



Parkside Primary Academy

Learning With Pride



Welcome to Parkside Primary Academy



Foreword: Ms Rachel Ward, Head of Academy says...

Welcome to Parkside Primary Academy, I am very proud to introduce you to our amazing school.

Aim High

In our school we have created a culture which encourages every child to aim high because we believe that all children deserve the opportunity to thrive. Our safe environment and welcoming atmosphere allows us to carefully nurture our children to be the best they can be. We also do this by providing educational opportunities both within and outside the classroom, including experiences like regular trips and residential visits. Celebrating achievement plays an important part in the culture of our school life as we use a rewards system to celebrate success and the often exceptional achievements of our children.

Achieve well:

We are proud that all children and adults at Parkside Primary Academy have high expectations of themselves and each other. We believe this is shown through high quality learning

and stimulating teaching throughout our Academy. This is demonstrated by the very good academic and personal progress our children make during their time at Parkside. We bring learning to life so that our children understand how to use and apply what they learn at school to their everyday lives. This gives our children a thirst for knowledge, prepares them well for the next step in their education and encourages them to become lifelong learners.

Be kind:

Our pastoral care is exceptional. We ensure that all our children are kept safe and are supported both inside and outside school. We value the importance of parents and carers within our school community and provide daily opportunities to talk to class teachers about the learning, progress and well being of their children. At Parkside, we recognise individual differences. We celebrate and value these differences, understanding that 'Being Kind' is an important characteristic we should all share.

No excuses:

I am also very proud of our hardworking, experienced and exceptionally dedicated staff. It is through their knowledge, care and expertise that all our children are supported to achieve their true potential. Our pastoral team work hard to support families through an open door approach. We are always here to listen because we value your knowledge and expertise as parents. Working together in partnership we can achieve the best outcomes for our children.

Every child deserves a great education. We believe there are no excuses why all children should not have the opportunity to achieve this. At Parkside Primary Academy, everything we do is about improving the life chances of our children.

Get in touch

We welcome your thoughts about our Academy and would be delighted if you wished to visit us. To make an appointment or ask any questions please email parkside@pioneeract.org.uk or phone 01226 722416.



Natalie was so happy when she went to Parkside Academy she would not consider anything less for her daughter

Natalie and Ryan Wassell live in Royston with their children Miley, seven and baby Bernie, who is just a year old.

Like mother, like daughter

There was absolutely no doubt in Natalie's mind about which school she was going to send her daughter to. Parkside Academy had been her own primary school, where she had spent several very happy years, and it was the only one she considered for Miley. "I loved Parkside when I went there and it felt right to give Miley the same opportunity," she says. "What's so lovely is that it still felt familiar and homely when I went back there with Miley and even some of my own teachers are still there. Several things have changed, of course, but it's still very much the same as it was and still just as good."

Better and better

Whilst the school still occupies the same main building as before, recent additions include a new IT Suite and a Cookery and Science department, something Miley is especially looking forward to trying out. "The facilities are really good and the outside space is especially nice, with a big field for the children to run about in and the Trim Trail, with climbing frames and stepping stones, as well as a little hut to shelter in. As far as I'm concerned, I couldn't wish for anything better."

Getting it right

Miley enjoys school so much that she cries if she's unwell and not able to go. "They are obviously doing something right if a child would rather go to school than stay at home!" laughs Natalie. "Even when she occasionally falls out with one of her friends it doesn't bother her – she

knows she can tell her teacher if she's upset about anything and that any problems will be sorted out. It doesn't happen very often but when it does, the staff are quick to put things right."

Safe, happy and achieving

In terms of Miley's classwork, Natalie is very pleased with her progress. "She loves reading and is above average for her age, coming home with new and more advanced books all the time. She's also doing well with her writing and in maths so I have no concerns on that front, either. It's good to know that if I do ever need to speak to anyone or have any questions, all the teachers are approachable and happy to listen but fortunately, there are few times when I've had anything particular to be concerned about. Basically, Miley is safe, happy and achieving and that's all I care about."

Looking to the next generation

Natalie's family has a long history with Parkside, many of them having been educated there, and she hopes the tradition will carry on. "I can't wait to put Bernie's name down for a place. Walking to school with my children, my sister and her son and the friends I made when I was there, I hope that Miley and Bernie will be doing the same in years to come."

Children say

Miley: "My favourite subject is science, and reading and writing. All my teachers are nice and I love my school!"

School day: settling in



School times

School doors open at 8:40am, when children line up ready to start their learning. School finishes at 3pm.

Nursery

Morning sessions in Nursery start at 8.45am and finish at 11.45am. Afternoon sessions start at 12.15pm and finish at 3.15pm.

Wraparound clubs

Breakfast Club

We have a Breakfast Club which runs from 8.00am each morning. This facility provides a really good start to the day for children. Please contact the School office for details.

Uniform

At Parkside Primary Academy all children are expected to wear uniform. Our uniform helps our children to feel a sense of identity and pride for our school community. Our uniform consists of:

- Grey trousers/skirt/pinafore dress
- White polo shirt
- Parkside navy blue jumper or cardigan with School logo on
- Black shoes
- Black indoor pumps

Children may wear a blue and white gingham/checked dress in the summer. School uniform with the school logo can be purchased from the school office.

School meals and snacks

Our kitchen team prepare and cook meals on-site. Children have a choice of lunch including salad and jacket potatoes or a hot school meal. Alternatively children are welcome to bring a healthy packed lunch into school.

Free school meals

Free school meals are available for children in Foundation Stage and Key Stage 1 and to those children whose parents are in receipt of income support.

Break-time and drinks

Under the Fruit in School scheme Early Years and Years 1 and 2 children are entitled to a piece of fruit each day free of charge. This is given as a playtime snack. Water is available throughout the day. Every child must bring a water bottle, these can be purchased from the school office. In Early Years milk is provided free to pupils up to the age of five. If you wish to provide a breaktime snack for children this should be fruit.

Behaviour and self-development



Caring and inclusive

We are a safe, caring and inclusive school. We encourage children to be polite, well mannered, helpful to each other and to become good citizens.

Pride

The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Parkside Primary Academy and to feel that it is a place where they are safe to learn without disruption.

School rules and rewards

We have a few school rules, which are made clear to all the children and referred to in class and in assemblies. We have a positive behaviour management code and good behaviour is encouraged, recognised and rewarded. Good effort and achievements are rewarded publicly.

Sense of community

We have the following rules aimed at maintaining good order within our community and ensuring the health and safety of everyone within the school:

- Be kind
- Be responsible
- Be a learner
- Be honest
- Be respectful

Curriculum: *creative and fun!*



Broad and balanced

At Parkside Primary Academy we believe in providing children with a broad, fun and creative curriculum which both provides first hand experiences and builds on children's prior knowledge.

Planning together

As a staff, we plan together, to ensure that we are offering a balanced curriculum. Our first objective is to ensure that your child will be happy in coming to school in order to learn effectively. The teachers assess your child's needs and match work to their stage of development.

The curriculum is divided into three stages

1. Early Years Foundation Stage: from ages 0-5
2. Key Stage 1: from ages 5-7
3. Key Stage 2: from ages 7-11



Early Years Foundation Stage

The Early Years Foundation Stage Curriculum is based on seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Key Stages 1-2

Areas of the curriculum are:

- Mathematics
- English
- Science
- Information and Design Technology
- History
- Geography
- Art
- Music
- Physical Education
- Religious Education
- Health
- Citizenship
- Personal and Social Education.

Facilities

At Parkside Primary Academy, we are very fortunate to have some excellent facilities to benefit the children and support their learning and school experience. We have an ICT suite open to all pupils and tablets for use in the classroom. Every classroom is also fitted with an interactive whiteboard.

Library

We have a dedicated library space and for children interested in music, we provide a range of instrumental music lessons including strings, recorder and brass, with a good supply of tuned and untuned instruments throughout the school.

Moving on to secondary school

When our pupils move to local Secondary Schools we make the process as smooth as possible. We work closely with local schools and support families through the application process. Children make visits to their new schools during the summer term. In addition to this the staff are always available to listen to any concerns.



Enriched curriculum



Educational Visits

To further enrich our curriculum, all children are offered a range of trips which complement their classroom learning. We make visits locally and further afield and invite visitors into school from the wider community. Previous trips have included:

- Yorkshire Sculpture Park.
- The Chocolate Story, York.
- Yorkshire Wildlife Park.
- Flamingo Land.
- Pantomime theatre visits.
- Eden Camp.
- Santa train, Kirklees train station.

Residential Visits

Our Key Stage 2 children have the opportunity to go on residential trips during the school year. These experiences can help to develop qualities of self-reliance and tolerance of others. Children learn independence and develop confidence.

Themed Days

We arrange visits to the school by theatre groups and those with professional expertise such as singers, artists, musicians and historians. We also bring our topics to life by arranging themed Learning days, like whole school Science investigation days.



Natalie is so pleased she lost out on her first choice of school – at Parkside Academy her children have everything she could have wanted, and more

Natalie and Paul Cadman live in Royston with their children William, six, Amelia, four and three-year old Annabelle.

How things turn out for the best

Natalie and Paul moved to Royston two years ago shortly after William started school. As William had initially started his education in a church school, they were keen to find another near their new home but as the only available one was oversubscribed they accepted a place at Parkside.

“If I knew then what I know now, Parkside would always have been our first choice,” Natalie explains. “Shortly after William started at Parkside a place became available at the other school but he had settled in so well that we decided not to move him. Since then, he has come on in leaps and bounds and we are now very glad that things turned out the way they have.”

New confidence for a shy child

Part of the reason that Natalie is so pleased with Parkside is the effort the school has made to address William’s speech difficulties. “William was slow to talk and when he started to do so we realised that he had a stammer. Through speech and language therapy and one-to-one support in class, his speech has improved considerably and he has also gained a great deal in confidence. For the first week or so he used to cry when I left him which was distressing for us both but within a short time he settled in and started to make friends. He also attended the school’s Nurture Group, for children who are shy or anxious and again, that has made a great difference.”

Catching up lost ground

Now a popular member of his class, William is catching up on the ground he lost because of his earlier communication problems and Natalie is more than happy with his progress. “When I first went to look around the school I was very impressed with the welcome we were given, the friendliness of the staff and the sensitivity the teachers showed in making the transition from his previous school as smooth as possible. Having later seen how well they have handled all the things we were concerned about, I could not have wished for a better environment for William.”

Embracing a new experience

Natalie describes Amelia as a very different personality to William; bubbly and outgoing, she adores school and has embraced all it has to offer. Annabelle, too, loves the Nursery. “As a full-time mum, I have never had to put my children into childcare so they weren’t used to being away from me or our family for any length of time so I am amazed at how well they have adapted to school. Their teachers make them feel so at home and apart from those couple of weeks when William was finding his feet, there have been no problems at all.”

Children say

Annabelle: “I like playing outside and the toilet with the yellow door!”
Amelia: “I like learning.”
William: “I like getting stickers and certificates when I’ve done good things.”

Inclusion: a curriculum for all



Special Educational Needs

Children progress at different rates and every effort is made within the school to cater for this. Children who have Special Educational Needs may receive additional advice and support from the local authority's Special Needs Support Service and other agencies. All children have access to the full curriculum and work is planned accordingly.

Our Special Needs Co-ordinator ensures that the school provides the best support possible for children identified as having special needs. We discuss any

support plans with parents and provide regular feedback on progress. External agencies may need to be consulted on some occasions, but only with prior consent from parents.

Nurture

All staff work together as a team to ensure that all children are safe, happy at school and are able to access the curriculum. A culture of nurture is strong within the school. We provide specialist support for those children who need it, for example, a lunch time nurture group, family dining experience and lunch time

clubs. Children also benefit from play therapy and work on their social skills, self-esteem and behaviour with the Learning Mentor.

Able and talented children

We recognise that all children are individuals with their own specific needs, gifts and talents. Children who are identified as being exceptionally able or talented, are monitored and provided with stimulating and enriching lessons appropriate to their needs. Opportunities are sought for such pupils to meet and work with similarly gifted pupils in the area.



Kayleigh's son had certain problems to deal with but with the care and compassion of Parkside Academy he is making all the progress she could wish for

Kayleigh Hoyle and her fiancé Daniel live in Royston with Kayleigh's son Cameron, who is six.

A difficult transition

Kayleigh has many reasons to be grateful that her son was accepted into Parkside Academy. Having had to move house unexpectedly, she had to take Cameron out of his Nursery and find a place for him at a different school at Reception Year, but it was a difficult time for everyone. "We'd been given notice that our house was going to be sold and had only a month to move out, so everything had to be done in a rush. It was also a worry that Cameron doesn't take easily to a change in his routine and having to go to a different school where he didn't know anyone was not easy for him at all. Fortunately, his teachers at Parkside were lovely and although he struggled with the transition at first, it didn't take too long for him to settle in."

Understanding and reassurance

Fairly early on, Cameron had started to show signs of autistic traits and although he has not been diagnosed, Kayleigh can recognise some of his behaviours as consistent with the condition. "When he started school he wouldn't socialise with the other children and used to stand by himself, staring through the window. He also had a developmental delay and as a result was not toilet-trained, and this was a real concern as many schools will not take a child who is still in nappies. The staff at Parkside were absolutely wonderful and were quite prepared to make sure someone would change him whenever necessary. They also gave

me tips on how to help him and he's now completely independent, but I appreciated the fact that they were very understanding and reassured me he would get there in his own time."

Leaps and bounds

During his first year at Parkside, Cameron was given an Independent Education Plan to help him catch up and since then, says Kayleigh, he has come on in leaps and bounds. "He is reading really well, much more sociable and has made friends, which is lovely. It was so hard for him to have to move to a new school because of his problems in interacting with people he doesn't know but he's made a great improvement and is much happier now. The teachers and support staff are very approachable and make a big effort to address any issues: at one point, Cameron was making a fuss about doing his homework and I realised he was finding it difficult to hold his pencil. When I mentioned this at school, on the same day they found him a special holder to improve his grip and it worked perfectly. Things like that mean a lot."

Children say

Cameron: "I like learning about the times tables and the countries on the map."

Clubs



Variety

There are a wide variety of afterschool clubs provided for children to enjoy. Recent examples include:

- Football
- Netball
- Rounders
- Arts and Crafts
- Cookery
- Sewing
- Cross Country
- Basketball
- Rugby
- Dodgeball
- Knitting
- Dance
- Gardening
- Reading

Clubs run every lunchtime and after School.



Sport and music



Sport

Our aim with PE and sport is to provide opportunities for physical learning for all pupils. We want all of our pupils to be happy and healthy and enjoy physical activity. As a school we strive to provide new and varied physical activities for children before, during and after the school day.

Healthier and happier

We believe that PE and sport enhances academic learning, and leads to healthier, happier and more productive lives. Our sport provision includes competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis. We ensure children take part in gymnastics and athletics activities and perform dance. Swimming instruction is undertaken in Key Stage 2.

Music

Teachers from Barnsley Music Service offer tuition in school for a variety of musical instruments including brass, woodwind, drums and guitars. Please contact the school office for further details of tuition fees and times.

Admissions



Parents who are thinking of applying for a place at our nursery or school are invited to visit and look around at any time.

Admission to Nursery

Admission to our nursery year is via the local authority.

Admission into Reception (Foundation Early Years)

Children are admitted into Foundation Stage 2 in the September following their fourth birthday. Admission is through the local authority.

Please note that a place in our nursery does not automatically entitle you to a place in one of our reception classes. You must make a separate application for a place in our reception class.

Admission into other year groups

If you are considering Parkside Primary Academy for your child, you may find it helpful to arrange an informal visit to the school. Please contact the office to arrange an appointment where we will be very happy to show around our school.

Applications

For further information, please ask about applications at the school office. Forms can be downloaded via the Barnsley Council website.

<https://www.barnsley.gov.uk/>

Tel: 01226 773689 / 773588 / 773677 / 773506

Email: schooladmissions@barnsley.gov.uk

Web: <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-admissions-and-transfers/primary-school-places/>

Getting involved



Governorship

We have a full and active Governing Body, which includes parents as well as representatives from staff, and the local community. The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement including setting targets for pupil achievement, managing the school's finances, making sure the curriculum is balanced and broadly based, appointing staff and reviewing staff performance and pay.

Vacancies for Governors are advertised as they arise.

Communicating with Parents

We will let you know how your child is progressing at regular intervals. We also invite parents and children in the Autumn and Spring term to come to Parents Evening to discuss their child's progress. Parents are welcome to speak to the school at any time if they have any concerns.

Parents will receive a fortnightly newsletter and are invited to weekly rewards assemblies. We also hold parenting classes and regular coffee mornings where parents have the opportunity to understand how they can best support their child's learning.



Pioneer Academies Community Trust Vision and Values

Our Academy belongs to the family of schools that make up the Pioneer Academies Community Trust (PACT), a multi-academy trust in the Barnsley area.

Our ethos is simple. Children are at the centre of everything we do. We provide them with an academically challenging curriculum, outstanding pastoral care and enriching experiences in sport, music and drama. During their time in our Trust, all pupils will learn to play a musical instrument, have the opportunity to visit our Capital city, take part in sporting competitions and experience residential outdoor, adventure learning.

All the academies in the Trust share common values and work collaboratively to celebrate the distinctiveness of each academy's individual ethos. Through mutual support, sharing of best practice and shared professional development, we create autonomous, outstanding academies within the MAT framework.

We are fully inclusive, celebrating the diversity of all pupils and focused on the development of the whole person – supporting each child to flourish, succeed and make a positive contribution.

We believe every young person deserves the best possible start in life, - world class education. We are committed to raising the aspirations and attainment of all pupils and improving their future life chances.

'Children are the centre of everything we do, and everything we do is about improving their life chances'

Jayne Everett
Executive Principal



How to find us

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