Introduction

Penkridge Middle School is a great school and I am delighted to welcome you to our prospectus. We are a Community Middle School for pupils from age 9 up to age 13. Being part of the ‘Wolgarston Collaboration’ of schools, we receive pupils from the four local First Schools as well as other pupils from out of catchment, and our pupils then feed into Wolgarston High School at the end of Year 8.

Both teaching and support staff work tirelessly to ensure that the school continually strives to raise standards of learning, whilst maintaining our very safe and supportive environment for all of our pupils. Our most recent Ofsted (June 2013), graded the school as ‘Good Overall’ and as ‘Outstanding for Behaviour and Safety’ and ‘Outstanding for Leadership and Management’.

Our Leadership Team consists of myself and Deputy Headteacher, Mr West and our Business Manager, Mrs Ablewhite along with our Extended Leadership Team. The children benefit from subject specialist facilities and specialist teachers but are also supported by a ‘Class Teacher’ whom they go to daily, to study key Literacy or Numeracy skills.

Diversity and inclusion are both promoted and celebrated at our school and our vision and values are underpinned by both British Values and also the Safeguarding, not only of our children, but also of the whole school community.

Teaching and Learning is at the heart of what we do well and we also promote success through a broad and balanced curriculum, including many extra-curricular clubs, school trips and special topic days.

‘Students are keen to learn and their behaviour in lessons and around the school is exemplary. They are polite and respectful to adults and take great care of each other. They value the way in which adults support them and say that the school keeps them very safe. The care, guidance and support they receive are outstanding.’ Ofsted inspection (2013).

Should you wish to find out more about the school please come to our Open Morning or Evening. For more information on these or to book a more convenient visit time, please email j.grainger@penkridge.staffs.sch.uk or ring on 01785 413400.

We would be delighted to show you around and answer your questions. After this, I am sure that you will want your child to join our excellent school.

Natalie Frost
Acting Headteacher
Our Values

Our core purpose is to offer all pupils the chance to achieve their best selves and, throughout the learning journey, to make the fullest contribution to society as members who treat others with respect. To achieve this end, our pupils need to become independent, life-long learners who have high aspirations for themselves and for others. The school seeks to encourage and reinforce those values of personal and social behaviour which are expected within our local and wider community.

These include:

- Respect and sensitivity towards others, their beliefs and the values of modern Britain, which include democracy, the rule of law, individual liberty and mutual respect for those of different faiths;
- Protection of themselves and society from harm which includes adhering to British values which guard against radicalisation;
- Responsible use of resources and care for the environment;
- Honesty in personal dealings and respect for property.

It follows that bullying, lying, stealing, discrimination and intolerance are totally unacceptable. The school motto, ‘Through Effort and Encouragement towards Excellence’, describes all that is best about our school.
Providing a positive environment for learning

A 100% School

We don’t believe intelligence is fixed. With hard work and deliberate practice all pupils can make amazing progress in their learning. Therefore we expect all of our pupils to give 100%, both in their lessons and homework. All work should be completed to the very best of their ability. Work that falls below expectation will need to be redone.

Our journey to become a Visible Learning School

All our staff have been trained in Visible Learning. This is an approach to teaching and learning that is rooted in evidence and has stood the test of time. It has been developed by Professor John Hattie in New Zealand, but is now highly regarded by educators across the world.

A few words will not do justice to the breadth and depth of Visible Learning, but two key components of this approach have been highlighted below.

Teachers must ‘know thy impact’, understand this impact and act on this knowing and understanding. It is critical that teachers evaluate their effects on pupils. Through testing, retesting and vigilance to what is and what is not working in their classroom, teachers can develop dependable evidence to inform their next steps.

Pupils become assessment capable learners. Assessment capable learners are pupils who:

- Understand the learning intentions of each lesson;
- Use the success criteria to know if they have achieved the learning intentions;
- Know about their learning and can plan their next learning steps;
- Are active in their learning;
- Understand how they are being assessed and what their results mean;
- Can answer: Where am I going? How am I doing? Where to next?
Curriculum Experience

One of the special features of our school is the security of a class teacher within a child’s own year group, balanced with specialist teaching and facilities from the age of nine.

Our specialist facilities include learning areas equipped for Information and Communication Technology (ICT) including Computer Science, which allow supervised access to up-to-date multi-media resources, Science Laboratories, Design & Technology specialist rooms and equipment, dedicated music teaching and practice areas and a school hall/gymnasium. Our extensive grounds, bordering on open countryside are an asset to the school. We have spacious play areas as well as a huge field with space for a full-sized athletics track and several football/hockey training grids.

**Key Stage 2**

Pupils in Years 5 & 6 are taught most lessons by a Class Teacher or by other specialists with ability setting for English and Maths from early in Year 5.

**Key Stage 3**

Our Year 7 pupils spend more time with their specialist subject teachers. In this way, we avoid the sudden and often disruptive break which many 11-year olds experience when transferring from primary to secondary school. By Year 8, teaching is predominantly by subject specialists.

Pupils study the following subjects:

- English – Reading, Writing and GPS (grammar, punctuation and spelling)
- Maths
- Science
- Art/ Design & Technology
- Computer Science
- French
- Humanities- Geography, History and RE
- Learning to Learn (Y6 only)
- Music
- PE
- PSHE/Citizenship (including Careers in Y8)

We also focus on the social and emotional aspects of learning. This helps pupils to build their resilience and manage their emotions.
Collective Worship and Religious Education (RE)
Collective worship and assemblies are arranged on a weekly rota and involve the whole school and individual year groups. The content is non-denominational and the selected themes are appropriate to the ages of pupils. A focus on British Values permeates our themes.
Our programme for RE is based on the Staffordshire Agreed Syllabus. The Schemes of Learning reflect the diversity of Christian and other traditions. Parents and carers have the right to request that their child be withdrawn from collective worship and RE, but we ask that you discuss the matter with the Headteacher before exercising that right.

Sex Education
We teach our Sex Education through the Science National Curriculum. This is compulsory for all pupils during Y7. We also teach about positive relationships in Y8.
‘Students’ Spiritual, Moral, Social and Cultural Development is outstanding as a result of the myriad of opportunities to learn about and understand the world, ensuring their development as global citizens. Frequent opportunities are provided for them to reflect on issues that affect them and to form their own opinions. As a result, by Year 8, students show exceptional maturity and understanding of moral issues.’ (Ofsted 2013)

Homework Matters
We believe that completing homework helps pupils to develop important skills and study habits. By becoming increasingly independent in their learning, children will gain more benefit from their time at school. Throughout Years 5 & 6, the emphasis is on extended learning/homework based around literacy and numeracy skills, such as spellings, times tables and reading tasks, but other subjects may also require some independent research.

In Years 7 & 8, extended learning tasks may be set for the full range of subjects but the amount set will vary from subject to subject and may be geared to the development of learning skills such as time management, research or project work over a number of weeks. It is expected that extended learning will be linked with classroom learning and form part of a pupil’s learning programme. It is important that parents recognise the importance of such homework in consolidating what is learned in school and make every effort to support their child’s learning by ensuring tasks are completed independently, to a high standard and handed in on time, so that children are supported in making good progress.

Suggested weekly homework guide:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 hrs</td>
<td>3 hrs</td>
<td>3.5-4 hrs</td>
<td>4-4.5 hrs</td>
</tr>
</tbody>
</table>

This guideline should include at least 10 minutes of reading and 10 minutes on times tables each day.
Key Assessments
We use GL on-line assessments for Maths, English, Reading and Science in all year groups. These assessments mean that we can compare our pupils against pupils nationally. These and other shorter tests, such as ‘Rising Stars’ also provide us with diagnostic information about which topics pupils need to complete more work on. In Y6 our pupils complete the KS2 SATs assessments.

Extra-curricular Activities
A wide variety of extra-curricular activities includes music groups, instrumental tuition, concerts, shows, drama and sport. Students have the opportunity to attend lunch time and after school sports clubs which are open to all standards.

Pupils go on a residential in KS2 and then have the chance to go to France in Y8. We enter competitions such as the UK Maths Challenge and have many curricular trips and visitors to school throughout the academic year.

Home/School Communication
Each pupil has an organiser that they should use to record their homework in. There is also space for notes to and from parents although it will not be checked daily so please ask your child to show the note to the member of staff if required. At the front of the organiser is the home/school agreement which we ask parents to read and sign.

Your first person to contact is your child’s Class Teacher or if it is a specific subject concern then their Subject Teacher. If the matter is not resolved then you may contact the Key Stage Leader who will be able to assist you.

We send a weekly newsletter out, via email/paper copy and also put information on our school website.
School Dress and Appearance

Our pupils are expected to come to school wearing the correct uniform at all times. Full details can be found in the children’s organiser, or by request to the school office or on our school website.

School Policies

Penkridge Middle School has numerous policies which are regularly reviewed and updated, which help everyone to work towards our Vision and Values. Below is a list of our current policies which can be read in full, or downloaded from our website at www.penkridge.staffs.sch.uk under the section “Policies“:

• Admissions
• Anti-Bullying
• Attendance
• Behaviour Policy
• Charging, Remissions and Debt Recovery Policy
• Code of Conduct
• Complaints form and Procedure
• Emergency School Closures
• Health and Safety
• Homework Policy
• Information Sharing Policy
• Medical Conditions Policy
• Safeguarding Policy
• Safeguarding including Preventing Extremism
• Safer Recruitment
• SEND Policy and Local Offer
• Whistle blowing inc safeguarding & promoting welfare of students

If you would like a copy of any policy in large print, please contact the school office on 01785 413400 or send an email to office@penkridge.staffs.sch.uk
Fostering a Caring Social Environment

Throughout the four years at Middle School, children are organised in a mixed ability class unit and, in each year, the team of class teachers look after children’s day-to-day needs. A senior teacher has overall control of each Key Stage, combining responsibility for monitoring academic progress with the pastoral care and behaviour management of pupils. A system of four ‘houses’ called Ash, Oak, Elm and Yew, each with its own distinctive tie, supports competitions in areas such as sport, music and other such inter-house activities.

Care, Guidance and Support of Pupils

We are proud of the care and support we provide for our pupils. Long before they arrive in Year 5, contact is made with children and their families through formal and informal links with their First Schools. When they join us, Year 5 pupils have additional support through our system of Buddies: some Year 8 pupils are trained to act as friends and helpers to any child who may feel lonely, worried or concerned. These Buddies work with the staff to get to know the children and offer a listening ear or a helping hand. Each child’s class teacher remains the first port of call for any day-to-day query or concern. Our Learning, Pastoral Support and SEND teams provide extra help when needed. Further guidance is available from the senior teachers who lead Key Stages 2 and 3 and also from the Deputy Head Teacher.

Safeguarding Children and Preventing Extremism & Radicalisation

We are committed to safeguarding and promoting the welfare of children and young people. Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children. Staff hope that parents and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place. Children will always be taken seriously if they seek help from a member of staff. Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the school under local “children in need” procedures. However, the school and its staff cannot guarantee to consult parents first, or to keep children’s concerns confidential, if referral must be made to the appropriate agencies in order to safeguard a child’s welfare. For us, a child’s safety is paramount, and safety education forms part of the learning undertaken by all our pupils, for example in keeping safe ‘on line’ when using ICT. We have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Staff are conscious of the dangers that extremist views pose and will take action with the relevant authorities should they become aware of any such situation.
Absence

We place great importance on good attendance: if you’re not here, you can’t achieve!

We have an attendance officer who monitors the daily attendance of every student and initiates texts/phone calls to parents when a pupil is absent without prior notification. We use electronic registration in all our lessons.

We also work closely with our Education Welfare Worker from the Local Authority who assists us in monitoring pupils when their attendance drops below 90%. If a pupil is unable to attend school, we like a call to the school office by 0900hrs, where possible, to notify us of a reason for absence. For any absence likely to extend beyond three days, a possible return date must be given.

Routine dental and medical appointments should, where possible, be made out of school time. Where this is unavoidable, written notification should be given to the Class Teacher in advance.

Please note: Headteachers are no longer able to authorise holidays during school term time.

If a pupil falls ill or is injured during the school day, parents will be contacted by office or pastoral staff to make arrangements for care. No pupil is sent home without prior warning. A number of staff are qualified to give first aid. The school is required to have details of the names and addresses of ALL persons with parental responsibility for each pupil and parents must inform the school immediately of any change of address or emergency contact/telephone numbers.

All Children are Special

Special Educational Needs and Disabilities – Our Local Offer
As an inclusive school, we believe that all children have a right to a good quality education. We encourage excellence, whilst recognising that children have differing needs and learning styles. As part of our whole school commitment to inclusion, we aim to support all pupils, whatever their abilities or needs. From time to time, therefore, additional small group or individualised sessions are arranged to further this aim. Our teachers receive training in a variety of learning needs including dyslexia, autism spectrum disorders and speech and language difficulties. Our Special Educational Needs & Disabilities Co-ordinator plays an important role in working with all teachers and in leading a team of experienced Teaching Assistants. Together, they ensure that a child’s special needs are identified and assessed and that an Education, Health and Care Plan is prepared when appropriate. All staff, therefore, share the responsibility to meet the individual needs of SEND pupils. We also draw on the expertise of outside agencies such as the Staffordshire Special Educational Needs & Inclusion Support Service, the Autism Outreach Team, Parent Partnership and Educational Psychology Service. We have a duty to promote disability equality and to publish a Disability Equality Scheme which explains what we are doing now and plans for the future. Presently, our building offers good physical access for disabled users, enabling equal access for all.
Admission in 2017

If you would like to apply for a school place at Penkridge Middle School for your child, then please complete an admissions application form with Staffordshire County Council’s Admissions Team. Please note that local families with children currently attending Marshbrook, Princefield, St. Leonard’s or St Michael’s First Schools will also need to complete an admissions application form to request a place at Middle School. You can find further information and application forms at: www.staffordshire.gov.uk/education/schoolsandcolleges/admissions or by telephoning the Customer Contact Centre on 0300 111 8007 (please select the option for ‘School Admissions & Transport’) or by emailing the Admissions Team on admissions@staffordshire.gov.uk

Term Dates 2017 – 2018

**Autumn Term:**
- Inset: Monday 4th September 2017
- Term begins: Tuesday 5th September 2017
- Half term: Monday 23rd October 2017 to Friday 27th October 2017
- End of term: Tuesday 19th December 2017

**Spring Term:**
- Term begins: Wednesday 3rd January 2018
- Half term: Monday 19th February 2018 to Friday 23rd February 2018
- End of term: Thursday 29th March 2018
- Easter holiday: Friday 30th March 2018 to Wednesday 11th April 2018

**Summer Term:**
- Term begins: Thursday 12th April 2018
- May Day: Monday 7th May 2018
- Half term: Monday 28th May 2018 to Friday 1st June 2018
- End of term: Friday 20th July 2018

*Please note that four inset days are still to be determined for 2017-2018. Details will appear on the school website as soon as they have been confirmed.*
The School Day

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>9.15 – 10.15</td>
</tr>
<tr>
<td>Period 2</td>
<td>10.15 – 11.15</td>
</tr>
<tr>
<td>Break</td>
<td>11.15 – 11.30</td>
</tr>
<tr>
<td>Period 3</td>
<td>11.30 – 12.30</td>
</tr>
<tr>
<td>Lunch</td>
<td>12.30 – 1.30</td>
</tr>
<tr>
<td>Period 4</td>
<td>1.30 – 2.30</td>
</tr>
<tr>
<td>Period 5</td>
<td>2.30 – 3.30</td>
</tr>
</tbody>
</table>

Class time is where registration takes place and key reading, writing and numeracy skills are further developed. SEND intervention also take place at this time.

Travel to school
Students living within the catchment area but more than three miles from the school are entitled to free transport whilst aged 16 or under. This is administered by Staffordshire County Council through the Pupil Support Unit. Telephone (01785) 278698 for further information.

Examination Results
Our KS2 Sats results for Summer 2016 are shown below. Figures are the percentage of pupils that achieved the expected standard.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Penkridge Middle</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71</td>
<td>66</td>
</tr>
<tr>
<td>GPS</td>
<td>78</td>
<td>72</td>
</tr>
<tr>
<td>Writing</td>
<td>78</td>
<td>74</td>
</tr>
<tr>
<td>Maths</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>RWM</td>
<td>54</td>
<td>53</td>
</tr>
</tbody>
</table>

Children also take GL tests at the end of each academic year. At the end of Y8 this year, our cohort achieved significantly better than national in English, Maths and Science. These tests are externally marked.