

New Park
PRIMARY ACADEMY



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Northern Star
Academies Trust

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OUR SCHOOL



We are a small family school with a big heart. We want all our children to enjoy coming to school and to find learning exciting and engaging. At New Park we encourage children to develop imagination, curiosity, and creativity. Our recent Ofsted report (Sept 18) described us as “a happy school with much joy and kindness” and graded the school GOOD in all areas.

We are ambitious for all our children. At New Park we are determined that every child should realise their potential, with no exceptions. As a result, we are one of the fastest improving schools in Yorkshire and the progress our children make is in the top 10% nationally. Our curriculum is built on a love for reading, a passion for the outdoors and inspiring, immersive learning. Our children are supported to become confident and avid readers through immersive learning in exciting picture books and novels. Our dedicated staff team work extremely hard to help every child reach their potential and lessons are characterised by strong and positive relationships.

We are proud of our school, our delightful children, and our community. New Park has a fantastic history of serving the local community since 1896. We have a collection of beautiful Victorian buildings with large, light classrooms, a series of playgrounds and a huge school field. We invest heavily in our learning spaces and have recently renovated and refurbished the Early Years.

We are fortunate to be able to offer a wide range of extra-curricular clubs and activities and many of these are available for free. Whatever your child's interests and passions, you can be sure that they will be nurtured and encouraged by our skilled team of teachers and support staff.

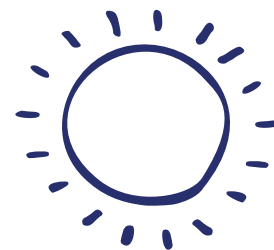
Please follow us on Twitter (@NewParkPri) or Facebook (facebook.com/NewParkPri) to get a flavour of all the amazing things going on at New Park.

I look forward to welcoming you to the New Park Primary family.

Mrs Bune
Headteacher



OUR EARLY YEARS FOUNDATION STAGE



We are extremely proud of our Early Years at New Park Primary Academy where the children embark on a journey of discovery and exploration. We create a happy and caring environment where all children feel valued and safe and where they will have the opportunities to develop positive relationships with adults and children within our setting. The Early Years Foundation Stage is a unique curriculum where children often initiate their own learning through play as well as engaging in carefully planned opportunities and Project Based Learning.

In our Early Years, each child belongs to a small 'Family Group' led by an adult. Our Early Years Family Groups are made up of a mixture of Nursery and Reception children. Each Family Group ranges from 10- 16 children. This approach has been proven particularly successful for developing communication and language and personal, social and emotional skills. The role of the Family Group Leader is to build a strong relationship with their group of children, their parents/carers, and their families. Family Group Leaders develop a deep understanding of each child's needs, interests and learning abilities. The nurturing relationship develops and deepens and ensures children feel safe and secure in the environment. Children spend time in their Family Groups at the beginning and the end of the day, but the rest of the day, they work with all of the adults in our Early Years.

All adults in our Early Years are seen as the facilitators. Adults challenge, extend and question children through sustained learning conversations in order for them to make decisions and lead their learning in their desired direction. The adults support all the children to take an active role in their learning; persevering with problems they encounter, have an enterprising attitude, and show determination to achieve high standards in everything they do. Our approach also allows children to understand how to work as part of a team and think creatively and independently. Our Early Years staff team are highly skilled, dedicated to child development and uphold the highest of expectations. They have a strong commitment to excellence and to ensuring all children exceed expectations.

Our environment is a holistic approach where we work as one unit (Reception and Nursery children together). This means that children can freely access all Early Years areas and the outdoor area. With each area, children are exposed to curriculum-based skills through play. Each area has provocation, adult enhanced provision, and materials to extend their learning and deepen their knowledge, all running alongside our continuous provision.



OUR EARLY YEARS TEAM



Miss Foster
Early Years Lead,
Family Group Leader



Mrs Brett
Early Years Teacher,
Family Group Leader



Ms Edmunds
Teaching Assistant,
Family Group Leader



Miss Hughes
Teaching Assistant,
Family Group Leader

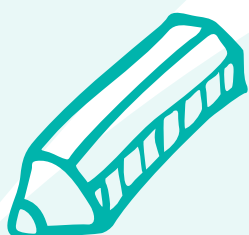
OTHER IMPORTANT ADULTS



Miss Norton
is our Assistant
Headteacher and
SENDCo



Mrs Purchase
is our Higher Level
Teaching Assistant and
will be supporting in Early
Years each week



THE TRANSITION PROCESS



Children respond to transition in different ways, some with confidence and others with more apprehension. We aim to work alongside parents and carers and provide a smooth transition into our Early Years.

To support the transition to our Early Years, we will:

- Arrange times for you and your child to visit school prior to starting in September.
- Arrange a home visit with our Early Years staff to come to your home where we can meet your child in their safe place and you can ask any questions you may have.
- Arrange a stay and play session where your child can come and visit our Early Years.



CURRICULUM

In our Early Years, we follow the Early Years Foundation Stage curriculum. This curriculum sets out the end of year expectations for Reception children, also known as Early Learning Goals.

We teach the curriculum using a sequence of carefully planned experiences that build skills, knowledge, and independence. We also provide opportunities for children to explore their own interests through Project Based Learning.

The Seven Areas of Learning

Throughout your child's time in Early Years, we will be working towards your child achieving the Early Learning Goals. These goals are statutory for the end of Reception. At the end of the Reception year, children are benchmarked against these Early Learning Goals. Attainment is described as either; emerging (working below the expected) or expected (working at the expected) and these are reported to parents in the end-of-year written report.

The goals cover seven areas of learning. They are split into prime areas and specific areas. The prime areas are important because they lay the foundations for children's successes in all other areas of learning and life. The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

The Prime Areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas of learning are:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

We are passionate about delivering a curriculum that is engaging, creative and challenging for all children. We ensure that all activities are carefully planned to work towards the achievement of the Early Learning Goals. We also promote the development of the Characteristics of Effective Learning that underpins all the Early Learning Goals and promotes positive attitudes to learning, and enthusiasm for knowledge and confidence to become successful learners.



EARLY LEARNING GOALS

See below for the Early Learning Goal Statements

Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	Physical Development Gross Motor Skills <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	Physical Development Fine Motor Skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Communication and Language Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	Literacy Comprehension <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	Mathematics Number <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognize quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	Mathematics Numerical Patterns <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	Physical Development Managing Self <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	Physical Development Building Relationships <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
People, Culture and Communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	Expressive Arts and Design Being Imaginative and Expressive <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	Mathematics Number <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognize quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	Mathematics Numerical Patterns <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
The Natural World <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Physical Development Writing <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	Physical Development Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Physical Development Writing <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

OUR LEARNING ENVIRONMENT



In our school, we strive to establish a happy and secure Early Years environment, in which all children can learn and be cared for. It is a place where every child is recognised as individual and is helped to understand that there is great value in being themselves.

Children will explore, discover and investigate in our learning landscape using a range of open-ended resources. They will follow their own interests but also access adult-led learning time. We believe that children learn best when they are engaged in real, hands-on, exciting experiences. Adults facilitate, extend and challenge children's learning. Our calm, purposeful environment acts as our 'third teacher'. We offer a beautiful natural calm and purposeful learning environment which promotes a 'home- from home' feel with real life objects to support children to feel safe and have a sense of security and familiarity.

Our indoor and outdoor learning environment (renovated in Summer, 2022) allows our children to be curious and creative alongside developing key child development skills. Provocations in the environment inspire and challenge children and the hands-on experiences and curriculum opportunities deepen children's knowledge and understanding of the world.



A DAY IN OUR EARLY YEARS

Children will be taught phonics, maths and literacy on a daily basis. This will include small group teaching by one of our Family Group Leaders. They will also be provided with the opportunities to independently develop skills throughout the indoor and outdoor environment. The length and frequency of the adult-led teaching will increase throughout your child's time in our Early Years.

A typical day in our Early Years:

MORNING SESSION	LUNCH	AFTERNOON SESSION
8.45am – 12.00pm	12.00pm – 1.00pm	1.00pm – 3.15pm

- Children will enter our Early Years and will complete morning challenges (such as, self-registration, name writing and a challenge focused on maths, reading or writing)
- Family Group Time- Welcome
- Phonics teaching input in small groups
- Exploration time with access to our indoor and outdoor environment
- Maths teaching input in small groups
- Lunch time
- Project Based Learning/ Curriculum Learning input in large and/or small groups
- Exploration time with access to our indoor and outdoor environment
- Family Group Time - Story time
- Home time

Afternoons throughout the week will also include visits to our very own farm and participating in PE lessons.

For our Nursery children, morning sessions begin at 8.45am and finish at 11.45am. Children can stay for the whole day (two sessions) or just a morning session. Children who are here for lunch can bring a packed lunch from home or order a school meal at a cost of £1.75. Extra sessions outside of your 15 hour funding are available at a charge of £13.50. Parents will be invoiced every half term for additional sessions.



USEFUL INFORMATION

Uniform

Children in Reception must wear school uniform. Children in Nursery are welcome to purchase school uniform, but it is not required.

We believe wearing appropriate uniform is an important part of being ready and prepared for the day. It develops a sense of belonging and school identity and promotes a socially inclusive and equal environment for all children. We have high expectations of our children and expect them to take pride in wearing their school uniform and coming to school ready to learn.

Your child may be eligible for extra funding which we use to provide a free school cardigan or jumper each year. If you think you might be eligible please visit www.northyorks.gov.uk/free-school-meals and contact the school office.

Our Uniform:

- Jade sweatshirt or cardigan with the New Park school logo (available to buy from Emblazon); No other sweatshirts or cardigans are allowed
- Plain black or grey trousers, plain loose black or grey skirt or grey pinafore dress – skirts should be loose enough and long enough to allow children to sit cross-legged, tight-fitting skirts are not appropriate for school
- Plain white shirt or white polo shirt (must have collar)
- Plain black or grey tights or ankle-length socks
- Plain black shoes. No boots, heels, sandals or flip flops. No logos
- Waterproof coat (not a hoodie)



Summer Options:

- Grey or black tailored knee length shorts
- Green Gingham dress (Matalan and M&S have the closest colour match)
- Hat or cap (taken off once indoors)
- Plain white socks



Other Options:

- Branded school book bags and PE bags are also available to purchase from Emblazon. These are **NOT** compulsory items of school uniform

Shoes:

School shoes should be all black, flat and logo-free with a secure fastening. Boots, including ankle boots, sandals, flip-flops and sports-branded trainers are not allowed at school. Slip-on shoes are not appropriate for school and should not be worn. In very wet or cold weather children can wear wellies or warm boots to school and change in the cloakroom. Children must be able to put on and take off their shoes themselves. Please do not send your child in shoes with laces until they are able to tie them independently. Velcro shoes are the best for children in the Early Years.



Jewellery:

Children who have pierced ears will be permitted to wear one pair of plain studs. No other jewellery is permitted. Studs must be covered with tape during P.E or other active lessons which is in keeping with health and safety guidance for schools. Plasters or tape must be provided by parents for jewellery that cannot be removed. We recognise that children may need to wear an item of jewellery for religious reasons and that this is a cultural and religious need that should be respected. These items will need to be removed or covered during P.E. The school is unable to take responsibility for the safekeeping of any items of jewellery throughout the day.



PE Kit

Children in Reception get changed for PE in school, so children can practise getting dressed and undressed with independence. Children in Nursery are not required to wear a school PE kit, but please ensure they are dressed appropriately to take part in a PE lesson that day. You will be informed in September as to which day PE will be taking place.

For health and safety reasons it is essential that children are appropriately dressed for any physical activity.

Our PE Kit:

- Jade sweatshirt or cardigan with the New Park school logo
- Plain black or grey shorts, jogging bottoms or cotton leggings
- Plain white t-shirt or polo shirt (logo NOT compulsory)
- Trainers or plimsolls that fit securely
- All jewellery must be removed or covered for PE lessons. Plasters or tape must be provided by parents for jewellery that cannot be removed
- Hair bobbles to tie up long hair



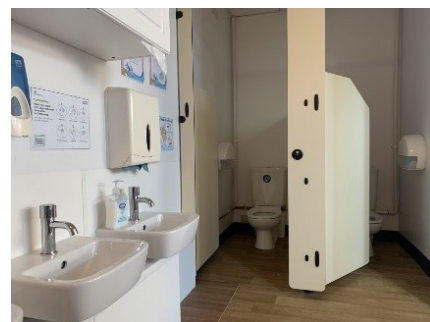
Toileting

We appreciate that all children develop at their own rate, however we expect children to be able to go to the toilet on their own by the time they enter Nursery. We will support with buttons and fastenings on clothes if needed and will also give regular reminders to go to the toilet.

All children may have occasional accidents and we will support and change your child. If your child has regular accidents, we will work alongside you to try to reduce the number of accidents that your child has. We may also ask you to come and change your child yourself if the accidents are happening regularly and there is no medical reason for this.

We do not allow children to come in wearing nappies or pull-ups, unless there is a medical reason that your child is delayed in being toilet trained.

We know that toilet training your child can be a difficult and challenging process. Please visit www.eric.org.uk or speak to your health visitor if you would like further support.



Attendance and Punctuality

It is important that your child attends school every day and is on time. If your child is ill, you must ring the school office (to inform us and tell us when your child will be back to school). This must be done before 9:00am. Being on time helps children to become familiar with the morning routine and ensures that they have a settled start to the day.

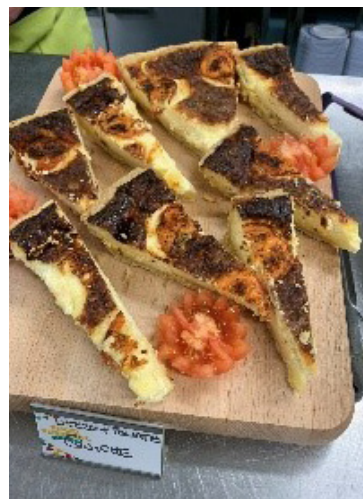
Lunch and Snack

Children in Reception are provided with a free meal at lunch time. There is a selection which can be chosen from, including, a hot meat or vegetarian option or a ham, cheese or tuna sandwich. The lunch menu rotates on a three- week basis and refreshes for Autumn/ Winter and Spring/ Summer Seasons. We also provide a self- service salad bar. Children in Nursery can continue to take a hot meal if they wish, however these must be paid for. Currently, the weekly cost for a school meal is £8.75 per week.

Please see the letter in your pack from Aspens to find out more information about lunches.

You can also provide a packed lunch for your child in Nursery or Reception. If you choose to send your child with a packed lunch please note that it should be as equally healthy and nutritious as school dinners. We do not allow crisps, chocolate, sweets, nuts or any food with added sugar (choose sugar-free yoghurts, jelly and dried fruit). Water is freely available to all at lunchtimes, no other drinks are permitted. There are excellent lunchbox suggestions available at www.nhs.uk/change4life/recipes/healthier-lunchboxes.

Children in Nursery and Reception are provided with free fruit/vegetables. Children who are four years old are eligible for a free carton of school milk up until their 5th birthday. You can purchase this for a small fee if your child is not yet four or if they are no longer five years old. Contact the office for further details.



What else your child will need

- A school bag for reading books and special pieces of work (School book bags are available but are not compulsory)
- Water bottle with your child's name on (to be filled with water only)
- Spare uniform in a labelled draw string bag to keep in school
- Wellies and waterproofs (optional)
- Sun cream (in the summer)



Illness and Medication

Please keep your child at home if they are not well enough to attend school. Colds and sickness bugs spread very rapidly between young children. You should call the school by 9:00am on the first morning of illness to notify us of the reason for absence. Alternatively, you can leave an answer phone message. For sickness or diarrhoea children should not return to school until 48 hours after the last episode. Any unexplained absences will be registered as unauthorised and recorded on your child's end of year report. Please see our absence procedures for further information.

Children are not permitted to carry medicines to school. Occasional medication, such as antibiotics should be administered by parents outside of school. If your child needs medication during school hours this should be brought to the office in the original container as dispensed by a pharmacist and should include the prescriber's instructions for administration. In all cases this should include:

- Name of child
- Name of medicine
- Dose
- Method of administration
- Time/frequency of administration
- Any side effects
- Expiry date

Where there are long-term medical needs for a child, a Health Care Plan should be completed, involving both parents and relevant health professionals.

Sun cream

On sunny days we request that parents send their children to school with an application of sun cream already on and wearing a hat. In



addition to this, children may bring one bottle of sun cream to school for them to re-apply during the school day. Sun cream must be clearly labelled with your child's name.

Before and After School Club

We offer wrap-around care for children in Reception from 7:45am in the morning until 5:30pm in the evening. Parents can make and amend bookings through ParentPay.



Breakfast Club

The most important meal of the day! Our breakfast club starts at 7:45am and includes healthy cereals or porridge, fruit, wholemeal toast and a drink. Once children have finished eating, they are free to sit and read, play board games or talk with their friends until school begins.

After School Club

Our after school club runs from 3:15-5:30pm and offers a weekly menu of sports and craft activities. A snack is provided for children staying until 5:30pm.

Sports and Hobby Clubs

Each term we offer a wide range of extra-curricular clubs and activities. Many of these are available for free; look out for the termly club offer



Our School Farm

We are proud to have our very own farm at New Park, with goats and allotment plots. All children will have the special opportunity to feed, clean and care for the animals. Your child's class teacher will inform you when they will be visiting the farm. It is necessary for your child to bring some wellie boots for their trips to the school farm.

We have opened our community growing spaces on the school field and offer raised beds to school families who wish to grow their own fruit and vegetables – please contact the office to find out more.



Concerns and Complaints

We work in partnership with parents to ensure each child reaches their full potential. If you have a concern about any aspect of school life, please talk to your child's class teacher in the first instance. Further steps include meeting with the headteacher and making a formal complaint to the Governing Body. A copy of the complaints procedure is available on request.

Safeguarding Children

We aim to maintain a positive relationship with all parents and will endeavour to discuss any concerns we have about your child with you. However, we are also committed to ensuring the welfare and safety of all children in school. There may be exceptional circumstances when, in accordance with Child Protection procedures, we will discuss our concerns with Social Care and/or the Police without your knowledge although this rarely happens. Where there are concerns about your child's well-being, health or safety we will always try to speak to you first when concerns are raised. We follow North Yorkshire Area Child Protection and LEA procedures and staff receive regular up-date training on safeguarding procedures and practice. Our designated safeguarding lead is Mrs Bune and the deputy designated safeguarding lead is Miss Norton.



IMPORTANCE OF EARLY READING

Early reading is of vital importance in promoting progress in all other areas of learning. To support your child's progress in reading, we expect your child to read at home every day and return their book bag to school each day. We will read with your child regularly each week and will change their books on a regular basis.

A child who reads at home for 5 minutes a day will read 282,000 words per school year, but a child who reads at home for 20 minutes per day will read a whopping 1,800,000 words per school year. The more you read with your child, the more vocabulary they will have.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions; language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them into speech, before writing). We teach reading through daily phonics sessions using systematic synthetic phonics.

How you can help:

- Share a story with your child everyday
- Encourage your child to read their reading book everyday
- Bring your child's book bag into school everyday
- Play lots of listening and early reading games with your child



PARENT PARTNERSHIPS



The parent and family relationship is fundamental to our Early Years unit. We communicate in a variety of ways, first and foremost in person. Our Early Years team are on the door every morning and at the end of every day. The team are committed to developing strong sustained relationships with all our New Park families. We also have parents evening sessions regularly throughout each academic year and invite parents/ carers in termly to share in their child's learning.

We use Parent Mail for communication with parents. We contact parents using email via their Parent Mail account. Parents can also use their Parent Mail account to book their parents evening appointment. You will be able to register with Parent Mail once you have received the registration link from us by email or text. Please contact the school office if you need any assistance registering with ParentPay or Parent Mail.

We accept payments online for items such as school meals, trips, nursery and BASC using a secure website called ParentPay. ParentPay offers you the freedom to make payments whenever and wherever you like. Your family has a secure online account, which can be accessed with a username and password. ParentPay enables you to view all items available to each of your children along with relevant costs and details. You will need to log onto the ParentPay website www.parentpay.com.



TERM DATES

Autumn Term 2023

Term begins Thursday 7th September
School closes Thursday 26th October
School re-opens Monday 6th October
School closes Friday 22nd December

Spring Term 2024

Term begins Tuesday 9th January
School closes Friday 9th February
School re-opens Monday 19th February
School closes Friday 22nd March

Spring Term 2024

Term begins Monday 8th April
May Day holiday Monday 6th May
School closes Friday 24th May
School re-opens Monday 3rd June
School closes Friday 19th July



5 Staff Development Days (school closed for pupils):

Monday 4th and Tuesday 5th September 2023, Friday 27th October 2023,
Monday 8th January 2024 and Monday 22nd July 2024

It is parents' responsibility to ensure that their child attends school at these times. Holidays during term time will only be authorised in exceptional circumstances and this happens very rarely. Parents wishing to take a holiday during term time should check first with school to see whether they meet the criteria for exceptional circumstances. Should unauthorised holidays be taken then parents may be subject to a fine imposed by the Local Authority.

ADMISSIONS



New Park Primary Academy has one intake in September, each year for children whose fifth birthday falls between 1st September and 31st August inclusive.

We also accept children mid-year who are moving into the area or changing school, dependant on current numbers and spaces within year groups.

Any parents wishing to consider New Park are encouraged to contact the school on **01423 503011** or by email: **admin@newpark.nsat.org.uk** to arrange to visit and look around.

Applications should then be made by completing a preference form which is available online at **onlineadmissions.northyorks.gov.uk/Enrol/Website** . All admissions to school must be authorised by the Local Authority. For September entry into Reception Class, detailed guidance can be found on the North Yorkshire County Council website: **www.northyorks.gov.uk/article/23544**

Parents of Reception aged children are notified by the Local Authority towards the end of the previous April to confirm the allocation of a place for September.

We are fortunate to be one of the few school-based nurseries in Harrogate offering flexible 15 to 30 hour places to children from the age of three upwards. They are a valued part of our school community and enjoy lunchtimes and assemblies with the whole school, ensuring they learn from and with older children and have the best possible start to school.





CONTACT INFORMATION

New Park Primary Academy

Skipton Road,
Harrogate,
North Yorkshire, HG1 3HF

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