

'Growing & Learning Together'



PERRYFIELDS
Primary School

Prospectus



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Welcome to Perryfields

Hello and welcome to Perryfields Primary School. We opened our doors in 1956 and our new build was completed in 2016. We hope that this prospectus will provide a snapshot of our life in school.

We are a two form entry primary school, fully inclusive whilst working closely with a wider family of local schools and organisations. There is no denying that every child is unique and individual and that is valued and celebrated at Perryfields. Our ambition is to nurture every child, enabling all to achieve high results, regardless of their starting point. We feel strongly that it is our job as educators to encourage children to become resilient, confident, well-rounded human beings who know the difference between right and wrong.

Our school is going through some positive changes and exciting times as we endeavour to provide the best school experience for our children. I am very happy to be Headteacher at Perryfields Primary School and I am very proud of our children and their achievements.



Mrs T Jones - Headteacher



Essential School Information

Mrs T L Jones, Headteacher
Mr D N Spittle, Deputy Headteacher
Mrs K Holtham, Inclusion Manager
Perryfields Primary School

Apsley Road
Oldbury
B68 0QY

Tel: 0121 422 2848

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Website: www.perryfields-pri.sandwell.sch.uk

Email: office.admin@perryfields-pri.sandwell.sch.uk



Our school values and ethos

Perryfields Primary School embraces **children as individuals**. By recognising and valuing children's particular strengths and talents, we seek to encourage their full potential. We work hard to celebrate all successes, whenever and wherever they occur, no matter how big or small. Children are encouraged to become well-rounded and sociable. It is important to us that our children believe in themselves and are both confident and resilient. We draw upon our well-established local and school community, to enrich the curriculum and promote mutual respect and a strong moral ethos in every child.

Growing and Learning Together

As a growing school we aim to encourage all children to be the '**Best They Can Be.**' This includes the following areas:-

Excellent attendance

A positive 'can do' attitude to learning

Behaviour in class and during break/lunch times

Wearing the correct uniform

Having and displaying good manners and respect for all

Being prepared for the school day

Completing their homework/Learning Log task to the best of their ability

Being punctual

Developing and maintaining positive relationships with others

Our Values

We have agreed our 12 Values as a school, which we encourage all staff and pupils to adhere to. They are:-

Collaboration, Confidence, Courage, Happiness, Honesty, Independence, Kindness, Patience, Perseverance, Respect, Responsibility, Tolerance.

It is the aim of the School to provide our children with a lively and stimulating learning environment and to promote equal opportunities for all children. Each child is encouraged to have a sense of personal responsibility towards caring for themselves, for other people and also for the world in which we live. Our School welcomes and encourages the close involvement of parents and other members of the community in every aspect of school life.



'We believe every child should be happy, feel safe and enjoy their experience at Perryfields'

Perryfields is committed to:

- the continuing professional development of all staff to support the aims of the school and the individual
- the raising of standards and achievement
- promoting equality for all through Irresistible Learning which maintains breadth and balance of subjects

In February 2020, the children of Perryfields were asked to describe the school using three different words.





Starting School

THE FOUNDATION STAGE

At Perryfields Primary School we believe that a high quality Early Years' experience is of vital importance and can have a lasting effect on a child's attitude to education, personal and social skills and attainment. First days at school for young children are a mixture of all kinds of emotions. The school day and its demands can be quite daunting and, at first, very tiring. Children are invited to spend some time with us in an informal way before admission. We invite our new children to two stay and play sessions in the Summer Term, where the children can see the classrooms and get used to their new setting and the staff. We invite our new parents and carers to an informative meeting in June, providing them with the opportunity to meet the Early Years team and gain an understanding of their child's first year at school.

ADMISSION ARRANGEMENTS

The admissions number for this Reception year and future years is 60. Your child is entitled to start school in the September following their fourth birthday and must start school by the beginning of the term after their fifth birthday. Children who start in Reception attend on a part-time basis for the first week of term in September to ease them into the routines of school life. Children who begin in September will make visits in the previous summer term. The school's current admission policy is operated by the Sandwell Local Authority (LA), which is the admissions authority for all community and controlled schools within Sandwell. Application forms need to be returned in January for a place in the following academic year.

For further information regarding the Admissions Procedure in Sandwell, please refer to the information given at

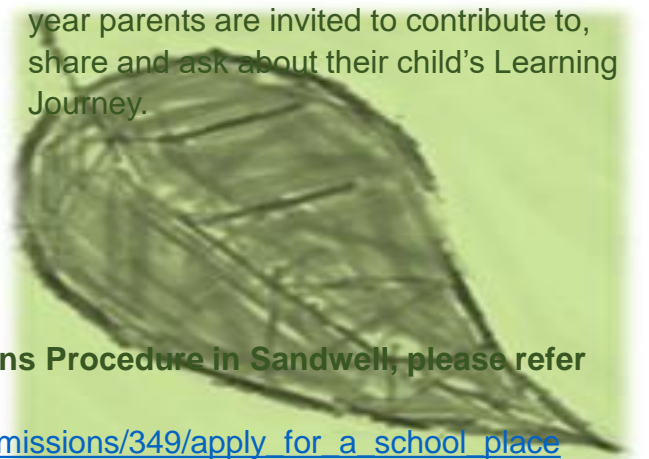
http://www.sandwell.gov.uk/info/200303/school_admissions/349/apply_for_a_school_place

There is further information regarding our induction process and Early Years Foundation Stage on our school website, which can be found at <https://www.perryfields-pri.sandwell.sch.uk/>



The Early Years Foundation Stage curriculum consists of seven areas of learning; **Personal and Social Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.**

These seven areas include 17 Early Learning Goals for the children to work towards by the end of the Reception year. The children build up a Learning Journey showing some examples of their work and photographs of some of their other activities, which contribute to the teachers' assessments of each child. This is comprised of a paper Learning Journey alongside Tapestry, an online Learning Journal. At all times through the year parents are invited to contribute to, share and ask about their child's Learning Journey.





Curriculum

Running throughout our curriculum is retrieval practice. We believe that the child learns best when the information taught goes in to their long term memory. Details of the curriculum content are available from the website at the beginning of each term as well as an overview. Linking with the **National Curriculum** (2014), the school has recently reviewed its content and delivery to meet the needs of Perryfields' pupils. Our teachers work hard to ensure the curriculum is as stimulating and exciting as possible, so that the children enjoy learning and are inspired to become lifelong learners. We have many links with the local area as we are lucky enough to have a wealth of resources right on our doorstep and we therefore plan to continue taking the children on as many trips out of school as possible, to excite and interest them in their learning and to create a real life context to learning. Within each theme of work maximum opportunity will be taken to integrate cross-curricular links, with English and mathematics at the core. Our creative curriculum has three 'drivers', which are constantly considered when deciding how and what we teach. • **Enrichment vocabulary** • **Oracy** • **Building Learning Power (BLP)**. Please visit the website for more information.



ENGLISH

At Perryfields, English is taught in an exciting, stimulating and enjoyable way. There are four main elements to the English curriculum - spoken language, writing, reading and grammar, punctuation and spelling. English at Perryfields Primary School is taught mostly through a cross curricular approach but some elements are discretely taught

ORACY

Our approach to speaking and listening is cross-curricular and holistic. There are also discrete opportunities for the development of spoken language through show and tell, formal and informal presentations, discussion, debate and drama.

WRITING

Much of the writing at Perryfields is cross-curricular in nature, giving children a real purpose and context in which to write, also covering a variety of genres. Writing can be produced individually, as a pair or in groups with a variety of inspirations to reflect the wide variety of reasons to write in everyday life. Children enjoy many opportunities to share their work with each other and, at times, other year groups including displays and in our Wonderful Writer assemblies.





Core subjects

SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar are taught discretely to enable children to use language more creatively and with greater understanding and confidence. Spellings are tested on a weekly basis and taught through the No-Nonsense Spelling Programme.

READING

At Perryfields, we strive to ensure that all children learn to read and therefore are able to access the curriculum whilst finding their own love of reading. All pupils at Perryfields are read with on a regular basis and we believe that sharing a book is an invaluable experience. Daily Phonics sessions underpin early reading development from Reception onwards. To support this the pupils have access to phonetically decodable reading books in order to apply and practise their newly acquired skills.

In addition to this, pupils have access to a wide range of both fiction and non-fiction materials. At Perryfields we use a variety of resources to support reading. Children are listened to on a regular basis through VIPERS (guided reading) group with a teacher or teaching assistant. Children who struggle with reading are listened to individually with an adult. In Early Years and KS1 children participate in three reading practice group sessions per week. In KS2 children continue to work through the different reading stages until they are fluent enough and, most importantly, have sufficient understanding of texts before moving on to chapter books. Weekly guided reading and discrete comprehension sessions help children develop strategies to explore texts and respond to a variety of questions. Parents are encouraged to become involved in the development of their child's reading by sharing books with and reading to their child/ren.

Research shows that this has a huge impact in a child's reading progress. Your child will bring home a variety of books to read and share with other family members. This valuable link between home and school can help enormously and be rewarding for the parent or carer as well as for the child.

'LITTLE WANDLE' PHONICS

At Perryfields we use Little Wandle's Revised Letters and Sounds Phonics Scheme throughout EYFS, including in Prechool and up to and including Year 2. In addition to which, pupils who are not yet confident in their knowledge and use of phonics are also targeted throughout Key Stage 2. Phonics is taught at least daily with additional opportunities for pupils needing extra support. All reading scheme books are phonetically decodable and matched to the child's ability.

MATHS

At Perryfields, we inspire all children to become confident and enthusiastic mathematicians, who are willing to take risks and are not scared of making mistakes but who learn from those mistakes. We aim to develop mathematical skills and to provide opportunities for their application in meaningful, real-life situations. We strive to provide the children with exciting and challenging investigations, thereby increasing motivation and promoting a positive response to mathematics.

SCIENCE

Science is taught each term so that we cover the Science National Curriculum and more. Each year group has science units of study that will be covered in depth. The development of children's experimental and investigative skills are of vital importance. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Investigative work takes the form of: modelled, intermediate and independent investigations and the proportion of these skills vary between year groups. Our new curriculum also recognises the importance of a developing knowledge of scientific concepts. Our lessons incorporate both knowledge and investigative skills through a lively and creative curriculum.



Foundation subjects



PHYSICAL EDUCATION (P.E.)

We believe that all pupils should be given the opportunity to take part in regular, high quality P.E lessons. To ensure this, throughout the year, all classes receive two hours of P.E. Teachers structure P.E lessons as they would any other lesson with appropriate questioning, challenges and support given to the pupils. During indoor P.E sessions, the focus is on movement/dance and gymnastic activities. During outdoor P.E sessions, the children take part in a range of invasion games, striking and fielding games, net/wall games and outdoor adventurous activities.



HISTORY AND GEOGRAPHY

We aim to develop a secure understanding and awareness of chronology and the passing of time. We want the children to understand local, national and world events from the past which have had an impact on their lives. We want to develop the children's geographical vocabulary and their vocabulary related to the passing of time to ensure the appropriate use of historical terms.

ART

The children are given a wide range of opportunities to develop skills in art, craft and design activities. They build on their understanding and appreciation of art in a variety of forms and styles, and from a variety of cultures. Children are encouraged to observe natural phenomena and to develop an awareness of shape, colour, texture and pattern, as well as an understanding of the properties of materials

DESIGN & TECHNOLOGY enables children to tackle practical tasks and to link a range of other subjects together. Children are encouraged to find solutions to problems and improve existing designs. They will investigate, plan, make and evaluate their own models, and find out how existing designs and artefacts work. They will develop and use a range of practical skills and are taught to use technological tools with confidence.



MUSIC

All children are given the opportunity to experience a wide variety of high-quality learning activities which include:

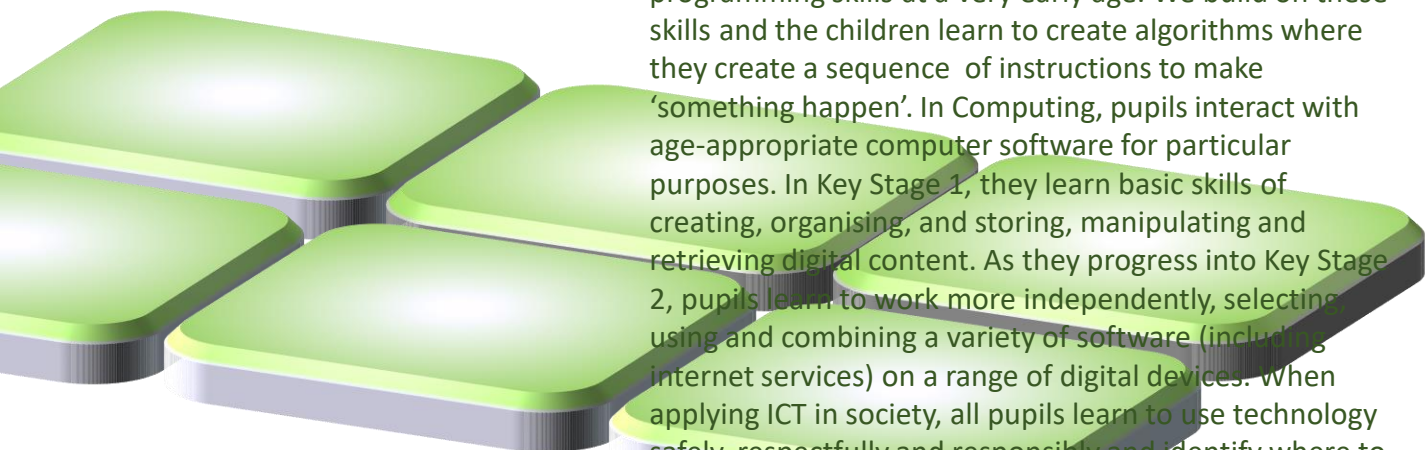
- Performing and composing
- Listening and appraising.

This is achieved by playing and singing, performing with others, composing and arranging, listening to and appraising musical styles from a range of cultures; developing a sense of pitch, timbre, rhythm, tempo, and dynamics; developing ideas of notation; and using music as a means of self-expression and a source of pleasure. Children are taken to live performances where possible, and performers come into school. Perryfields choir regularly perform to the school, local community and in extravaganza evenings.



COMPUTING

The Computing Curriculum allows every child to learn about the important area of 'Programming'. There are many games and apps that children are already familiar with at home that allow them to develop their programming skills at a very early age. We build on these skills and the children learn to create algorithms where they create a sequence of instructions to make 'something happen'. In Computing, pupils interact with age-appropriate computer software for particular purposes. In Key Stage 1, they learn basic skills of creating, organising, and storing, manipulating and retrieving digital content. As they progress into Key Stage 2, pupils learn to work more independently, selecting, using and combining a variety of software (including internet services) on a range of digital devices. When applying ICT in society, all pupils learn to use technology safely, respectfully and responsibly and identify where to go for support when they have concerns about the internet/other online technologies. In Key Stage 2, the pupils learn about computer networks; how they provide multiple services and the opportunities they offer for communication and collaboration. E-safety is regularly addressed in school.



SMSC & BRITISH VALUES

The promotion of British Values takes place across the curriculum. Spiritual development encourages the children to reflect on their beliefs, religious or otherwise, and reflect on their experiences, and to try and answer some of life's fundamental questions. The use of imagination, creativity, and a sense of fascination in learning about themselves and the world around them is developed. Moral development encourages the children to recognise the difference between right and wrong; to have a concern for others, to develop and understand the consequences of their actions. They are helped to think about moral and ethical issues and to think about the views of others in these matters. Social development encourages the children to work and socialise with others and to relate to those from different backgrounds; religious, ethnic and socioeconomic, and they are helped to understand and accept fully the British Values in order to participate fully and contribute positively to life in modern Britain. Cultural development encourages the children to understand and appreciate the wider range of cultures in their local community and further afield. They are taught to respect different faiths and diversity in local, national and global communities. The children are also encouraged to take part in artistic, sporting and cultural opportunities. British Values are promoted so that the children can be positively prepared for life in modern Britain. They are helped to accept and engage with the fundamental values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs. All of these are experienced in a variety of activities, including discussions, circle times, assemblies, visitors, workshops and specific lessons.

RELIGIOUS EDUCATION (R.E.)

There are two main strands to our R.E. syllabus

1. To learn about some of the different religions in the world
2. To learn from religion; i.e. to reflect and explore questions about spirituality at the child's own level.

The lessons are not tackled from a personal belief point, and do not indoctrinate in any way. The children are helped to understand and respect some of the practices and beliefs from the major world faiths. Children are encouraged to explore questions within their own beliefs and develop a sensitivity to the beliefs and cultures of others, and acknowledge the right to not believe. Children develop a deeper appreciation of the spiritual, moral and natural world around them. The exploration of questions is largely covered through discussions and sharing of ideas. Learning about religion is covered through videos, exploring artefacts and pictures, workshops, visiting speakers and visits outside school.

EDUCATIONAL VISITS

Educational visits occur throughout the year to reinforce themes that children are learning about. Some visits are local and within walking distance of the school. If we have to hire a coach in order to visit a special place of interest, then we ask parents to make a contribution to cover the costs. Without these contributions the visit may not be able to go ahead, so we ask for your help with this. We also need parent helpers to accompany us on the trips to help us ensure the safety of the pupils and also to ensure that the children gain full educational benefit from the trip.





Supporting Your Child

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Governors and staff work hard to ensure that children with SEND have access to a fully inclusive curriculum and can take part in everyday activities. The school operates within the guidelines contained within the revised Code of Practice that came into effect in September 2014. We will always consult parents if we feel that a child needs special support with learning and parents are encouraged to voice any concerns they may have with their class teacher or the Inclusion Manager to express their views and all staff work towards supporting these children effectively and boosting their self-esteem. All children entering school will be assessed and this highlights any possible developmental areas, which may benefit from very early identification and intervention. The support which children with Special Educational Needs and Disabilities (SEND) receive may be given in class, as an individual or as a small group member out of the classroom

SUPPORT FOR CHILDREN

Children with SEND will receive specific help from their class teachers, the Inclusion Manager and teaching assistants. Where necessary, the school and parents will consult with and receive advice from various outside agencies, such as the Learning Support Advisory Teacher and the Speech and Language Therapist. At all times, the progress of children with SEND is assessed and reviewed and individual or group education plans are produced accordingly.

ACCESSIBILITY

The school has an accessibility plan, to ensure that we consider the needs of people with disabilities. There is a lift to the first floor and accessible toilet within the school. Parents with disabilities are encouraged to let the school know if there is any way we can make communication between home and school easier for them.

PASTORAL CARE

Effective pastoral care depends on mutual respect, confidence and understanding between the home and the school. We aim to motivate children through praise and reward for good behaviour, but have a scale of sanctions, which we can use for children who misbehave, if necessary. If your child's behaviour is causing concern at school, you will be informed and invited to discuss the way forward with the class teacher, Deputy Headteacher or Headteacher. All behaviour incidents are logged and we use **Class Charts** to inform parents immediately of any breach of our school rules. We believe that it is important to encourage every child:

- To understand that the school community depends on the co-operation and goodwill of all.
- To understand the need for self-discipline and acceptable behaviour
- To think of the needs of others
- To show good manners.

The school rules are intended to ensure that the children are safe. We have a detailed policy for Equality, which includes a clear procedure for responding to racist incidents. Copies of the Behaviour Policy and the Equality Policy are available on the school website.

We aim to
motivate
children through
praise and
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behaviour.



Parental interaction

PARENTAL INVOLVEMENT

There are many ways that you can become involved in the life of the school, including hearing readers, sharing a story, cooking, art or craftwork or joining us on a visit. We encourage parental involvement and value the part parents can play in enriching the life of the school. If you would like to become involved in any way, please talk to your child's teacher.

REPORTING TO PARENTS

A positive and supportive link between home and school can help your child happily come to terms with two very important parts of their life. Your child will learn more readily in the secure and happy environment that such a link can provide. We will keep you informed about your child's progress and of any concerns we might have. Please let us know of any factors at home that might affect your child during the day. It can be difficult to help if we are not clear about the situation. Our Family Link Workers work tirelessly to ensure our parents are supported in every way possible so please feel free to call them at any time. Parents' evenings are held during the autumn and spring term and we hold "drop in" sessions for parents to meet with their class teachers in the summer term to view their children's work and gain feedback if required. During the autumn and spring term, parents are also provided with mini reports to provide them with information regarding their child's effort and attainment and an annual report is sent to the parent/carer of each child in the summer term. Arrangements can be made to send copies to both parents if they live at different addresses. Please don't feel you have to wait for parents' evenings, though! You may make an appointment at any reasonable time, to talk to your child's class teacher.





School services

MEDICINES

If your child has been prescribed a medicine by their doctor and a dose is required during the school day, you will need to come in to school to deliver it. We **do not** administer any medicines unless your child has a care plan i.e. needing long term healthcare. Please talk with the Headteacher if this causes insurmountable problems. If your child is asthmatic, diabetic, extremely allergic or has epilepsy, you will be asked to complete a detailed medical form, providing all relevant information, and provide us with emergency/preventative treatment for use in school.

SCHOOL HEALTH SERVICE

During your child's first term at school, they will be offered a general health check, including a measurement of height and weight and a hearing test. These are carried out by the School Nurse Service. If you have any concerns about medical matters including bedwetting, soiling and behaviour at home, you can contact the School Nurse Service who will be happy to discuss your concerns with you and offer help as appropriate. For contact details, please ask at the school office.

ATTENDANCE

We pride ourselves on a high level of pupil attendance and this emphasis needs constant reinforcement and support from parents.

ILLNESS AND ABSENCES

If your child is taken ill at school, we will contact you. Children are not allowed to go home on their own if they are unwell. If your child is absent from school through illness, please contact the school office by telephoning before 9.00am if possible (or leave a voicemail stating the reason for absence). If your child has to attend a dental or medical appointment during the school day, please give the school the information in writing and arrange for a responsible adult to collect the child at the arranged time or let us know in advance that the child will arrive late on that day.

FAMILY HOLIDAY DURING TERM TIME

Headteachers are unable to grant any leave of absence during term time unless there are exceptional circumstances. If leave is granted the Headteacher will determine the number of school days a child can be away from school. If parents choose to take their child out of school during term time this will be recorded as an "unauthorised absence" in the school register. As part of the school's policy a referral to the Attendance & Prosecution Service could be made which may lead to a Fixed Penalty Notice being issued. Parents who fail to ensure their child's regular attendance can be fined up to £120 (per parent, per child).

FOOD AND DRINK

The school serves a wide range of high quality dinners, which are planned to provide a balanced and healthy diet with a choice of food every day. All Reception and Key Stage 1 children are provided with a cooked meal for free. The cost of school meals is available from the office. Children not wanting a school dinner can bring a packed lunch to school. If your child has free school meals they will have a packed lunch provided for visits. Milk is available to all pupils via the Cool Milk Scheme. This is free for all under-fives and subsidised for pupils aged five or older. If you would like to order milk for your child please register at www.coolmilk.com/register.

Snacks and sweets are not allowed in school unless as part of a healthy packed lunch. Fruit is allowed at breaktime. We are a member of the School Fruit and Vegetables Scheme and all students in Reception and Key Stage 1 are entitled to one piece of fruit or vegetable per day. Drinks for the children should not be in glass containers or cans, for safety reasons. No carbonated drinks or fruit juices, please. Fresh water is always available for children.



School uniform

All children are required to wear full school uniform, which is as follows:

Girls

- Grey pinafore dress – Green gingham dress (Summer)
- Grey skirt / Grey trousers
- Green cardigan or V-neck sweatshirt – embroidered with Perryfields logo (optional)
- White blouse with tie
- Green fleece (for outdoor use only)
- Green or grey tights/ grey or white socks
- Tie red/green
- Black sensible shoes – no trainers or boots

Boys

- Grey trousers
- Green cardigan or V-neck jumper – embroidered with Perryfields logo (optional)
- Green fleece (for outdoor only)
- Grey or black socks
- Tie red/green
- Black sensible shoes – no trainers

PE

- Draw string sports bag
- PE T-shirt house colours (ideally with school logo)
- Black PE shorts
- Black pumps for indoor
- Trainers for outside
- Grey or black tracksuit
- Towel/trunks (not Bermuda)/ costume (not bikini) for swimming lessons.

Any children not wearing school shoes (except for those who are medically exempt) will be asked to wear their school P.E. black pumps, if unavailable the school will provide pumps for the day. As an inclusive school we are aware that a different approach for some children is needed therefore alternative arrangements will be made. School uniform is available to order from **A Oakes** in Rood End, **Clive Marks** in Bearwood or **Somal Fashions** in Quinton. The wearing of jewellery is not allowed, with the exception of a standard watch and earrings which must be plain, small studs, for safety reasons. Even these will have to be removed for P.E.

Jewellery may be worn for religious or cultural reasons, with appropriate safety precautions. Hair extensions are inappropriate for children of a primary school age unless required for medical reasons (evidence of this will be required so school can support this). Please note that children should not wear nail varnish to school.

ALL CLOTHING SHOULD BE CLEARLY LABELLED WITH YOUR CHILD'S NAME.

LOST PROPERTY

The school has a lost property box which is located by the middle playground door. Property is displayed frequently and sold at the end of each half-term in the event of no claim being made. Please label all items of clothing.





Additional information

DROPPING CHILDREN OFF AT SCHOOL AND

COLLECTING THEM Please do not park in the school car park. We have accessibility parking for holders of blue badges. Please be mindful that Apsley Road is a residential area so please park with consideration. At home-time you are invited to stand and wait for your child/ren inside the school grounds. Gates will be open five minutes before the end of the day.



POSH CLUB

POSH (Perryfields Out of School Hours) provides excellent wrap-around care from 7:45am - 6:00pm. This is managed by Miss T Keeling. Places are limited and there is often a waiting list. Please see the office for an application form.

PERRYFIELDS PRE SCHOOL

Perryfields Pre School is based in the mobile classroom on the school site. This is managed by Ms R Bryan.

PARENT MAIL

Currently we use Parent Mail to inform parents of events such as school closure due to snow, which is a text messaging and email service. In order for texts/emails to be successfully sent, we need a **primary mobile telephone** number for each child which **must be kept up to date**.

GOVERNING BOARD

The Governing Board consists of members appointed and elected from various groups. Membership includes Local Authority representatives, community representatives, parents, teachers and non-teaching staff representatives. The Governors at Perryfields Primary School meet regularly throughout the year. We invite Governors to link with a Class or Year Group and to be involved as much as they are able during the school year.

As vacancies become available on the Governing Board, all parents are notified and invited to apply. In the event of more than one application, a ballot is held.

AND FINALLY... Thank you for taking the time to read our prospectus. We hope that you have found it informative and that it has given you an insight into our wonderful school. If you would like to find out more please don't hesitate to ring the school office to make an appointment. We look forward to both welcoming and working in partnership with you. Children do really well academically and socially at Perryfields Primary School. It is a lovely place to be and to be part of. I'm sure the experiences you have read about in this prospectus are ones that you would want for your child/ren and I hope you decide that your child will be part of our future success.



Contact and how to apply

Admissions

http://www.sandwell.gov.uk/info/200303/school_admissions/349/apply_for_a_school_place

There is further information regarding our induction process and Early Years Foundation Stage on our school website, which can be found at

<https://www.perryfields-pri.sandwell.sch.uk/>

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Headteacher

Mrs T L Jones

Deputy Head

Mr D N Spittle

Inclusion Manager

Mrs K Holtham