19 th December



Spring Term 2026

Inset Day	Monday 5th January
Back to school	Tuesday 6 th January
Half Term	Monday 16th February – Friday 20st February
Back to school	Monday 23 rd February
Term Ends	Friday 27 th March

Summer Term 2026

Inset Day	Monday 13th April
Back to school	Tuesday 14 th April
Bank Holiday	Monday 4th May
Half Term	Monday 25th May – Friday 29th May
Back to school	Monday 1 st June
Term Ends	Friday 17 th July
Inset Day	Monday 20th July



Board Members & Teachers

Staff List – Board Members

Name	Category	Leadership Responsibility
Rachel Hill- Kelly	Chair and Parent Governor	Finance/Health and Safety
Catherine Clutterbuck	Vice Chair and Foundation Governor	Curriculum/Outcomes
Alice Coaley	Ex-Officio Foundation Governor	Christian Distinctiveness
Dr Nigel Webster	Foundation Governor	Finance/Christian Distinctiveness
Peter O’Neil	Foundation Governor	Safeguarding/Behaviour and Attitudes/Safer Recruitment
Rebecca Watson	Parent Governor	Early years SEND Pupil Premium
Jenny Lowndes	Staff Governor	Outcomes/Curriculum
Martyn Bream	Head of School	
Maggie Spence (Visitor)	Executive Head	

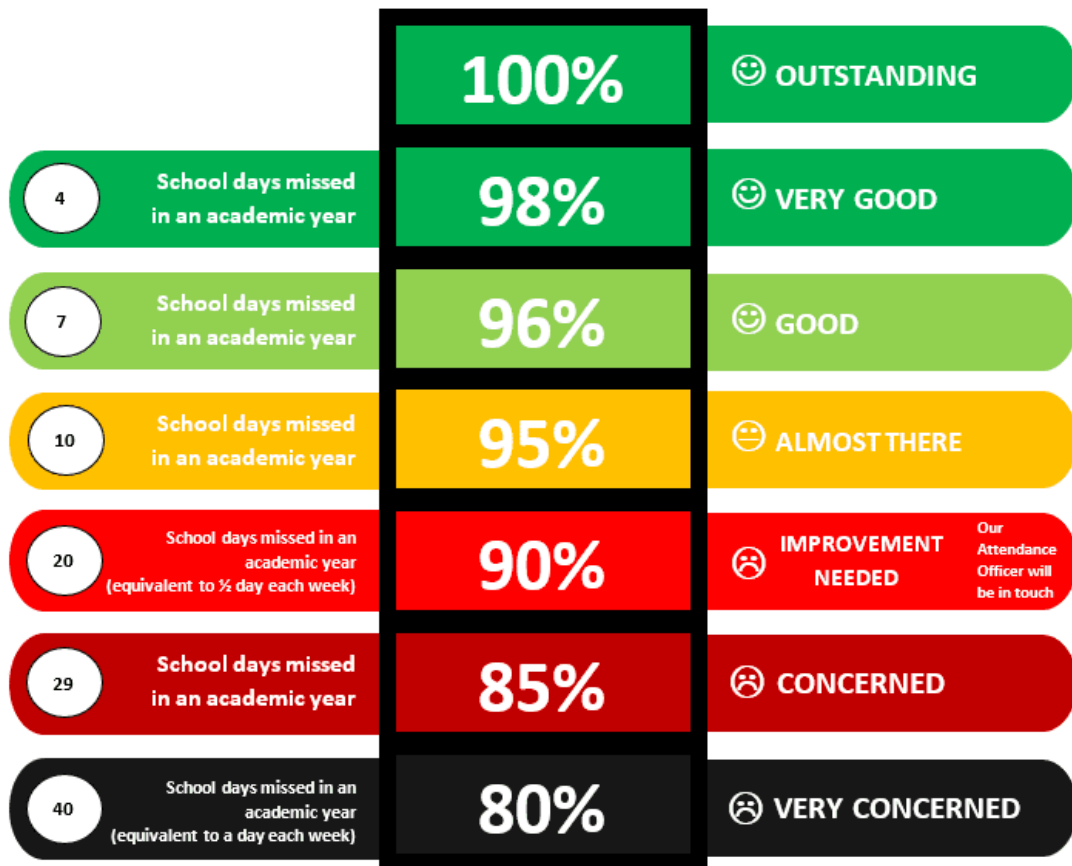
Staff List - Teachers

Name	Class	Leadership Responsibility
Martyn Bream		Head of School, Designated Safeguarding Lead, Computing Lead
Sarah Drinkwater		SENDCo, Deputy Designated Safeguarding Lead, Pupil Premium Champion
Jenny Lowndes	Reception	EYFS Lead, Phonics Lead, Early Reading Lead
Donna Dobson	Year 1	RE Lead
Courtney Symonds-Barnes	Year 2	Personal Development Lead
Sian Ferguson	Year 3	Science Lead
Kelly Little/Anna Fletcher	Year 4	Art Lead, Design and Technology Lead History Lead
Rebecca Hughes	Year 5	Mathematics Lead, School Council Lead
Rebecca Allen	Year 6	English Lead



Attendance

Attendance Ladder



The Target each year for attendance is 96.5%

Whole School	2022-2023	2023-2024
Attendance whole school	94.76%	
Authorised Absence	4.61%	
Unauthorised Absence	0.63%	
Persistent Absentees	12.35%	

Attendance

Regular attendance at school is vital in order to ensure your child receives a good education. Parents and carers are committing an offence if they fail to ensure their child's regular attendance at school. A child registered at school can legally miss school only in very limited circumstances. Holidays in term time will not be permitted. Please see the school attendance policy for further information.

Limited circumstances include:

- When your child is too ill to attend
- When the school has authorised the absence beforehand due to exceptional circumstances



When your child is too ill to attend it is essential that parents telephone the school on the first day of illness by 9:30am and for all other days where the child will be absent.

It is vital that your child has very good attendance and punctuality if they are going to make good progress.

We pride ourselves on good attendance. If your child is absent from school please notify us at the earliest convenience, either by telephone or email. We have a duty of care for all children and take safeguarding very seriously. As a result, if we have not heard from you before 9:30am on the first day of absence we will attempt to make contact by telephone to all members listed as contacts. We will also email children's priority contacts. If we have not heard from anyone before lunchtime as to why child/ren are not present in school, members of staff will visit the child's address to undertake a Safe & Well check.

We encourage all children to arrive in school on time. Doors open at **8.45am** and close ready for the start of the school day at **8.55am**. Parents are responsible for the safety and care of their children before **8.45am** and therefore children should not be left at school before this time. Children who arrive after **8.55am** should go to the school office to be registered.

The school day finishes at **3.15pm**. We aim to dismiss the children as promptly as possible and would appreciate parents or carers collecting their children on time. Sometimes delays are unavoidable and a telephone call to let us know that you will be late is most helpful.

Children should be brought to and collected from school by a responsible adult. If another adult is collecting your child please inform us as soon as possible. If your child walks home on their own please inform the school office in a letter.

To encourage independence and to avoid congestion in the morning we ask parents to leave their children at the entrance doors so that they can go into class with their friends.

Attendance

There may be times when your child has to miss school:

- If your child is ill, contact us on the first day of your child's illness by 9:30am. Staff will be concerned if they do not hear anything and will make contact and carry out a home visit if needed
- If you want permission for your child to miss school you should ask for permission well in advance (at least 6 weeks) and give full details in writing on the school proforma
- Do not expect the school to authorise every absence. Shopping trips during school hours, holidays, days off for birthdays or looking after sick relatives are all examples of unacceptable reasons for absence

We urge parents to take their annual holidays during school holiday time as even short periods of absence disrupt a child's education. Unless the absence from school is an exceptional circumstance then the holiday will be **unauthorised**. If holiday is taken during term time teachers will not set work for the duration of the holiday.

We follow Government guidance and our attendance is monitored by an Educational Welfare Officer who visits school each half term. Further information can be found at <https://www.gov.uk/school-attendance-absence>.



School Uniform

School Uniform

What a child wears to school reflects their attitude to learning; it portrays the school's ethos and shared positive values. We have a very simple uniform that the pupils are expected to wear. The uniform can be purchased at the school and at many different shops in order to allow parents flexibility and to try and keep the cost down.

PE Kit

School uniform includes clothing required for Physical Education (PE). Malvern Parish CE Primary School adopts a sensitive, flexible approach to this issue. There is some evidence to suggest that participation and enjoyment of sport is enhanced where pupils feel comfortable about their PE uniform. Our PE uniform has been chosen because it is practical, comfortable and appropriate to the activity involved.

All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair should be tied back. The only items that are considered appropriate are watches and studs worn in pierced ears. The school does not approve of either jewellery or cosmetics unless for cultural reasons, and then only if approved by the head of school. Please note that staff are not allowed to remove or look after jewellery.

WINTER

- White Polo shirt with or without school logo
- Sky-blue Polo shirt with or without school logo
- Navy round or v-neck sweatshirt or navy cardigan with school logo
- Grey skirt, tunic or long/short trousers
- Black school shoe (no trainers or boots please)
- School coats with logo are available for outerwear (optional)

SUMMER

- Pink gingham dress
- Sky-blue or white Polo shirt with or without school logo
- Navy round or v-neck sweatshirt or navy cardigan with school logo
- Grey skirt, tunic or long/short trousers
- Black or navy school shoe or sandal (no open-toes or open backs please)
- School coats with logo are available for outerwear (optional)

Please do not send your child with laces until they are able to tie them by themselves

PE KIT

To be worn to school on PE days as advised by class teacher

- Navy P.E. T-Shirt with or without school logo
- Navy shorts (Gym and dance)
- Navy jogging bottoms or navy sports leggings (Games)
- Navy long-sleeved sweatshirt or royal blue hoodie with school logo (available from Kitz UK)
- Black pumps or trainers

Uniform Rules

- Long hair (below)the shoulders) should be tied up. This applies to all children.
- Hair accessories (scrunchies, hairbands etc) should be in plain or gingham school colours.
- Nail varnish should not be worn.
- Jewellery should be limited to a watch and small stud earrings. These should be removed on PE Days.

For Art and DT protective clothing such as an old 'Dad-sized' t-shirt will be needed

(From Year 1 – 6).



School Achievements and Support

Recent Achievements

The school achieved success in its most recent OFSTED Inspection, 2020, graded as good the report can be found on the website.

The school achieved success in its most recent SIAMS inspection, 2023, the report can be found on the website.

Accommodation

The school has attractive grounds set below the Malvern Hills. There is a school library, forest school area, early years outside area and a range of other spaces to support learning. Classrooms and the site are well looked after and are bright and spacious. There has been recent a recent upgrade to carpets, blinds, furniture and windows. There is new gym and playground equipment.

Mental Health Support

There is a dedicated Thrive room to support pupil's emotion and social needs and this support runs throughout the whole of the school day and lunchtimes.

Creativity

Our pupils enjoy our creative curriculum with a strong emphasis on developing and enjoying the arts: this includes, dance, art, sculpture, drama, multimedia and music opportunities. We have a School leadership team who support all decisions across the school. Children are actively involved.



School Day & Wrap Around Care



School Hours

8:45am - School opens

8:55am - School day begins and register is taken

10:45am – Playtime

11:55am – Lunchtime

2:00pm – Playtime

3:15pm - School day ends

Early Bird Club

The Early Bird Club runs from 8am each morning and costs £2 per pupil which is bookable using ParentPay. Staff will greet the children at the main entrance off the playground and show them to the school hall. We would request that pupils are not left in the playground on their own in the mornings as we do not have a member of staff on duty.



If you need to drop your child off before the start of school, please use the Early Bird Club facility.



Late Bird Club

The Late Bird club runs between 3.15pm and 6.00pm every day term time only.

The cost for each session will be £10.00 per child and will include a snack and a drink. We do accept child care vouchers.

Late Birds will be run by Mrs Vance and Mrs Smith and will provide a range of activities including support with homework, access to other after school clubs and the opportunity to play outside.

If you would like your child to attend Late Birds places must be booked and paid for through ParentPay.

After School Clubs

After school clubs are available for children in Y1 to Y6. You are able to sign up each term. We expect children to behave in the same way as they would during the school day and poor behaviour will result in them not being able to attend after-school clubs.

We would be grateful if you could collect your child/children on time. If, for any reason, your child will not be attending a club please inform the school office.

Sport

Pupils represent our school at many sporting events. We also run many lunchtime and afterschool clubs which are free to join. We have close links with local secondary schools and take part in a number of competitive and inclusive events each year.



School App Service & Parent Engagement

School App

When your child has started school, we will send you an email for you to give consent to use the school app service. With this service you will regularly receive information, reminders and head bump notifications. You can also send messages into school to notify us of your child's absence or someone else collecting your child/children etc.



Celebration Assembly & Parental Engagement

As the partnership between home and school is so important we try to give parents the opportunity to share in what their children are doing at school.

Family Events

We enjoy working alongside our families. There are regular opportunities to see your children in action such as class assemblies, performances and parent partnership events to work alongside your child. Each year the school hosts a number of whole school community events including:

- Parent Consultation Meetings
- Sports day
- KS2 production

We hope you will join us on these occasions.

School Closure

If we need to close the school for any reason, e.g. bad weather, etc. A message will be available on the home page of our school website at www.malvernparish.co.uk. We will also inform you via email.





First Aid and Illness



First Aid

Simple first aid is given at school when necessary. If an accident needs hospital attention, we will make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted. A medical board in the staff room is used to identify children with severe allergies, asthma etc.

Administration of Medicine

It is important for the safety of our pupils that school has a safe, clear, smooth-running system of administering medicines to pupils during the school day. There are two main sets of circumstances when parents require medication to be administered to children in school:

- Cases of chronic illness or long-term complaints such as asthma or diabetes;
- Cases where children are recovering from a short-term illness but are fit enough to come to school although require the completion of a course of medication, e.g. antibiotics

Where possible, it is preferable that parents (or an adult nominated by the parent) administers' medication to their children. However, there are times when this might not be practicable. In these cases, a medical form must be completed. No organisation can insist that staff members administer medicine; however, our staff have agreed to administer medication in line with health and safety guidelines and procedures outlined below: It is the parent's responsibility:

- To ensure the appropriate form 'request for school to give medication' to be completed;
- The completed form is then handed to the office for approval approval;
- The medicine must be clearly labelled with the owner's name, contents, and dosage. It must be prescribed medicine.
- No medicine can be accepted from a child;
- To collect the medication at the end of the day and to ensure that it is returned each day for the agreed period of administration.

Returning to school after illness

Pupils returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when deciding about your child returning to school. Pupils should be fit to participate in all school activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt the school is happy to advise. 48 hours should be given after sickness or diarrhoea.

If your child suffers from a head bump during the school day you will be informed by an email or app message. If we feel the bump is severe enough we will ask you to collect your child as soon as possible, so that they can be checked out by a GP or at the Minor Injuries Unit.

Your child will also bring home a red head bump form. Where possible these forms will be handed to parents when the children are collected at the end of the school day.



General School Information



Lost Property

Naming all items of clothing reduces the risk! Please name all items of clothing that your child wears to school. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. We have a lost property box which will be frequently put outside the main door to the playground.

Sun Protection

During warm summer months all pupils should have a named sunhat in school which they will be encouraged to wear when playing outside. Sun hats should also be provided; wide brimmed hats or those which cover the neck are ideal. School staff are not permitted to apply sun cream to pupils but we would ask that you apply a long-lasting sunscreen before school in good weather.

Emergency contact information

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies, relating to your child. We need at least two emergency contact details for each pupil.

Dogs

Please do not bring dogs on to school premises, tie them to school fences or allow them to obstruct the pavement where children walk. No matter how gentle your animal is, pupils can be easily scared. Please don't allow your dog to foul pavements on the route to school. Bag it and bin it!

Smoking/Vaping

Please do not smoke/vape within the school grounds or at the front of the gate. All Worcestershire Council grounds operate a strict no smoking policy.

Money

Please ensure you register for ParentPay to pay for school dinners and trips. You can also consent for trips on ParentPay.

Visits

Parents can be asked to make a voluntary contribution towards the cost of trips. Pupils whose parents/carers do not contribute will not be discriminated against. The school may point out to its parents that an activity will not take place if they are unwilling to support it.

Head Lice

Head Lice can be a real problem in schools. Cases of head lice should be reported to the class teacher. Advice on treatment is available from the school office if necessary. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents. Most recent NHS recommendations is to frequently comb your child's hair with a Head Lice comb purchased from a pharmacy.

Admissions



Joining the School/Admissions

The Local Authority is responsible for the admissions process for reception. Worcester Children's Services' guiding principles are, first, to enable as many children as possible to attend their parents' preferred school; second, to enable each school to serve its local community; third, to assist parents in planning their children's education; fourth, to ensure that all children are allocated a school place. Our school has an admission number of 30 pupils. The school aims to take all parents who put the school as first choice.

The school does not host the traditional open day – we prefer to show families around on an individual/small group and answer individual questions. Some families choose to make several visits in the autumn term – we warmly invite prospective parents to visit and get a feel for our school in action!

Admission applications for other year groups should initially be made direct to the school. Further advice is available from the Admissions team in Worcestershire.

The School Admission Policy is available on request and is on the school website.

Pupils will be admitted to Malvern Parish CE Primary School in the September of the year in which they are five.

Early Years

Our Early Years facilities include an indoor and outdoor classroom. In our school a child's learning is recorded and we encourage parents to make contributions to these. For 2024 we have very exciting plans to further enhance our wonderful setting.

Children spend seven years in their primary school and each age group is classified as follows:

Age	Year
4-5 years old	Foundation Stage
5-6 years old	Year 1 (YR1)
6-7 years old	Year 2 (YR2)
7-8 years old	Year 3 (YR3)
8-9 years old	Year 4 (YR4)
9-10 years old	Year 5 (YR5)
10-11 years old	Year 6 (YR6)



Starting school for the first time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding. In preparation for starting school, children have the opportunity to spend time with us in the term before they start. This helps to build confidence whilst experiencing longer sessions away from home. It also provides a gradual progression into full time schooling.

At the time of these induction sessions parents will be invited to attend an information evening with the class teacher, head of school and other representatives of the school. Advice will be given on how best to prepare your child for starting school. This meeting also provides an opportunity to discuss the curriculum, the teaching and learning of reading and general expectations. Parents will also be able to ask any questions they may have. This is the beginning of the home school partnership.

Children who start school at Malvern Parish may have attended playgroups and nurseries in any of the local villages and surrounding area in Malvern. We work very closely with a number of local pre-school providers in order to make starting school as easy as possible for the children. Pupils will be admitted to Malvern Parish CE Primary School in the September of the year in which they are five.

The curriculum in the reception class is broad, well balanced and child-centred. We follow the curriculum for the Foundation Stage and the guidance on birth to five years that the children will have been following at their pre-school school, towards achieving the *Early Learning Goals*. We encourage learning activities which involve “hands on” experience. A great deal of learning takes place through play in the early years. Our policy is to start from where each child is and what each child can do, building on their experiences individually, whilst ensuring that they have lots of **FUN!** Our school uses the aspects of each area of development to help us track each child’s progress and enable us to provide the right activities to help all of the children to achieve and progress. Our aim is for all children to be reading and writing by the end of the reception year.

In addition to daily informal chats there is an opportunity to meet the class teacher in the first two weeks of your child starting school. During the reception year there will be information evenings about the curriculum in school and how you can help your child at home. We do hope that you attend as many of these evenings as possible. Please do ask if you have any problems or confusions. Starting school can be difficult for children and parents. The half termly newsletter is published on the website and emailed to families. Please do take a look as it is our main source of communication with parents.

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give pupils time to settle in before assessing their academic ability. This assessment, together with records from the previous school will enable your child to have the best start in our school.

Safeguarding & Pastoral Care



Safeguarding and Health and Safety

The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The Local Academy Board, Diocese of Worcester Multi Academy Trust and Local Authority take responsibility for protecting the safety of all children and members of staff.

A high importance is placed upon wellbeing of pupils. **Mr Bream, Mrs Drinkwater and Mrs Dobson** are our leads responsible for safeguarding along with Peter O'Neil our governor whose specialism is safeguarding. We teach the pupils about safeguarding in order to equip them with the skills, knowledge and understanding to enable them to live positive, successful and healthy lives.

Pastoral Care

We are concerned about pupils personal and social development as well as their educational progress. When problems occur, we communicate early on with parents and work as a team. We hope that you will do the same for us. A change of any sort in a family e.g. a new baby can make your child behave differently at school. Similarly, a worry over schoolwork or a disagreement with a friend can cause problems for you at home. We try to ensure that pupils are supported and helped through difficult circumstances. We are a Thrive School and have a mental health lead.

Healthy School

Healthy schools help children to reach their potential by building on a solid foundation of health to do better in learning and in life. At Malvern Parish it isn't just about physical health, it's about good health and happiness inside and out. And it's not just about pupils either; it involves the whole school community – from parents to governors to school staff – in improving their health and their happiness and getting the most out of life. We are a Thrive school and our trained practitioner support the mental health of children. We also have a senior mental health lead who is also our inclusion and SENCo lead.

Moving on – transfer to secondary school

At the end of their primary school career, children transfer to a local secondary school. Many of our pupils go on to The Chase, Dysons or Hanley Castle. We ensure rigorous transition meetings are held with the secondary school to ensure a smooth transition to the next stage of learning.

Diocese of Worcester Multi Academy Trust

We are supported by and work in partnership with the Diocese of Worcester Multi Academy Trust. This means we are able to ensure our staff have access to high quality training and opportunities. We also use Worcester support services; this enables us to make swift referrals to ensure families and children get specialist help if a need arises.

School Junior Leadership Team

Malvern Parish school recognises the importance of the pupil voice and making the pupils part of the decision-making process. The team represent all the pupils and enables new ideas, suggestions and ways of solving problems.

Teaching and Learning



Malvern Parish CE Primary School aims to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child in a safe, secure, happy, caring and stimulating environment. Education of the highest quality is provided within the context and understanding of shared values. The school encourages an understanding of the meaning and significance of these values through the experience it offers its pupils.

All children between the ages of 5 and 11 study the National Curriculum as well as the school's own curriculum. The reception children follow the Foundation Stage Programme. This underpins all future learning by supporting, fostering and promoting children's development. Y1 and Y2 follow the Key Stage 1 Programmes of Study, and Years 3, 4, 5 and 6 follow the Key Stage 2 Programmes of Study. The curriculum long-term plans are on the website.

The School's Curriculum combines high standards with a broad and rich creative curriculum.

Personalised Learning

Personalised learning is about tailoring education to individual need, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible. The school puts a strong emphasis on personalised learning through:

- Pupil Focus – we focus on the needs of pupils; pupil inclusion is seen as a guiding principle
- Learning from pupils' views on teaching and learning - pupils' views are sought
- Pupil involvement - pupils contribute to whole-school life and to the work of the school
- Positive school environment - pupils feel secure and can flourish as individuals; and there are clear sanctions combined with praise where earned for all pupils
- Physical environment – Complete refurbishment of accommodation, quality displays to showcase achievement;
- Service standards - guaranteed minimum standards: basic level of consistency in the experience of school for every pupil. – see Equality Statement

Pupils learn in many different ways and we recognise the need for strategies that allow children to learn in ways that best suit their needs as learners. We strive to provide pupils with the opportunities to develop as learners and through our teaching our aim is to enable our pupils to become:

- Self-motivated and confident
- Independent learners
- Responsible for their own learning, showing ownership of their own work
- Good listeners
- Able to concentrate and stay on task
- Confident in the knowledge that they can ask for help
- Curious and eager to ask questions

Teaching and Learning

- Pupils who have a positive attitude to learning
- Pupils who enjoy their learning and are enthusiastic
- Pupils who feel successful and have learnt that making mistakes is an important part of learning
- Pupils who know what is expected of them and persevere and rise to a challenge
- Pupils who have learnt how to cope with failures and disappointments
- Pupils who are able to reflect on their achievement
- Pupils who recognise what behaviour is appropriate following the school colour code of conduct and classroom rules.
- Pupils who work co-operatively
- Pupils who can transfer their skills
- Pupils who look for support from home when possible
- Pupils who fulfil their potential, to achieve their highest possible standard

Sport

Pupils represent our school at many sporting events. We also run many lunchtime and afterschool clubs which are free to join. We have close links with local secondary schools and take part in a number of competitive and inclusive events each year.



The Role of Parents



We believe that parents have a fundamental role to play in helping children to learn. We do our best to inform parents about what and how their children are learning by:

- Holding parents' events to explain for example our strategies for teaching aspects of the curriculum
- Meetings for parents with children on the special needs register
- Sending information to parents in class letters
- Holding parents' evenings during the year to report on pupil's progress and to indicate how the child can improve further
- Annually sending home a school report
- Making ourselves available for ongoing and informal discussions before and after school

We believe that parents have the responsibility to support their children and the school in implementing school policies. We encourage parents to:

- Promote a positive attitude towards school and learning in general and place due emphasis on its importance and value
- Ensure that their child has the best attendance record possible
- Do their best to keep their child physically and mentally healthy and fit to attend school including getting enough sleep and eating healthily
- Ensure that their child is equipped for school with their books, equipment and kit as well as encouraging children to take an increasing responsibility for personal organisation
- Inform school if there are matters outside of the school that are likely to affect a child's performance or behaviour at school
- Fulfil the requirements set out in the home school agreement
- Support reading and homework (please read to your child nightly)
- Contribute to their child's online learning journal in EYFS

Attendance

Regular attendance at school is vital in order to ensure your child receives a good education. Parents are committing an offence if they fail to ensure their child's regular attendance at school. A child registered at school can legally miss school only in very limited circumstances. These include:

- When your child is too ill to attend
- When the school has authorised the absence beforehand

During these times it is essential that parents telephone the school on the first day by 9:30am and every following day of absence. Attending school on a regular basis is the key to your child doing well at school and will set them up with good habits for later life and the working world.

Parents are advised to:

- Show their child that they think school is very important
- Praise their child's achievements
- Not keep their child off school if they are worried or have a problem - they should talk about it with their school
- Organise their child's equipment, homework, kit the night before

Pupil Development



Individual Instrumental Tuition – Parents are asked to pay for peripatetic instrumental tuition and instrument hire. The school alerts parents to available opportunities and then parents arrange lessons through the relevant peripatetic teacher.

Speaking and Listening

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All pupils are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening. We are grateful for parents support with this.

Extra-Curricular Activities

The school offers a wide range of extra curricular activities both during and after school. We review the clubs regularly so that the needs and interests of our current pupils are met.

Homework

Homework is set in order to:

- Forge and strengthen the home/school partnership and involve parents in children's learning.
- Consolidate and reinforce skills and understanding, particularly in English and mathematics
- Exploit resources for learning, of all kinds, at home
- Extend school learning, for example through additional reading
- Encourage pupils as they get older to develop the confidence and self discipline needed to study on their own
- Develop creativity, design and imagination

At the beginning of the academic year parents will be informed of the homework expectations and schedule. We do ask you to support your children in this important aspect of learning. It is important that all children complete homework. If there is a genuine reason why homework has not been done, it is important that parents inform the class teacher by an email or written note. If homework is not completed on a regular basis, then school will contact the parents. There is also an expectation that parents will support with reading and times table practice on a regular basis.

Visits

An essential part of our pupils' learning at school is the day visits and residential visits we offer. Malvern Parish is committed to offering this rich source of learning. The Governors and staff recognise the valuable contribution that the wide range of additional activities, including trips, clubs and residential experiences can make towards pupils' education. The aim is to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.



Assessment & Behaviour



Through on-going assessment, we hope to build a complete picture of a pupil's development, not only intellectually, but emotionally, socially and physically.

When do we assess?

1. Continuously – dependant on the task and shared learning objective, including observation of personal and social skills.
2. Informally against attainment targets in English and maths.
3. Each term reading, writing and maths are assessed in Years 1 – 6.
4. Informally at the end of Key Stage 1 and formally in Key Stage 2 using Statutory Assessment Tests and Tasks (Parents will receive information about the results of these tests as part of the pupils' annual school report).
5. Formally in year 4 using Statutory online Assessment for multiplication tables
6. Formally in Year 1 – the phonics screening
7. Formally in Reception Baseline assessment
8. Informally every 6 weeks in phonics – reception and year 1
9. Entry into Year 1 to Year 6: in line with statutory requirement's a child's current records will be sought from their previous school and will serve as a baseline assessment to inform staff of their achievements/abilities and inform future targets.

We track termly all pupils against age expectations. We will inform you about your child's progress termly or more often if you wish. If you don't hear from us you should assume your child is doing well and making good progress. Please do alert us if you feel concerned or want to discuss progress more often. If your child is on the special needs register you should arrange regular meetings with the class teacher or SENDCo.

Behaviour

The school has a positive approach to behaviour. Expectations of self discipline, politeness and good manners are high. The children are encouraged to discuss and evaluate behaviour in school. School rules are based on consideration for others and exist for the protection of individuals. If an incident takes place staff listen carefully and aim to help the children find a resolution. There are many rewards and clear consequences. All children are treated with respect and dignity at all times.

Anti-Bullying

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The school believes that only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school. Further details are available in our anti bullying policy and child's anti bullying policy. All incidents of bullying are logged and the head of school investigates all incidents.



Special Educational Needs

At Malvern Parish Primary School, we are committed to including all children and supporting ways in which pupils can access the whole curriculum and make personal progress. Our SEND policy details how our school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The school has regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with special educational needs to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Further details are available in our Special Educational Needs Policy on the school website.

Challenge for All Children

Throughout the school we aim to create an ethos of high expectations and recognising achievement in all areas. In the school we want our pupils to understand that if they have a gift or talent we want to find it and support them. We aim to provide a curriculum that is appropriate to the needs and abilities of all children. Teaching and learning is planned to enable each child to reach for the highest level of personal achievement. Additional opportunities and challenges to extend all pupils are planned for on a regular basis.

In pursuing excellence and equity in the education for all the school seeks:

- To support teachers in recognising the wide range of pupils' talents and abilities.
- To encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge able and talented pupils at levels appropriate to their ability.
- To encourage a dialogue between parents, staff and pupils in respect of pupils' special talents, abilities and developmental needs.
- To provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.

Curriculum



Reading

We believe that reading should be an enjoyable activity, and our approach to reading is based on this. We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you. Pupils need to be able to read with understanding, for pleasure and for information. Pupils' reading is structured and they are helped and guided towards suitable reading material. As the pupils go through the school, they are given more responsibility for this choice in reading. All Pupils are taught to read each day. All early readers have their books matched to their phonics ability.

Writing

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. We believe it is important that children see their work as having purpose and that they regard themselves as authors of their work. Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Mathematics

All pupils receive a daily Maths Mastery lesson. The calculation policy and National Curriculum provide continuity and progression throughout the school. Maths is taught in a number of ways but much of the work is related to and supported by practical activities in order to develop a sound basic knowledge and understanding in calculation, measurement, shape and data handling. We hope to develop pupils' confidence and enthusiasm and their ability to apply mathematical skills and knowledge to the world around them. Reasoning and challenge in maths is focussed on in all year groups.

Science

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. We hope also to foster responsible attitudes towards the environment and all living things. We encourage questioning at all times.

Collective Worship

Collective Worship is a special time that pupils say they enjoy value and remember. Our Collective Worship is Christian based; it is an important part of our school day. The impact of daily Collective Worship is immediate in terms of involvement and enjoyment at the time, but there is a longer-term impact that is seen in pupil's attitudes, understanding of spirituality and behaviour.

Religious Education

Religious education is taught in all classes and follows the procedures and guidelines laid down in the Worcestershire LA Agreed Syllabus. The curriculum covers the main religions of the world including Christianity. Through Religious Education we aim to enable pupils to understand the nature of religion, its beliefs and practices. Pupils speak with confidence and maturity about their faith and understanding of religious concepts.

Curriculum



Art

We encourage pupils to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils also learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Design and Technology

We provide our pupils with opportunities to work with a variety of materials such as wood, clay, textiles and food. They are helped to develop skills that enable them to plan, design and make and evaluate. This work is always linked to a theme we are studying throughout the term.

Geography

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom.

History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. Pupils will develop skills, through researching, sifting through evidence and engaging in active discussion - skills that will prepare them for adult life.

Music

Pupils are encouraged to sing, compose and use percussion instruments in order to develop their creative skills. The school provides pupils with the opportunity to learn to play an instrument in year 3-4 with Seven Arts. Parents are able to book music lessons for their child within the school day. Severn Arts also come into school to teach a class lesson, which is called the FAME programme.

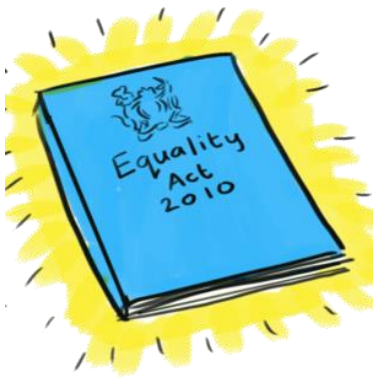
Personal, Social, Health, Education and Citizenship (PSHE) and Relationships and Sex Education

PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. There is a strong emphasis on emotional well-being and asking questions about the world they live in. A parent letter is sent yearly to inform parents of the content of the Sex and Relationships Education in each year group. This information can also be found on the website.

Physical Education

We aim to develop agility, co-ordination and confidence through physical activity. All pupils have at least two sessions of PE a week. We encourage a competitive spirit and recognise the value of co-operation with others. Pupils represent our school in football, netball, rounders, cricket, tag rugby and multi skills. Pupils have a regular opportunity to go swimming throughout their schooling. There is an annual sports day – a lively, fun event!



Equality Act 2010

The Equality Act 2010 has extended the SEN and Disability Act 2001 and the Disability Discrimination Act 1995 (DDA) to cover education. All forms of discrimination or inequality will be addressed. Stereotyping, racism or any form of bullying or harassment will not be tolerated.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our school aims are to provide opportunities for each pupil to develop his/her potential intellectually, physically, emotionally and creatively. We aim to do this in a dynamic and stimulating learning environment in which pupils are motivated to build on their natural curiosity and enthusiasm, to acquire the knowledge, skills and attitudes relevant to themselves and society and to develop spiritual awareness. We aim to provide a safe, happy and caring environment, which will ensure pupils feel valued, secure and continue to grow in confidence. We believe that learning should be a rewarding and enjoyable experience for everyone.

Through the identification of what makes learning, teaching and assessment effective, the schools aims will be more closely met. They will become confident, resourceful, enquiring and independent individuals. They will develop self-esteem; build positive relationships with other people showing respect for the ideas, attitudes, values and feelings of others including other cultures.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



Equal Opportunities

At Malvern Parish CE, we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We follow all aspects of the equality act 2010 protecting nine characteristics. Malvern Parish have caring and approachable staff that help children achieve their full potential by encouraging relationships based on mutual respect and self-discipline and by valuing the Christian attitudes which underpin every activity.

Teachers ensure that children:

- Feel secure and know that they are valued
- Appreciate and value the differences in others
- Are encouraged to participate in all aspects of school life
- Account is taken of the learning and language needs of all pupils. Work is adapted and support given where appropriate.
- Work collaboratively in a variety of groups.
- Have time apportioned appropriately
- Have their interests supported through materials and displays which project positive images

Our school is an inclusive school where all pupils are welcome and feel happy to look forward to their school day. If a pupil has a disability, they will be treated no less favourably than other pupils. We will make reasonable adjustments to ensure that pupils with disabilities are able to access all aspects of the curriculum. Our accessibility plan describes the arrangements we have already made and the further proposals planned to improve physical access to the school, access to the curriculum and access to written information. Our accessibility plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties.

In order for effective partnership working between home and school to take place we anticipate parents will want to:

- Inform the school at the earliest opportunity if their child has a disability and adaptations that may be needed
- Provide the information the school needs to plan effectively for the child to be a full member of the school community
- Acknowledge that when deciding whether an adjustment is reasonable one of the factors that the head of school must consider is the effect of the proposed change on all members of the school community
- Recognise the importance of home and school working in partnership.

Parents Teacher Association of Malvern Parish



Our PTA is a hardworking and dedicated group of parents who work to raise much needed additional funds for our school. They are always keen to involve new families. The PTA provide invaluable support to the school through organising many events involving pupils and parents/carers. The money raised provides extra facilities and equipment for the pupils. The PTA hold regular meetings and if you are interested in attending or becoming a committee member please contact the Chairperson.

Parent Governors

School governors are one of the country's largest voluntary groups with around 345,000 school governors contributing to strategic development and raising standards of achievement at over 30,000 schools. There are opportunities for parents to become parent governors - selected by election (or appointment if insufficient people stand for election) and drawn from parents and carers of children at the school.

The school governors (Local Academy Board) are a committee for the Diocese of Worcester Multi Academy Trust. The Local Academy Board is comprised of a group of individuals, who are elected, nominated or co-opted and are representative of parents and teachers and the local community. School governors work with the school leadership team and are responsible for setting the strategic direction of the school. They feedback to the Diocese of Worcester Multi Academy Board who has overall responsible for the academies in the Trust.

School governors are drawn from different parts of the community. This helps to ensure that the governing body has sufficient diversity of views and experience but does not mean that governors of a particular category "represent" that group on the governing body. For example, Parent Governors do not act as a representative of the parents at the school and do not report back to them.

Parent Forum

At Malvern Parish we run a Parent Forum that is made up of parents from each class. Anyone can come along to the termly forum.

Community

We welcome parents and carers into the school believing we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. Police checks and DBS checks are carried out on all adults helping in school in line with our Safeguarding Policy.

Snack & Lunch Time

Routines

Every day is a new day, but routines exist; the routines of the day provide a secure base upon which new experiences can be built. Parents can help by ensuring that pupils start the day having had enough sleep and a good breakfast. Research has shown that both these factors can affect the ability for children to learn. Please do tell us if you feel this not been the case so we know how best to support your child.

Staying Healthy

Water consumption is encouraged and promoted – please ensure your child comes with a fresh bottle of water every day and a healthy snack. If your child forgets his or her packed lunch, we will try and contact you. If we are unable to do so we will supply a school lunch and ask you to reimburse us later.

Snack time

You may like your child to have a midmorning snack. We welcome fruit and vegetables, but we ask you not to send your child with sweets, chocolate or crisps. KS1 are provided with fruit every day. Please respect our policy on healthy eating and dental care. No nuts or seeds as we have a significant population of pupils who are allergic.

School Meals

Hot lunches are available at school every day. Pupils have the choice of using this facility or bringing their own healthy packed lunch from home. All KS1 children are entitled to a free school meal. The meals offered are nutritious and fresh produce is used.

If you choose to send a packed lunch it should be healthy and balanced; no sweets or fizzy drinks please. Also, please try to avoid sending products which contain nuts or seeds; from time to time we have pupils with a nut allergy. Pupils who do not have a school meal may bring a packed lunch. Please ensure that packed lunches are brought to school in a secure container labelled with your child's name, and with appropriate food hygiene precautions taken e.g. ice pack. At lunchtime pupils learn to eat politely in social situations. We aim to reinforce good manners they learn at home.





Complaints Procedure & Communication



Initially, most complaints should be raised in conversation with the class teacher or head of school. All concerns will be taken seriously in order to establish an effective partnership between the school and the parents and are dealt with promptly so that they can be resolved swiftly at the time.

At Malvern Parish the following procedure is followed:

- We expect all our pupils, staff and parents to listen carefully and respectfully to each other.
- Minor complaints are dealt with by the class teacher. If you are not satisfied contact the head of school.
- All serious complaints must be explained to the head of school so an investigation can take place. There is a Diocese of Worcester Multi Academy Trust complaints policy to follow.
- Parents who are unhappy about something should contact us at once. The head of school will always meet concerned parents in order to resolve difficulties. The head of school will investigate the complaint and respond informatively with an explanation to the complainant as soon as possible either in writing or by ways of a meeting giving a decision and the reasons for it.
- A parent who is not satisfied should contact the Chair of The Local Academy Board. Contact details are available from the school office.

Complaints should be:

- Made politely
- Received sympathetically
- Dealt with promptly and to everyone's satisfaction

The school communicates with parents in various ways e.g. half termly newsletter, questionnaires, emails and informal evenings.

The classes of information that we undertake to make available are organised into four broad topics

School Parent Handbook	Information for parents.
Governors' Documents	Information published about the Local Academy Board on the school website.
Pupils and Curriculum	Information about policies that relate to pupils and the school curriculum.
School Policies and other information related to the school	Information about policies that relate to the school in general.

We hope you and your child have a great time at Malvern Parish. We are here to support you and your child as they progress towards Secondary School.

School office:

Mrs Kirsty Pullen and Miss Holly Hall: office@malvernparish.worcs.sch.uk and Head of School: Mr Martyn Bream: mrb46@malvernparish.worcs.sch.uk