

Parkside Primary School

Our Prospectus 2026/27



Parkside Primary School

21 Wellington Avenue, Chingford, E4 6RE
0208 559 4278
school@parkside.waltham.sch.uk



Artsmark
Silver Award
Awarded by Arts
Council England

Welcome to our school

A warm welcome from our Head teacher

Dear Parents/Carers,

Welcome to Parkside Primary School. Since opening in 1992, our school has grown from 60 pupils in each year group to a three-form entry school from Reception to Year 6. We are fortunate to have a wonderful site next to Ridgeway Park, with attractive grounds and spaces that support learning, play and enrichment.



At Parkside, we are a family. We are committed to providing a safe, happy and inclusive environment where every child is valued as an individual and encouraged to achieve, enjoy and excel. We recognise children's individual skills, interests and needs, helping every child to develop academically, socially and emotionally.

Our mission, 'Proud to Shine – Growing in Excellence Every Day', reflects our ambition for every child. We have high expectations for learning and behaviour, while creating an environment where children feel safe, respected, confident and ready to learn.

We provide a broad, balanced and enriched curriculum, alongside dedicated enrichment opportunities that develop important skills for life. Through music, art, sport, cooking, outdoor learning, educational visits and wider experiences, children develop their communication, teamwork, resilience, independence, creativity and confidence.

We believe children learn best when they are actively involved. Collaborative learning, pupil voice and leadership are important parts of school life. Children are encouraged to share ideas, listen to others, solve problems and take responsibility, with increasing opportunities to lead activities, support others and become confident young leaders.

Above all, we want children to be happy, curious, caring and motivated learners, developing the knowledge, skills and character they need to flourish at Parkside and beyond.

We believe the strongest education comes from a genuine partnership between children, parents/carers, staff, governors and our wider community. Together, we celebrate achievement, support wellbeing and help every child discover what they can achieve.

I am proud to be part of a school that values children as individuals, recognising their skills, interests and needs so that each child can achieve their potential and be 'Proud to Shine'.

Lisa Cousins-Keuning

Head teacher

Our School Vision and Values

Proud to Shine Growing In Excellence Every Day

Learning & Achieving

Safe & Happy

Respectful & Caring

Motivated & Inspired



As a partnership of Children, Parents, Staff, Governors and the wider Community, we aim to:-

- Promote equality of opportunity for all pupils and staff
- Ensure that everyone will experience an inclusive education where discrimination on the grounds of race, sexual orientation, gender or disability is actively challenged, and tolerance and understanding promoted
- Meet children's individual and collective needs
- Provide a stimulating, secure and nurturing environment
- Promote an ethos that is highly motivating and encourages all to take responsibility for their own learning
- Provide an environment where we feel secure, valued, respected and understood
- Encourage all to have a positive self-image, high self-esteem and increasing confidence
- Provide an environment which encourages active learning, investigation, creativity and challenge
- Value and celebrate the richness and diversity of cultures and beliefs in our community
- Celebrate achievement, attainment and progress in all areas of development
- Display high standards of good manners and politeness at all times
- Encourage all to have a sense of responsibility for themselves, for each other and for their environment

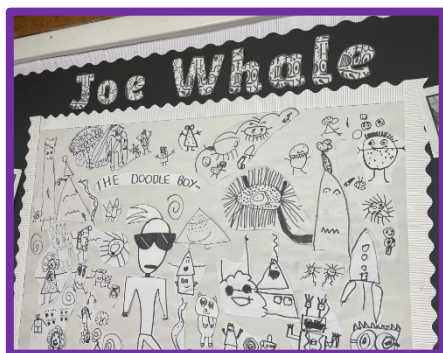
Our School Vision and Values

Proud to Shine

Growing In Excellence Every Day



Our School Vision and Values



Key Members of Staff and Information

Head teacher	Ms Lisa Cousins
Deputy Head teacher	Ms Amanda Warriner
Assistant Head teacher	Mr Phil Smith
Assistant Head teacher	Miss Lara Batley
Special Educational Needs- Disability Co-Ordinator (SENDco)	Mr Will Humphrey
Pastoral Officer	Mrs Lynne Wearing
Medical Officer	Mrs Kay Hales
Attendance Officer	Ms Carly Yarnold
Business Manager	Ms Claire Wood
Site Services Manager	Mr Marios Adamides
Chair of Governors	Mr Bill Nisbet
Address	21 Wellington Avenue Chingford London E4 6RE
Telephone	0208 559 4278
School email	school@parkside.waltham.sch.uk
School website	www.parksideprimaryschool.org
Instagram	parksideprimaryschool21e4
Type of school	Community

Our School Governing Body

A warm welcome from our Chair of Governors

On behalf of the Governors at Parkside, I would like to offer you a very warm welcome to our school. In this section you will be able to find out more information about the school's Governors and the work that we do.



As a Governing Body, our purpose is to ensure that a high quality of education is being provided, in a safe and nurturing environment. We take responsibility for the strategic development of the school by monitoring progress, and challenging the school leadership team to maintain the excellent conduct, ethos and performance expected at Parkside.

The Governors work very closely with the Headteacher, Senior Leadership Team and teaching and staff, supporting them in their commitment to providing Parkside's children with the best possible education, wellbeing support, key social and creative skills, increased confidence and self-esteem, to help further their personal development.

Parkside is a wonderful place and all of us who serve the school as Governors are immensely proud of the fantastic achievements of those attending and working at the school. We would like to thank parents/carers for their interest in supporting and maintaining our strong partnership with the local community.

It is a privilege to be Chair of Governors at Parkside, with a devoted staff team who work hard to share their expertise in helping to guide our school forward. Please feel free to contact me or any other of the school governors if you have any questions you would like to discuss. We look forward to your family joining Parkside.

Bill Nisbet

Chair of Governors

The full Governing Body meets twice a term but a lot of work is undertaken in various committees: Each governor is also a member of one of the following committees: Finance and Personnel, Curriculum and Environment including the school building maintenance.

You can find out more information about our Governing Body and the work that they do by looking on our school website:

<https://www.parksideprimaryschool.org/governors/>

Safeguarding

At Parkside, we provide a safe, caring, positive and stimulating environment that promotes the learning and care of all, alongside the social, physical, emotional and moral development of the individual child. Safeguarding is the responsibility of all and therefore all staff know the policies and procedures related to safeguarding.

Our prime concern is always the well-being of our pupils and if we act it is to protect the individual. Please see below our Safeguarding Team at Parkside:

- Lisa Cousins – Head teacher/ Designated Safeguarding Lead
- Amanda Warriner – Deputy Head teacher/ Designated Safeguarding Lead
- Phil Smith- Assistant Head teacher / Deputy Designated Safeguarding Lead
- Will Humphrey – SENDCO/ Deputy Designated Safeguarding Lead
- Lynne Wearing- Pastoral Officer/ Deputy Designated Safeguarding Lead
- Desiré Lubbe –Nursery manager/ Safeguarding Officer
- Debbie Dyer- Safeguarding Officer
- Jo Ginn- Safeguarding Officer
- Kay Hales- Safeguarding Officer
- Deborah McDonald – Safeguarding Link Governor

We wish to work with parents and carers to ensure the best possible care for children.

All policies related to safeguarding, child protection including Online Safety are available from the School Office.

Inclusion

At Parkside, we value every child as an individual. We celebrate the different backgrounds, cultures, experiences, strengths and interests that make our school community unique.

We create an environment where everyone feels safe, valued, respected and understood, promoting equality, equity, kindness and respect for difference.

We recognise that children learn and develop in different ways and provide the support, adaptations and opportunities they need to make progress and achieve their potential.

Above all, we want children to feel confident to be themselves and be 'Proud to Shine'.



Our School Organisation

Early Years Foundation Stage

This includes the Nursery and Reception classes. They follow a curriculum called Early Years Foundation Stage (EYFS) which is play-based and involves a balance between 'child-initiated' (chosen by the child) and 'adult initiated' (led by an adult) activities. Each teacher in the Nursery and Reception classes is supported by either a qualified Nursery Nurse or teaching assistant. We also offer a 30-hour provision in the Nursery for eligible children.

Key Stage 1

This includes Years 1 & 2 which are the first classes to follow the National Curriculum.

Key Stage 2

This is Years 3, 4, 5 and 6.

The School Day

Nursery

Morning session – 8.40am -11.40am

Afternoon session – 12.30 - 3.30pm

Reception, Year 1 and Year 2

8.50 am – The bell is rung; children line up and go into school/ School starts

11.50 am – Lunchtime

12.55 pm – Afternoon session starts

3.20 pm – School ends

Years 3, 4, 5 and 6

8.45 am – The bell is rung; children line up and go into school/ School starts

12.30 pm – Lunchtime

1.35 pm – Afternoon session starts

3:15 pm – School ends

Applying for a Reception school place for September 2027

If your child was born between 1 September 2022 and 31 August 2023 and lives in Waltham Forest you will need to apply to Waltham Forest School Admissions Service for a reception place for them for September 2027.

You can apply between **1 September** and **15 January** if you would like your child to start school in the September after their 4th birthday.

You must still apply even if your child:

- goes to the nursery class of your chosen school
- has a brother or sister attending the school

Before you apply to a primary school, you can find out more by:

- reading the school's admission arrangements
- going to school open days
- looking at the school's website
- reading the latest Ofsted report

The Starting [Primary School 2027 brochure \(PDF\)](#) has all the information you need to know about making your application.

You can make your application by applying now through the [eAdmissions website](#). The [eAdmissions guide \(PDF\)](#) explains how to apply for your child's school place online.

When completing your application form please ensure that you tick the relevant box against your chosen schools to indicate any additional priority your child may have for being allocated a place at the school (such as a sibling attends, there is a medical or social reason or your child is a looked after or previously looked after child).

It is your responsibility to provide evidence to support your priority claim and this must be submitted with your application by the closing date. If you submit the evidence after the closing date, it may not be possible for school admissions to consider it before places are allocated on national offer day. If you tick the box on the application form but you do not provide any supporting evidence, your application will not be considered under this priority, and you will not be reminded to submit your evidence.

If your child attends a school nursery or has an older brother or sister at your chosen school, you must still apply. Children who go to a school nursery will not automatically receive a reception place at the school.

If you live in Waltham Forest, you must apply through us. If you live outside Waltham Forest, you must apply through your home local authority, even if you are applying for schools elsewhere.

If your child has an Education, Health and Care Plan (EHCP) you must contact the Waltham Forest SEND Service on 020 8496 6503 or 020 8496 6505. They consider these applications separately from the process outlined in this information.

You can choose up to six preferences and we encourage you to put as many preferences as possible. If you only put one or two preferences and your child is not offered a place at either school, we will have to offer your child an alternative school. The alternative school will be the nearest school with a vacancy and may not be close to your home address.

Every year when places are allocated to schools, there are schools which are full and therefore have cut-off distances. This can change every year based on how many applications are received for each school. Be realistic when choosing your six preferences and always read the school's admission arrangements.

Timeline for your application

Deadline	Activity
1 September 2026	Applications open
15 January 2027	Closing date for applications
16 April 2027	Offer letters will be posted to applicants making paper application
16 April 2027	Online applicants will be sent an email with the outcome during the evening
17 April 2027	Offer letters should be received by applicants making paper application
30 April 2027	Deadline to accept or decline offer
16 May 2027	Deadline for appeal requests to be submitted

If you applied online by 15 January, you will be sent an email on 16 April with the outcome of your application on National Offer Day.

If you made a paper application, offer letters will be sent by first-class post on 16 April.

Applications made after 15 January will not be responded to until after 16 April.

Accepting the offer

You will need to confirm whether you want to accept the offer or not by 30 April 2027. If you applied online you should respond within 14 days. There are 2 ways to do this:

1. Use the reply button in the email that you will receive during the evening. It will take you to the eAdmissions website, log in and respond.
2. Return to eadmissions.org.uk, log in and select view outcome and respond.

If you have received an offer letter, please complete the reply slip and send it back to the School Admissions Service.

If you have not been offered your preferred school, you are strongly advised to accept the school place you have been offered to ensure that your child has a school place for

September 2027. Accepting the place offered will not affect your chances of being offered a place at a school you prefer more, either through the waiting list or through the appeal process.

Failure to respond may result in losing the school place offered.

If you do not want the place offered you can decline it online (if you applied online) or by filling in the reply slip on your offer letter. You are legally responsible for ensuring that your child receives full-time education from the term following their fifth birthday, so you must tell us what alternative arrangements you have made for their education e.g. home education. To ensure your child has a school place for September 2027, you are advised to accept the offer and then contact admissions to discuss your options.

Please ensure your application is genuine as each year some parents try to get a school place by cheating. For example, using a friend or relative's address, a business address or temporarily renting a property near a popular school. This is unfair and could mean another child misses out and could lead to a child losing their place.

Applying for a Nursery Place at Parkside

Parkside Primary School has a large Nursery, offering part-time sessions (morning or afternoon). We also provide **15 full-time (30-hour) places**, in partnership with Parkside Pre-School, located on the same site.

Parents/carers can apply for a Nursery place any time after their child's second birthday. To apply, please contact the school office to collect a Nursery application form. The completed form must be returned along with:

- Your child's birth certificate
- Proof of address
- Photo identification for both parents/carers (where possible)

Please note: a place in the Nursery does **not** guarantee admission into Parkside Primary School. To secure a Reception place, parents/carers must make a separate application through the **Local Authority admissions process**.

Admission Criteria

Parkside Nursery follows the Local Authority's admission criteria. Priority is given in the following order:

1. Children with an Education, Health and Care Plan (EHCP)
2. Children in public care (looked after children)
3. Children (or parents/carers) with a medical condition affecting mobility, where Parkside is the closest setting to home or long-term medical treatment
4. Children with a sibling already attending the school
5. Children living closest to the school
6. Continuity and progression

Applying for an In-Year Admission at Parkside

In-year admissions is when a child is looking for a school place during the academic year.

You can apply when:

- you have moved to (or within) Waltham Forest and need a school place
- you want your child to move to another school in the same year group

If your child has an Education, Health and Care Plan (EHCP) and you want to change their school, contact the SEND Service on 020 8496 6503 or 020 8496 6505.

The local authority aims to process all applications for an in-year transfer within 10 school days. The school admissions service remains open during the school holidays. Admissions applications and email enquiries will continue to be processed.

Application guidance

Please read the documents below before submitting your application, to avoid any errors or delays.

- [How to register to use the application service](#) (PDF)
- [Help with completing the online application form](#) (PDF)
- [Online admissions application FAQs](#) (PDF)
- [In year policy](#) (PDF)

Please note that if you are making an application between 1 July and 31 August and you require your child to start in the new academic year in September, please put the start date as 1 September. Your application will be processed as soon as possible for your child to start at the beginning of the academic year.

If you need assistance, please contact the Admissions Team on 020 8496 3000 or email [admissions](#)

[In-Year Common Application Form \(iCAF\)](#) (PDF)

Applications for overseas children

Usually, children arriving from overseas have the right to attend schools in England. Schools will not refuse to admit a child because of their nationality or immigration status nor remove them from a roll.

If you are moving to the UK, you must check that you have either:

- a [right of abode](#) (you're allowed to live or work in the UK without any immigration restrictions), or
- a [Certificate of Entitlement](#) that the conditions of your immigration status otherwise allow you to access a state-funded school

Waiting lists for in year admissions

The outcome of your application will be done in writing. If your child is not offered a place at any of your preferred schools, their name can be placed on the waiting list. Please return the reply slip indicating which waiting lists you wish to join. If you do not, inform the local authority, your child's name will not be placed on the waiting list for your preferred schools.

Induction into The Early Years Foundation Stage

We offer the following induction for children new to the Early Years Foundation Stage (Nursery/ Reception):

- **A Home Visit (Nursery/ Reception- if required):** We feel that it is important that the first contact that your child has is with the members of staff who will be teaching your child. The meeting will give you and school staff the opportunity to exchange vital information so that staff can begin to plan a personalised learning programme for your child right from the start.
- **A Staggered Start:**

Nursery: Nursery children will be invited into school in small groups at first to help support the settling in process.

Reception:

Open Day: Children, parents/carers are invited to come into school together on the Friday before the first week. The children will meet their new teacher, see their classroom and find their peg to put their coat on.

The first week in Reception class (September start).

Monday	First day	8.50 - 12.00pm	
Tuesday	Second day	8.50 - 12.00pm	
Wednesday	Third day	8.50 - 12.30pm	Have lunch at school
Thursday	Fourth day	8.50 – 12:30pm	Have lunch at school
Friday	Fifth day	8.50 - 3.20pm	Full day in school- and they have lunch at school

Children then attend as normal unless they have any particular needs settling in, in which case special arrangements will be made as required.

Our Curriculum

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

The children will mostly be taught through games and play.

The areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Schools, are required by law to teach the National Curriculum to all children of five years and over. At the centre are the 'core' subjects of English, Mathematics and Science. The Foundation subjects comprise of Computing, Religious Education (RE), History, Geography, Art and Design, Design Technology (DT), Music, Physical Education (PE) and Personal, Social, Health and Economic (PSHE) Education (including Relationships Education) and Languages-Spanish taught in KS2.

Years 1 and 2 will be working on 'Key Stage 1' of the National Curriculum and those in Years 3, 4, 5 and 6 will continue through 'Key Stage 2' of the National Curriculum. Children are taught and have opportunities to learn in a range of ways – individually, in groups and as a whole class, as appropriate. At all stages, children learn, practise and refine a wide range of skills in all their activities across the National Curriculum. These are described as key skills as they help learners to improve their learning throughout their education, as well as in later life.

The key skills are complemented by the development across the curriculum of 'thinking skills' – information-processing, reasoning, enquiry, creative thinking and evaluative skills.

English

At Parkside Primary School, our English curriculum is engaging and immersive with high quality children's literature at its heart. We want our pupils to enjoy and appreciate English and its rich variety and we aim to achieve this by exposing our pupils to a range of text types and genres celebrating a variety of cultures and values. We believe that being literate and being able to successfully communicate orally are fundamental life skills and should be held with the highest importance.

Our English curriculum is designed to advance reading, writing and oracy skills simultaneously by developing our pupil's ability to speak fluently, encouraging our pupils to read for pleasure and providing opportunities for our pupils to write for a variety of purposes.

It is our aim to embed a love for reading in every pupil enabling them to become confident, independent and lifelong readers. To promote our love for reading, we renovated a London double decker bus to provide our pupils with a wonderful, inspiring space where they can enjoy browsing and reading a range of texts. Our pupils are always excited for their library day!

We currently hold the Gold Reading Award on behalf of One Education.



Mathematics

Our aim in Mathematics is that each child leaves Parkside with the core skills to meet the demands of everyday life in our modern world.

We want all children to use and apply their mathematical skills confidently, use mathematical language effectively and to be fluent mathematical thinkers.

We will achieve this by maximising speaking and listening opportunities, by giving the children time to investigate and by providing problem-solving situations. We want the children to reason with their thoughts and challenge themselves. We want all children at Parkside to love Maths!



Science

Our aim in Science is to give children practical experiences of scientific processes by allowing them to experiment and find solutions to questions about the world in which they live. We encourage children to understand the relevance of Science to their present lives and how discoveries made today may have implications on their futures.

Children develop scientific knowledge and conceptual understanding of the natural world, materials and physical processes.

We want children to experience the wonder of the scientific world and be excited by what they discover for themselves.

We currently hold the Primary Science Quality Mark.

We currently hold a Royal Horticultural Gardening Award.



Edible Playgrounds/ Green Spaces

We have an amazing initiative called Edible Playgrounds that has been developed using our outdoor spaces (including our beautiful courtyard). It is through partnership with the Trees for Cities initiative which is a not-for-profit community education project. They specialise in forest gardening – a food growing design system that mimics natural eco-systems, involving a variety of perennial plants and trees.

Our aims of the Edible Playgrounds initiative are:-

- To offer a lively, engaging, multi-sensory way to teach children about growing and eating healthy food
- To have a positive impact on attitudes towards diet and levels of physical activity
- To improve well-being and mental health through access to nature for children who may not have this
- To use our produce as much as we can during our cooking and DT sessions



History

At Parkside we aim to stimulate our children's interest about the past, and therefore develop an understanding of the present in terms of what has gone before.

Through the study of History at Parkside our children will learn:-

- A sense of chronology – the ability to place historical events on a timeline

To develop a sense of identity and cultural understanding based on their historical heritage

- To value their own and other people's cultures
- To understand how events in the past have influenced their lives today
- To investigate past events and significant historical figures, developing skills of enquiry, analysis, interpretation and problem-solving.

We currently hold the Silver Primary History Quality Mark.



Geography

At Parkside we aim to stimulate our children's interest in their surroundings and places around the globe, as well as develop their geographical skills through first-hand experience and geographical enquiry.

Through the study of Geography at Parkside our children will learn:

- About children's lives and futures around the world
- To understand the United Kingdom's geographical position in the world
- To become engaged with the global community
- How our identity is shaped by the geography that is all around us
- About the changes we experience in our community and the wider world
- About the physical and human aspects of the world we live in
- To make sense of their surroundings and the wider world

We currently hold the Primary Geography Gold Quality Mark.



Art and Design

Art at Parkside will:

- Foster the child's creativity at an early stage through manipulation of different materials and tools, exploring in a playful and non-judgemental way. The children will then control and master these skills using familiar media (pencil, paint and collage) to design and create their own pieces of artwork. The children will be encouraged to challenge, deepen and be adventurous with their developing skills.
- Provide each child with a 'creative journey' sketchbook for them to record their thoughts, experimentation and designs. This will develop their critical thinking allowing the children to evaluate their skills.
- Provide the opportunity for the children to study the work of artists/designers from both Britain and around the world so the children can be exposed to different cultures, techniques and themes. Artists' work will always be used to ignite and influence the children's personal creativity. Each class in the school is named after an artist to enhance this.

We currently hold an Artsmark Silver Award endorsed by Arts Council England.

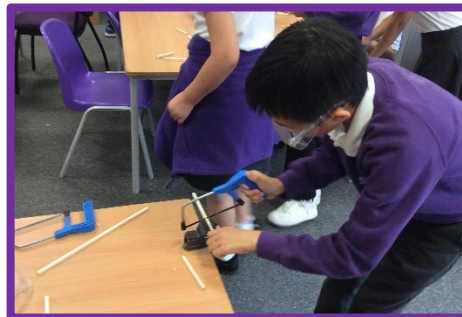


Design and Technology (DT)

Design and Technology (DT) at Parkside will:

- Develop the children's understanding of how technology has helped in the past, present and how it will change for us in the future.
- Provide opportunities for children to explore past and present designers/influencers and how their inventions/products have revolutionised the everyday life we live in.
- Allow the children to pose questions and solve problems both on an individual and group basis.
- Provide the children with the opportunity to design a product from different materials (be it wood, textiles or food), make a product and then evaluate the effectiveness. In all cases the children will be shown how to use the specific tools correctly and safely.

When leaving Parkside all of the children will be able to use the collaborative and problem-solving skills developed in DT to help them in everyday life.



Cooking Enrichment

We provide further enrichment to our life skills curriculum with our cooking provision. We offer all year groups the opportunity to create culinary delights, such as a fruit salad, shortbread and a chickpea curry. The children love being chefs for the day while chopping, stirring, cutting the ingredients (and especially having a taste at the end). These sessions are additional enrichment to the Design and Technology lessons already taking place in each year group.



Languages- Spanish

Our aim in Languages is to provide the children from year 3 onwards with the language skills that our multicultural world demands. We want all children to be able to speak and write in Spanish with confidence and fluency. We will achieve this by providing lots of speaking and listening opportunities during Spanish lessons and through opportunities to respond to spoken and written language from a variety of authentic sources. Children in the younger year groups experience different languages through songs and rhymes.

We want all Parksiders to discover a love and enjoyment of languages.



Music

Our aim is to make sure that every child at Parkside has a variety of musical experiences and leaves our school with an enthusiasm and love of music and the arts.

We encourage creativity within Music lessons. Children have opportunities to compose their own music, collaboratively or independently, using instruments and their voices. We believe that music should help children to develop the skills to work together harmoniously.

As part of the Music provision at Parkside, children attend a weekly whole school singing assembly. In addition, professional music teachers provide tuition in Year 3 (recorders), Year 4 (trumpet), Year 5 (guitar) and Year 6 (Advanced guitar). Children in Year 2 have the opportunity to learn to play the African Djembe drums within their lessons and children in Nursery, Reception and Year 1 explore and play a variety of tuned and untuned instruments.

We would like children to grow into confident performers. At Parkside, they have opportunities to share their skills in concerts, productions and other performances throughout each school year.



Physical Education (PE)

At Parkside we believe that PE and Sport play an important role in providing our pupils with a lifelong, positive and healthy relationship with sport and fitness and the potential to change children's lives for the better. In addition to all children receiving two hours of PE lessons a week, we run The Daily Mile and provide active lessons and 'exercise bursts' to enhance fitness and concentration levels.

All pupils also have the opportunity to;

- attend extra-curricular clubs, including football, netball and athletics.
- participate in numerous competitions, either in school or by representing the school in the borough.
- become leaders within P.E. lessons, run clubs and competitions and have a role in decision making.
- learn to swim and to be water safe.

We receive Sports Premium funding and utilise this in many ways, including the provision of specialist coaching in gymnastics, cricket and a range other sports.

We currently hold the School Games Platinum Kite Mark.

Keep PACE with Parkside!
(Participate, Achieve, Compete, Enjoy)



Computing

As Computing is an increasing part of life today it is essential that all pupils gain the confidence and ability that they need in this subject to prepare them for the challenge of a rapidly developing and challenging technological world. Computing at Parkside will enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Our aim is to ensure that all pupils:

- can design, write and debug programs that accomplish specific goals
- use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs
- use technology safely, respectfully and responsibly. We ensure that children are aware of the possible risks when using the internet by making e-safety a regular part of Computing lessons and through whole school assemblies and visits from outside agencies
- can select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content
- Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration.

The learning environment should contribute to the development of these skills and we will always endeavour to provide access to suitable, up to date equipment and emerging technologies. We have a computing suite with 30 computers and a teaching whiteboard. Every classroom is equipped with an interactive whiteboard and we have iPads for each year group. We subscribe to National Online Safety who provide comprehensive online safety training to pupils, parents/carers, staff and governors.



Religious Education (RE)

Religious Education (RE) in schools celebrates the diversity of religious and human experience. It encourages pupils to grow with the knowledge, skills, sensitivity and understanding needed to develop as confident and productive members of their local multi-faith community and the world. Our Religious Education programme encourages children to reflect on their own experiences and voice their views, whilst showing respect for the worldviews of the diverse mix of cultures, faiths and non-religious groups they encounter. We do not encourage belief in any specific religious or non-religious philosophy and aim to develop children's awareness and understanding of many of the core spiritual, moral, social and cultural values which religions and non-religious people follow including the importance of treating others as we would wish to be treated ourselves.

Schools have to teach RE but parents/carers can withdraw their children for all or part of the lessons. If you wish to do so please contact the school.



Personal, Social, Health and Economic (PSHE) Education

This area of the curriculum deals with health education, including diet, exercise, rest, life-style, self-image, relationships, keeping safe, dealing with bullying and personal, social and emotional development. This also incorporates relationships education as part of the national curriculum and is taught age appropriately throughout the school. Sex education is taught in year 5 and 6.

Through PSHE, children also learn about citizenship and their place in society, their growing responsibility as citizens and as members of the global community, and their developing understanding of systems such as democracy. The children also learn about money and how to use it effectively. Economic wellbeing is discussed and future careers for the children. An activity called 'Circle Time' is often used to explore moral and emotional issues. School assemblies reinforce the teaching of many of the themes covered in PSHE. The school has a School Council through which the children learn about citizenship. Many aspects of PSHE are taught in an integrated way through other subjects, and through daily school routines, while some units are planned for separately.



Collective Worship and Assemblies

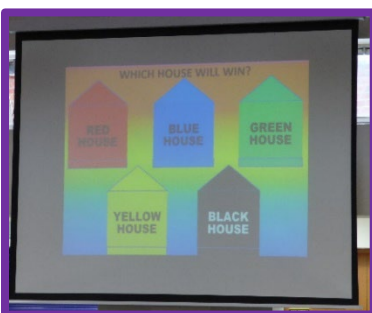
Collective worship aims to promote those values which we believe a caring parent would wish to adopt, as well as giving opportunities to instil the core ethos of the school. These include showing kindness, compassion, understanding, honesty and empathy towards others and the importance of developing resilience and a positive mindset through our school mission statement 'Proud to Shine'.

Collective worship encourages respect for religious and moral values, and tolerance of other religions, races and cultures. It promotes the schools' policies regarding spiritual, moral, social and cultural development and seeks to celebrate British values.

We take account of the family backgrounds of pupils and at times assemblies will be held which embrace relevant themes shared by Christians and non-Christians alike. An assembly is a valuable occasion when all can gather together to reflect, celebrate and respond to what they have heard, either through interaction with a text, piece of music or during a time of silence. We believe that Assembly is a vital part of the school day for all children. It serves several important purposes:-

- it enhances the spiritual development of the children
- it is a time of quietness, stillness and reflection
- it is an opportunity to come together as a community, either in part or as a whole, as appropriate
- it provides an opportunity to reinforce the values, ethos and expectations of the school, particularly tolerance, understanding, empathy and respect
- it is a time to share and celebrate effort and achievement of individuals, groups and teams
- it is a time to share and celebrate festivals and special events
- it is an opportunity, using music, stories, drama and other activities, to reflect the various faiths and traditions of our society, particularly the Christian tradition
- it fulfils the requirement of the law that all children take part in an act of Collective Worship.

While parents/carers have the legal right to withdraw their child from acts of Collective Worship we do ask parents/carers to first consider that in doing so a child may feel "left out" and less a part of the school community. Parents/carers who wish to withdraw their child should make an appointment to see the Headteacher. We will always respect the views of the parents/carers and child, and work to find an agreeable outcome.



Enrichment- Visits and Performances

Your child's class will go on educational outings during the school year to places of interest linked to the curriculum. The trips include museums, a forest and a zoo. These trips are of immense educational value and children build on the experience when they return to school. Children in Year 5 have the opportunity to go on a school residential trip each year and Year 6 have an activity week in the summer term. The children are given many opportunities throughout the year to perform, for example in their class assembly and in our annual Musicality (taking place in July).



Extra- Curricular Activities

Parents/carers will be informed by letter if there is an opportunity for their child to join a club. Some of our amazing clubs, teams and activities include netball, basketball, football, times table club, reading club, writing club, newspaper club, athletics, performing arts, cricket, karate and gymnastics. We also have coaches and instructors who run clubs after school. These change on a half termly basis.

Breakfast and After-School Club

We operate a breakfast and after school club on site for children aged Reception to Year 6. Breakfast Club starts at 7.45am each morning and After School Club operates from the end of the school day until 6.00pm. Please speak to a member of the office staff to enquire about places, costs and availability.

Homework

At Parkside, we believe homework should be purposeful and meaningful. It also should be manageable for the children, parents/cares and staff. We want homework to play a key part in developing the children's learning ethos. Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents and carers. The school will ensure that pupils' needs are taken into consideration when homework is set and ensure that parents/carers have a clear understanding of the school's expectations about their involvement in homework.

At Parkside Primary School in Reception, children will be expected to learn key words and eventually spellings and read books that are closely matched to their phonics level and also read for pleasure. In Key Stage 1, homework will include learning spellings and reading books that are closely matched to their phonics/comprehension level. They will reinforce their maths learning through weekly tasks set on My Maths (an online maths programme). The children also have the opportunity to take books home to read for pleasure. In Key Stage 2, homework will include learning spellings and reading – closely matched to their comprehension level. The children also have the opportunity to take books home to read for pleasure.

We acknowledge that some families may want their child/children to complete more independent learning at home. We have recognised this by providing optional homework activities (which are available on our school website).

We regularly consult parents/carers about homework through the use of surveys and adapt provision where necessary.

Parents/ Carers in Partnership

We are firmly committed to building a partnership between home and school with the aim of developing shared expectations, of enhancing the quality of education, and of achieving high standards. We would like the partnership to take a variety of forms including:

- the sharing of books and undertaking other appropriate activities (such as homework) to support your child at home
- attending consultation evenings
- attending meetings and workshops
- attending class assemblies and performances
- joining the Parkside Fundraising Association (PFA) to support the school with fundraising and arranging fun events for children and their families
- responding to surveys

Parent/carers consultations take place at least twice a year although parents are welcome to see the class teacher at any other mutually convenient time. Parents/carers receive a written report at the end of the school year. A discussion evening is held during the summer term if parents/carers wish to discuss the contents of their child's report

Assessment

Assessment is a vital part of the teachers' tasks in the classroom. They must continually assess each child's progress and achievement in order to plan the next stages in the development of the child's learning according to his/her needs.

The teacher will be assessing each child in a variety of ways:-

- Observations of how the child is learning and undertaking tasks
- Discussions with the child
- Consideration of the child's work
- Specific set tests and tasks used across the Year Group
- End of Key Stage Standard Assessment Tests (Year 6)
- A Phonics Screening Check at the end of Year 1
- A Multiplication Check at the end of Year 4
- Optional Tasks and Tests (Years 1, 2, 3, 4, 5)
- Progress against targets in English and Maths

We track children's progress from Baseline Assessment in their first 6 weeks in Reception through to the end of Key Stage 2 SATs. The children are encouraged to assess themselves and offer their own comments and observations on their learning, progress and achievement.

Parents/carers will receive an annual report of their child's progress. Progress, effort and achievement are celebrated with each child, within the classroom and within the whole school community.

Behaviour

All members of the school community are expected to behave towards each other with respect and consideration, politeness and good manners. Children are encouraged to take responsibility for their own actions. The ethos of the school can be summed up as, "Behave towards other people as you would want other people to behave towards you". The children are constantly reminded of our expectations in all areas of school life - in the classroom, around the school, in the playground and in assembly.

Our emphasis is placed firmly on encouragement and praise for effort, achievement and good behaviour, with a reward system shared by the whole school. Good behaviour is a strength of Parkside Primary School.

Bullying is not tolerated at Parkside. There are very few incidents of bullying here and if they do occur are dealt with immediately and are taken very seriously. All children are clear about procedures for reporting bullying and can do so in confidence. The Anti-Bullying policy can be found on our website. Our Golden Rules and Playground Rules below were developed with discussions with our School Council members.

Our Golden Rules



Always be Proud to Shine.



Move about quietly and sensibly.



Take responsibility for your own actions.



Treat others how you would like to be treated.



Look after our school environment.



Be kind, helpful and supportive.



Playground Rules



Respect and look after the school equipment and environment.

Play collaboratively and ensure everyone is included.

Play games fairly and have fun.

Be a good team player when taking part in all games.

Tidy up after yourselves.

Be safe and aware of others.

Be kind and respectful.

If you hear it or see it, and it's not right - tell an adult.

A Guide on Special Educational Needs (SEND)

What do you do if you think your child is experiencing problems learning at school?

- **Talk to your child's teacher.**

Many problems can be sorted out as they arise. It is important that you speak to your child's class teacher or the SENDco as soon as you think there is a problem. They will work with you and decide how best to assist your child.

- **Read the School's Policy on Special Educational Needs & Disability and the SEN report.**

The School's policy on Special Educational Needs & Disability is regularly reviewed by staff and governors. For reference, a full copy is available at the School Office and on the website.

- **What happens next?**

The class teacher will work with the SENDco and parents/carers to ascertain as to whether any interventions need to be implemented.

- **Are further steps necessary?**

In most cases your child will benefit from the extra help they have received. In some cases more support will be needed and your child may benefit from working with a specialist member of staff.

In a small number of cases we may, with parent/carers permission, refer to an outside agency or a formal assessment may be advised. At all times you will be kept up to date with what is happening concerning your child's education and you will be advised as to the best course of action. At Parkside the Special Education Needs team is managed by Will Humphrey.

Our School Uniform

Children are proud to wear the Parkside uniform and it has many benefits such as giving a sense of belonging and making it easier for staff to identify children when on school trips. As all children are expected to wear the uniform it can make a child feel uncomfortable if they are not dressed in the same way as other children at the school. Your co-operation is very much appreciated. The uniform is as follows:

- purple jumper or cardigan
- white polo shirt/formal shirt
- grey trousers, skirt or pinafore dress
- grey jogging bottoms
- purple and white check summer dresses
- black or grey socks for boys
- grey or white tights for girls or white socks
- black school shoes or black trainers
- PE kit – black shorts and white round neck t-shirt
- optional uniform for nursery children

Please ensure that your child's clothing has their name in ALL items. If a child comes to school inappropriately dressed for school we may contact you to discuss the matter.

Our PE kit: This consists of black shorts, a white round neck T-shirt, a plain black tracksuit or jogging bottoms for the colder months and spare socks (if girls wear tights). Children should be barefoot for gymnastics and dance but require footwear for outside PE (either plimsolls or trainers). PE kit must be kept in a PE bag with a drawstring. Complete sets of PE kit comprising of white t-shirt, black shorts and a PE bag are available from the uniform shop.

Jewellery: Children may only wear stud earrings if they have pierced ears. Children may also wear a watch- Please note this should not be a smartwatch or have smartwatch capabilities. Wearing jewellery of any kind can be dangerous for your child because the jewellery may get caught or accidentally pulled which can cause a painful and unpleasant accident. Children are also not allowed to wear any makeup or nail varnish.



A Reference Guide to Our School Uniform

The images below are intended as a guide only. We allow sweatshirts/cardigans with our school logo on and plain purple ones. For more information, please read our Uniform Policy in full.

Autumn/ Winter:	Spring/ Summer:	PE:
		

Our Pre-Loved School Uniform Shop



We actively promote sustainability at Parkside. When children out-grow their uniform or leave in Year 6 parent/carers are encouraged to donate what they can to school. Regular second-hand events take place run by our Parkside Fundraising Association (PFA).

Further to this, Parkside Primary School want to lead the way on educating our children on the importance of sustainable fashion with the opening of our very own Pre-Loved Uniform Shop. Opened throughout term time, families can visit the shop to take items they need for their children. We also ask for regular donations of uniform ensuring the stock is always available. The lost property box is at the entrance and can be accessed at any time by parent/carers and the children. After each half term, the box is emptied and the items inside are taken to the Pre-Loved Uniform Shop.

Our Uniform Policy is available on the school website.

School Meals

Packed Lunch: Children may bring a packed lunch in a lunch box/bag. This needs to be clearly labelled with the child's name and class. As we are a Healthy School we encourage fruit and other healthy snacks as part of a well-balanced meal. Nuts are not allowed. This includes using peanut butter and Nutella in sandwiches.

School Lunches: The school has a kitchen on site which caters for the children. Or school meals are very well balanced and nutritious. You can view the menu on our website.

The school operates a cashless system which means that all dinner money must be paid by Parent Pay, an online payment scheme. If you would like your child to change from School dinners to packed lunch, or vice versa, they may do so on a half termly basis.

If you are receiving Income Support or Job Seekers Allowance and are entitled to free School meals, please enquire at the School Office for further information. You can also log on to the Waltham Forest Website www.walthamforest.gov.uk/benefits. The school attracts extra funding for books and resources for each child that takes up a free meal so it is important that families eligible for free meals take up this entitlement.

Nursery and Reception children are provided with a piece of fruit each day. In KS1, children are provided with a piece of fruit as a morning playtime snack. In KS2, children can bring in some fruit of their choice to eat at break time. We do not allow sweets of any kind in school. This includes chewing gum. Water is available throughout the school day from the drinking fountains in the playground and in classrooms. Children are also encouraged to bring in water bottles from home.

We recognise that some children may wish to fast as part of their religious observance. We support older Key Stage 2 children taking part in this practice and will provide a quiet place for them to spend their lunch hour. Parents/carers must inform the school in writing if they wish their child to observe fasting and give details of the arrangements for that child.

School Policies

Policies are available on the school website. If you would like a paper version of any of the documents, please request them at the School Office.

Policy on Confidentiality: The school is committed to working in partnership with parents/carers in the best interests of their children. From time to time, adults working within the school community may receive information about individual children, or family circumstances, which needs to be treated as confidential. It is the policy of the school that anyone receiving such information must share it with the Headteacher or Deputy Headteacher. The Headteacher will decide whether it is necessary to inform other staff, so that the child's needs may be dealt with in a consistent and appropriate way.

The wishes of parents/carers will be taken into consideration when making this decision and information sharing will be on a 'need to know' basis. Confidentiality will be preserved between the staff and the information will not be disclosed to other parents/carers. Information will remain confidential within the school, with the exception of when there is a duty to share it with other agencies for the protection of the child. This policy applies to all teaching and non-teaching staff and to members of the Governing Body. Parents/carers working within the school as volunteers are also expected to adhere to it.

Health and Safety

The children are taught about various aspects of safety on a regular basis and are encouraged to take responsibility for their own safety. The school seeks opportunities for children to learn about aspects of safety including cycling proficiency courses, calling the emergency services, being safe in the sun/winter and talks by the fire brigade.

Fire Drills take place at least once a term, every term. This gives the children, staff and community users the opportunity to practise leaving the school building in a safe, orderly way in the event of an emergency.

Attendance and Punctuality

It is very important that your child is at school on time every day. It is equally important for all children to attend school every day in order to progress and reach their potential.

Please call our dedicated absence line and leave a message before 9.00 am. If we do not receive a reason for absence, it is counted as unauthorised. We are required to account for every child's absence and late arrival so your co-operation is essential. Any child who is late for school must be signed in at the school office before proceeding to class. As part of our safeguarding procedures, the Attendance Officer carries out first day calling to all pupils who are absent but for whom no reason for absence has been received. The Attendance Officer monitors pupil absence and contacts parents/carers if absences are not authorised.

If your child has a medical appointment during the school day, please inform the school in advance. Please provide an appointment card, hospital letter or other proof of the appointment. Your child may return to school following the appointment. Where possible please make appointments outside the school day. If your child is unwell or has an accident during the school day, we shall phone and ask you to collect them. **It is essential that we have at least two emergency contact phone numbers.**

The Governors have adopted the Local Authority Zero Tolerance Attendance Policy which states that leave for holidays during term time will not be approved. The school will be prepared to grant only a maximum of 3 days absence from school for exceptional

circumstances. A holiday is not classed as exceptional circumstances. If you would like to see a copy of the Attendance Policy please speak to the school office.

If due to family circumstances you find that you cannot avoid this situation, please write a letter of request for authorisation. Please ensure that this is done before the absence begins. Parents/carers who do take leave in school time are liable to a fixed penalty notice of £80 per child per parent from the third day of absence.

Medical

Should your child need to have medicines or inhalers administered during the school day, please call at the office, complete our medical form and leave the medicine with the office staff. Please collect the medicine yourself at the end of the day and do not ask your child to do so. We will not administer any medication which has not been prescribed by the GP.

If your child is asthmatic and is likely to require any form of medication in school, please ensure that you complete the Medical Information section on our Admission and Contact form so that we have as much information as possible on file. You will also be required to complete our asthma form. If your child has any form of medical condition that could affect them in school, or that could require a particular form of treatment or care, please let us know. Information will be treated as confidential.

Charging Policy

Under the 1988 Education Act, all schools are required to produce a written statement outlining their policy for charging parents/carers for school-based and school organised activities. While schools cannot charge parents/carers for visits taking place mainly in school hours, we invite parents/carers to make a voluntary contribution towards the cost of any outing in which their child is included in order to cover the cost.

Families who receive Income Support or Family Credit, or who are experiencing financial difficulties should contact the Headteacher or Deputy Headteacher, in strictest confidence. No child will be excluded from a visit or outing if his/her parents/carers have chosen not to make a contribution. However, if, by the given date, we have not received sufficient contributions, we shall cancel the visit and refund all monies. This policy will be revised annually. We shall, of course, keep parents/carers informed of any changes.

Access to the School

There are 4 different entrances to the school.

Peel Close entrance 1

Nursery

This leads into the Nursery entry door.

Peel Close entrance 2

This leads into the main school playground.

Wellington Avenue entrance – into playground

This leads into the Key Stage 1 playground.

Wellington Avenue – pedestrian entrance

The pedestrian path leads to the main office. *(Please note the temporary location of the school office is now at Peel Close).

The staff car park is only for the use of Parkside staff.

Proud to Shine

Growing In Excellence Every Day



If there are still unanswered questions please contact the school office who are always happy to help parents/carers with their queries.

Website: There is lots of information on our website:
www.parksideprimaryschool.org.

Instagram: parksideprimaryschool21e4

Please look at our Facebook page

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