



PELHAM PRIMARY SCHOOL

Prospectus



WELCOME TO ILLUMINATE MINDS TRUST

I hope the information available gives you a real understanding of who we are, the culture of our schools and our Trust and what our schools have to offer you and your child.

Our Trust was formed in 2015 when Pelham Primary School came together with Fairford Academy Barnehurst, previously Normandy Primary School, to create what is now Illuminate Minds Trust.

We are extremely proud of our schools. Our motto is Excellence Every Day by providing a holistic educational offer for each child in our trust that encourages them to develop a lifelong love of learning and the resilience, character and confidence to contribute to our future society. If you would like to know more about your child joining us, I would warmly welcome you to contact the school and come and visit us to see what the daily experience we could offer your child looks like.



A FOREWORD FROM OUR CEO

I am delighted to welcome you to Illuminate Minds Trust, a trust which puts children and young people at the heart of each school.

We believe in the transformational power of education. Through equipping pupils with the skills and knowledge they need alongside their own personal and emotional development, we aim to grow citizens of the future with the agency and resilience to achieve their ambitions.

As a Trust, our approach is underpinned by the following principles:

- To create a family of schools which put children at the centre of all decisions and never lose sight of our moral purpose as organisations which are preparing children as leaders of our future society.
- The experience of every child who comes through our doors will be enjoyable, productive and enlightening, offering insight and opportunities beyond their lived experiences.
- Every child, without exception, will leave with the values, skills, knowledge and confidence to thrive in society.
- Learning is embedded in our culture and we are ambitious for all members of our school communities.
- To develop schools that are recognised at a local, regional and national level for their willingness to innovate, their “no excuses” approach to standards and openness to the sharing of ideas, resources and guidance.

Our motto is “Excellence Every Day” and we are committed to make every date count. For us, it is not about what goes on for a special visit or occasion but what is happening every day in class for your child. Education for us is holistic, more than academic learning, but a broad exposure to different activities and experiences which contribute to the overall progress each child makes. In choosing to work in education, we want to improve the future lives of our children and set them on the pathway to personal success. Ultimately, Illuminate Minds Trust is an organisation which aims to inspire and encourage children to be the best they can be.

When your child joins one of our schools, you are becoming part of our school community. Partnership working is key to your child’s success and we look forward to working with you over the coming years.

Jo Southby

CEO



WELCOME FROM OUR CHAIR OF TRUSTEES - NICOLA HARPER

I am a CIMA qualified Finance Director with 15+ years experience in the public sector, moving across into the gas industry in 2024. I have previously worked across four Government Departments; working within justice, international trade, education and the Cabinet Office. My experience has primarily focused on ensuring strategic outcomes are delivered through robust commercial arrangements, with a balanced focus on value for money, quality and safety/security.

I have a personal interest in ensuring the right outcomes for local communities and feel passionately about the successful delivery of public services. I have been involved with the Trust since 2019 and have seen it go from strength to strength in recent years. The Trust is highly inclusive and has strong ambitions to work collaboratively across a range of stakeholder groups to meet the needs of all children. We ensure the Trustee Board has diverse experience to maximise both challenge and support at the highest level. My professional expertise enables me to offer strategic advice and ensure effective governance to deliver maximum value for all within the school communities.



CORINNE BOTTEN - LEAD TRUST MEMBER

I have a career in education spanning over 50 years as teacher, Secondary Headteacher, School Governor, Trustee and latterly as Chair of the Board of Illuminate Minds Academy Trust.

My career in secondary education spanned 37 years at schools in Kent, Croydon Bromley and Bexley -specialising in Drama, creative arts and English -before taking up the Headship of Westwood College, a mixed secondary school in Bexley, from 2003 -2008.

I retired from my educational consultancy in London and the South East in 2012, but still remain committed to the provision of high quality educational opportunities for all students through my various roles within Governance.

Formerly, as Chair of Bexley Governor's Forum Executive Committee I was a member of Bexley's Strategic Education Partnership Board and am Vice-Chair of Bexley School's Forum.



EXECUTIVE HEAD TEACHER WELCOME

I am deeply honoured to serve as the Executive Head Teacher, collaborating with two exceptional Heads of Schools to elevate the standards at our two primary schools. This role presents a unique opportunity to harness our collective expertise, drive innovation, and implement best practices to create an enriching educational environment. Together, we are committed to fostering academic excellence, nurturing a supportive community, and ensuring every child receives the highest quality of education. I am excited to embark on this journey, confident in our shared vision and dedication to making a lasting impact on our pupils' lives.

As a values-based leader, I strive for Excellence Every Day in my role as Executive Head Teacher across our two schools. My leadership is anchored in a commitment to integrity, respect, and continuous improvement. I believe in fostering an inclusive and collaborative environment where every student and staff member feels valued and supported. By upholding these core values, I aim to inspire and motivate our community to achieve their fullest potential. My dedication to excellence drives me to implement innovative strategies, maintain high standards, and ensure that our schools provide the best possible educational experiences for all students.

Mr S Robinson

Executive Head Teacher





**ILLUMINATE MINDS
TRUST**

OUR VISION

Through a commitment to strong partnerships, active collaboration, outstanding leadership, exceptional teaching and an exciting and engaging curriculum offer, our schools will ignite the spark of curiosity and grow the flame of learning and achievement.



Providing a holistic educational experience builds character, promotes independence and inspires confidence, we will encourage every pupil to have a voice. develop skills, knowledge and resilience and be the very best version of themselves.

Our Trust will strive to deliver "Excellence Every Day" through a holistic curriculum offer, a "no excuses" culture and a firm commitment to ensure that all pupils access learning and experience without limits.

Our schools will beyond all else ensure that children and young people are at the heart of our communities, all we do and al decisions we make. Brave and purposeful, open to new ideas and with a willingness to innovate, our schools are preparing the citizens of the future and contributing to the creation of a new society.

Our people will light the fire of ambition and create a safe, stimulating educational environment where talents grow and pupils thrive, developing a love of learning which will sustain them throughout their lives whereby everyone in our school communities gets better and better every day and in every way.

Our pupils will be equipped with the beliefs and attributes to develop a personal moral compass which supports them in making good choices, understanding right from wrong and showing respect and consideration to others.

Reaching for the stars, dreaming big and always happy and bright, our pupils will make a positive impact on society and leave our schools well rounded, thoughtful individuals who work hard and want to achieve their best.



We work together, we share ideas, we seek new partnerships and we have the highest expectations of ourselves and others because we believe in "Excellence Every Day" and want to make each day matter.



HEAD OF SCHOOL WELCOME

I am extremely proud to be Head of school, and privileged to work alongside a very passionate, highly skilled team of staff who are committed to delivering excellence every day.

At Pelham Primary School, we believe that education is not just about academic achievement—it's about nurturing confident, compassionate, and curious young people who are ready to thrive in an ever-changing world. We are incredibly proud of our vibrant school community, where every child is valued, supported, and challenged to reach their full potential.

We dream big. From the classroom to the playground, from sports fields to the arts, we encourage our pupils to be ambitious in their goals, courageous in their thinking, and determined in their efforts. Our dedicated staff work hard to create a learning environment of high expectations—ensuring that every child feels empowered to explore, discover, and grow.

Strong relationships lie at the heart of everything we do. Whether you're a pupil, parent, staff member or visitor, you will find a welcoming, inclusive environment where respect, kindness, and collaboration are key. We place great importance on working together with families and the wider community to give our students the best possible foundation for life.

Thank you for taking the time to explore our school. We would be delighted to welcome you to Pelham Primary School to share with you the energy, enthusiasm, and excellence that define us. Please don't hesitate to get in touch or arrange a visit—we'd love to show you around.

Ms C. Took

Head of school



OUR SCHOOL VALUES

At Pelham Primary School

we **DREAM BIG!**

Determined
Resilient
Enthusiastic
Always respectful
Mindful

Brave
Inclusive
Growing minds for the future!



EVERYBODY BELONGS -

A COMMUNITY WHERE RELATIONSHIPS ARE KEY

We pride ourselves on being inclusive and caring. Restorative practices are well-embedded across the school, pupils are supported and encouraged to talk about concerns, share their thoughts and feelings and where necessary to make reparation.

All members of our school community have very positive attitudes towards standards of behaviour and work together to ensure a safe, positive, learning environment.

Within our schools the well-being and health and safety of all of our children is of paramount importance. As parents, you send your children to school each day with the expectation that the school provides a secure and safe environment in which they can flourish and be happy. In order to ensure that this expectation becomes reality, we put a wide range of measures in place.

As a Trust, we are fully committed to ensure all of our community are safe and supported to thrive.

SAFEGUARDING



Ms Evans Trust Lead DSL



Ms Southby CEO & DDSL



Mr Robinson DDSL



Ms Took DSL



Miss Robinson DDSL



Mrs Graham DDSL



Ms McDonald DDSL



Ms Cousins DDSL

SAFEGUARDING TEAM

Safeguarding and promoting the welfare of children is the responsibility of everybody. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. This is at the core of all our actions.

KEEPING CHILDREN SAFE - RIGHTS AND RESPONSIBILITIES

Our aim is that our children should develop self-confidence, gain a balanced view of their society and the world through a curriculum based on their understanding of Rights and Responsibilities.

In school, this means:

- promoting the welfare of children by teaching them about keeping safe and healthy, not just in terms diet and exercise but in terms of online safety and safety in the local community. This takes place across the curriculum.
- supporting children to talk to adults when they feel unsafe or worried.
- ensuring children understand our safeguarding procedures and policies.

We work with other organisations to achieve this including NSPCC, Childline, Bexley Safeguarding team, CEOP and the local Police.

We will always listen to you and work closely with you, if we are concerned about your child we will always aim to discuss concerns directly with you however, there may be a time when we are not able to do this. The school has a safeguarding policy which tells you more about this and when we must speak to the police or children's services.



We believe that all children have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status.

We recognise our legal duty to safeguard all our children under Section 175 of the Education Act 2002 and outlined in the DfE document "Keeping Children Safe in Education" statutory guidance for schools and colleges.

ONLINE SAFETY- FILTERING AND MONITORING PHOTOS/VIDEOS AND SOCIAL MEDIA

We carefully monitor and filter our school devices and networks. We ensure that:

- We update and assign roles and responsibilities to manage filtering and monitoring systems.
- We review filtering and monitoring provisions annually.
- We block harmful and inappropriate content without unreasonably impacting teaching
- We have effective monitoring strategies in that met our pupils safeguarding needs.

EQUALITY, DIVERSITY AND INCLUSION

As an Illuminate Minds Trust school, we ensure every pupil and member of staff is appreciated, recognised, and a valued member of the school community.

We will learn, listen to, and respect individual lived experiences, providing equitable and accessible opportunities for all. We will continue to create a culture of belonging and celebration, so everyone feels safe, confident, and seen, regardless of their race, gender, sexuality, culture, heritage, or religion.

We are committed to enabling the success of every individual in our care.

Our Commitment

As a school community, we are against discrimination, prejudice and hatred of any kind. Our staff, students and community are committed to ensure we actively embody and embed a culture of anti-racism, LGBTQ+ allyship, disability, neurodiversity awareness and create an environment, which promotes respect, kindness, compassion and empathy. We will continue to embed values that respect diversity of thought and identity, equality and equity so that every student and member of staff feels safe, included. Above all, we want all our students to know their sense of belonging is intrinsic to their wellbeing, mental health and their success.

Our Actions so far

Whilst at school, we continue to educate students about equality, diversity and inclusion across the curriculum and through our extra curricular activities.

Our commitment is outlined in the Trust EDI Charter which is shown opposite:



EQUITY	Our school believes in a fairness of opportunity and experience to support positive outcomes for all
JUSTICE	Our school is fair and non-discriminatory, a safe and secure place for all
INCLUSION	Our school believes everyone here; everyone has opportunities to be involved in our community
WELLBEING	Our school will look after people's physical, mental and emotional and understand that it hurts when people don't feel included
VOICE	Our school believes that all students and staff have opportunities to contribute to school decision making
RESPECT	Our school community respects the histories and cultures of all members of our school, both as individuals and communities
CURRICULUM	Our school will include diversity and representation across the curriculum
LEARNING	Our school offers a wide range of learning opportunities for students and staff, including lessons, assemblies, tutor time and staff training, to address issues of diversity, equity and inclusion so we understand what it means
VALUED AND SUPPORTED	Our school supports members of the school community to feel valued, understand and support each so that everyone can reach their potential

SEND (INCLUDING MEDICAL CONDITIONS)

At Illuminate Minds trust, we are committed to providing 'Excellence Every Day' through our inclusive culture, we firmly believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe, regardless of their need.

We ensure that all pupils with special educational needs and disability have full access to a wide and varied curriculum where they make good progress from their own individual starting points. Our staff, supported by our Special Educational Needs (SEN) team have a good understanding of a range of special educational needs and disabilities, and seek training and advice whenever needed.

We recognise the importance of supporting the child holistically; in order for a child to learn academically we know that they must be fully supported with their communication and language, social interaction, emotional well-being, physical and sensory needs. For this reason, we have specially trained support staff across the four main areas of SEN.

The strength of our inclusivity derives from our trust wide approach; embedding good SEN practice in the classroom via quality first teaching, for example as well as a weekly circle time, every classroom has a regulation station and a Five Point Scale on display to encourage children to regulate their own emotions, this links with our Relationships and Behaviour Policy and our commitment to developing emotionally resilient children.

We do recognise that for some pupils, there are occasions when further intervention, support or assessment may be needed to help them achieve their potential or to improve their wellbeing. Early identification of needs is important: the schools within the trust work with parents/carers and professionals to ensure the most appropriate support is accessible for all children. We wish to work in partnership with parents to ensure that your child's needs are met.

Parents of children with SEND are consulted regularly through regular reviews of SEN passports, home and school contact books, phone and face to face updates. The SENCos are available at parent evenings and termly Code of Practice review meetings to discuss your child's educational progress and wellbeing. We have an open-door policy for our parents and believe that in working together we can provide the best support for the child. For pupils with an EHC Plan an Annual Review is held involving all professionals where possible. An emergency review can be called at any point where there may be a change in the need or provision required.



SRP - SPECIALIST RESOURCE PROVISION

Pelham School is very proud to have the only Hearing Impaired Specialist Resource Provision in Bexley, in addition to this our modern foreign language across the school is British Sign Language. Students within the SRP have Pelham school named in section I on their Education Health Care Plan and are integrated in the mainstream school whilst being supported through our SRP and highly trained staff. Academic needs are supported fully within mainstream lessons and all of our pupils have full access to all areas of the curriculum whilst they are supported to develop their independence, self-confidence and deaf identity.

Interventions are identified through section F and the review meetings for pupils' EHCPs. These are delivered through our SEN team, SENCO and Teacher Of the Deaf and we provide individualised and small group support through pre teaching alongside targeted speech and language therapy. BSL is embedded throughout our school with all pupils learn this language and a high proportion of staff have level 1, 2 or 3 qualifications in this subject. Teaching and support staff all have deaf awareness training and guidance on how to teach and meet the needs of deaf young people.



We work closely with outside agencies such as Bexley SEN and CSC, Deaf CAMHS, Educational Psychologists, NDCS, Speech and Language Therapy, The Specialist Teacher Service, audiology departments and cochlear implant teams. All staff have ongoing continued professional development ensuring that knowledge is up-to-date and that pupils receive the highest quality provision.

OUR APPROACH TO TEACHING AND LEARNING

Our primary schools share an approach to teaching and learning to ensure all pupils access high quality educational provision. Since our vision is focused on creating learners of the future who possess resilience, independence and ambition, we have developed a teaching and learning philosophy which is evidence-based and we know accelerates progress and encourages active participation in the learning process. Our approach has four main elements:

- Sound subject knowledge
- Supportive learning environments
- High expectations for learning
- Strategies to promote hard thinking

These elements combine to form "Quality First Teaching". If you choose to send your child to one of our schools, we are confident that the offer they receive is exciting, engaging and promotes high achievement. Through our teaching and learning model, we are ensuring "Excellence Every Day".

Creating independent learners is also embedded in our assessment and marking processes. We involve our pupils every step of the way in their learning journey, giving immediate verbal feedback, addressing misconceptions in the moment and checking understanding so feedback is integral in supporting progress. We hold termly Raising Achievement Meetings to identify where additional support and further teaching or consolidation of learning is needed and regular Pupil Conferencing in class to discuss progress with the children themselves.

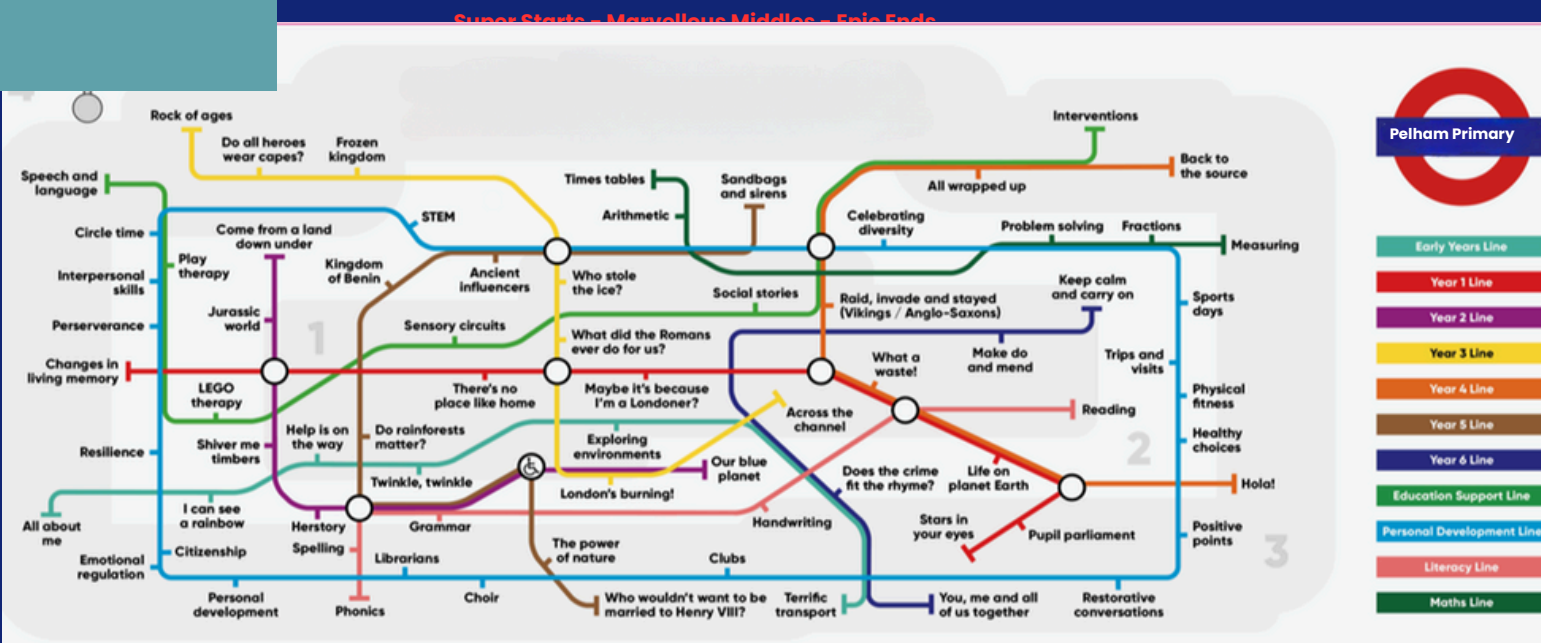
CURRICULUM

At Pelham Primary we aim to provide learners with an educational experience that provides them with the skills, knowledge and character to understand and contribute to the world they live in. Wherever possible we look for meaningful opportunities across the curriculum for the children to make connections with their learning whilst not compromising on the knowledge they need to build upon.

We have designed our own bespoke curriculum, with the local community and the children we serve at the heart of it. Children learn about their local area first, before widening out to London, other areas of the UK and finally the wider world. Our curriculum aims to be aspirational so that when children leave here, they are inspired to achieve beyond Pelham Primary.

Our bespoke topic based curriculum is structured with clear progression, so that all stakeholders are aware of the children's learning journey from EYFS to Year 6 and beyond. Opportunities are built in for children to make connections between subjects and core themes throughout their time at our school. However, children are taught each subject explicitly so they leave our schools with strong subject knowledge ready for the next stage on their learning journey.

We provide excellence everyday, through an engaging and diverse curriculum that harnesses pupils' imagination. We ensure that cross-curricular opportunities are planned and delivered to meet the needs of all pupils, providing them with a variety of cultural capital experiences.



GIFTED AND TALENTED

We are alert to the identification of pupils who are exceptionally able or highly motivated. We aim to meet their needs in a challenging and stimulating way. Often through adaptations within lessons, clubs, small group work, and through our questioning. We will discuss with parents the best way to extend their children and where necessary, pupils will be offered individualised programmes.

EARLY READING AND PHONICS

We believe that every child can become fluent readers and writers, regardless of background. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



RELIGIOUS EDUCATION RELATIONSHIPS AND SEX EDUCATION

All pupils have weekly Religious Education lessons. The school recognises the diversity of our cohort and values the different religions and beliefs of our families and our wider community. Schools in the Trust follow the “Discovery RE” curriculum. Religious festivals are celebrated during our weekly assemblies as well as being embedded into aspects of our wider curriculum offer.

Relationships and Sex Education is taught alongside our PSHE programme in accordance with the guidelines issued by the Department for Education and is also embedded in our Science Curriculum. The content of the relationship and sex education programme is chosen so as to be appropriate to the age and stage of development of the children.

Parents are given the opportunity to view all materials relating to Relationships and Sex Education before they are used in school and are welcome to contact the school to access this.

CAREERS

Our job is to equip our children with the skills, knowledge and attributes needed to transition firstly to secondary school and then onto the world of employment. Alongside academic achievement, our schools focus on preparing children to make informed choices about what they like doing, where their talents lie and what path they would like to follow in the future.

We link learning to careers and actively seek stakeholders to come into school and talk about their jobs and careers, holding an annual Careers Fayre to widen our pupils' horizons as part of our overall ambition to increase pupils' personal agency.

MUSIC

Illuminating Musical Journeys with Stretto Music

We are thrilled to announce an exciting new partnership between the Illuminate Minds Trust and Stretto Music, bringing a vibrant and comprehensive music curriculum to both our schools, Pelham and Fairford.

Through our partnership with Stretto Music, we offer an exciting program that will cultivate musical techniques and skills in all students, from years 1 to 6, delivering 'excellence every day'. Stretto and The Illuminate Minds Trust recognise the diverse nature of music, encompassing instrumental, vocal, and modern music technology. Our strong focus on hands-on learning ensures tangible musical progression, evidenced by consistent performance opportunities and recordings across the Key Stages.

As part of this initiative, each school benefits from the dedicated support of two music teachers:

- One teacher will deliver a fun-filled music lesson each week to students in Years 1 through 6, sparking creativity and a love for music from an early age.
- Another dedicated teacher will provide specialized violin instruction to all Year 6 pupils, offering them the opportunity to explore a classical instrument and develop advanced musical skills.

This partnership with Stretto Music underscores our commitment to providing a rich and diverse educational experience, empowering our students to discover and cultivate their musical talents in an engaging and supportive environment.



KINDNESS CHAMPIONS

At Pelham, we believe in nurturing a school community where every child feels valued, respected, and included. A cornerstone of this vision is the incredible work of our Kindness Champions. These dedicated students play a pivotal role in fostering a truly positive and inclusive atmosphere, especially on our playgrounds. Our Kindness Champions are more than just friendly faces; they are active advocates for restorative justice, ensuring that all voices are heard and all feelings are acknowledged. They work tirelessly to guarantee that no child is ever left out, creating a space where everyone belongs. Through their actions, our Kindness Champions inspire kindness, empathy, and respect among all students.

CULTURAL CAPITAL AND EXTRA CURRICULAR ACTIVITIES

We provide children with opportunities to extend their learning outside of school so they become members of their local community. Each topic provides children with different experiences such as their Super Starts, Marvellous Middles and Fabulous Finishes. Through these experiences, children build relationships with the wider community whilst celebrating their learning with members of the local area and all stakeholders.

We set high expectations when providing experiences for our children. They will have at least five trips or visitors throughout the academic year linking to all areas of our curriculum. This includes one trip in our local area and a place of worship. By providing these experiences, children are enriched culturally and are inspired to explore opportunities outside of their known community.

As well as trips and visitor, we provide an excellent range of extra-curricular activities. This ranges from a British Sign Language (BSL) club to our oversubscribed Science club. All children take part in a wake up activity in class each morning which gets them ready for the day.

To support the cultural capital of our children, we have introduced our Pupil Journals. The journals have been carefully designed with key experiences for each year group that we will expose the children to by the time they have left Pelham Primary School. The experiences range from rolling down a hill or performing in front of an audience. They are interweaved through our curriculum and are shared weekly in our Circle Times.



SENSORY GARDEN

At Pelham Primary, we understand the profound impact that a stimulating and nurturing environment has on a child's development. That's why we're incredibly proud of our dedicated sensory garden, a truly unique and invaluable asset that sets us apart.

More than just a green space, our sensory garden is a carefully designed outdoor classroom and sanctuary where children can explore, discover, and learn using all five senses and engage with a variety of interactive physical elements. The gentle rustle of leaves, the vibrant colours of blooming flowers, the earthy scent of herbs, the varied textures of different plants. Complementing the botaniclas are interactive water features, textural walls, musical installations, balance beams, and little nooks to explore or simply take it all in.



This rich, multi-sensory and physically engaging experience offers a wealth of benefits that directly contribute to our pupils' holistic growth:

- **Enhanced Learning and Development:** The garden provides a dynamic, hands-on environment for learning across the curriculum. Children can develop their understanding of nature, science, and even mathematics through practical exploration and physical challenges.
- **Promoting Well-being and Calm:** In today's fast-paced world, providing opportunities for mindfulness and relaxation is crucial. Our sensory garden offers a peaceful retreat where children can de-stress, regulate their emotions, and find a sense of calm, leading to improved focus and readiness to learn in the classroom. The physical engagement also provides an outlet for energy, supporting emotional regulation.

- **Fostering Inclusivity and Accessibility:** The garden is designed to be accessible to all students, including those with diverse learning needs. Its varied stimuli and physical components provide opportunities for sensory integration, supporting children with sensory processing differences and promoting a truly inclusive learning environment.
- **Developing Social and Emotional Skills:** Working together in the garden, sharing discoveries, nurturing plants, and navigating the physical elements cultivates essential collaboration, communication, and empathy skills. Children learn responsibility as they care for living things and develop a deeper connection to their environment.
- **Connecting with Nature:** Our sensory garden provides a vital link to nature, helping children understand the importance of the environmental from a young age, while also encouraging active engagement with the outdoors.

SCHOOL UNIFORM INCLUDING HAIR AND JEWELLERY

All children will be given a brand new school bag and PE kit bag to use for the school year. The school and PE bag are branded with our school logo. The school bag will be the bag that they will use to bring their books and letters to and from school and the PE kit bag will be used to bring their PE kit to school.

Backpacks and other types of bags will not be allowed in school. All children will be expected to use the bags provided to them by the school. If a bag is lost or a replacement bag is needed, these can be bought for a small fee (£5) via IRIS ParentMail.

School jumpers and cardigans can either have the school log or be plain royal blue jumpers/cardigans. Jumpers and cardigans with our school logo can be purchased from Boffins. You can order these from the Boffins online shop: www.boffinsschoolwear.com to click and collect or from their physical shop on Pickford Lane.

Children will need to bring their PE kit to school on PE days to get changed in school. You will be informed of your child's PE day during the first week and notified of any changes.

Uniform

Royal blue sweatshirt or cardigan (plain or with the school logo – school logo preferred)
White shirt/blouse or polo shirt

Dark grey/black school trousers or shorts or grey skirt/pinafore
Blue and white check summer dress (optional)

Thick black or grey tights
(Winter) White / grey socks

Black shoes with sensible heels, suitable for school environment
(not boots or trainer types).
Clothing should be appropriate for the weather.

PE Kit

PLAIN black/navy tracksuit or
PLAIN black/ navy joggers and sweatshirt

PLAIN black trainers

PLAIN white/blue t-shirt **PLAIN** black/navy shorts

These items of clothing need to be plain and unbranded.

Any pupil with long hair must have their hair tied back on PE days for health and safety reasons.

No jewellery to be worn for PE lessons.

All items must be clearly named.

Please ensure that you are sending your child to school with correct uniform at all times.

It is important that your child is wearing the correct uniform as it means that they are ready for learning and prepared for the school day.

If a child arrives at school in the incorrect uniform, we may ask you to bring the correct uniform into school for them to change into.

TIMES OF THE DAY

	Nursery	EYFS/ Yr. 1, 2, 3	Yr. 4, 5, 6
Arrive at school	8.30am	8.40am - 8.50am	8.40am - 8.50am
Registration	8.50am	8.50am	8.50am
Lunch	11.40am - 12.30pm	11.45am - 12.30pm	12.15am-1pm
Registration	12.30pm	12.30pm	Yr 4 - 1.00pm Yr 5/6 - 1:15pm
End of the school day	3.15pm	3.15pm	3.15pm

START AND END OF THE SCHOOL DAY

Drop off in the morning is at the EYFS/KS1/KS2 gates (please use the appropriate gate for your child's Year Group) between 8:40am and 8:50am.

Please arrive promptly at the start and end of each day.

In the morning the gates lock promptly at 8:50am. Please ensure that your child attends on time in order to avoid missed learning. If you are unavoidably delayed when dropping off your child, they will need to enter through the main office. If you are unavoidably delayed when picking up your child, please telephone the school so that we can tell your child. If someone different is collecting your child, please let us know via Parentmail, email or phone.

RISE AND SHINE AND AFTER SCHOOL CLUB

Our Rise and Shine runs every school morning from 7:45am. The cost of this service can be found on our website. If you would like your child to attend Breakfast Club, a registration form must be completed and given in to the school office.

Breakfast Club spaces must be booked in advance via email and places are payable in advance on IRIS ParentMail. Our after school club runs every evening from 3:15pm to 5:50 pm.

COMMUNICATION AND PARENT ENGAGEMENT - (INCLUDING PSFA)

We strongly believe in the partnership between the school and families. We aim to keep our parents and carers up-to-date on all school matters .

We have weekly newsletters which update on the events within school and provide information on the curriculum opportunities that children are engaging in during that week. We send out regular parent mail in order that we can immediately update if there are any changes or any information that needs to be known immediately.

We take every opportunity to celebrate all pupils learning, and we have termly show cases where parents are invited into school to meet with the teacher and see first-hand their child's learning.

Parents have the opportunity to speak with their child's class teacher on pickup each day and the leadership team are on duty at the entrance gates each day. We welcome good communication with our families and ensure there is an immediate response to parents when they make contact us.



Throughout the school year parents are invited in to concerts and assemblies and supported and encouraged to volunteer for school trips reading support and forest school. We hold regular coffee mornings throughout the school year. Each of these will have a focus, around curriculum teaching and learning SEND.

We also have our PSFA who organise events such as Movie nights, School Disco's, Summer Fair's as well as fundraisers and competitions throughout the year.

They provide a fantastic opportunity to bring Parents, Carers, Teachers and the wider community together, in partnership with our school. Their aim is to raise funds that can support and enrich the education of our children and provide extra resources to improve the school environment.

KEY PERSONNEL

CEO	Ms Jo Southby
COO	Mr Umar Jillani
Trust Director of Education Executive Head Teacher	Mr Sam Robinson
Trust Director of SEND, Safeguarding and Inclusion	Ms Beverley Evans
Head of school	Ms Cara Took
Assistant Head Teacher (Trust Phonics & Early Reading)	Ms Jodie Cousins
Assistant Head Teacher (Raising Attainment)	Miss S Robinson
EYFS Lead	Ms Kelly Macdonald
Science Lead	Ms Nancy Barnes
Maths Lead	Ms Niamb Griffin
Trust Business Manager	Ms S Greenwood
Head of Estates	Mr Steve Hallinan

DOG MENTORS



RUFUS



MANIA

ATTENDANCE

Within the Illuminate Minds Trust we have high expectations for attendance and punctuality - "Attendance is everyone's business" (Department of Education, Working Together to Improve School Attendance, May 2022)

We strongly believe that attendance is everyone's responsibility. The foundation of good attendance is a strong relationship between the school, the child and parents, this begins in the Early Years. If your child is absent we will call you and if we have had no contact with you or if we are concerned we will complete home visits. If your child's attendance becomes a concern we will write to you and if it continues to fall below 90% then we will invite you into school to meet with our attendance leader and the Local Authority Education Welfare Officer.

It is important that we all, parents and carers, children and school understand what our responsibilities are in relation to attendance. As a school we will do our utmost to ensure that all children have good attendance and we are reliant upon parents and carers working with us to enable this.

When we are working together to achieve good attendance and punctuality – we are "learning for life". Please see the chart at for the impact of poor attendance.

Days absent from school in a week	Equivalent days lost each year	Total weeks and months each year
2 days per week	78 days per year	16 weeks lost almost 4 months
1 day per week	38 days per year	Almost 8 weeks
1 day per fortnight	19 1/2 days lost	Almost 1 month lost
3 days per ½ term	18 days lost	Almost 1 month lost

Every day at School Counts.

At Illuminate Minds Trust we are continually striving to raise the attainment of our pupils. We firmly believe that this can be achieved by regular school attendance. Regular attendance is directly linked to raising achievement and develops skills for life.

Why is good attendance important?

Children who come to school regularly are most likely to:

- Achieve good standards of work
- Get on well with other children and have good friendships
- Continue to do well when they transfer to Secondary School
- Develop positive attitudes to work which will help them later in life, whatever their choice of career may be in adult life

Children who are frequently absent are more likely to:

- Fall behind in their work
- Find it difficult to form lasting friendships
- Be unhappy in school and have a poor attitude to work
- Get involved in anti-social behaviour

Understanding types of absence

Every ½ day absence from school, by law, has to be classified as either authorised or unauthorised. This is why information about the cause of absence is always asked for.

Authorised absences are mornings or afternoons away from school for a good reason such as illness, medical appointments and emergencies.

An absence is classified as Unauthorised, if the reason was not recognised as acceptable. The Department for Education (DfE) and Local Education Authorities provide information for schools as what is acceptable and what not.

PUNCTUALITY

It is very important that all children arrive on time. If your child arrives late, they will not be able to come into school via usual morning entrance doors but should instead come through the designated entrance where they will be met by SLT. We will then be able to mark registers and ensure your child is marked for a school dinner.

Please note that if your child arrives at school later than 10.00, we are required to mark them as absent for that half day session.

If children are regularly late, a parent will be expected to attend a meeting to look at how punctuality can be improved.

LUNCHES/FREE SCHOOL MEALS

There are two options open to parents for their child's lunch, school meals or packed lunch.

School Meals - Children will be given a choice of menu for school meals.
Free School Meals - All pupils from Reception to Year 6 are currently entitled to free school meals. However, Free school meal applications can be made for children whose parents receive Income Support. If you are eligible for Free School Meals support, the school receives additional money to support your child. Please contact the school office for an application form.

Packed Lunch - A packed lunch may be brought to school. This should be in a rigid container clearly labelled with the pupil's name and class. Water or soft cordial/ squash type drinks may be brought in a plastic flask, screw-top plastic bottle or cardboard carton with straw may be drunk at lunch. No fizzy drinks or sweets please – we are a 'Healthy School'. We must request that no foods/snacks containing nuts or nut products are provided in your child's lunch in order to avoid endangering the health of pupils suffering from nut allergies. We ask you to provide fruit for your child to eat during the mid-morning break. Crisps, sweets, chocolate or biscuits are not acceptable. Nursery, Reception and Key Stage 1 pupils receive free fruit.

All pupils are encouraged to drink fresh water throughout the day. Water fountains are provided and bottled water (in plastic bottles with sports lids only please) may also be brought in for consumption during class as required. Milk is available from Cool Milk which can be ordered online at www.coolmilk.com.

Healthy School -As part of our healthy school ethos we encourage parents, where every possible, to walk to school or park and walk in line with our sustainable travel plan. This will result in reduced congestion around the school which will ensure a safer environment for parents and children.



ADVERSE WEATHER CONDITIONS

If we experience adverse weather conditions parents, pupils and staff will be able to access updates through our school website, parent mail and social media all which are regularly updated. Everyone is advised to monitor these for regular updates.

COMPLAINT PROCEDURE

What do I do if I have a concern or a question? We believe that talking and dealing with issues in the moment is the best way of working together.

Your child's class teacher is your first point of contact. Speak to them in the first instance or email the office to send a message to the class teacher.

If you have a question about your child's learning and are worried about barriers to learning or Special Educational Needs, contact Ms Evans (bevans@illuminate minds.org)

If you want to speak to a member of the Senior Leadership Team, please contact the office either by phone or email to arrange an appointment (pelhamadmin@illuminate minds.org).

Illuminate Minds Trust schools take all complaints very seriously. With our emphasis being on the importance of relationships, we are always keen to encourage our stakeholders to make direct contact and engage in dialogue to address any issues as they arise. Again, we use a restorative approach in our work with parents/ carers and prioritise the building and maintaining of relationships in the best interests of our children.

Where dialogue does not resolve issues, the Trust has a Complaints Policy which is accessible via our website. This outlines the route that should be followed in any situation where informal dialogue has been unsuccessful.



GOVERNANCE



As a trust, the legal responsibilities for most aspects of the schools lies with the Trust Board. The role of the board is to hold leaders to account for the performance of the schools, the safeguarding of children, the financial position of the schools and the Trust and to work with the CEO on the strategic direction of the organisation.

At local level, Fairford Academy Barnehurst / Pelham Primary School have their own Local Advisory Committee (LAC) who meet at least three times per year to review specific areas of the school. They have no authority or delegated powers but have an important role in supporting the leadership and providing a level of direct scrutiny to inform the Trust Board. The Local Advisory Committees specifically focus on admissions and leavers, attendance, the curriculum, parental engagement and enrichment activities.

The role of a Trustee or Governor is an important one and undertaken by people from all walks of life and with different skillsets and career backgrounds. They bring their own knowledge and expertise and give up their own time without pay to undertake this role. Parents and carers will sometimes meet Trustees and Local Governors at school events – please do speak to them as they are also an integral part of our school communities!

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

<https://www.illuminate minds.org>



WE DREAM BIG



www.pelhamprimary.org



0208030306556