Sudley
Primary School
Parents'/Carers' Handbook 2026-2027

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WELCOME TO SUDLEY PRIMARY SCHOOL

Dear Parents/Carers,

We would like to extend a very warm welcome to you and your child and look forward to your support and co-operation in the years ahead.

Your child's education is of vital importance to us. We hope that together, we can create a safe, happy environment in which all children are encouraged to be independent, reach their goals and feel valued and special.

Our school Motto **'Aim High and Smile for a Brighter Future'** underpins all that we do and enables children to develop a thirst for learning that continues with them throughout their lives.

This booklet is intended for all parents/carers of children at our school. It should be used as a point of reference throughout the time your child is at Sudley Primary School. An electronic version can be downloaded from our school website - www.sudleyprimary.net

After reading this booklet, should you still have questions, please don't hesitate to contact us.

S.Connell
Head Teacher

ADMISSIONS POLICY FOR SUDLEY PRIMARY

Our whole school allocation of pupils is 840. Our allocated number of pupils in each year group is 120. Each year group is organised into classes of 30 pupils.

Sudley Primary School follows the coordinated admission arrangements determined by Liverpool Local Authority, Children are admitted to school each September of the school year in which they will be five. The school's standard admission number is 120. Should there be more applications for places than the school has available the School Admissions Team will allocate them in accordance with the current criteria, which can be viewed on our school website or at https://liverpool.gov.uk/schools-and-learning/school-admissions/.

Priority 1

- Looked after children in the care of the local authority
- Children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

Priority 2

- Children with exceptional medical / social needs.
- Applicants wishing to be considered under this criterion should submit documentary evidence with the preference form by the closing date. Senior Council Officers will review the evidence and if necessary, take advice from educational professionals, the Local Authority's medical officer, social workers etc. A decision will be made as to whether your application falls under this criterion based on the evidence supplied. If your circumstances change after the closing date or you require further advice or assistance, please contact Liverpool Direct Contact Centre on ***0151 233 3006***.

Priority 3

- Children who will have a sibling at the school when they are due to start the school.

Priority 4

- All other applicants who have expressed a preference for the school.

All application for admissions at any other point in the school year or other year groups should be made by contacting the school and completing the online application form on the school website. Admissions | Sudley Primary School
Before starting school, the child's birth certificate must be brought along, together with documentation proving residence for the stated residential address.
Our school's admission policy does not discriminate against a child in terms of physical difference, gender, race, colour, nationality or ethnic origin.

TEACHING STAFF

Head Teacher	Mr S. Connell

Deputy Head Teachers	Miss S. Brady
	Mrs P. Mylett

Assistant Head Teachers	Miss C. Doherty
	Mrs S. O'Rourke

Reception	
Head of Year	Mrs L. Brown
	Mrs L. Gallears / Miss L. Muchmore
	Miss H. Rodriguez
	Miss S. Smith
Year 1	
Head of Year	Mrs L. Bosworth
	Miss H. Callon
	Miss H. Jenkins / Miss L. Muchmore
	Mrs McGlory / Mrs Ridehalgh
Year 2	
Head of Year	Mrs S. Armstrong
SENDCo	Mrs K. Houghton
	Miss M. Miles
Year 3	
Head of Year	Miss J. Linehan
	Miss E.Jones / Mrs C. O'Hare
	Miss L. Hollins
	Miss L. Scannell
Year 4	
Head of Year	Miss O. Skeggs
	Miss N. McGrattan
	Mrs C. Inglis
	Miss E. Murphy
Year 5	
Head of Year	Mrs A. Gillespie
	Miss K. Gallagher
	Mrs K. Hickey
	Miss O. Hennesy
Year 6	

Head of Year	Miss O. Young
	Miss L. Roberts
	Miss E. Evans
	Miss I. Coleman
	Mr A. Jones
Music	Mrs A. White
MFL Teacher	Mrs C. O'Hare

NON-TEACHING STAFF

Learning Support Assistants	
Reception	Mrs H. Cassell
Reception	Mrs J. Sharp
Reception	Mrs S. Hunt
Reception	Mrs S. Davies
Y1	Mrs S. Jones
Y1	Miss M. Hill-Babbs
Y2	Miss S. Riding
Y2	Miss P. Jackson
Y2	Mrs L. Haskell
Y3	Mrs T. Hollis-Leick
Y4	Miss N. Regan
Y4	Miss J. Hendrick
Y5	Mrs S. Hunter
Y5	Mrs G. Cottrell
Y6	Mrs F. Haake
Y6	Miss L. Boothroyd
Y6	Miss L. O'Reilly
Y6	Miss B. Umapathy
Lunchtime Supervisory Assistants	Mrs C. Boothroyd
	Ms K. Barr
	Mrs M. Connolly
	Mrs M. Hendry
	Miss N Regan
	Miss L, Tyrer
	Mrs J. Hung-Bauress
	Miss Y. Kelly
	Miss A. Nasery

	Mrs. S Mayoorathan
	Miss J. Hendrick
	Mrs S. Airey
	Mrs P. Devine
	Mrs C. Hughes
	Mrs G. Laven
	Mrs S. Hewson
	Mrs S. Booth
	Miss B. Galloway
	Miss L. Parkinson
	Mrs T. Hollis-Leick
Office Manager	Mrs L. Griffiths
Admin Assistants	Miss M. Moore
	Mrs C. Brown
	Mrs C. Greer
Finance Officer	Ms A. Smith
Cleaning Staff	Mrs K .Barr
	Mrs M. Connelly
	Miss S. Hewson
	Mrs D. Wishart
Site Manager	Mr G. Francis
	Mr P. Spooner
School Crossing Patrol Officer	Mr D. Squires

SCHOOL GOVERNORS

Chair of Governors	John Thornhill
Deputy Chair of Governors	Derek Bradshaw
Head Teacher	Scott Connell
Parent Governors	Fiona Mather
	Edwina Terry
Local Authority Governor	Vacant
Community Governors	Graham Carswell
	Alan Hayhurst
	Nicky Davies
	Sarah Rylands
	Karen Burke
	Sam Beer
	Louise Kennedy
	Alex Morgan
	Sharon Brady
Staff Governors	Sian Smith
Clerk to the Governor	Tracy Cleland

SCHOOL OFFICE HOURS

Monday – Friday 8.30am – 4.00pm

SCHOOL HOURS

Infant site

8.55 am – 11.45 am
12.45 pm – 3.15 pm
} the children are taught for approx. 26 hrs per week

Junior site

8.55 am – 12.00 pm
1.00 pm – 3.30 pm
} the children are taught for approx. 26.7 hrs per week

We consider punctuality to be of prime importance. It is therefore essential that all children are in school on time to enable registers to be completed and other administrative activities to be undertaken. The number of times a child is late will be recorded and reported on their School Annual Report. We ask for your co-operation in ensuring that your child is in school on time. If your child is persistently late you will receive a letter from the school inviting you to attend a meeting with the Pupil Attendance Educational Welfare Officer and the Deputy Head Teacher.

It is also important that children are collected promptly at the end of the school day. We would request that pick-up arrangements are made in advance. Of course, if circumstances change unexpectedly, please contact the **school office before 2.45pm**.

HOLIDAY DATES 2026-2027

AUTUMN TERM
Staff Training Day – Tuesday 1 September Term Starts: Wednesday 2 September 2026 – Friday 18 December 2026 **Half term:** Monday 26 October to Friday 30 October 2026 **Christmas break:** Monday 21 December 2026 to Friday 1 January 2027
SPRING TERM
Staff Training Day – Monday 4 January 2027 Term Starts: Tuesday 5 January 2027 – Thursday 25th March 2027 **Half term:** Monday 15 February to Friday 19 February 2027 **Easter break:** Friday 26th March to Friday 9 April (Easter bank holidays - Friday 26th March and Monday 29th March)
SUMMER TERM
Staff Training Days **Monday 19 July 2027** **Tuesday 20 July 2027** **Wednesday 21 July 2027** Term Starts: Monday 12th April - Wednesday 21 July **Please note**: Children will finish school at an earlier time on Friday 16 July Infants **1.30pm** and Juniors **1.45pm**. May Day Monday 3 May 2027 **Half term:** Monday 31 May to Friday 4 June **(Back in school – Monday 7 June 2027)**
STAFF TRAINING DAYS
Tuesday 1 September 2026 Monday 4 January 2027 Monday 19 July 2027 Tuesday 20 July 2027 Wednesday 21 July 2027

ORGANISATION

Children are organised into four-year groups according to age. The classes are numbered according to the National Curriculum year grouping, followed by one of the teacher's initials. The children are not set for any subject and remain in their mixed ability class all year.

The transition from nursery to starting school is an important stage in a child's life and we wish to give each child as much attention as possible while they settle into their new school.

CURRICULUM INTENTION

At Sudley Primary School, we intend to offer our children a well sequenced, broad and balanced, challenging and inclusive curriculum which meets the requirements of the National Curriculum. Underpinned by our belief in their limitless potential, our curriculum is built upon the foundations of reading, writing and arithmetic and is shaped according to what our children need to know, understand and do to thrive.

Our curriculum promotes children's social, moral, spiritual and cultural development and allows our pupils to:

- Enjoy and achieve by building on their unique strengths, interests and experiences.
- Be resilient and engaged in the process of their own learning.
- Be happy, enthusiastic, reflective and committed learners who have a thirst for learning.
- Develop their knowledge, skills and understanding in all areas, enabling them to make sustained progress.
- Develop their confidence and capacity to learn both collaboratively and independently.
- Think creatively, engage in problem solving, be adventurous and explore areas of interest.
- Understand the importance of pursuing a safe and healthy lifestyle both physically and mentally.
- Form positive relationships which are based on a respect for themselves and others and develop their self-esteem.
- Become responsible, respectful and caring citizens who celebrate diversity and make a positive contribution to the school and the wider community.

We teach the 2014 Primary National Curriculum using a subject based approach and making appropriate cross curricular links. Cultural experiences are central to the children's learning and play a significant role in fostering the engagement, motivation and creativity that our children have to offer. We aim to use a range of evidence – based teaching approaches to ensure knowledge, skills and understanding are reinforced and embedded. We evaluate our practice regularly against what we know works.

Our aims are two-fold, to provide a supportive, stimulating and happy environment where all our children have the opportunity to achieve their potential and feel proud of their achievements.

At the end of their experience at Sudley Primary School, we hope that each child will be a reflective, responsible, resilient and respectful individual.

CURRICULUM

We offer a broad and balanced curriculum, relevant to the needs of all our pupils. Children follow the EYFS curriculum in Reception, the Key Stage 1 National Curriculum in Years 1 & 2, then finally the Key Stage 2 National Curriculum in Years 3-6. The curriculum for Years 1-6 focuses on the core subjects of English, Mathematics and Science. The school also focuses on the foundation subjects of, Art and Design, Computing, Design Technology, Languages, Geography, History, Music, Physical Education, Religious Education and Personal, Social, & Health and Economic Education (PSHE).

Each term, a brief forecast of the curriculum units will appear on the school website in the section labelled 'Curriculum'. We encourage parents/carers to use this information to support their child's learning.

At the end of Year 6, the children will sit National Curriculum tests in Reading, Grammar, Punctuation and Spelling as well as Mathematics. The comparison of National Standards with the School's results may be found at the end of the booklet. This information refers to the Year 6 children – Teacher Assessment and Key Stage 2 S.A.T. results 2024.

EYFS CURRICULUM

Reception classes follow the Early Years Foundation Stage (EYFS) curriculum. This consists of seven important areas of learning and development that are inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. This is a play-based curriculum with opportunities for exploration indoors as well as outdoors in our EYFS outdoor provision. These three areas, the **prime** areas, are:

Communication and Language
Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development
Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development
Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

There are four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy
Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics
Mathematics involves providing children with opportunities to develop and improve skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World
Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design
Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ENGLISH

At Sudley Primary School, we provide a rigorous and robust English curriculum as we know that words are the currency of success. Our high-quality provision teaches 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 exposure

to good quality texts, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually, in line with our whole school curriculum intention

Our English curriculum is everywhere at Sudley Primary School. A mastery of the subject means our children can acquire new knowledge and build on what they already know, setting them in good stead for the next stage of their education.

Phonics

At Sudley Primary School, we recognise the vital role phonics plays in developing strong reading and spelling skills. We follow the Read Write Inc. systematic synthetic phonics programme to ensure consistency and high-quality teaching across the school. All staff receive regular training to support expert delivery of phonics, creating engaging, effective lessons for all learners.

Our children enjoy daily, high-quality phonics sessions using fully decodable books that are closely matched to their learning stage. These are supported by book bag books to continue learning at home, along with weekly virtual classroom links for families to follow along and reinforce learning.

We use robust, ongoing assessment to place children in fluid groups that adapt as they progress, ensuring every child is always working at the right level of challenge. For those who need a little extra support, in-school tutoring helps to close gaps quickly and confidently.

At Sudley, we foster a love of reading from the very start. As children grow into fluent, confident readers, they build comprehension skills and the ability to express themselves in writing—laying strong foundations for future learning and success.

MATHEMATICS

We aim to offer children a high-quality mathematics education that develops enjoyment and curiosity about the subject. Maths is an essential skill that plays a key role throughout life; it is critical to science, technology, engineering, and necessary for financial literacy and most forms of employment. At Sudley Primary, we teach the children how to make sense of the world by developing their ability to calculate, reason and solve problems mathematically, thus providing them with important life skills.

Staff have high expectations of all children which allows them to make progress, achieve their full potential and provide the foundations for future learning.

We ensure that children work on the key aims of the mathematical curriculum.

- **Fluency**: Children should be fluent in the fundamentals in Maths through varied and frequent practice with increasingly complex problems over time. This enables children to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reasoning:** Children should be able to reason mathematically by following a line of enquiry, conjecturing relationships, and generalisations, and developing an argument, justification or proof using mathematical language.
- **Problem solving:** Children should be able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

When teaching Maths we aim to:

- Promote enjoyment of Maths through engaging activities that encourage exploration and discussion.
- Build children's confidence and competence with numbers and the number system by consolidating prior learning and developing their ability to recall and apply knowledge rapidly, with a strong focus on developing arithmetic and mental strategies.
- Provide opportunities to develop resilience, creativity, problem solving and reasoning skills by engaging in both collaborative and independent work.
- Teach Maths both discretely and within subjects of the curriculum so children understand the importance of Maths in everyday life. Lessons are carefully planned and sequenced to enable children to move fluently between different strands of mathematics, making connections between mathematical ideas.

SCIENCE

In Science, we aim to ensure that our pupils recognise the importance and diversity of Science in every aspect of our daily lives. We aim to increase their knowledge and understanding of our world, developing the skills associated with Science as a process of enquiry and endeavour to provide them with the confidence and motivation to continue to further develop their skills. By developing their natural curiosity, we encourage respect for living organisms and the physical environment and provide opportunities to be reflective and critical of evidence.
In conjunction with the aims of the National Curriculum, our science curriculum has a systematic approach which promotes opportunities for children to:

- Foster a positive attitude towards science and develop an enjoyment of its study.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Develop the essential scientific enquiry skills to deepen their scientific knowledge.
- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including computing, diagrams, graphs and charts.
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- Develop an enthusiasm and enjoyment of scientific learning and discovery.
- Show perseverance and resilience when research and pursuing questions raised throughout lessons.
- Develop an understanding of diversity within the world of science and the contribution made by a range of scientists.

DESIGN AND TECHNOLOGY

At Sudley Primary School, our Design and Technology curriculum allows children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts. It provides children with the opportunity to think creatively, engage in problem solving and be adventurous when designing a product which considers their own and others' needs, wants and values. Practical tasks develop children's ability to take risks, be resourceful and innovative, whilst also ensuring opportunities to express their individuality in the construction of their products. Through carefully sequenced lessons, pupils are taught the knowledge, understanding and skills needed to confidentially engage in the sequence of designing, making and evaluating. Skills are taught progressively to ensure that all children can learn and develop their knowledge and skills as they move through the school. Design and Technology contributes to children's personal development in resilience and self-reflection, with opportunities to work collaboratively and independently to fulfil design briefs. Through the evaluation of past and present products, we celebrate the diversity of cultures, designers and products from around the world.

COMPUTING

At Sudley Primary School we intend to ensure all children have a solid foundation of knowledge and skills in computing. In order to develop computational thinking and creativity, we know that quality first teaching in computing and access to up-to-date resources and programs is vital. We understand that in an ever-changing technological world, a knowledge of systems (both natural and artificial) helps us to understand and change the world.

Computing is a subject which is heavily anchored in all others: it has deep links with mathematics, science, and design and technology. Many subjects function better alongside a sound knowledge of computing. By ensuring that our children become digitally literate, we

are helping them to be able to express themselves and to develop their ideas through, information and communication technology. The end goal of our computing intention is to enable all our children to function at a level suitable for the future workplace and as active participants in a digital world.

HISTORY

The Sudley Primary history curriculum inspires our pupils through our diverse local history as well as building their knowledge and understanding of significant eras in British and global history. We encourage pupils to challenge complex aspects of our local, national and global history and learn from them. Our aim is to inspire our pupils to be well-rounded individuals who are able to identify right from wrong, think critically and have the confidence to articulate their views.

GEOGRAPHY

In Geography, we aim to inspire a curiosity about the world and its people. We equip pupils with knowledge of a wide range of human and physical processes by studying diverse places, people and local and global issues, enabling them to become respectful and caring citizens. Pupils are encouraged to use Geography specific vocabulary which allows them to gain a deeper understanding of the words in context. We aim to provide our children with a wide general knowledge of places around the world with opportunities to expand their cultural capital through teaching a range of topics. Lessons and units are logically sequenced to build on previous knowledge.

ART AND DESIGN

At Sudley Primary School, we believe that Art and Design is a vital and integral part of children's education. It provides them with opportunities to share and express their individual creativity and imagination, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children's personal development in independence, resilience and self-reflection; moreover, it enables them to develop a natural sense of wonder and curiosity about the world around them. Our art curriculum develops children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of artists and designers through history. They develop understanding of the language of art with effective teaching and carefully thought-out sequences of lessons and experiences, providing an accessible, engaging, ambitious and always practical curriculum, which enables our children to reach their full potential.

PHYSICAL EDUCATION

Our vision for Physical Education at Sudley Primary School is that all children experience a high-quality Physical Education curriculum that is progressive and inspires all pupils to succeed in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health, both mentally and physically, and fitness. We also aim to provide opportunities to compete in sport and other activities to build on character and help to embed values such as fairness and respect, which are key elements in showing good sportsmanship.

SWIMMING

We hope that by the time the children leave us for secondary school, they will all be able to swim. Both girls and boys must wear swimming caps. Swimming lessons are held in Wavertree Aquatic Centre. The lessons are led by qualified swimming coaches.

Timetable

Term	Term 2B	Term 3A & 3B
Year Group	Year 5	Year 5

The table above gives details of when Year 5 will go swimming during the school year.

Provision is also made in the Summer Term for those Year 6 children who are unable to swim 25 metres, to go swimming.

P. E. /Swimming is part of our normal timetable, and all children must take part unless we have been given a medical certificate to the contrary.

We annually hold a Health and Fitness week to help raise awareness of the importance of physical activity, healthy eating, staying safe and relaxation as part of our healthy lifestyles. Activities include cooking, massage, sports activities and first aid. This is a very successful and enjoyable week.

RELIGIOUS EDUCATION

In Religious Education, we aim to teach children about different faiths reflected in our diverse school community. We believe that learning about each other's faiths and traditions- the connections between these faiths and their impact on the wider society- is the foundation of our RE curriculum. We believe that through this curriculum children will not

only develop understanding, respect and tolerance of the beliefs of others but also a growing awareness of their own, personal beliefs and values as they respond to the curriculum.

PSHE

Our PSHE curriculum at Sudley Primary School is designed with the intent to maximise the potential of all our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to enable our children to enjoy their learning and build on their strengths, interests and share their individual experiences. We aim to create a calm and caring environment for our children, so they are happy and resilient learners who are engaged in their own learning. As valued members of a class and school community our children learn the importance of working collaboratively and having independence. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. PSHE is divided into five core themes: Me and my relationships, Valuing difference, Keeping myself safe, Rights and responsibilities and Being my best.

RELATIONSHIP AND SEX EDUCATION - RSE

These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty. Sudley Primary School uses the PSHE Association endorsed 'Medway' materials to support teachers in delivering RSE in an age-appropriate manner.

Parents/Carers are invited to a virtual presentation detailing the relationship and sex curriculum which accompanies their child's year groups programme of study. Parents/carers can withdraw their child from all or part of the sex education lessons, except those elements that are taught as part of National Curriculum Science.

MODERN FOREIGN LANGUAGES

At Sudley Primary School, we believe it is important for children to learn a language as it provides valuable educational, social and cultural experiences. It helps them to see diversity within society and promotes inclusion across the school. It is our intention that children will make substantial progress in one language, Spanish, developing communication skills in speaking, listening, reading and writing. We strive to stimulate and encourage children's curiosity about language, whilst challenging them to develop their awareness of cultural differences in other countries. Spanish is taught from (Year 1 to Year 6).

INCLUSION

At School, we are committed to promoting the highest possible achievement for all our pupils. We promote equal opportunities by helping all our pupils to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve future economic well-being through their accomplishment in the basic skills.

We are an inclusive school and provide well for our pupils who experience difficulties. We liaise with pre-school settings to put support in place before children start school. This assists a smooth transition, meaning all children can make a strong start to their time with us. Working closely with parents/carers is given the highest priority. We recognise the importance of working together to support learning in school, at home and beyond. Pupils are carefully assessed, and Individual Plans are tailored to ensure progress is made. In addition to Parents'/Carers' Evenings we hold Individual Plan Review Meetings twice a year for all pupils on the SEND (Special Education Needs and Disability) register. A range of effective intervention strategies are in place which are closely monitored by the Inclusion Manager and SENDCO. We work closely with a wide range of outside agencies to support pupils with learning/ behavioural difficulties.

We identify pupils who are Able, Gifted and Talented in a wide range of areas. As well as academic ability, we recognise accomplishments in the arts, sports, science, creativity and the humanities. In addition to quality enrichment activities, after school clubs and residential opportunities, we aim to provide for our most able pupils through quality first teaching in daily lessons.

Our pupils with English as an Additional Language are supported through small group interventions that promote speaking and listening. We can, with notice, arrange for a translator to attend meetings to aid communication.
If you have any concerns about your child's learning, please contact the Inclusion Manager – Mrs O'Rourke or our SENDCO – Miss Muchmore. We operate an open-door policy and aim to see you at a mutually convenient time within a few days of you raising a concern.

SCHOOL COUNCIL/PUPIL VOICE

We have an established School Council with each class having an elected representative who meet as a Council fortnightly and report back to their class when necessary. The School Council, which is organised by Miss Skeggs and Mrs Brown, enables the children to discuss and make decisions about issues that affect them.

YEAR 5 BUDDIES

To assist the Year 2 children in their transition from the Infant to Junior site, we operate a 'Buddy' scheme using some Year 5 pupils as Buddies to Year 2 pupils. The Year 5 children will write to their 'Buddy', and they will meet each other when the Year 2 children visit the Junior site. In September, once the new children start at the Junior site, the Buddies (then in Year 6) will continue to support the transition by teaching and supervising their playground games for the first half term.

CURRICULUM – PARENT/CARER WORKSHOPS

We are committed to supporting our children with their work not only in the school environment but also when the children are at home. Therefore, we feel it is essential that we provide support for our parent/carers through a range of curriculum workshops throughout the academic year. Last year we were able to offer both 'Welcome to the Year Group', 'Relationship and Sex Education', Reading and 'Read Write Inc – Phonics' workshops. In this coming year it is our intention to continue to build on the workshops that we can offer to our parents/carers.

WELCOME TO THE WEEK ASSEMBLY (KS1 and KS2 Assembly Themes)

Each Monday the children in KS1 and KS2 attend Mr Connell's Welcome to the Week Assembly. During the assembly the theme for the week is shared with the children.
Please find below a sample of the themes that were covered during last year's Autumn term.

Week Beginning	Whole School - Weekly Assembly Themes
1.9.25	**NEW BEGINNINGS** Focus – Fresh Start for a New School Year
8.9.25	**RESPONSIBILITY** **SUDLEY'S CORE VALUES** Focus – Making the Right Decision
15.9.25	**FAMILY & FRIENDS** Focus – Positive Relationships
22.9.25	**HARVEST**

	Focus – Being Grateful, Being Thankful
29.9.25	**BLACK HISTORY MONTH** Focus – **Standing Firm in Power and Pride**
6.10.25	**Mental Health Awareness** Focus – How to be Happy
13.10.25	**Recycling Week** Focus – Caring for our Planet
20.10.25	**E-Safety** Focus – Being a Good Role Model
3.11.25	**REMEMBRANCE** Focus – Showing Respect
10.11.25	**ANTI-BULLYING WEEK – PART 1** Focus – Power of Good
17.11.25	**ANTI-BULLYING WEEK – PART 2** Focus – Power of Good
24.11.25	**RESPECT** **SUDLEY'S CORE VALUES** Focus – Respecting Ourselves and Others
1.12.25	**CHRISTMAS** Focus – Advent
8.12.25	**HAPPINESS** Focus - What Does it Mean to be Happy?
15.12.25	**CHRISTMAS** Focus – Giving a Gift

CELEBRATION/TREASURE CHEST ASSEMBLY

Our Celebration/Treasure Chest Assemblies take place every Friday. The Treasure Chest Assembly is organised and presented by Year 2 pupils at the Infant site. The Celebration Assembly is organised and presented by Year 6 pupils at the Junior site. The aim of these assemblies is to celebrate the achievements of the pupils at Sudley Primary School by awarding a pupil from each class with 'Star of the Week.'

Pupils are also given the opportunity to take part in a musical/ reading/achievement interlude. In the musical interlude the children can play their musical instrument or sing; in the reading interlude they can read an extract from their favourite book to the whole school; or for our achievement interlude the children can share information about an award that they may have received outside of school.

SCHOOL BEHAVIOUR AND ANTI-BULLYING POLICY

At Sudley Primary School, we believe that **every member** of the school community has responsibility for behaviour, and everyone has the right to feel valued and respected. **We know that behaviour matters because safeguarding matters** and all staff and students have an entitlement to achieve their maximum potential in a safe and secure environment where effective learning and teaching can take place. To achieve this, we know that we must maintain the highest possible standards of pupil behaviour.

Our policy intends to define the *behaviours* and *habits* that we expect children to demonstrate in school. These are exemplified in our school 'Respect Charter' and our 'Good Behaviour Habits' list. We believe that by practising these behaviours over time, they will become habits that positively shape how children feel about themselves and how others perceive them.

The behaviour model is based on the idea that *'we are what we repeatedly do'*- Will Durant.

This is underpinned by our 4 key values of

- Respect
- Responsibility
- Reflection
- Resilience

The school relies upon the co-operation of all stakeholders in supporting our policy on behaviour.
Our School Behaviour Policy which contains our Anti-bullying Policy can be found on our website. This is reviewed by the Governing Board each Autumn term.

Challenging Both Racism and Homophobic Behaviour as well as Promoting Cultural Diversity.

At Sudley Primary School will not tolerate any race-related or homophobic attitude in our school. We accept a racist or homophobic incident to be: -
"An incident which is perceived to be racist or homophobic by the victim, or any other person."
Any incident thought to be of a racist or homophobic nature will be treated seriously. These incidents may include bullying, harassment, name calling, ridicule, or graffiti.

- All incidents will be reported to the Head teacher.

- Recorded incidents will be reported to parents/carers, school governors and LA.
- The person will be counselled regarding the unacceptable nature of his/her behaviour.

OUR REWARD POINT SYSTEM

Each Junior child is placed in one of four teams – Donard, Nevis, Scafell, Snowdon. Reward Points are awarded to encourage good work and good behaviour. Each week our Year 6 Presentation Team collects and collates the Reward Points from all classes. During our Friday Celebration Assembly, they announce the winning team and present a certificate to the person in their team who has acquired the most points that week. We also award a half termly prize to the team that has accumulated the most points.

GOOD BEHAVIOUR HABITS

Good habits and behaviours are an expectation at Sudley Primary School and consistency is key. We expect all adults to apply the following principles in all interactions with pupils

1. Identify the *habits* and *behaviours* we want to see (see Behaviour Code).
2. Communicate in detail our expectations and model them repeatedly.
3. Practice habits until everyone can do them.
4. Reinforce, maintain and patrol the habits constantly.

RESPECT CHARTER

Below is a list of **8 behaviours** that all children should work towards demonstrating. These are exemplified by **a series of good behaviour habits** (in italics) that we want children to develop.

1.Listen when others are talking
• *I will wait my turn to speak and value the contributions of others.*
2.Treat everyone with respect
• *I will always say **Please** and **Thank you** when I speak to another adult or child.* • *When someone says **'Good morning/afternoon'** to me, I will **return the greeting.*** • *I should always **hold the door** for an adult or another child.* • *When I am moving around the school, I will **walk quietly and, on the left,** stopping to let adults or visitors pass.* • *After lunch and morning break, I will **enter my classroom quietly** and **stand behind** my classroom chair or **sit on the carpet while I wait for my teacher to welcome me.***

• *Before I go out for break/lunch or at the end of the day, I will be asked by my teacher to **stand behind my desk or sit on the carpet**. My teacher will then dismiss my class.*
3.I will try my best in all that I do
• *I will work hard and always get to the end of my task*
4.Share with, keep safe and care for others
• I will know how to stay safe and if I observe behaviours or habits in others that concern me, I should politely speak to an adult about them
5.Follow instructions immediately
6.Take responsibility for our actions
• *I know that I am only responsible for my own behaviour and that I should always make the right choices.*
7.Keep our school environment neat and tidy
-I will play in safe spaces
8.Take care of our class/school property
• *I will keep my learning space tidy and neat*

HOMEWORK

All children from Years 1-6 will receive two homework books which will be given out by the class teacher at the beginning of the school year in September, one for English and one for Maths. All allocated homework can also be accessed through our school website, in the event of the paper copy being mislaid: https://www.sudleyprimary.net/homework-1/

All children must take their Reading Books and 'Rea

ding Record Book' home daily. We ask that all parents/carers listen to their child read for at least 15 minutes each day.

PARENTS'/CARERS' EVENINGS

Parents'/Carers' Evenings, at which parents/carers have an opportunity to see their child's work and discuss their progress, are held each term. The Parents'/Carers' Evening dates for 2026-2027 will be given out at the beginning of the Autumn Term. There may be occasions when parents/carers wish to discuss an item, which cannot wait until the next Parents'/Carers' Evening. We ask that you email the school, giving details of the matter. The email must be sent to contact@sudleyprimarycom .

ANNUAL SCHOOL REPORT

Written reports are given out towards the end of the Summer Term and before the final Parents'/Carers' Report Evening. Dates are shared at the beginning of the academic year.

YEAR 6 EXAMINATIONS

Year 6 SATs are held in the Summer Term. It is very important that children are not absent from school during SATs week for family holidays. If a Year 6 child is absent during the SATs week, there will be no SATs results to send to the Secondary Schools as the exams cannot be taken earlier or later than the dates stated by the Department for Education. Exam dates for May 2027 are timetabled from Monday 10 May to Thursday 13 May 2027.

PHOTOGRAPHS AND DIGITAL IMAGES

Please note that photographs and digital images are not permitted at any school event. Parent/carer permission slip for photographs and digital images is completed online as part of the emergency contact form.

PARENT/CARER CONDUCT

It is not appropriate for a parent/carer to directly approach another child or another parent/carer about an issue which has arisen in school, but which concerns their own child. If there are any school matters, which give cause for concern to parents/carers, please email the school – contact@sudleyprimary.com. (The complete Parent/Carer Code of Conduct can be downloaded from the school website.)

SCHOOL UNIFORM

It is essential that all children wear school uniform: -

Autumn/Spring Uniform Reception	
Option 1	**Option 2**
• White Polo Shirt with School Logo • School Cardigan with School Logo • Grey Knee Length Skirt (Slate Grey) • Grey Socks (Slate Grey) • Black Flat Shoes (No Laces)	• White Polo Shirt with School Logo • School V-neck Jumper with School Logo • Grey Trousers (Slate Grey) • Grey Socks (Slate Grey) • Black Flat Shoes (No Laces)

Please note:
- **School Cardigan or School V-neck Jumper with School Logo can be worn with both Option 1 and Option 2**
- **Culottes (Slate Grey) can be worn with both Option 1 and Option 2**
- **Grey shorts must not be worn as part of the uniform**
- **Black trainers are not allowed to be worn as part of the school uniform**

To be worn from Tuesday 1 September 2026 to Thursday 25 March 2027

Summer Uniform Reception

Option 1	Option 2
• White Polo Shirt with School Logo • Grey Shorts/Skirts (slate grey) • Grey Socks • Black Flat Shoes • School V-neck Jumper with School Logo	• Purple Gingham Summer Dress – A Line • White Socks • Black Flat Shoes • School V-neck Jumper with School Logo

Please note:
If your child decides not to wear Option 1 or 2, then they must continue to wear their Autumn/Spring Uniform.

To be worn from Monday 12 April 2027 – Friday 16 July 2027

Autumn/Spring Uniform KS1 & KS2 (Year 1 – Year 6)

Option 1	Option 2
• White Shirt • School Tie (Standard 39"/clip/elastic) • School Cardigan with School Logo • Grey Knee Length Skirt (Slate Grey) • Grey Socks (Slate Grey)	• White Shirt • School Tie (Standard 39"/clip/elastic) • School V-neck Jumper with School Logo • Grey Trousers (Slate Grey)

• Black Flat Shoes (KS1 No Laces)	• Grey Socks (Slate Grey) • Black Flat Shoes (KS1 No Laces)

Please note:
- **School Cardigan or School V-neck Jumper with School Logo can be worn with both Option 1 and Option 2**
- **Culottes (Slate Grey) can be worn with both Option 1 and Option 2**
- **Grey shorts must not be worn as part of the uniform**
- **Black trainers are not allowed to be worn as part of the school uniform**

To be worn from Tuesday 1 September 2026 to Thursday 25 March 2027

Summer Uniform - KS1 & KS2 (Year 1 – Year 6)

Option 1

- White short sleeved shirt with school tie.
- Grey Shorts/Skirts (slate grey)
- Grey Socks
- Black Flat Shoes
- School V-neck Jumper with School Logo

Option 2

- Purple Gingham Summer Dress – A Line
- White Socks
- Black Flat Shoes
- School V-neck Jumper with School Logo

Please note:
If your child decides not to wear Option 1 or 2, then they must continue to wear their Autumn/Spring Uniform.

To be worn from Monday 12 April 2027 – Friday 16 July 2027

P.E/Swimming Kit

Indoor P.E Kit

- White T-shirt with School Logo (available from the school offices & Liverpool Schoolwear)
- Black Shorts
- Black Pumps (training shoes are unsuitable for gym/dance)

Outdoor P.E Kit

- White T-shirt with School Logo (available from the school offices & Liverpool Schoolwear)
- Aptus ES Full zip - black/white with logo (available from Liverpool Schoolwear)
- Aptus ES track pants - black (available from Liverpool Schoolwear)
- Training Shoes

Swimming Kit

- Trunks or one-piece costume (swimming shorts are unsuitable)
- Swimming cap.
- Towel.

- In the interest of safety and security, children must not bring jewellery to school or wear any jewellery in school except for one small pair of gold or silver stud type earrings which must be removed for PE and swimming lessons.
- Nail varnish and make up must not be worn.
- Hair that is below collar length must be tied back.
- Extreme hairstyles or unnecessary hair accessories are unacceptable in school. (If you require further guidance then please contact the school office.)
- **All school clothing should be clearly marked with your child's name.**
- All toys or equipment - **including mobile telephones** - must not be brought to school. (The Governors do not accept responsibility for damage to personal property or the loss or theft of any personal property from the school premises.)
- If your child loses something in school, please contact the school office and report the loss.

SCHOOL MEALS

The children can have either a hot meal or bring a packed lunch. All meals are cooked on the premises by our catering firm Hutchisons Catering. Our menu caters for all dietary needs. The children have a wide choice of menus which are changed daily and run on a 3 week rota. A choice of sandwiches is available as an alternative. In order that we can have a reasonably

accurate idea of the number of cooked meals required, we ask that once the decision regarding the choice of meal has been made, it is adhered to for that half term.

All children at the Infant site are currently eligible for a school meal each day without charge, as part of the Government's Universal Free School Meals scheme. The price for our hot meal at the Junior site is £2.50 per day.

Payment System:

- We are a cashless school
- Payment for school meals will be made through ParentPay
- We will send you an activation letter to enable you to set up your ParentPay account

If parents at the Junior site wish to apply for free school meals, a form is available from the 'One Stop Shop'. There is no need for any child staying for school meals to bring extra food or drink to supplement the prepared lunch.

MILK AND PACKED LUNCH

We offer all pupils the opportunity to purchase a third of a pint of milk per day. There is a cost of £1.25 per week, payable a term in advance. We cannot refund or carry over payment for occasional days absences due to illness or holidays. Unlike milk in infant schools, there is no government subsidy available for junior school milk. As the milk needs to be ordered in advance, a letter will be sent home towards the end of each term, with the information about the cost of milk for the following term. We have only semi-skimmed milk available.

All food and drink for packed lunch must be in unbreakable containers, which are labelled with the child's name and class. At the end of the meal, apart from unopened items, everything is thrown away. Children must not have carbonated soft drinks, sweets or chocolate bars included with their packed lunches. The children are not allowed to eat sweets or crisps etc. in school at playtimes or lunchtimes. Packed lunches must not include any types of nuts as we have several children in school with serious nut allergies. Flasks of hot soup/food are not allowed due to Health & Safety. Finally, children must not share their packed lunch.

FRUIT AND VEGETABLES IN SCHOOL

As a school that promotes healthy eating and lifestyles, we encourage the children to bring a fruit/vegetable snack into school to eat at morning break. Our school participates in the National School Fruit Scheme for infant classes which was introduced by the Government. Under the scheme, each child is entitled to receive a free piece of fruit each school day, this is distributed daily to all classes on the Infant site.

WATER IN SCHOOL

Children can bring water bottles into school. The water must be in a transparent, named, plastic water bottle with a sports cap top. The bottle of water, which will stay in the classroom during break and lunchtime, must be taken home daily to be cleaned and the contents replaced. All the tap water in school is mains water and is suitable for drinking.

FINANCIAL HELP FOR PARENTS

Forms are available from Children's services, for example free school meals grants. The telephone number is (233-3000) for the School Awards Section.
If you have any doubts whether you qualify, do not hesitate to ask for advice or help from school.

APPOINTMENTS

A child who has to leave school for a medical appointment or any other reason, must be collected from the school's main office. Children will not be allowed out of school during school hours unaccompanied. A request of absence from must be filled in before the appointment. This form can be obtained from the school website. https://www.sudleyprimary.net/absence-form/

PUPIL ABSENCE

Absences

- If your child cannot attend school due to an unforeseen circumstance, e.g., illness, it is important that their absence is reported to our school absence line 0151 427 2941 as soon as possible on each day of their absence, and no later than 9.15am. This message must include your child's name, class and **a detailed reason** for the absence. **Please do not send an email to report absences.**
- Any child unaccounted for by 9.15am will be subjected to our safeguarding policy and every effort will be made to check that they are safe and well by telephone, email and SchoolPing messages.
- **Further failure** to inform the school about your child's absence will result in staff contacting all other numbers given on the child's contact form.
- **If we are still unable to make contact then we may make a home visit.**
- **If we are still unable to make contact then we may request that the police make a welfare visit to the family home.**

If you wish to request an absence in advance, including for medical reasons, please complete the online form found on our school website, in plenty of time. Again, we cannot accept requests via email. You will be contacted to discuss this request with a member of the Senior Leadership Team. Any unnecessary absence will be unauthorised and permission for absence will not be granted. Unauthorised absences are discussed with the Education Welfare Officer and could lead to referral to their service.

If no information is received by the school about any absences, or absences are considered unnecessary, then the absence will be regarded as 'unauthorised'. The Education Reform Act requires schools to record all absences from school as authorised or unauthorised. This information is also recorded on the annual report to parents.

The current overall attendance rate is 96.4% and the current absence rate is 3.6%.

Persistent Absenteeism

The school will class a child as a persistent absentee if their attendance falls below 92%. If your child's attendance falls below 92% you will receive a letter/phone call from the school. You may also receive a letter inviting you to attend a meeting with the Pupil Attendance Educational Welfare Officer and the Deputy Head Teacher.

In all cases we will report parents/carers of the child to the Education Welfare Officer, who may contact the parents/carers to discuss the child's attendance. Our current persistent absentee rate is 6.9%. Children at risk of falling into this category will also be informed by telephone or letter so that a conversation around attendance can be had with one of our senior leaders.

LATE FOR SCHOOL – DROP OFF

Infant site- Lugard Road /main playground Drop Off
The gate to the playground is closed at 8.55am. If your child arrives after 8.55am they must report to Reception. Your child will receive a late mark.

Infant site- Milner Road entrance
This gate closes at 8.55am. If your child arrives after this time, they must report to Reception via the main entrance on Lugard Road. Your child will receive a late mark.

Junior site- Aigburth Road Drop Off
If your child arrives at school after 8.55am they must report to the Late Register which will be taken in the Main Reception. Your child will receive a late mark.

Junior site- Donalds Way Drop Off

If your child arrives at school after 8.55am before the school gates close at 9am they must report to the Main Reception – which can be accessed from the main playground. Your child will receive a late mark.

Please be aware that punctuality is extremely important and regular lateness will result in the parents/carers of the child being reported to the Education Welfare Officer, who will contact the parents/carers to discuss the child's lateness.

If your child is late and arrives at school before 9.25am, then this will be recorded as "late".

If, however, your child is late and arrives at school after 9.25am our attendance records for the morning will show your child as "absent".

If your child has a medical/dental appointment and school have been informed either by letter, appointment card or telephone call, and arrives at school after 9.25am, this will be recorded as an "authorised absence".

HOLIDAYS DURING TERM TIME

Families should not take holidays during term time. All holidays during the school term will be classed as 'unauthorised'. Unauthorised absences are discussed with the Education Welfare Officer and could lead to referral to their service.

You are required to complete our online form IN ADVANCE of any known absence – Leave of Absence During Term Time. https://www.sudleyprimary.net/absence-form/

You will then be required to attend a meeting with Mr Connell or a member of Senior Leadership.

Please note that no leave will be granted during dates given for exams/SATs.

ILLNESS

This guidance outlines procedures to be followed in the event of a pupil illness. As illnesses are diverse it will not cover all eventualities. However, the nature of the illness will determine how long a child is required to stay away from school once the symptoms have settled.

Vomiting and Diarrhoea

Sometimes, an incident of vomiting and diarrhoea will be because of food intolerance or food poisoning. In this instance it would be considered as **non-viral** and children are free to return to school once they feel well and **24 hours** after the last occurrence.

However, there are occasions when vomiting and diarrhoea is a result of a **viral** condition. It is this form of sickness that concerns us. If you cannot identify a reason for your child's illness

and perhaps other members of the family have been ill, the sickness is accompanied by a fever, listlessness and a general feeling of being unwell, please consider that it might be because of a virus.
To safeguard the wellbeing of staff and other children at school we ask, in this instance, that you do not send your child to school for **48 hours** following the last incident of vomiting or diarrhoea, even if they appear well. This is just in case they are still carrying the virus. If you return your child to school before the 48 hrs and the cause of the vomiting is known to be viral, the school will ask you to take your child home for another day even if they appear well.

The school has sought the advice of the school nurse in the preparation of this guidance. If however, you would like clarification on this, please call the school office to discuss further.

(For further advice you can download the school's medical guidance from the website.)

https://www.sudleyprimary.net/parentcarer-handbook/

SCHOOLPING MESSAGING APP TO PARENTS/CARERS

We also use the SchoolPing messaging app to inform parents/carers of important or last-minute events in school. The mobile telephone numbers for SchoolPing have been taken from the emergency contact information which you have completed at the beginning of term. All this information is managed directly by school, so it is very important that you inform us promptly of any changes to these mobile telephone numbers. We only require mobile information for those with parental responsibility for a pupil. The system will be able to message up to two mobile phone numbers per child.

MEDICINES

If your child requires an inhaler or EpiPen, please make sure these are handed into the school office on the first day of school. Children cannot bring any form of medication, other than inhalers and EpiPens, into school. Inhalers should be clearly labelled with the child's name, class and instructions regarding their usage. All inhalers will be kept within a designated area in the classroom. Inhalers will be returned to the children to be taken home at the end of the Summer Term. This is to ensure that each new school year, the child has an "in date" inhaler. Parents/carers of children with inhalers in school are required to fill in a medical form, which is kept in school. A new medical form is required each September ready for the new school year. If your child needs to have an EpiPen in school, please contact the school before they start as there is a medical form to complete. If a child does require any other form of medication in school, parents/carers are welcome to attend school to administer the medication.

SUNCREAM

Due to the danger of UV rays, we suggest that children wear a hat whilst outside on the school playground/MUGA/field during the summer months. It is recommended that you apply a high factor sun cream to your child in the morning, prior to them coming to school. Some children may also need to bring additional sun cream (not in spray form), to school. This cream can be personally applied before going outside, staff are unable to apply sun cream to children. This sun cream must be labelled with your child's name and class and stored in a plastic box or plastic bag. The cream should then be handed into the class teacher at the beginning of the day and collected at the end of the day. Care should be taken that the cream does not contain any nut oil. This cream will be solely for your child's use and must not be shared with any other child in the school.

EMERGENCY CONTACT INFORMATION

This information is collected at the beginning of each school year. It is helpful if parents/carers can provide several phone numbers including mobile phone numbers that can be used in an emergency. **If there are changes to the information initially submitted on the online form, school must be informed as soon as possible. This change of information must be emailed to contact@sudleyprimary.com.**

SAFEGUARDING PROCEDURES

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the school will follow Liverpool Child Protection Manual Procedures and inform Liverpool Children's Services of their concern. The Designated Safeguarding Lead (Child Protection) is Mrs P. Mylett and the Deputy Designated Safeguarding Leads are Mr S. Connell, Miss S. Brady, Miss C. Doherty and Mrs S. O'Rourke.

FUNDRAISING

We have numerous fund-raising activities during the school year. Our main charity days are Children in Need – Autumn term - and Comic/Sports Relief – Spring Term.

EXTRA CURRICULAR ACTIVITIES

Several activities are available for children to participate in during their own time either at lunchtime or after school. The activities are organised by staff who give up their own time. The lunchtime activities last no longer than 30 minutes.

Enrolling in a club

An online link is emailed out for all clubs each term. If your child is interested in joining a specific club that is being offered to their year group, then please complete the online form that is emailed out. Please complete by the time and date specified on the email.

Over subscribed

If the club is oversubscribed and is running for a term then the school will organise a draw of names from the children who have registered their interest online.
If a club is running for more than a term then the teacher in charge will rotate groups to give as many children as possible the opportunity to participate.
All activities are voluntary, neither the children nor the teachers are obliged to undertake them. **Therefore, it is vital that the children are collected promptly at the end of after school clubs/team events.**

Inter-school events take place both during and after school – parents/carers are informed beforehand of the date, timing, venue, finishing time and arrival back at school, if appropriate. We require parents/carers to support with their child's transport to and from the matches/competitions.

SECONDARY DESTINATIONS 2025

Please be informed that Sudley Primary School is not a feeder school for any secondary school/s. As you can see from the table our children go on to attend many different secondary schools across Merseyside.

School	Number of Pupils
Archbishop Blanch	6
Auckland College	2
Bellerive FCJ Catholic School	4
Calderstones School	14
Dixons Broadgreen Academy	3
Gateacre Community Comprehensive	1
Halewood Academy	1
King David High School	4

Kings Leadership	2
Liverpool College	9
Merchant Taylors	2
The Academy of St Nicholas	5
The Belvedere Academy	13
The Blue Coat School	6
St Hilda's Church of England High School	5
St Julies Catholic High School	4
St Margaret's Church of England Academy	28
St Mary's Crosby	2

HEALTH AND SAFETY
PICKING UP AND DROPPING CHILDREN OFF

The health and safety of everyone on the school site is a high priority. We ask that parents and carers adhere to the following guidelines:

- No dogs/animals are allowed on the school grounds at any time, (except guide dogs/hearing dogs for the deaf). This includes dogs being carried.
- The riding of bicycles/scooters/roller skates/skateboards are not permitted on the school playground/site.
- Smoking or vaping on the school grounds is strictly prohibited.
- Younger siblings/children must be supervised at all times. Please ensure that they do not climb on school railings/walls/logs/gates/property, including our **trim trail on the Infant site** and **traversing wall on the Junior site**. Children must always remain close to their parents and carers.
- Please stay off the grassed areas at the front of school, the car parks, and front steps.
- Children are not allowed to play, run, or roll on the grass on the Infant site at the start and end of the school day. Please remind children not to do this.
- The gate to the Infant playground closes at 3.20pm. Parents or carers arriving late to collect their child/ren should go to the office.
- The EYFS (Early Years Foundation Stage) learning area is an outdoor classroom, and we ask that children, including siblings, do not play with or move equipment at the end of the day.
- Please do not allow your child to swing, climb or touch the electric school gates at any time, doing so while they are opening will freeze the gates in motion.
- The car parks are for Sudley Primary School staff only. Parents/Carers must not drive into the car park between 8.30am - 9.30am and 3.00pm – 4.00pm
- Ball games – before or after school - are not permitted on the playground.

GOVERNORS' CHARGING POLICY FOR SUDLEY PRIMARY SCHOOL

Day Trips, Visits or Visiting Agencies

Parents/carers will be informed well in advance of any activity.
Information will be given that the voluntary contributions are requested to fund the activity, and that no child will be excluded from an activity, in relation to payment.
A written response will be required that a voluntary contribution will be made. This is to help the school to have an indication as to whether the trip is viable.
It will be indicated that the trip cannot proceed unless enough voluntary payments are made. Due to such tight budgeting, refunds may not always be appropriate if a child is absent on the day of a planned outing.
Extra supervision is often required, e.g. parents and students. These costs on occasions will have to be reflected in the cost per child per trip.
Where there are genuine cases of financial hardship, it is hoped that the families concerned will make the Head Teacher aware of the situation so that discreet financial assistance can be given.

Materials and Ingredients for Practical Subjects

Charges can be made for materials where the finished product will be taken home. The charge will be equivalent to the cost of the materials.

Music Tuition

Individual or group tuition for groups of up to four should be equivalent to the cost of the salary payments made to the teacher providing the tuition; plus the cost of the sheet music that is provided specifically for the use of the individual pupil. This will be payable in advance each term.

Music Examination Fees

Charges should be limited to the amount of the examination fee. The fee is payable in respect of entry of pupils with their parents/agreement. No charge will be made where parents are in receipt of income support or family credit.

SCHOOL SATS RESULTS SUMMER 2025

Key Stage 2 Assessments – 2025 (SATs)

% Pupils that achieved the Expected Standard or above:

	2024 Sudley Primary School – Expected Standard	2025 Sudley Primary School – Expected Standard	2025 National – Expected Standard
Maths	92%	93%	74%
Reading	91%	90%	75%
Writing	89%	92%	72%
EGPS	90%	94%	73%

% Pupils that achieved the Greater Depth Standard or above:

	2024 Sudley Primary School – Greater Depth Standard	2025 Sudley Primary School – Greater Depth Standard
Maths	GDS – 47%	GDS – 48%
Reading	GDS – 47%	GDS- 51%
Writing	GDS – 34%	GDS -26%
EGPS	GDS – 66%	GDS -61%

% of Pupils that achieved the expected standard in all 3 areas – Reading, Writing and Mathematics

Combined Achievements

	2024 Sudley Primary School – Expected Standard	2025 Sudley Primary School – Expected Standard	2025 National Outcome – Expected Standard
Percentage of pupils that achieved the expected standard in all 3 areas - Reading, Writing and Mathematics	86%	83%	62%

Key
EXS: Expected Standard
GDS: Greater Depth Standard

ADDITIONAL INFORMATION

An electronic format of this handbook is available on the Sudley Primary School website
www.sudleyprimary.net

While every effort has been made to ensure the accuracy of this handbook at the time of compilation, the school reserves the right to make changes due to circumstances beyond its control.