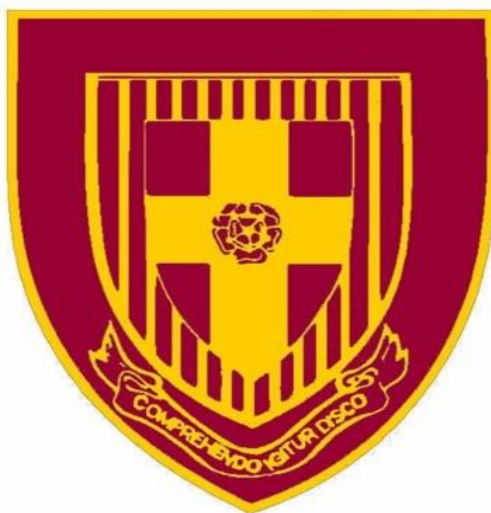


Oak Cottage Primary School - Prospectus

2024



A very warm welcome to Oak Cottage Primary School.

Oak Cottage School is a one form entry primary school at the heart of its local community. We are a small school with approximately 240 full-time pupils on roll organised into classes of 30, and 30 part-time Nursery children. We provide a wrap-around provision called Oak Cottage Acorns, please see Appendix V for further information. We aim to maintain a strong family atmosphere, where every child enjoys school and feels a sense of belonging.

Oak Cottage is a successful school with a track record for achieving high standards. The staff and I are very proud of our school and the wonderful learning opportunities and experiences we provide. We are committed to providing the very best education for our children and develop their strengths and talents, both intellectually and socially, so that they become confident and caring individuals. So, whilst academic achievement is important to us, we also provide a range of musical and sporting opportunities.

Our last Ofsted report, carried out in September 2019, judged our school to be "Outstanding". Included in the report was the following: "Oak Cottage is a happy and welcoming school where everybody is treated with great respect and care. Pupils politely greet visitors and confidently talk about how much they enjoy school and learning. Your ambition ensures that there is no complacency in school. From the care of the buildings to the children's behaviour and achievement, the highest standards are expected and achieved."

We value the contribution our parents make to all aspects of school life and look forward, with your support, to developing a close partnership between home and school.

Visitors to our school always comment on the calm and purposeful working environment, the welcoming and friendly atmosphere and the exemplary behaviour of the children. Do come and see for yourself!

OAK COTTAGE VISION



Oak Cottage Vision

At Oak Cottage we have a friendly community school which offers a rich and exciting curriculum designed to stimulate its pupils so that they enjoy coming to school and that they become lifelong learners.

We are ambitious for our pupils and encourage them to be the best that they can be. This includes their being confident individuals, having their own opinions and achieving highly in all they undertake.

We aim, working in partnership with parents and the wider school community, to inspire our pupils to become active, resilient and caring citizens of the future, who respect others and make a positive contribution to society.

The children at Oak Cottage have designed this tree to represent our vision. The roots are our core values, the trunk is made of our Building Learning Power dispositions and the leaves are the qualities we hope the children acquire on their journey through our school.

The School Aims

Our principal school aims are: -

- To be an inclusive and accessible school that ensures equality for everyone, providing opportunities for all members of our community to learn, achieve to the best of their abilities, experience success, gain confidence and grow in independence.
- To provide a rich and engaging curriculum that motivates and extends all children, helping them to develop a full range of knowledge, skills, understanding and attitudes.
- To offer a range of high quality learning and teaching approaches that enthuse children, engage them in an excitement about and passion for learning and nurture their individual gifts and talents.
- To focus on each child's learning in order to enhance progress, achievement and participation; with the expectation that every child will achieve the standards of which they are capable.
- To help children to talk about how they learn, think creatively, take risks and handle change, so that they can become lifelong learners, able to respond to the opportunities and challenges of the rapidly changing world in which we live.
- To be welcoming for parents, forming a strong partnership that engages them in the life of the school and enables them to support their child's learning.
- To build strong relationships with the community, working and sharing with others to ensure we benefit from the skills, knowledge and expertise around us.
- To be a learning community where all members are committed to continuous improvement and seek further development through self-evaluation, innovation and interaction with others.
- To help our children to develop as courteous, co-operative and caring individuals who are sensitive to the needs of others and form and maintain constructive relationships based on respect.
- To develop a happy, safe and supportive environment that deals effectively with any issues that may arise in relation to discrimination and bullying and promotes positive self-esteem and emotional well-being.
- To be a "healthy school" that promotes healthy lifestyle choices through our curriculum and enrichment activities.
- To help children recognise their responsibilities as citizens by encouraging them to play an active part in school life, take care of their environment and develop their understanding of the mutual interdependence of the global community.

Our Facilities

Our school buildings are constantly adapted and updated to meet the changing needs of our children and the curriculum. Presently we have eight well-resourced classrooms, libraries, a shared work area, a food technology area and a hall. Our Nursery classroom also accommodates a Before and After School club.

The school grounds provide a valuable learning resource for all of our children and we have facilities for a variety of activities. These include outdoor games and athletics, an outdoor classroom for our Foundation Stage and a designated conservation area, which houses a pond and a variety of habitats.

Organisation and Management of the School

For management purposes the school is divided into three departments.

Nursery and Reception form the 'Early Years Foundation Stage' (EYFS)

Years 1 and 2 form 'Key Stage 1' (KS1)

Years 3 - 6 form 'Key Stage 2' (KS2).

There is a single part-time Nursery class, a Reception class, 2 KS1 classes and 4 KS2 classes.

A full list of staff and classes for the current academic year is featured at the back of the brochure.

The House system

We have four houses named 'Ash', 'Beech', 'Holly' and 'Willow' and the children are either matched to the same house as their siblings or randomly assigned a house when they join the Reception class. These house groupings are used in different ways, for example to send the children in from the playground after playtimes. They are also used as part of our reward system in Key Stage 2 where class points are awarded and totalled up across the term. During our termly Trophy award assembly the total class points for each house are shared with the children and the House Cup is awarded to the winners. The House Captains, who are children selected from Year 6 to represent their house, are presented with the cup and the children celebrate the achievement. Perhaps the most obvious use of the house system is our summer term Sports Day. The children parade from the school to the field in their house groups and run races against their peers to represent their houses. The children are delighted to work towards a common goal and the day is always a real success.

Teaching Time and the School Day

The doors open at 8.50 am and children come into school to carry out early morning activities. Nursery opens at 9.00am. The morning bell rings at 9.00 am when we ask that all children are in their classrooms for registration.

The Curriculum

Early Year and Foundation Stage

The schemes of work at Oak Cottage Primary School are carefully planned to meet the needs of the curriculum guidelines for the Early Years Foundation Stage and the National Curriculum.

The Early Years Foundation Stage Curriculum

At Oak Cottage, the Early Years Foundation Stage encompasses the Nursery and Reception classes. The Early Years Foundation Stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to co-operate with other children. We also work to develop early communication, literacy and numeracy skills that will prepare children for Key Stage 1 of the National Curriculum.

The curriculum of the Early Years Foundation Stage is organised into seven areas of learning: -

1. Personal, social and emotional development
2. Communication and language development
3. Mathematics
4. Understanding the world
5. Physical development
6. Expressive arts and design
7. Literacy

Each area of the curriculum has Early Learning Goals, which establish expectations for children to reach by the end of the Early Years Foundation Stage. Learning at this stage is play based, with highly focused learning objectives to match.



The Curriculum in Key Stages 1 and 2

Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

National Curriculum for Art and Design, 2014.

At Oak Cottage school we feel strongly about celebrating children's artistic achievements and encourage them to value their own and each other's efforts. The children produce creative work, exploring their ideas and recording their experiences through drawing, painting, sculpture and other techniques. There is an emphasis that children know about the work of great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Design and Technology

In Design and Technology, children are encouraged to explore and try out different materials, tools and processes of making. They are encouraged to ask questions, predict results and reflect on their learning. D&T is embedded in a topic-based approach where relevant objectives and skills are taught. They have opportunities to use their speaking and listening skills to discuss and communicate their ideas and use ICT to aid their research.

Pupils will use a variety of tools and make a range of products from different materials including construction materials, textiles and ingredients. The pupils will have the experience of using kitchen equipment, saws, drills and bench hooks. They will explore and use mechanisms; use cutting, shaping, joining and finishing techniques and follow safe procedures including food hygiene. The children will use their evaluation skills to suggest strengths and areas for improvement with their finished product.

All children have the opportunity to cook and explore food which is supported through healthy eating principles in PSHE. Within D&T, Food Technology is given extra support as the children have their own kitchen. Both KS1 and KS2 children utilise this area well, supported by willing parent helpers.

English

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently risk being disenfranchised.

The teaching of English is central to a child's education and will develop the core skills needed across the whole curriculum. At Oak Cottage we aim to deliver our English curriculum in a stimulating and varied manner. The use of visual literacy, the performing arts, computing and a cross curricular thematic approach enable teachers to develop children's skills and knowledge across a range of genres and contexts.

We aim to enable every child to gain in confidence and develop transferable skills in English so that they successfully:

- Read a variety of texts with fluency, accuracy and expression, showing a good understanding
- Develop the habit of reading regularly and widely, both for pleasure and to discover new information
- Appreciate our rich and varied literacy heritage
- Develop a legible, joined style of handwriting
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style across a range of contexts, purposes and audiences
- Use discussion in order to learn. Be fluent and articulate in the use of the spoken word to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Oak Cottage we use a cross curricular approach to ensure that English is placed at the heart of the curriculum.

Reading at Oak Cottage

Reading is a key aspect of your child's learning in our school and we are committed to improving the literacy skills of all our pupils. Raising the profile of reading and encouraging reading for pleasure are so important in the development of these skills.

Your child takes part in regular reading opportunities in class through individual, group and whole class reading. Every pupil takes home a 'home reading' book which they are encouraged to read every night. In addition, in Reception and year one, the children are given 'tricky' words to practice at home.

We have a range of reading schemes in school, which are colour coded according to reading levels. These books are read at school and are also taken home for extra practice. The children enjoy books covering different genres, from a range of reading schemes including: Oxford Reading Tree, Collins Big Cat, Bug Club, Rigby Star, Songbirds and Project X.

When reading in school, an emphasis is placed on both word-reading and comprehension to ensure the children develop competency in reading.

In order to develop fluency in word reading, phonics teaching is introduced in the Nursery and continued daily throughout Reception and Key Stage 1, using the 'Twinkl teaching programme. Opportunities are also given during Key Stage 1 and 2 to use additional phonic resources if necessary, for example 'Big Cat phonics' and 'Phonics Play', which provide further consolidation of phonics. Some pupils undertake specific intervention programmes if they experience difficulties with reading or phonological skills. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. We encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

In order to develop the children's love of reading, they are able to choose books which interest them from our library; in Years One to Six, the children have a regular library session during which they have access to a range of non-fiction and fiction books.

Library

Both KS1 and KS2 have a library. Each is cultivated as a learning environment, which promotes an interest and awareness of the value of books for both research and pleasure.

The KS1 and KS2 libraries have both fiction and non-fiction books. Both have been categorised using the Dewey Decimal system, although there is also a colour coding system in operation to help the children.

Throughout the school all classes have a weekly library drop in session when they can choose and borrow books, for which we ask that parents provide their child with a book bag. These can be purchased from the school office.

Every year, the school takes part in 'World Book Day'. Lessons are devoted to learning more about books, authors and poets. Pupils share their favourite books and enjoy dressing up as book characters for the day.

A book fair visits once a year and money is raised for the school for further investment in reading books and resources.



French

Throughout KS2 we teach French. In the early stages of language learning, the children spend much of their time listening and speaking. Their reading and writing skills are supported by, and reinforce, the development of oracy.

Staff use a range of activities to develop the children's language learning. These include listening and responding to songs, poems or stories; playing games, taking part in pair and group work and picking out specific information from written text.

Geography

Our thematic curriculum provides the children with a range of opportunities for them to explore the relationship between the Earth and its people. In Key Stage 1 the children develop knowledge about the world, the United Kingdom and their locality. In Key Stage 2 the children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

During their time at Oak Cottage the children are taught locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

History

Through our thematic approach our children gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our aim is to ensure that all the children:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;

- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The thematic approach helps the children to evaluate past happenings in the light of the contribution they make to modern society. The many visiting speakers, trips and visits that we organise each year enrich the children's learning.

Our children become so immersed within the theme that they enjoy and are encouraged to use their own individual research skills in the library and at home.

Computing

At Oak Cottage, our computing curriculum is based on the 'Teach Computing' education programme provided by the National Centre for Computing Education (NCCE). This curriculum is closely mapped against the topic themes in each year group so that skills can be applied to areas of experience for pupils. Key knowledge and skills build towards mastery of specific objectives at the end of Key Stage years 2 and 6) with EYFS focussing on giving children personal experiences and practical opportunities to explore computational thinking readying them for the National Curriculum's programme of study in Year 1.



We use a range of hardware to support teaching and learning of computing, a class set of Chromebooks, microphones/headphones, Sharp interactive screens in each classroom and 14 iPads. We also have a range of programmable robots (Beebots) for EYFS and KS1 and a set of Micro: bits and Crumble Controllers for KS2. This ensures that all year groups have the opportunity to use a range of devices, programs and physical computing equipment across the curriculum as well as in discrete computing lessons. Employing cross-curricula links, such as in design and technology, motivates pupils and supports them to make connections and remember the steps they have been taught.



Our curriculum guides pupils towards accomplishing the learning objective through knowledge of the criteria needed to succeed and practical tasks. Hands-on opportunities are integral and give children the chance to explore and work together before completing independent tasks. Each 6-week unit builds towards a project to be completed or an assessment piece with each lesson providing the key skills needed to succeed. These range from creating podcasts to programming BeeBots (KS1), programming playable pianos (Scratch) and making moving circus carousels using physical computing equipment such as Crumble controllers, for example.

Overall, our curriculum aims to ensure that pupils leave Oak Cottage with digital literacy, computational thinking and computer science knowledge to succeed in later education and outside the classroom.

Mathematics

Mathematics in the Early Years Foundation Stage involves providing children with opportunities to practice and improve their skills in counting, calculating simple addition and subtraction problems. It also develops their ability to describe shapes and use measures.

Mathematics in Key Stages 1 and 2 is generally taught through a daily mathematics lesson. Children are encouraged to apply their mathematical skills in order to become fluent in using a range of appropriate strategies to solve problems, to reason mathematically, such as by asking further sensible questions, while a strong emphasis is placed on security of mental and written calculation methods. We aim to build upon and reinforce basic skills to provide solid foundations of understanding and knowledge. Where possible, we aim for pupils to be able to relate all of their mathematical skills and knowledge in the widest sense and recognise these connections independently.

The curriculum covers main topics such as calculating using the four operations, fractions, measurement and geometry. In Key Stage 1 pupils begin to develop their ability to recognise, describe, draw, compare and sort different shapes and use the related mathematical vocabulary. They also use a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money. By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. Pupils should begin to read and spell mathematical vocabulary consistent with their increasing word reading and spelling knowledge during the Key Stage.

The focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. Pupils begin to develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

Alongside this they develop their ability to solve a range of problems, including with simple fractions and decimal place value. In geometry pupils begin to draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. By the end of Year 4 pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

As pupils progress into upper Key Stage 2 they extend their understanding of the number system and place value to include larger integers. This strengthens the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils further develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures also extends knowledge developed in number. Teaching should always ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Music

Musical activities include class music, whole school music, instrumental tuition and extra-curricular groups. Class music involves singing and performing using other instruments, listening to a range of music from different periods of history and different cultures and exploring how music is recorded and notated in different ways.

The school Rock Band meet regularly and often perform at events outside school, such as the Cavern Club in Liverpool and the National Rock and Pop festivals. School based performances aim to involve all children in some way and include Christmas productions by FKS, KS1 and KS2, Harvest and Easter performances.

Instrumental tuition is offered to pupils in Years 3 to 6 by Solihull Music Service for a termly charge. Many children benefit from this opportunity and achieve a high standard in their musical examinations.

Each year we celebrate the musical talents of our children through our 'Oak Cottage Prom on the Playground'. Parents are invited to come and join us as we are entertained by children from across the school.

PE

In EYFS and KS1, our children develop the fundamental skills needed to participate in school sports. They begin to apply these skills to individual and team games which they thoroughly enjoy. In KS2, children continue to strengthen their skills, whilst participating in more games and competitions. A wide variety of activities are pursued to develop children's co-ordination, physical fitness and understanding of healthy lifestyles, whilst gaining confidence and enjoyment in PE. The children experience large and small apparatus through gymnastics and games. They are also taught creative dance, linked to their class themes. Year 3 also have the opportunity to go swimming in the autumn and spring terms.



As a school we are well resourced for PE and have a range of gym equipment, indoor sports hall athletics equipment and an extensive range of outdoor equipment to allow for the implementation of a range of outdoor and indoor sports. We also offer a variety of extra-curricular clubs such as football, hockey, rounders, dance and gymnastics.

We compete in a wide variety of interschool competitions with schools from across Solihull and have achieved success in many different sports including achieving the opportunity to represent South Solihull Schools at county competitions.

PSHE

Personal, Social, Health Education is concerned with the development of the whole child. The aim is to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Within Oak Cottage, the aims of PSHE underpin every aspect of school life. From the very early stages, our children learn about themselves as developing individuals and members of their community.

We aim to promote a positive ethos where children feel valued for their contributions to school life. Through PSHE they learn the rules and skills needed for keeping themselves healthy and safe and gradually take more responsibility for the choices they make.



Circle time and our class and school councils are at the heart of our PSHE curriculum, embedded in the JIGSAW approach.

The basis of sex education is introduced within the health elements of PSHE and also as part of the science curriculum. This involves consideration of their bodies, feelings, responsibility and about their relationships with one another. These strands increase in depth or complexity as appropriate to the children's development.

In Years 5 and 6 pupils are introduced to certain aspects of puberty and watch videos, which act as catalysts for discussion at home and at school. Parents are invited to view these prior to the children, in order to ensure home and school are equipped with the same information. We see this as a vital partnership but respect the wishes of parents where we are able.

Drug education at Oak Cottage is part of our PSHE curriculum and is delivered through a series of themed and progressive units throughout our school. At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules. At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choice about their health, how to resist pressure to do wrong and to take more responsibility in their actions.

In Years 1 to 6 children are taught about the importance of positive self-esteem. These lessons focus on body image and include a range of activities to develop children's understanding of the influence of the media. They learn about their positive attributes, similarities and differences, role models and the impact the media can have on the lives of our young people.

RE

In RE following the Solihull Agreed Syllabus the children learn about Christianity and other world faiths. We follow an enquiry based RE curriculum and employ a variety of teaching methods including discussion, art, craft, drama, music, the use of artefacts, pictures, stories and times of stillness and reflection.

In Early Years through art and craft work, stories and music, pupils discover many religious festivals and celebrations such as Diwali, Christmas, Eid and Chinese New Year. Both classes further their understanding of Christmas and Easter by visiting St Michael's Chapel together as a phase.

In Key Stage 1 pupils learn about several religions including Judaism, Sikhi and Islam. They will develop their understanding of the importance of Holy books such as the Bible and the Qur'an. They revisit key festivals from the main religions taught including Easter and Christmas, visiting St Alphege Church for 'Journey to the stable'. Through discussion pupils share their own experiences and are encouraged to ask questions about life and the world. They develop an understanding of the impact beliefs can have on people.

In Key Stage 2 pupils look at subjects such as baptism, pilgrimage, people of faith, angels, Sikh teachers, Hindu worship, Christian belief, God with the world and human rights. At Easter Year 4 children visit St Alphege Church to hear about the Easter Journey. In addition, pupils build on their prior knowledge of religious festivals each year by celebrating dates including Eid-ul-Adha, Diwali and Rosh Hashanah. They explore moral values, identity and belonging, discussing in more depth their own beliefs and experiences.

The whole school takes part in collective worship and we have regular visits from 'Open the Book' who tell Bible stories in dramatic ways.

By exploring Christianity as well as other faiths, pupils are encouraged to consider their own beliefs and respect for others. From the Government's definition of British Values, we encourage the 'tolerance of those of different faiths and beliefs'.

Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

Science

At Oak Cottage, we follow the Engaging science scheme of work. Science teaching and learning at Oak Cottage is in line with the National Curriculum. It is intended to develop scientific techniques, knowledge and understanding and to create an awareness of the world from a scientific viewpoint. Throughout their study of Science, children will be involved in practical investigations and demonstrations. Children will develop their ability to record and present their results as well as make predictions and offer explanations for their findings. We have a comprehensive selection of science equipment to support practical work across the three subject disciplines including a range of resources that support science through ICT.

'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.'

The National Curriculum 2014



Extra-Curricular Activities

The school provides a wide range of clubs and activities. Some activities are of a seasonal nature whilst others continue throughout the year. These include athletics, hockey, football, cricket, cookery, rock band and computer clubs. There are also fee-paying martial arts, football and dance clubs run by local organisations. Music lessons are available for a range of instruments. The actual list of instruments on offer is linked to the demand for each one. Recently this has included violin, flute, clarinet, guitar, trumpet and saxophone.

The running of clubs is voluntary and therefore there are termly changes depending on staff availability, their strengths and interests.

Pupil testimonials

“The school is always very kind caring.”

“Older pupils always look after younger pupils.”

“The school is a happy environment that encourages us to grow.”

“Even from a young age we are encouraged to take on responsibilities that will help us later in life.”

“We have the highest standards and expectations and know how to be our best.”

“We recognise and value values and behaviour.”

“Our teachers are an inspiration and support us when we need it.”

“We always feel safe and our views are valued and respected.”

Pupil Progress and Assessment

Assessment at Oak Cottage is an integral part of teaching and learning. Its purpose is primarily to inform the teacher of a child's progress so that appropriate tasks are planned for future teaching.

We recognise that every child develops at a different rate and accordingly, their needs differ. The National Curriculum has provided schools with a common framework for teaching which we welcome. It is with these considerations in mind that the staff have developed a comprehensive programme of work. Each member of staff carefully plans work to ensure that the activities designed will promote your child's learning at a rate suitable to them as well as allowing their progress to be charted.

Education should be a partnership between the home and school. Staff feel strongly that parents have a desire to share in their child's educational experiences. This begins prior to entry to the school, where parents of Nursery and Reception children are asked to share with staff their perceptions of their child's development. We aim to continue this partnership, sharing achievements and any areas of concern, on a regular basis.

We are committed to each child reaching their full potential. To measure this, a baseline profile is completed within the first month of each child's entry into the Reception class and is kept as a reference point in the children's records as they go through the school. Formal testing takes place in Year 6 in line with National SATs testing.

Parents' Evenings

Parents are invited to meet each child's class teacher to discuss progress on two formal occasions, in the Autumn and Spring terms. Reports are sent home at the end of the school year as a record of each child's effort, application and achievement. If you wish to discuss your child's progress at any time, please contact school, so that an appointment can be made with the class teacher.

Access to Children's Records

Parents are granted access to their children's records under the Education Reform Act unless the disclosure of this information is deemed likely to be detrimental to the child concerned.

Special Educational Needs

We aim to provide equality and excellence for all of our pupils. For those children with disabilities or specific learning difficulties, we aim to match appropriate provision to the needs of the child. Children who require extra support during their years at Oak Cottage may receive it within the classroom in a small group or in a one-to-one situation, or they may be withdrawn for sessions during the week for a more intense one-to-one or small group lesson. If, after a variety of strategies, a child fails to show any measurable progress, then we call upon the expertise of outside agencies such as the Specialist Inclusion Support Service (SISS). Parents will be informed if there are any concerns and if a child is to receive extra support.

The school complies with The Equality Act. We would be happy to discuss the particular needs of pupils prior to admission to school.

Our Equal Opportunities policy, Special Educational Needs policy and Disability Equality Scheme provide more information. Please contact us if you require further details.

More Able

Teachers plan their work to offer an effective curriculum and a challenging learning environment for their children. We therefore organise our teaching groups as appropriate to the activity, with children sometimes working in ability groups at a challenging level for each group and at other times, in mixed ability groups to share strengths.

Curriculum Leaders and staff are constantly reviewing and developing resources and tasks for use within the classroom for those children who demonstrate special abilities.

Pastoral Care

Every class teacher has responsibility for the welfare of the pupils in their class. We believe that this is an essential role to ensure that pupils' emotional, social and academic needs are accommodated. We do ask that parents keep us informed of any changes which may affect a child, so that we can deal with pupils sympathetically, acknowledging their individual needs.

Our Child and Family Support Worker (CFSW) offerS ongoing support and advice, to the children who attend the school and their families. This might include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing.

We recognise the impact bullying can have and react strongly to any incidents. Bullying of any kind is unacceptable at our school. If you wish to know more, please see our Behaviour Policy.

Our Child and Family support worker helps children and families in need of practical and emotional support, particularly when difficulties arise around parenting and the wellbeing of children. Their ultimate goal is to support the emotional and social needs of our pupils, to empower parents and to promote and facilitate parental understanding of childrens' needs.

School Awards

We are proud of the awards we have received that recognise achievements in the following areas:

School Games Mark

The School Games Mark is an annual award that rewards schools for their commitment to and the development of competition, school sport and physical education. We are proud of the fact that we have achieved (and maintained) the Gold Award.

Eco Schools

Eco-Schools is an international award programme that guides schools on their sustainable journey, Schools work towards gaining one of three awards – Bronze, Silver and the prestigious Green Flag

award, which symbolises excellence in the field of environmental activity. We have been awarded the Green Flag status.

Jigsaw flagship

We are an accredited Jigsaw Flagship School! All classes have a Jigsaw soft toy friend who helps them during these sessions and Jigsaw runs as a thread through all we do at Oak Cottage Primary School. Flagship status is not an 'Award'; it is an ethos, a status, a recognition (plus a badge) which signals a professional partnership with Jigsaw PSHE Ltd.

National Healthy Schools

The National Healthy School Standard (NHSS) is jointly funded by the Department for Education and Skills (DfES) and the Department of Health (DH). It is part of the Government's drive to reduce health inequalities, promote social inclusion and raise educational standards.

A "healthy School":

- is one that is successful in helping pupils to do their best and build on their achievements.
- is committed to ongoing improvement and development.
- promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health.
- understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards.
- recognises the need to provide both a physical and social environment that is conducive to learning.

Greener Schools for Solihull

The Greener Solihull Schools Awards challenge children and staff to learn about the environment locally and globally, and make their school eco-friendlier. Oak Cottage has been awarded Level 3.

Charities

At Oak Cottage an important aspect of our ethos is thinking of others, particularly those less able or less fortunate than ourselves and over the years we have raised considerable amounts of money to help and support others all over the world. We hope that by participating in fundraising activities our pupils will learn that they can make a difference.

Our first charity event of the year is usually in October. During our harvest celebration, we collect donations of grocery goods, which are donated to the "Helping Hands" charity. "Helping Hands" provides food, clothing and furniture to meet the emergency needs of those in the local community who are victims of violence or dependency, or who fall into a gap that Social Services are unable to immediately meet.

Each Christmas the children perform for their parents and families and at the end of each play we ask our audience to consider making a donation for charity as they leave. The School Council select where they would like to send this money and have chosen charities such as Educaid and Shelter.

During the summer term, the whole school participates in a “Charity Week”. The School Council chooses which two charities they would like to support and the money raised during that week is split between them. The School Council decides on the events they would like to organise and activities are arranged for each day – these are often cake sales, a “bring and buy” sale and a talent show.

Health Issues

No Smoking Policy

The school enforces a No Smoking Policy within the buildings and school grounds at all times.

School Nurse

The school nurse regularly comes into school to meet the children and to give Reception children sight checks, although we do remind parents that this is their responsibility and should they have concerns, they must seek the advice of an ophthalmic optician. Routine medical examinations are also carried out. The audiometrician carries out hearing tests. If you should ever have concerns regarding your child's health, then please see your own GP or raise it with the school nurse.

Illness

We do strongly request that children who are unwell are kept at home, **particularly in cases of sickness or diarrhoea, when we ask for them to remain at home until fully recovered.** We request **48 hours after the last incident**, in accordance with Health Protection Agency guidance.

School administrative staff may be requested to give **prescribed medication** to children if it is essential it is administered during the school day, *but this is entirely voluntary and not a contractual duty*. If school staff are agreeable, then a ‘Consent to Administer Medicines’ form must be filled in by the parents. Verbal instructions cannot be accepted. Medication must be provided in its original container showing the child's name, date of birth, name and strength of medication, dose and expiry date wherever possible. Most antibiotic medication will not need to be administered during school.

Where children self-administer medication, e.g, asthma inhalers, a completed Consent Form is still required from the parents. **Please see “Oak Cottage - Medical Conditions in School Policy” for fuller details.**

In the event of a child being unwell or suffering an accident at school the matter is dealt with immediately by the school, and the parent informed. It is therefore essential that parents let us know of any changes in their circumstances, in order that we always have **at least two contact telephone numbers**. If any emergency treatment is necessary, parents are informed at once and in the event of the parent being unavailable, a member of staff would accompany a child at all times.

Sun Protection

We aim to encourage all children to enjoy the sun in safety. On sunny days, children will therefore be encouraged to sit in the shade in the playground and field. When necessary, we will use the inside school area to provide shade. Children should bring sun hats to school to wear at playtimes and during outdoor PE lessons in the summer term. Children may bring sunglasses to school to be worn outdoors on bright days. Where possible, parents are asked to apply a long-term sunscreen before school which will protect the children across the day. Children should not bring sunscreen into school. If a child has a specific need to re-apply sunscreen during the course of the day, please notify a member of staff.

Nuts

We do not allow nuts or products containing nuts e.g. Nutella, to be brought into school as we have many children who suffer from allergies.

Absence from School

Punctuality and Lateness

Parents are expected to ensure that children are present at registration. In the event of persistent lateness at the start of the day or in collection of children at the end of the day, the class teacher would bring this to the attention of the Head Teacher, who might consult with the parents direct

All late arrivals after registration has been completed in class are required to be signed in via our electronic signing in system outside the school office by their parent / carer. Registration time is considered to be ten minutes after the start of the session, i.e. 9.10 am for a morning and either 1.10 pm or 1.25 pm for the afternoon. Those who arrive after the official Registration time will also be asked to provide a note from a parent, advising of the reason for the late arrival to school.

Illness

If your child is unwell unexpectedly and will not be attending school on a particular morning, we would like you to **telephone before 9.30 am** to advise us, following this up with **a written note of explanation** when your child recovers and is able to return to school. The school office is open between 8.30 am – 4.30 pm every day. Alternatively, we also have an answer-phone system on our telephone, so a message could be left at any time the evening before, or early that morning.

Where it is noted that children are absent **without any prior notification, parents will be contacted by telephone on the first morning of a child's absence**, to verify their illness. In this way, we can also ensure that each child who sets off from home for school, arrives here safely.

This method is also helpful for quickly advising the school of any sudden outbreaks of infectious illness, eg chicken pox, as information can then be circulated to alert parents of existing pupils in school.

NB - Please note that it will also be necessary for parents to advise the office staff in advance, if you anticipate your child being late in on a particular morning after a medical or any other pre-arranged appointment.

For Health and Safety reasons, it is important that children who are collected from school or brought into school after the beginning of the school day, inform the school office to have their names entered into our electronic signing in system.

Holidays during Term Time

We follow Solihull MBC's policy on attendance and leave of absence.

Since 2013 Head Teachers have not been able to grant leave of absence to a pupil except where an application has been made in advance and there are exceptional circumstances.

The example given by the Department of Education for exceptional circumstances is that during the 2012 London Olympics all police leave was cancelled. As a result, for that specific timeframe, it was agreed that requests for leave for the children of Police Officers affected by the cancellation of their leave would be treated as exceptional.

I would therefore urge you to give careful consideration to any requests for leave of absence and be aware that there are very few circumstances that would count as exceptional.

Procedure

Parent/carer should complete a leave of absence request form and submit this to the school at least two weeks prior to the intended period of absence; we will aim to respond to the request within one week.

Unauthorised Absence

Absences which are not authorised will be recorded as Unauthorised. Information is collected annually by the Local Authority and DfES.

Children with attendance of less than 90% will be identified as *persistent absentees*. If your child's attendance drops below 90% we will let you know and look at the reasons for this being the case.

Solihull Local Authority Penalty Notice Code of Conduct

1. Where a request for **leave of absence** has been made and the school have sent written notification to parents that the absence will be unauthorised **a penalty notice** will be issued where **the trigger of 10 sessions** of unauthorised absence is met.
2. In all other cases of unauthorised absence accrued over time, a **Warning letter** will be issued by the SMBC Enforcement Team prior to a penalty notice. The trigger for a warning letter will be at **least 10 sessions** of unauthorised absence. A penalty notice may be issued, subsequent to a Warning letter, if there are a **further five sessions** or more unauthorised absences. Relevant paperwork can be found at: <https://www.solihull.gov.uk/Schools-and-learning/school-attendance>

Education Enforcement Team contact details: educationwelfare@solihull.gov.uk Telephone: 0121 779 1737 for further information please see the Attendance Policy as published on the website.

Central School Attendance and Welfare Service Ltd

Oak Cottage Primary School uses Central School Attendance and Welfare Service Ltd (CSAWS) to support us with the processes associated with children's attendance at school.

Where there is cause for concern attendance information is shared with CSAWS during regular meetings held at our school. CSAWS then follow up attendance concerns with parents and carers on our behalf.

CSAWS may also share information with relevant agencies to access support and services for children and families and to form assessment. This is done with written consent of the parent (exceptions being where to do so would place a child at risk of harm); their Privacy Statement can be viewed at

<https://www.csaws.co.uk/privacy>

School Visits

Children regularly partake in school visits to support the topic work taking place. We also visit the local community and invite members into the school. The older children in school are also given the opportunity to attend residential courses, the aim being to help them develop independence and an understanding of living and working and co-operating closely together.

School Meals

Pupils may bring a packed sandwich lunch from home or have a school dinner. We encourage parents to make healthy choices when preparing lunch boxes that are low in fat, salt and sugar and ask you that you do not send fizzy drinks, chocolate or sweets.

The school has its own kitchen, which provides hot, nutritious midday meals. There is always a choice of menu, with a vegetarian option and the 'healthy eating' aspect of food is very much considered when the canteen staff plan and prepare the meals.

Dinner money is paid via an online system called 'ParentPay' and each parent with a child on roll at the school will receive their own individual logon details. Please be aware that any debit balances on ParentPay should be cleared prior to pupils leaving Oak Cottage Primary School and credit balances under £5.00 unless claimed, will be considered a gift to School Fund. ParentPay is also used to pay for any trips/visits, school fund, music tuition and any other items that arise, alongside sending the majority of letters via e-mail.

Free school meals are supplied to children whose parents are in receipt of either Income Support, Jobseeker's or Asylum Seeker's Allowance, or are awarded Child Tax Credit against a pre-set annual income. If you feel that your children may be entitled to free school meals, further information and a link to the on-line Parent Portal can be found on the Solihull SMBC website: www.solihull.gov.uk/fsm. All Reception and key stage one children are automatically entitled to universal infant free school meals.

We do encourage healthy eating. The Government's Fruit Scheme ensures that children in the Foundation Key Stage and Key Stage One each receive a piece of fruit or a vegetable every day. This may be an apple, pear, tomato, cucumber, clementine or carrot, amongst others. Alternatively, the

children may bring a fruit/healthy snack for morning break. KS2 children provide their own snacks for playtimes and these also need to be healthy.

Milk

Milk is available to children at morning break time, throughout the school, from a provider called 'Cool Milk'. Each child must be registered with Cool Milk to be able to receive it and they deal with all of the administration. Forms are available from the school office.

Water

You may be aware that recent studies have recommended that children need to drink at least 5-8 glasses of water a day and to drink when (or before) they actually feel thirsty.

This is to avoid the possibility of becoming dehydrated and suffering from headaches, tiredness and poor concentration. We have three water coolers, using chilled, filtered water from our mains supply, one in the Nursery and one for each Key Stage.

Our children are therefore encouraged to bring in a **named sports bottle of water**, which they can refill at break-times and keep with them in class as they work. For reasons of hygiene, children should take their bottles home each evening for washing and bring them back to school full the next morning.

School Uniform

We actively encourage the wearing of uniform and ask that parents **label all clothes with their child's name**. Uniform which bears the school crest can be obtained from Monkhouse Schoolwear Specialists (previously Early Years) in Shirley. Please see their website: <https://www.monkhouse.com/> other retailers will stock plain maroon. Winter uniform is worn between the October half term and the Easter break, with the wearing of summer uniform between Easter and October, if the weather is appropriate.

Nursery Uniform

Children in the Nursery are asked to wear a plain white short-sleeved polo shirt and a Maroon V-necked jumper or cardigan, plain or with school crest, or a sweatshirt with school crest.

Reception to Year 6 Uniform

Winter uniform

Grey long trousers - short trousers optional, grey skirt, culottes or pinafore dress

White long sleeved shirt – short sleeved shirt optional

School tie (elasticated for younger pupils, if necessary)

Maroon V-necked pullover, plain or with school crest or sweatshirt with school crest

Grey, black or burgundy socks or tights

Black sensible shoes (trainers not permitted). Wellington boots may be worn to school but must be changed before entering class.

Plain / neutral colour outdoor coat with absence of advertising

Summer uniform

Grey short trousers – long trousers optional, pink and white gingham check or striped dress, grey culottes/ skirt/pinafore, white short sleeved shirt and tie

Or

White short sleeved polo shirt worn with collar, plain or with school crest

Grey, black, white or burgundy socks or tights

Black sensible shoes (not open-toed)

Indoor P.E. Kit

Maroon P.E. shorts – for KS1

Maroon games skirt shorts – for KS2

White polo shirt, plain or with school crest

Black pumps

White socks

P.E. kit should be kept in a named pump bag

Outdoor P.E. Kit

In addition to the indoor kit, children from Year 3 upwards also require:

Sweatshirt with school crest

Tracksuit bottoms (plain burgundy or black)

Trainers – suitable for outdoor work

Other Items

Painting apron – or similar long sleeved protection

Children in Year 3 will require swimming kit, including: towel, swimsuit or trunks (not shorts), goggles, swim hat for long hair.

Children in the Early Years Foundation Stage should have a wet weather kit comprising of a named waterproof coat and wellies (in a separate bag).

Optional items

Book bag with school crest

Burgundy reversible fleece/cagoule with school crest

Baseball cap with school crest

Shoes

It is requested that all children wear 'sensible' black shoes. Trainers should not be worn except for outdoor games. Open-toed or sling-back sandals and fashion shoes are not suitable and may lead to accidents. Boots and wellingtons may be worn to walk to school and these should be changed to named footwear before entering class. Wellingtons must be pegged together using a named clothes peg.

Jewellery

For reasons of safety, the wearing of jewellery, including earrings, is not permitted. Watches may be worn in class, but need to be removed for PE. We ask that watches worn are not smart watches.

In the case of recently pierced ears, pupils may keep their studs in for the required six weeks, but these should be covered with tape. We would encourage parents to have children's ears pierced at the start of the summer holidays to avoid this situation.

Hair

We request that children with long hair should tie it back. Hair slides, bands, ribbons etc should all be in school colours. Extreme hairstyles, cut and colour are not allowed on any occasions. Examples of extreme hair styles would include close shaved – less than a No.2 cut, or decoratively shaved.

Lost Property

Lost property is collected and held in a box in each key stage. At the end of each term unclaimed items are disposed of. Please ensure that your child's uniform, shoes, P.E. bag, shoes, coat, water bottle, lunch box etc. **are all clearly named.**

Your child would also find it useful to have a book bag (available from the school office) for home-readers, library books, homework diaries etc.

Safety and Security

Your child's safety is of paramount concern to us in school. In order to keep the site secure the gates are locked between 9.15 am and 3.15 pm so that the only access for visitors is via the main reception area, from the Greswolde Road entrance. The Bryanston Road entrance is only opened between 7.30 - 9.15 am and 3.15 – 6.00 pm. Please note that this entrance is **not** opened at the end of the Nursery session at 12.00 pm. All pupils are released directly to parents from the classroom doors at the end of their day. Some children in Years 5 & 6 may have permission to walk home from school and are released

onto the playground. They are requested to return to their teacher or the office if the parent or carer they are expecting is not waiting for them.

We do ask that all visitors report to reception. We have a secure entrance so that visitors can wait in the outer lobby. We ask that all visitors and parent helpers use our Visitors System, which is situated outside the school office, to sign in and out. This means that in the event of a fire drill or genuine emergency, we know exactly who is on site.

We are committed to the safeguarding of your children and ensure that all staff are DBS checked before they begin their employment.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the signs of possible abuse and neglect. The school recognises its responsibility to discuss with Education and Children's Services' Duty Assessment & Referral Team, any significant concerns about a child which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Local Safeguarding Children Partnership child protection procedures. We will also try to ensure that children know that there are adults in the school whom they can approach if they are worried.

Car Parking & Solihull School Streets

Because of very limited parking in the school car park, parents (unless authorised) **are not allowed to use the car park at any time of the day**, even if delivering or collecting. This prohibits any motor vehicle without a permit or valid exemption from driving through the restricted zone surrounding the school. The scheme operates on weekdays during term time only between 8.30am – 9.10am and again between 2.45pm – 3.45pm. For streets affected and further information on this please visit www.solihull.gov.uk/schoolstreets.

Your co-operation in this matter is essential to the safety of our pupils. We do ask that you encourage them to never walk up or down the main vehicular driveway but **to use the footpath at all times**.

Bikeability

Cycling Proficiency training and tests are made available for the Year 5 children each year in the summer term. Successful candidates may approach their parents for permission to cycle to and from school independently. Even with parental sanction, children may only ride to school if they agree to our school policy and ensure that they wear cycle helmets, ride with lights if appropriate and wheel their bikes through the school grounds.

Scooters

We encourage the children to cycle and scoot to school but ask that when they enter school grounds they dismount and wheel their vehicle to the scooter pod or bike store area.

Parents and the School

The Home School Partnership

At Oak Cottage we place great emphasis on the parent/school partnership. We recognise the important role of parents in their children's education and believe that when parents and the school have shared values and work together, the children's educational experiences are enhanced. We therefore encourage parents into school and the Head Teacher runs an 'open door' policy.

Homework

As part of the home/school partnership, we encourage children to complete tasks at home and in preparation for secondary education, to do homework.

Expectations for homework are outlined in the Curriculum Newsletter issued to parents at the beginning of each term. Class teachers use their own professional judgement in the way homework is set but should you have concerns, then please do not hesitate to speak to your child's teacher or contact the Head Teacher. For more details, please see our Homework Policy.

School Fund

As a result of recent consultation with parents, the Governing Body has introduced a scheme of regular voluntary contributions from parents. School Fund will be used to support the purchase of additional school resources and contribute towards the cost of enrichment activities such as visiting musicians, theatre groups, etc.

Parental Helpers

Parental involvement is an important element of Oak Cottage's success as a family school. Parents who are able to spare time to assist in school are warmly welcomed and appreciated. As a safeguard for parents and children, we request that a full DBS check is submitted for all parent helpers. DBS clearance is processed on-line and guidance details are available from the school office. We believe that parents can bring help, support and specific expertise into the school and regularly recruit new parents in September, although we never turn down offers of help throughout the year.

The PSFA

The Parent School & Friends Association of Oak Cottage is very active and contributes greatly to the life of the school. During the year they hold several events, amongst the most popular are the Fireworks night and Summer Fair. There are also various social functions, all of these raising extra funds for the school. All parents of pupils within the school are automatically members of the Association and are also encouraged to join the active PSFA committee, which meets regularly to plan events. Regular newsletters keep parents informed of events and the funding projects being undertaken.

Parent Council

Parents have a vital role to play, not only in their own child's achievements, but also in the life of the school and the wellbeing of its pupils. The Parent Council brings parents together and gives them a forum in which to share ideas and put forward suggestions to the Head teacher and the school's governing body on the future development of the school. It allows the school to develop a better understanding of the views and needs of the parents and ensures that we can see the perspectives and opinions of the whole school community. Parent Council meetings are held once every term in school and it is hoped that there will be two representatives for each class within the school. Meetings are led by a member of the senior leadership team.

Complaints Procedures

From time to time an occasion may arise when you feel that you would like to express your concern about organisational or curriculum matters.

Whilst it is hoped that such an occasion occurs as seldom as possible, it is nevertheless important, as we are here to help your child at all times.

If a cause for concern should arise, it should be dealt with in the first instance with the class teacher and then the Head Teacher. Where concerns cannot be resolved in this manner, more formal procedures can be adopted.

Policies

As the school holds information on your child, we are obliged to tell you what we do with it and who we share it with. This information can be found in our Fair Processing Notice / Data Protection Act which you will find located on our website www.oak-cottage.solihull.sch.uk along with all other policies.

Appendix I: The Governing Body, the Local Authority and the PSFA

The Governing Body

The Governing Body has responsibility for setting the strategic direction of the school, ensuring accountability and monitoring and evaluating school performance. It works in close partnership with the Head Teacher, acting as a 'critical friend', offering support and constructive advice.

The Governing Body works in accordance with legislation and has a wide range of duties, including making sure that the curriculum is broadly based and fulfils statutory requirements, monitoring achievement targets for pupils at Key Stages 2 and reporting upon the results of the statutory tasks and tests at the end of KS1 and KS2.

The Governing Body has the responsibility of managing the school's budget, determining the staff complement and making certain decisions on staff pay. It appoints the Head Teacher and Deputy Head Teacher, is involved with the appointment of all other staff and establishes various staffing procedures such as staff conduct and grievance.

The members of the Governing Body are as follows. The expiry date of their term of office is shown in brackets:

Co-Chair: Mr Paul Goddard (co-opted governor to July 2026)

Mr Tim Baptiste (co-opted governor to November 2024)

Vice Chair: Mrs Hilary Stone (co-opted governor to September 2027)

Mr Richard Marshall (Head Teacher) (staff governor)

Mr Derek Price (LA governor to November 2024)

Mrs Jill Dennis (staff governor to October 2028)

Mrs Sue Trzcinski (co-opted governor to November 2026)

Mr Steve Dainty (Parent Governor to January 2026)

Dr Rebecca Henderson (Parent Governor to January 2026)

Mr Daniel Boulger (Parent Governor to October 2027)

Members of the Governing Body can be contacted at school on 0121-704 9123 or by email on office@oak-cottage.solihull.sch.uk

LOCAL AUTHORITY

Solihull Metropolitan Borough Council
Manor Square
Solihull
West Midlands
B91 3QB

Chief Executive: Mr Paul Johnson

THE PARENT SCHOOL & FRIENDS ASSOCIATION (PSFA)

PSFA Chairs: Mrs N Hollings

Mrs L Santoro-Hancock

Appendix II: Oak Cottage Staffing

Staffing - Academic Year 2023/2024

Class	Teaching Staff
Head teacher	Mr Marshall
Deputy Head teacher	Mrs Boyce
Nursery	Mrs Dennis
Reception	Miss Ashington/Mrs Hodges
Y1	Mrs Newman FKS/KS1 Leader
Y2	Mr Swain
Y3	Miss Lennon
Y4	Mrs Hosier
Y5	Mrs Boyce KS2 Leader
Y6	Mrs Wilson
Inclusion Leader	Miss Evans (2 days per week)
KS2 Teacher	Mrs Donkin PPA provider Y5
YN Teaching Assistant	Mrs Goddard
YN Teaching Assistant	Ms Lutwyche
YR Teaching Assistant	Mrs Dinnis
Y1 Teaching Assistant	Mrs Hunjan
Y2 Teaching Assistant	Mrs Stirk
KS2 Teaching Assistant	Mrs Draysey
KS2 Teaching Assistant	Mrs Kovacs
KS2 Teaching Learning Support	Mrs Pansare
Family Support Worker	Mrs Goddard

Support Staff

School Business Manager

Mrs Bullivant

PA/School Secretary

Mrs Harris

Clerk to Governors

Site Manager / Health and Safety

Mr Montgomery

Senior Lunchtime Supervisor

Mrs Farley

Lunchtime Supervisors

Mrs Begum

Mrs Khalid

Mrs Jess

Mrs Tavner

Appendix III – Oak Cottage Acorns

Acorns Childcare works in partnership with the school to provide a variety of childcare services at Oak Cottage, including: -

- Before and After school care from 7.30 am - 8.50 am and from 3.30 pm - 6.00 pm (Kids Club)
- After school Nursery care from 12 am - 3.30 pm (wrap around care)
- A school holiday play scheme, open during school holidays and on Inset days etc. Further details and a prospectus are available – either telephone Oak Cottage Acorns Manager on 07983 938997 or email acorns@oak-cottage.solihull.sch.uk

Staffing

Manager	Miss Sweeney
Deputy Manager	Miss Sahota
Playworker	Ms Harris
Playworker	Mrs Farley
Playworker	Miss Key
Cleaner:	Miss Weaver

Appendix IV - Admissions

Each year Solihull Local Authority publishes a primary and secondary booklet containing details of the admission arrangements for Solihull schools. Copies of either booklet are available from the School Admissions Team on 0121 704 6693 or on the Local Authority website at www.solihull.gov.uk.

Nursery to Reception transfer

Reception application forms are available from the School Admissions Team 12 months before the child is due to start reception. Attendance in a school nursery will not give any priority for a place in the reception class at the same school. A reception application form must be completed. Securing a place in a school nursery does not guarantee an offer of a place in reception the following year.

Appendix V - School Term and Holiday Dates

Term dates

School Year 2023 / 2024

- Autumn Term 2023
Term Starts: Monday 4 September 2023
Half Term Holiday: Monday 30 October 2023 to Friday 3 November 2023
Term Ends: Friday 22 December 2023
- Spring Term 2024
Term Starts: Monday 8 January 2024
Half Term: Monday 12 February 2024 to Friday 16 February 2024
Term Ends: Friday 22 March 2024
- Summer Term 2024
Term Starts: Monday 8 April 2024
(May Day: Monday 6 May 2024)
Half Term: Monday 27 May 2024 to Friday 31 May 2024
Term Ends: Monday 22 July 2024

INSET DAYS 2023-2024

Monday 4th September 2023
Friday 27th October 2023
Monday 8th January 2024
Thursday 2nd May 2024
Monday 22nd July 2024

Appendix VI - Cost of Trips

Costs of Trips - Charging for School Activities

Within the terms of the Education Reform Act, it is the policy of this school's Governing Body:

- to levy the appropriate charges to parents for all board and lodging requirements on residential visits.
- to levy charges for activities wholly or mainly outside school hours where appropriate.
- to levy charges for pupils entering examinations where the school has not prepared pupils in that examination year.
- to levy charges for materials and ingredients where parents have indicated in advance that they wish to keep the finished article.
- to ensure that on occasions where charges may be levied, no pupil is disadvantaged solely by their inability to pay.
- to leave to the Head's discretion the proportion of the costs of an activity which can be properly charged to public or non-public funds.
- to require parents to pay for damage to school property for which their children are responsible where reimbursement is appropriate.
- to request voluntary contributions from parents for school activities in school time which can only run if there is sufficient voluntary funding, whilst ensuring that no child is debarred solely by the inability or unwillingness of their parents to pay.
- to continue to encourage and support the work of the PFSA in sustaining their funding and subsidies for a wide range of school activities and the maintenance of the school fund in its voluntary capacity.
- to empower the Head and Chair of Governors to act on any issue which may require an immediate decision over the implementation of the policy in any particular circumstance