

STOKE PRIOR FIRST SCHOOL

School Brochure

2025-2026



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Contents

3. Welcome from Headteacher
4. Introduction to our school
5. Our School's Vision and Values
6. Who's who
7. Meet the Governors
8. Parent Partnership
9. Parent & Teacher Association (PTA)
10. Admissions and organisation of classes
- 10-14. Our school day
14. Wrap Around Club
15. School uniform
- 16-17. Behaviour
18. Safeguarding & child protection
18. Reception induction process
- 19-26. Our curriculum
- 27-28. Forest school and Learning outside of the classroom
29. School Council and Eco Council
29. Emotional health and wellbeing
- 29-30. Online safety and acceptable use
30. Equal opportunities, SEND, Gifted and talented
- 31-32. British values, Collective Worship/Assemblies
32. Communication
33. Complaints procedure
33. School Money, statement of charging policy
34. Academic calendar 24/25
35. Acceptable use agreement
36. Final message page

Welcome from the Headteacher

On behalf of the Pupils, Staff and Governors, it is my pleasure to welcome you to our calm and nurturing learning community. At Stoke Prior First School, we are committed to providing an exceptional education that cultivates a love of learning for all our students.

Our dedicated team of educators is passionate about creating an inspiring curriculum that prepares our students for the challenges and opportunities of the future. We believe in going beyond traditional academics, integrating real-life experiences and a love for learning into every aspect of our teaching and learning practices.

We prioritise the well-being of our students and staff, creating a supportive environment that utilises the outdoors as a tool for growth and development. Our motivated staff members are respected and valued, and we invest in their continuous professional development to ensure they deliver the highest quality education.

Building strong relationships is at the heart of our school community. We believe in working together as a team, with parents, pupils, staff, and governors, to create a sense of collective responsibility. Our wider community extends beyond the school, and we collaborate with external partners to ensure our practices remain relevant and up-to-date.

At Stoke Prior, we understand that each child is unique and has their own journey of learning and growth. We prioritise the holistic development of our students, focusing not only on academic achievement but also on character building. We strive to create a learning environment where every student feels empowered, inspired, and prepared for a successful future.

I invite you to explore our website and discover the exciting opportunities that await your child at Stoke Prior First School. We look forward to partnering with you in your child's educational journey and creating a positive and enriching experience for them.

Alison Paisley
Headteacher



Introduction to our school

Stoke Prior First School is situated in the village of Stoke Prior on the southern edge of Bromsgrove, admitting children between the ages of 4 - 9. It primarily serves the villages of Stoke Prior, Stoke Works, Stoke Pound, Stoke Wharf and Stoke Heath. A wider area of Bromsgrove is also served due to the popularity of the school. The children are grouped in single age classes.



There is a maximum of 150 children on roll, with a planned admission of 30 children each year.

At nine years of age the children transfer to middle school. The school's catchment area is served by both Aston Fields Middle School and St John's Church of England Middle School. Stoke Prior First School is part of the South Bromsgrove Pyramid.



Children start school at the beginning of the school year in which they become five years old. Any child who is four between 1st September and 31st August is eligible to apply for a school place, starting the following September. Places are issued to 'catchment area' children first, then siblings of children already at the school and then to children who live the nearest distance to the school.

During the month of November, we host open mornings for September's new Reception Class. Prospective parents are taken on a tour of the school in the capable hands of our Year 4 pupils. Parents and carers get the chance to meet staff and hear about our current projects and future plans. This time also provides parents with the opportunity to ask any questions.



In the Summer term, prior to your child starting school we offer a full induction process, which is detailed later in this brochure. In September we plan a staggered start for the first week of term. This enables them to settle in more easily. At the end of this comprehensive induction process, we find that children are ready and happy to start school full time



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To prepare your child for the best possible start to school it is important that you encourage them to be as independent as possible.

Our Vision and Values



Why?

We believe in encouraging our children to become happy, resilient learners, developing their thirst for knowledge and their ambitions whilst enabling them to be compassionate and prepared for the world ahead.

How?

By providing a safe, nurturing environment with an inspiring curriculum that both challenges and provides memorable opportunities to excite, experiment and enquire.

Our vision sets out what we want all of the children to be like when they complete their learning journey through Stoke Prior First School. We have four core school values that underpin everything we do and everyone strives to achieve them every day.

Responsibility – Respect – Teamwork – Reflection

Who's Who September 2025

Headteacher	Mrs Alison Paisley	Designated Safeguarding Lead
Deputy Headteacher	Mr T. Gregory	Year 4 Deputy Designated Safeguarding Lead
Behaviour & Inclusion Lead	Mrs A. David	Year 3 Deputy Designated Safeguarding Lead, Behaviour & Inclusion
SENDco	Mrs E. Pincher	SENDCo, Forest School,
Teachers	Mrs C. Reason Mrs R. Bullock Miss N. Bowen Mrs S. Anderson Miss H. Mather	Reception Reception Year 1 Year 2 Year 2
Teaching Assistants	Mrs K. Barnett Miss M. Adams Mrs C. Holloway Mrs A. Lowe Mrs S. Harris Miss S. Jacobs Mrs V. Moss Miss M. Lewington Mrs J. Lawlor	Class TA & LOTC lead SEND Support TA Class TA & PSHE lead Class TA Class TA & ELSA Class TA Class TA SEND 1:1, Deputy Designated Safeguarding Lead SEND 1:1
Lunchtime Supervisors	Mrs S. Harris Mrs J. Lawlor Mrs K. Barnett Miss S. Jacobs Miss M. Adams Miss M. Lewington Mrs A. Lowe Mrs C. Holloway Miss A. Johnson	
Office Manager Finance Administrator	Mrs A. Barr Mrs A. Johnson	Attendance Officer
Wrap Around Manager Wrap Around Team	Miss M. Lewington Mrs S. Harris Mrs K. Barnett Miss A. Johnson Miss C. Marsland Miss M. Adams	
Caretaker Cleaner	Mr S. Walker Miss K. Haddon'Freer	

The Governing Body

What is the responsibility of the Governing Body?

The governing body has responsibility for ensuring the good conduct and high standards of educational achievement in the school. A Governing Body should act in the interests of the children and also act as a critical friend to the Headteacher.

The three main roles of the Governing Bodies are;

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

The different types of Governors:

Parent Governor - nominated by parents of the children who attend the school and are then elected by the Governors

Local Authority Governor - nominated by the Local Authority and appointed by the Governors

Co-opted Governor - selected by the Governing Body as having relevant skills required

Staff Governor - Teaching Staff representative and Headteacher

Associate Member - appointed by the Governing Body due to having relevant expertise and experience. Can not at Full Governing Board meetings.

Chairperson	Sophie Basche
Vice-Chair	Helen Hulse
Headteacher	Alison Paisley
Elected Staff Governor	Tom Gregory
Elected Parent Governors	Sophie Basche Melissa Reiner
Co-Opted Governors	Rob Hunter Rebecca Sabel Helen Hulse
Clerk to the Governors	Anne Eggins

If you would like to express your interest in becoming a school Governor, please speak to Mrs Paisley.

Parent Partnership

We value our relationship with parents, working in partnership to understand the importance of education and to support all children to achieve their potential, academically and personally. Children learn about attitudes towards school, teachers and schoolwork from their parents. You can help your child enormously at home through sharing books, helping with homework, having conversations, playing games and being present.

To keep informed about what your child is doing and the progress they are making across the year we offer the following to parents and carers:

-  Reception Family Fun Sessions
-  Meet the Teacher
-  Parents' Evenings twice a year
-  Sports Day
-  Curriculum Workshops
-  Open Classrooms
-  Reading diary for communication

What our parents say...

"The school is very caring and encourages positive relationships between children."

"Children are polite and happy. Staff are friendly and welcoming."

"It is a happy, friendly school, the teachers know all the children's names and it feels like a large family. I am very pleased with the school."

"My children love coming to Stoke Prior. I am so pleased this is the school we chose for their first school."

"Both my children have loved the time they have spent at Stoke Prior. I feel Stoke Prior is a family school, inclusive and experimental and I've recommended it too."

"School is directed by conscientious and caring staff. This is apparent at every level and is reflected in the outcome of children's learning and happiness."

"All children are treated as individuals and known by all members of staff. Any problems are discussed and I feel able to raise any concerns I have with both the class teacher and the Headteacher."

Parent & Teacher Association (PTA)

The School Association consists of parents and teachers. It runs both social and fundraising activities encouraging parent/staff/village participation in the life of the school.

Activities include discos, treasure hunts, quizzes, auctions, non-uniform days, Summer and Christmas fetes, Santa's grotto and a very popular sponsored obstacle course. Fundraising has provided interactive whiteboards, a handwriting scheme, ICT equipment, books, an outdoor classroom, a play fort, a vegetable plot and composters, new hall staging, a sound system projector and screen and playground benches, as well as an annual in-school Pantomime.

We can never have too many helpers and support and suggestions for events and activities are most welcome. If you are able to support in any way please contact the PTA via the school office.

The PTA also hold regular second-hand uniform sales, for donations, across the year.



Admissions

Full details of the school's admissions policy are available on our website

Organisation of Classes

The children are taught in year groups:

EYFS	Reception Class - 4-5 year olds (Year R)
Key Stage 1	Class 1 - 5-6 year olds (Year 1) Class 2 - 6-7 year olds (Year 2)
Key Stage 2	Class 3 - 7-8 year olds (Year 3) Class 4 - 8-9 year olds (Year 4)

Our School Day

Wrap Around 7.30am – 8.45am

We welcome children into school from 8.45am onwards, as a soft start to the day, when teachers will be in their classrooms ready to provide a happy and calm start to the school day.

Main door opens for all children to enter school - 8.45am

Main door closes and Registration takes place - 9am

Morning Session 9am-12.15pm, with a playtime break of 15 minutes for all children

Lunch 12.15-1.15pm

Afternoon session 1.15-3.15pm with a playtime break of 10 minutes for Years R, 1 and 2.

End of day – 3.30pm

Wrap Around 3.30pm – 6pm

Drop off location: Main doors via the path and small car park

Collection areas: Reception – Green Reception class gate; Year 1 & Year 2 – Main door; Year 3 & Year 4 – Side path leaving from office door (Y3) and classroom door (Y4)

Attendance

Why does attendance matter?

Attending school on a regular basis is the key to your child doing well at school and will set them up with good routines for later life and the working world, as well as giving your child the opportunity to:

- ✓ Make lots of friends and feel included
- ✓ Learn new things and develop many skills
- ✓ Increase confidence and self-esteem
- ✓ Improve social skills
- ✓ Achieve potential and fulfill aspirations

Attendance is monitored weekly and reported to both Governors and the DfE on a termly basis.

Requests for Term Time Holidays

Family holidays should take place during the school holiday dates. These are published a year in advance. Please be mindful that absence due to holiday is not a parent's entitlement. From September 2013, Headteachers may not authorise leave unless there are exceptional circumstances. If parents feel the reason for taking a holiday is exceptional they should complete a holiday form and return it to the Headteacher for consideration. Parents/carers have a legal duty to ensure their child/children attends school regularly. If once notified in writing of the decision to unauthorise the leave of absence, the absence is taken, it will be marked as an unauthorised absence on the pupils register. If the trigger of 10 unauthorised absences (5 days) is met then the absences will be referred immediately to the Education Enforcement Team at the Local Authority for consideration and could result in the issue of a fixed penalty notice. For more information, please see out attendance policy.

Lateness

School registers close at 9.05am. When children miss registration through lateness, parents are advised that repeated absences at the beginning of a school session can amount to failure to attend regularly. It is essential to inform the school as soon as possible if for any reason a child is delayed in the morning. Children who are brought to school late, or are taken out during the school day should be registered at the school office.

Medical Appointments

Please make medical appointments outside of school hours or during the school holidays. Where a child has a hospital appointment during term time please inform the school office with proof of the appointment in advance.

Reporting Absence

It is the duty of parents/carers to inform school on every morning of any absence. Failure to do so may result in your child's absence being recorded as unauthorised. We like

parents/carers to phone by 9.15am at the very latest. We are active in following up unexplained absences, by a phone call in the first instance. An absence will be recorded as unauthorised if there is no explanation given for the absence or if the reason is unacceptable e.g. going shopping. By law all unauthorised absences must be recorded on the child's individual report.

Sickness During the School Day

In the case of your child being taken ill or having an accident at school, we will contact you immediately. It is very important that you advise us of any change in contact numbers, as soon as possible, and please have at least one other person for us to contact should you be unavailable.

Lunchtimes

Lunch starts at 12.15pm. Hot lunches are provided by an outside company, Cupcakes Early Years Catering, and are ordered online in advance, through our 'School Money' app (you will receive a log in for the app on your child's first day at school). All our children eat in the school hall.

All pupils in Reception Class, Year 1 and Year 2 are able to have free school meals at lunchtime through Universal Infant Free School Meals (UIFSM). This does not depend on your household income or whether you receive any benefits; every child in these classes is eligible to take up the offer. For Years 3 and 4, school meals are available and can be ordered in advance, at a cost of £2.30 per day. Alternatively, parents are asked to provide a packed lunch.

Please see a sample lunch menu [here](#).

Milk

Milk is ordered and paid for in advance, through the Cool Milk online scheme and is free to children under 5 as well as to those entitled to benefits based free school meals.

We will automatically register all Reception children to receive school milk. You can register and **log into the system** from 1st June 2024 to amend your preferences and make payment once they are over 5 years old.

Fruit

Children in Years R, 1 and 2 receive free fruit or vegetables to eat as part of the National Fruit Scheme. Children in Years 3 and 4 may bring their own fruit or vegetables for break time. We are a 'Healthy School' so do not allow children to bring sweets, chocolate, biscuits or crisps to school for break times.

Please note: We also have children with severe nut allergies within school and therefore, any items containing nuts must not be brought in to school for break or in packed lunches.



Water Bottles

As part of our 'Healthy School' initiative we request that every child brings a named water bottle into school each day. The bottles should be filled with water at home for the start of the new school day; children may refill their bottles throughout the school day, as needed.

Playtime

We aim for the children to go outside at all opportunities, even during inclement weather conditions. Please ensure children have a suitable coat in school every day.



After School Clubs

We have a wide range of after school clubs organised by both professional coaches and our own staff for Years R, 1, 2, 3 & 4, including Football, Recorder, Art & Craft, Bell Boating, Multi Skills, Singing, Dance, Cheerleading, Theatre Skills, Gardening, Yoga, Lego, Tag Rugby, Tennis, Athletics and Martial Arts. The selection changes half termly. For more information on clubs, please check our website or ask via the school office.

Wrap Around Club

The school provides daily wrap around care in the form of a before and after school club.

Our Aim

The wraparound care provided at Stoke Prior First School aims to provide safe, secure and convenient childcare for Stoke Prior First School pupils on the school premises for the benefit of the school community.

The Clubs on Offer

Breakfast club opens at 7.30am (Monday – Friday) and runs in school until 8.45am when children are escorted to their classrooms for Registration. A nutritional breakfast is provided during the session. Children can choose from cereals, breads, toast, fruit and juice.

Afterschool club opens at 3.30pm (Monday – Friday) and runs in school until 6pm. There is a designated snack time during the session where children choose their own food from a carefully planned healthy menu.

Registration & Booking

We aim to offer a flexible booking system using the school's 'School Money' app. Before sessions can be booked it is necessary for parents and carers to read the terms and conditions and complete a registration form.

Childcare vouchers are accepted.

HMRC Scheme payment is accepted.

For any further information, please speak to the school office.



School Uniform

Winter Uniform

Navy or dark grey skirt or pinafore / black or dark grey trousers/shorts
School logo navy sweatshirt or sweatshirt cardigan
Pale blue polo shirt
Navy, grey or white socks or tights
School shoes (no trainers)

Summer Uniform:

To be worn from the start of the Summer Term and if preferred, until the end of the first Autumn Half Term, in October.

Blue and white checked dress/playsuit in addition to above
Navy/white socks

PE Kit, for all year groups:

Plain white polo shirt, navy shorts, navy jogging bottoms, navy sweatshirt/hoody, trainers, PE bag.

PE kit should be brought into school at the start of each half term. It will be kept in school for the duration of the half term so that it can be used on any day necessary and sent home at the end of each term for washing.

S & H Schoolwear and Sports

1 Church Street

Bromsgrove,

01527 874885

School Days

13-15 Church Street

Bromsgrove

01527 757439

Most items can also be purchased from supermarkets or department stores and our PTA hold regular second-hand uniform sales.

Please ensure that all items of clothing and PE Bags are named

We ask children with mid to long hair to have it tied away from their faces, for health and safety reasons. Please ensure children come to school daily with their hair tied back. They will be asked by an adult in school to tie it back if it is not. Hair styles should not be extreme, such as bright colours or with shaved logos/lines in. Hair accessories can be of a reasonable size and in line with school colours (blue, black, white, grey).

For safety reasons children must not wear jewellery to school. Any child with pierced ears should wear a small plain stud. Earrings should be removed for P.E. or they will have to be covered with Micropore tape. The school cannot take responsibility for any lost or damaged jewellery. Children are not permitted to wear smart watches that are linked to a mobile device or have the ability to take photographs in school.

Behaviour

Stoke Prior First School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- The promotion, encouragement and maintenance of respectful relationships and good behaviour.
- The establishment and shared understanding of the school's Golden Rules.
- Active promotion of the Good Listening rules.
- Recognition and reward for good and improved behaviour.
- The shared and agreed identification of what we consider to be unacceptable behaviour.
- Agreed sanctions where rules are broken.
- A firm, consistent approach across the school.
- An opportunity at each stage for children to make amends and redeem themselves.
- The involvement of parents at an early stage.
- A shared understanding of what will happen if
- The involvement of children – engaging them with our school values: Respect, Responsibility, Reflection, Teamwork.
- The discussion with children in School Council meetings, class time and PSHE about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- The use of a multi-agency approach wherever appropriate.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

We have a Senior Mental Health lead and a Mental Health First Aider. We have an Emotional Literacy Trained Assistant (ELSA) - who will work with children when they are having difficulties with MH&W, including behaviour.

The **Golden Rules** are used to teach the children acceptable behavior:

- We are gentle – We don’t hurt others**
- We are kind and helpful – We don’t hurt anybody’s feelings**
- We listen – We don’t interrupt**
- We are honest – We don’t cover up the truth**
- We work hard – We don’t waste our own time or other’s time**
- We look after property – We don’t waste or damage things**



The **Good Listening Rules** are used to teach the children how to listen well in class and support their good learning habits:

- Looking at the person who is talking**
- Sitting still**
- Staying quiet**
- Listening to all the words**



Safeguarding & Child Protection

Our school believes that it is always unacceptable for a child to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children.

- We will provide staff and volunteers with guidance to follow when they suspect a child may be experiencing abuse or at risk of harm.
- We will work co-operatively with other agencies to safeguard and promote the welfare of children.
- We will ensure that our concerns about our pupils are discussed with parents/carers first - unless we have reason to believe that such a move would be contrary to the child's welfare.

Reception Induction Process

Information Pack

This pack contains information regarding Free School Meals, data collection, media consent, school trips, and the home to school agreement, along with important forms that are required to be completed and returned to school as soon as possible.

Welcome Evening

We hold a welcome evening for our new Reception class in June, where you will be able to meet your child's teachers, hear about our school and what they will be learning in Reception and ask any questions you may have at this point.

Call to Pre-school/Nursery setting

Our Reception class teachers will call your child's nursery/pre-school setting to discuss how your child is at nursery and ask some questions about them, such as: favourite toys, friendships, likes/dislikes etc.

Home Visits

Our Reception class teachers will conduct a pre-arranged home visit over a two week period in July. We do these to see your child where they are most confident, as an opportunity to exchange information between parents/carers and teachers and as an opportunity for your child to show off their favourite toys and books.

Transition Sessions

Your child will be invited to two stay and play transition sessions in July. These usually take place in the last two weeks of our academic year and are a great opportunity for your child to familiarise themselves with their new classroom before they start in September. The first session will be an afternoon with half the class, and the second session will be a morning with the full class. It is a great opportunity for them to start making friends with their new classmates.

Staggered Starts in September

The children in September build up their time in school in the first week. From the second week of term all children are in school full time. More information on your child's staggered start group and times will be given to you at the welcome evening.

Our Curriculum

Early Years Foundation Stage

At Stoke Prior First School our youngest children follow the statutory framework for the Early Years Foundation Stage (EYFS). The framework supports an integrated approach to early learning and care and outlines a set of principles and commitments to deliver quality Early Education and childcare experiences to all children. The framework has seventeen areas of learning which can be seen in the table below. The areas are split into Prime or Specific areas of development.

The Prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The Prime areas continue to be fundamental throughout the EYFS. The Specific areas include essential skills and knowledge. Once the foundations of the Prime areas have started developing the Specific areas will develop.

The ways in which the children engage with their peers, adults and their environment are known within the Early Years as “Characteristics of Effective Teaching and Learning” (CETL). The CETL can be seen in the second table.

Area of learning and development

Aspect

Prime Areas

Communication and Language

Listening, attention and Understanding
Speaking

Physical Development

Gross Motor Skills
Fine Motor Skills

**Personal, Social and
Emotional Development**

Self -Regulation
Managing Self
Building Relationships

Specific areas

Literacy

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical Patterns

Understanding the World

Past and Present
People, Culture and Communities
The Natural World

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

The seventeen areas of learning are divided into stages of development. It is crucial to recognise that children progress at their own rate and in their own way. A child's environment at home and in school and their developing relationships with adults and their peers will both influence the rate at which they develop. Each child and their family, community and culture, is unique and to be celebrated.

Characteristics of Effective Teaching and Learning

What the Reception Team are looking to see the children doing in their environment

Playing and Exploring

Children investigate and experience things and 'have a go'.

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Stoke Prior First School on-going formative assessment is at the heart of effective Early Years practice. The children will have opportunities to develop within the areas of learning through two approaches. Firstly, teacher led activities and secondly child initiated.

If a child is developmentally ready, they will reach the ELG - Early Learning Goal, for each of the seventeen areas of learning. If you would like to look in more detail at the 'Development Matters' document, please use the link at the bottom of this page.

Throughout the day, children have time to play and are able to immerse themselves with things they are interested in. Allowing time for play, enables children to build friendships, explore, take risks and challenge themselves. They will develop many skills including perseverance and resilience. Children have a right to play both indoors and outside during their time in the EYFS. At Stoke Prior First School, our children are fortunate to have an inviting and exciting classroom, a large outside space with a variety of areas within it and a wonderful Forest School. When an environment is stimulating and supported by responsive and knowledgeable adults, children will be learning as they play.

“Play is the work of the child”-Maria Montessori

Our Values

Responsibility – Respect – Teamwork - Reflection

Our curriculum is underpinned by the Early Years Foundation Stage and the National Curriculum but it has been refined to equip our children to be more effective learners in the 21st century.

Our curriculum is skills based, developing disciplinary knowledge and allows children to gain vital life skills which are needed in an ever-changing world and social climate.

We provide a curriculum that is progressive and carefully sequenced. All the subjects are taught to all children allowing them to link their knowledge across the curriculum where available and appropriate.

At the heart of the curriculum is the importance of teaching children to read and immersing them in deep, broad and rich vocabulary through selected quality texts. In turn they acquire and develop a range of skills in in both reading and writing.

Our curriculum is delivered by teachers and support staff who are caring, experienced, inspirational, and deeply committed to do their very best for all the children in their care.

Our curriculum is enriched by a wide range of additional activities which brings learning to life and makes it memorable.

Our curriculum enables children to be successful, providing every pupil with the chance to reach their full potential in all subjects.

Our pupils leave us as confident, resilient learners, well prepared for the next stage of their education and life.

More information can be found in our Curriculum Policy, along with information on all the subjects taught in school, via our website.

Our Reading Offer

We believe reading is at the heart of everything and we have a shared determination that all children should be able to read, regardless of disadvantage. It is the key to learning and achieving aspirations. In life, words are all around us and it opens up new worlds if we can read fluently. Reading is important for learning but also for pleasure, it is a great escape into other worlds, other people's lives and our imagination. It can inspire us all in so many ways. At Stoke Prior First School, reading for pleasure is fundamental and the curriculum is designed to create readers, not just pupils who read. The English curriculum ensures that quality books across a wide range of literary forms reflect and broaden our children's lived experiences and children's understanding. Children read widely and often, having the opportunity to engage with a wide range of reading experiences such as whole class reading, paired reading, individual reading, reading across the curriculum, daily story time and using the indoor and outdoor libraries during lunchtime.

How we teach reading EYFS and Year One

At Stoke Prior First School early reading is taught through the system of synthetic phonics. We teach phonics using the 'Essential Letters and Sounds' scheme. It is taught daily from the start of Reception through to the end of Year One and in intervention groups, where needed, beyond this. Stories and book sharing are special times of each day, where teachers read a wide range of stories, poems, nursery rhymes and non-fiction books to the children. During this time, children are able to listen to a range of sentence structures, writing patterns and vocabulary choices that they would not necessarily find in their reading books. This access to stories enables the children to possess and use new vocabulary and language for themselves.

As they progress through Reception and into KS1 the children are able to practice their reading skills in weekly Partner Reading sessions. The focus of these is on developing fluency and building confidence. As the children's fluency improves, there is a greater focus on comprehension skills. Children in KS1 also have access to a range of texts based on topics being taught including some known texts and others which are new to them.

Parental involvement in Reception and Year 1

At Stoke Prior First School children are expected to read daily at home. Parents and carers are encouraged to hear their children read as well as read stories to them daily to support their development as readers. Home readers, which are closely matched to the phonics stage being taught, are issued weekly and children are expected to reread books to ensure fluency. In children's reading diaries, a selection of comprehension questions that parents can use with their children is also available. Parents are requested to ensure reading diaries are in school daily and their notes about how their child has read written in. Comments may include details of how fluently their child has read or how well they have understood what they have read. Information evenings in Reception and Year One focus on how phonics and reading is taught at Stoke Prior First School and provide parents with additional suggested ways in which they can support their child's reading development.

Teaching Reading in Year Two and above

In Years Two, Three and Four we build on the children's early reading success through the use of the 'Accelerated Reader' scheme which puts additional focus on the children's individual comprehension skills. Children have regular opportunities to read and quiz in the classroom and have access to a range of texts within their identified ZPD (zone of proximal development) range. Reading is taught to the whole class through the use of whole texts. By using Literary Leaves from The Literacy Tree, children gain access to a range of texts covering varying themes. Within each session, children will have a focus on new or challenging vocabulary followed by work across the National Curriculum reading domains. Parental involvement in Year Two and above.

In KS2, as children become more fluent readers, they still benefit greatly from sharing books with parents in order to continually develop their understanding of new vocabulary and

comprehension and to foster a love of reading. Children will bring home a school reading book that they have chosen for themselves from within their Accelerated Reader range and once they have completed it, will quiz on the book in school using the comprehension questions provided in the scheme. Parents continue to be requested to ensure reading diaries are in school daily and their notes about how their child has read written in. Our homework policy states that children are expected to read daily. As in Reception and Year One, comments may include details of how fluently their child has read or how well they have understood what they have read.

How we put reading at the heart of our curriculum

We use exciting and engaging texts to help bring all areas of the curriculum to life. Children have opportunities to read a wide range of books and texts by classic and contemporary authors as part of their English lessons and have access to additional texts to support their topic lessons. We celebrate World Book Day by taking books into other classes to share what we are enjoying reading and, in Year Two and above, children are encouraged to share the books they love with others. Reading is celebrated weekly as part of Rainbow Assembly where 'Reader of the week' bookmarks are issued. In the classroom, children will have access to a range of reading material including specific subject books, magazines and age appropriate newspapers and children have access to the indoor library at lunchtime and the outdoor playground library daily. Within lessons, new and key vocabulary are shared and discussed with the children and reviewed regularly which supports children in the range and complexity of their vocabulary use. All classes have a dedicated story time at the end of the day and teachers select texts that will engage their classes while ensuring a range of text types and genres are shared.

Religious Education (RE)

We follow the L.E.A. Syllabus and Guidelines for R.E., which gives the children opportunities to see how Christian ethics have moulded our present society. The children are encouraged to understand themselves and their relationships with others and also develop an understanding of other faiths and cultures, particularly Judaism and Hinduism. Spiritual awareness is developed through planned opportunities for pupils to imagine, reflect and explore.

Personal, Social, Health Education and Citizenship (PSHE)

At Stoke Prior First School our PSHE curriculum is designed to help children know and develop the skills to be safe and stay healthy and be able to manage their academic and social lives in a positive way. Our curriculum supports pupil's spiritual, moral, social and cultural development and helps to foster their wellbeing and develop resilience and character which we know are fundamental to them being happy, successful, members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal, to stick to tasks that will help them achieve those goals and to recover from knocks and challenging periods in their lives. Alongside understanding of self-respect and self-worth, we aim to develop personal attributes including kindness, integrity, generosity, honesty, trustworthiness and a sense of justice. We also aim to help our children to become

equipped with the skills to maintain positive emotional and mental wellbeing, including how their friendships can support their mental wellbeing.

Relationships and Sex Education (RSE)

Our Relationships Education programme is an integral part of our whole school PSHE provision. We have designed this to ensure it reflects the needs of our children in our local context in Bromsgrove. Our spiralled curriculum is progressive from Reception to Year Four and it equips children with the knowledge, skills and understanding, ready for their next phase of learning and the world ahead. Our approach is inclusive therefore we will not discriminate in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief. Lessons and activities will be differentiated to meet the needs of all children including those with special educational needs and disabilities (SEND) ensuring these children are fully included. The programme has been designed to complement learning in other curriculum areas such as science and Religious Education making sure there is little opportunity for repetition and overlap.

Sport and Physical Education (PE)

The school aims to give children the enjoyment of participating in physical activity, the chance to develop a sense of self-worth, a knowledge of their own potential and ability, an opportunity to work in co-operation with others and an understanding of team spirit.

We provide a balanced programme of games, gymnastics, athletics, outdoor pursuits, swimming, movement and dance. There is also a balance between physical and creative work and between co-operative and competitive games. We take part in various inter-school games and activities.

Year 3 & 4 children take part in swimming lessons as part of the P.E. curriculum.

Trips and Visitors

We believe that real life, hands on experiences, help to embed knowledge as well as giving long life, exciting learning opportunities for our children. The best way to promote and provide this is through trips and visitors. Each class will generally have the opportunity to participate in one trip per academic year, alongside whole school visitors such as the pantomime.

Assessment

All children are regularly assessed. In Reception Class, assessment takes place and regular observation provides an Early Years Foundation Stage Profile. This enables us to find out what the children know, understand and can do and helps us to plan next steps more effectively for future learning. It helps us to monitor the children's progress from the time they start school. Teachers continue to assess the children's work using a combination of tasks, tests and the careful marking of ongoing work throughout their time at Stoke Prior and statutory testing takes place in Year 1 with the Phonics Screening test and Year 4 with the Multiplication Check.

Homework

At Stoke Prior First School we want our children to spend their time out of school playing, exploring and getting recharged for the next day – being children. Traditional homework limits valuable family time, and may even be detrimental to students’ mental health, whereas playing and exploring is greatly beneficial for this. At Stoke Prior First School we want to make sure that any homework assigned always serves a purpose and is beneficial to our students’ development. Learning should still take place at home with or without homework. Our policy gives families the freedom to let their interests and passions guide their learning. We believe science experiments, playing outside, cooking and reading books together are an equally important part of a child’s development, along with the curriculum they learn at school. It is expected that parents will support their child’s learning through nightly reading, times tables and practicing spelling words. Creative tasks may be set at points during the year that children can complete to support class topics or other whole school themes e.g. arts week or science week.

Additional School Events

To supplement our already extensive Curriculum, and to further enhance the opportunities for our children, we have a variety of events that place throughout the year:

-  Festive services at St Michael’s Church
-  A Christmas production & Nativity
-  Musical concerts and performances
-  Sports Day & Family Picnic
-  Parent Workshops
-  Music lessons with Severn Arts
-  Participation in a range of sporting fixtures and tournaments
-  Participation in musical events
-  A wide range of after school clubs
-  A wide range of PTA organised activities
-  World Book Day involvement
-  Charity Fundraising activities
-  Open Classrooms

Forest School & Learning Outside of the Classroom

At Stoke Prior First School we believe strongly that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.



There is a wealth of evidence which clearly demonstrates the benefits for young people's learning and personal development outside the classroom.

It provides children with new and exciting experiences that inspire them to reach their true potential. These real-world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.

Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom walls.

Learning beyond the classroom raises attainment, reduces truancy and improves discipline. It is known to contribute significantly to raising standards and improving pupils' personal, social & emotional development.

We use two different methods of regular learning beyond the classroom: Forest School and Learning Outside the Classroom.

Forest school is a child-centred learning process that offers opportunities for play, exploration and supported risk taking. These sessions are based on the children's interests and this process allows the children to have ownership and control of their learning, to access their interests which allows their knowledge to grow.

Freedom of choice is promoted during forest school and this allows children to learn as they want to without any adult led direction. There is no set agenda for the forest school sessions as they develop and change week to week depending on the individual interests of the cohort.

Forest school helps develop confidence and self-esteem through learner inspired, hands-on experiences. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. This approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience.

Forest school sessions cover a range of activities, these include fire lighting, sawing and drilling, hammocks, slack line, bow and arrow, whittling, digging and bug identifying.



Each class will have 6 afternoon sessions, in a half term block, of forest school across the year.

Year Group	First Forest School Session	Last Forest School Session
4	11 th September	16 th October
3	6 th November	11 th December
2	5 th February	19 th March
1	16 th April	21 st May
R	4 th June	9 th July

Learning Outside the Classroom is curriculum linked and pre-planned based upon the national curriculum units being covered at the time. Lessons such as Science, DT and Art lend themselves really well to outdoor learning, where the national curriculum objectives can be taught in a creative way outside. All subjects can be taught using the outdoors.

Children in the **Early Years** experience outdoor learning daily as part of their continuous provision.

Children in **Years 1 and 2** have a two-hour outdoor learning lesson every fortnight.

Children in **Years 3 and 4** have a two-hour outdoor learning lesson every fortnight.

Outdoor learning takes place all year round, whatever the weather!

School Council

We have an active and passionate democratic School Council, which consists of a girl and boy representative from each of the five year groups, together with staff members. Meetings are held regularly to discuss a number of issues, usually raised by whole class discussions during 'circle time.' The children take great pride in their roles within the school council, which produces sensible discussion and decision making for the benefit of all pupils.

Eco Council

Stoke Prior is proud to be an Eco school with a team of Eco Warriors, consisting of a girl and boy representative from each of the 5 year groups and 1 staff member. Meetings are held regularly to discuss environmental issues and the Eco Warriors are responsible for turning lights off and doing energy surveys. We have Year 4 teams of 'composters' who also regularly fill the compost bins and recycle paper.

Emotional Health and Wellbeing

At Stoke Prior First School we recognise the importance of emotional wellbeing and mental health. We understand that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Part of our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential and can access help when they need it.

Online Safety and Acceptable Use

Stoke Prior First School understands that using online services is an important aspect of raising educational standards, promoting pupil achievement, and enhancing teaching and learning. The use of online services is embedded throughout the school; therefore, there are a number of controls in place to ensure the safety of pupils and staff.

The breadth of issues classified within online safety is considerable, but they can be categorised into four areas of risk:

- **Content:** Being exposed to illegal, inappropriate or harmful material, e.g. pornography, fake news, self-harm and suicide, and discriminatory or extremist views.
- **Contact:** Being subjected to harmful online interaction with other users, e.g. peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children.
- **Conduct:** Personal online behaviour that increases the likelihood of, or causes, harm, e.g. sending and receiving explicit messages, and cyberbullying.

- Commerce: Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The measures implemented to protect pupils and staff revolve around these areas of risk. Our school has created this policy with the aim of ensuring appropriate and safe use of the internet and other digital technology devices by all pupils and staff.

For more detail and support on keeping safe online, please see our website and weekly newsletter.

Equal Opportunities

In accordance with the School's Equal Opportunities Policy, all children at Stoke Prior First School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, ability or disability.

SEND

Our school promotes inclusion and ensures that children with special educational needs, disability or medical conditions are not discriminated against in any way. Our school has an Accessibility Plan aimed to ensure that:

- All pupils have equal access to and participation in the school curriculum.
- Accessibility for disabled pupils/parents/visitors is enhanced.
- All pupils/parents have access to information.

In their planning, teachers account for the needs of each child in their care. Where extra provision is required, the teacher and the Special Educational Needs and Disability Coordinator assesses the child's needs and develops a map of provision which matches teaching strategies, resources and/or extra adult support the child. For those pupils who need it, additional assessments and advice are given by outside agencies.

Promoting British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.” The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister.

We believe these values are strongly reflected and promoted in our school through our core values and curriculum.

Should you feel at any time that the school does not act in accordance with the Department for Education guidance, or that your child has / is vulnerable to the opinions, viewpoints or suggestions of those in or out of the school, that may be deemed political, social or religious radicalisation, please contact the headteacher.

Collective Worship/Assemblies

At our school, we believe in the importance of daily assemblies as a way to bring our community together and promote values such as empathy, courage, and kindness, along with our school values of respect, collective responsibility, teamwork and reflection. Our approach to assemblies varies, and we strive to make them engaging and meaningful for our students.

Variety of Themes

Our assemblies are based on a variety of themes, which may include stories from major religions, moral issues, or topical events. This allows us to explore different perspectives and foster a deeper understanding of the world around us.

Planning and Leadership

Our assemblies are carefully planned and led by all members of the teaching staff. This collaborative approach ensures that each assembly is well-prepared and delivers a valuable message to our students.

Parental Rights

We respect the religious beliefs of our students and their families. Parents have the right to request that their child does not attend assemblies if their religion requires it. We ensure that alternative arrangements are made to accommodate these requests.

Rainbow Award Assembly

Every week, we have a special assembly called the Rainbow Award assembly. In this assembly, we celebrate the achievements and efforts of our students. Children are given a Rainbow Award for various reasons, including academic achievements and personal growth such as, making a special effort in their work, being helpful, or showing care towards others. This encourages a positive approach to school and fosters a sense of community. The Rainbow Headteacher's award is presented to one class each week, where they receive the Rainbow Cup and the opportunity to play on the wooden fort during playtime.

Champion Awards

On the penultimate Friday of each full term, a values champion and learning champion are chosen from each class. The final Rainbow assembly of the term is where these children are celebrated and their parents/carers are invited in to watch. This assembly is held by the Headteacher, where staff are asked to talk for a few minutes and explain why they have been awarded the certificates.

At our school, assemblies are not just a routine, but an opportunity to inspire, celebrate, and foster a sense of belonging among our students. We believe that these gatherings contribute to the overall growth and development of our students, both academically and personally.

Communication

We use a variety of methods to ensure communication between school and our families remains strong.

Newsletter

This is sent out to families weekly and contains a lot of information and reminders about activities and events happening in and around school. It is text out to families each Friday and also placed on our school website.

School Website

You will find a wealth of information on our website, which is updated weekly.

Text messaging

We use a text messaging service to parents which provides a simple and efficient method of communication when needed. It will send a message to the first named contact and is used to advise of emergency school closures, club cancellations, event reminders and to keep you informed.

Email System

Please notify us of your email address to ensure you are included in this form of communication. Emailing is a fast and efficient system of communicating and we encourage all parents to use this system so that newsletters and messages can be sent out.

Complaints Procedure

If you have a concern regarding anything in school, please use the following procedure – as recommended by the Local Education Authority.

Stage 1a (informal)

Speak to your child's teacher. It is envisaged that the majority of concerns can be resolved at this stage.

Stage 1b (informal)

Speak to the Head teacher to discuss a way forward.

Stage 2 (formal)

Raise a formal complaint with the Head teacher by putting the complaint in writing.

Stage 3 (formal)

Refer the matter to the Governing Body, via the Chair of Governors.

Stage 4 (formal)

Write to the Department for Education.

The full Complaints Policy is available on the school's website.

Payments and Charging Policy

Payments Online

We operate a secure, convenient system to allow parents to pay for lunches, trips, music tuition etc., using a credit or debit card, via 'School Money'. You will be sent a link to log in or download the app on your child's first day of school.

Statement of Charging Policy Issued by the Governors of Stoke Prior First School:

It is the aim of the Governors of Stoke Prior First School to promote additional aspects of the curriculum and this may necessitate out of school activities (trips) and the provision of ingredients and materials which enhance certain subjects. The educational value cannot be over-emphasised, however it is necessary to ask for voluntary contributions if these activities are to take place. Each activity will be costed at the relevant time while transport for swimming activities will be costed each term to allow for changes in charges by the coach firms. Parents in receipt of Income Support should contact the Headteacher regarding the charging for activities. Children bring home School Library books each week. Costs may be incurred if books are returned damaged or indeed are lost. Copies of the school's Charging Policy are available on request.

Academic Calendar



ACADEMIC CALENDAR 2025/26

SEPTEMBER							OCTOBER							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	1	2	3	4	5	6	7	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31							

MARCH							APRIL							MAY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4							1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	
													31								

JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
													30	31						

KEY	
	Teacher Training Day (TED)
	Public Holiday
	School Holiday

Acceptable use of the Internet Family Agreement

This annual agreement is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies;
- that school systems, equipment and users are protected from accidental or deliberate misuse that could put the above at risk;
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people, regarding their online behaviour.

We live in an ever-changing world in which technology plays an increasing part. We know it is important that our children are equipped with the life skills they need to be able to use the internet responsibly and to its potential, whilst being cautious about the validity of what they find and to know what to do if they see something that upsets them.

We use the internet throughout school to enhance children's learning. We expect children to use the internet responsibly and accept the consequences of inappropriate behaviour.

Throughout the year, pupils are taught online safety through assemblies, Computing lessons and in the wider curriculum. As a school we teach the SMART rules to teach online safety- developed with the aim of keeping young people safe online (see below).

Parents and Carers, please talk through the points below with your child and please ask them to sign below to agree:

Pupil Agreement

- I will ask permission from my teacher if I want to use the school computers, an iPad, a camera or any other electronic equipment.
- I will ask permission from my teacher if I want to use the internet and only participate in activities that my teacher has instructed.
- I will ask for help from my teacher if I am not sure what to do or if I think I have done something wrong.
- I will respect the equipment we have in school and take care of the computers/ iPads.
- I understand that the school will monitor my use of the school internet and devices.
- I will keep my username and passwords safe, and I will not use any other person's username or password.
- I will not share personal information about myself or others when I am online.

- I will respect other people. I will be polite and kind when I communicate with others in the same way that I would do face-to-face.
- I will not pass on information from any unsuitable sites to anyone else in school.
- I will not open emails if I do not know the person who has sent it to me.
- I will tell a trusted adult straight away if I see something that upsets me on the screen, either at home or at school.
- I know that if I break the rules on purpose then a sanction may be given.

Name and signature of Pupil _____ Date _____

Parents and Carers, we ask that you read and sign below:

- I have read through the agreement and understand my responsibility in setting standards for my child to follow when using information technology and the internet both in and outside of school.
- I understand that in school my child will be expected to follow the rules and will be held accountable for their own actions.
- I understand that I must not post any comments about the school on online platforms or social media in a negative manner.
- I must report any concerns I may have regarding pupil online safety both in and out of school.

Name of Child _____ Class _____

Name and signature of Parent/Carer _____

Date _____

**Thank you for taking the time to read our
brochure.**

**We believe that Stoke Prior First School is
an excellent choice for your child and we
look forward to welcoming you and your
child to our school.**



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