



Castleford Park Junior Academy

Prospectus

Castleford Academy Trust | Working together to achieve excellence for all



Headteacher Welcome

Dear Parents, Carers and Visitors,

It is my absolute pleasure to welcome you to Castleford Park Junior Academy. As Headteacher, I am proud to lead a school where care, ambition and achievement are at the heart of everything we do.

Our ethos is built on the belief that every child deserves the very best – both in opportunity and support. We are an inclusive school that celebrates diversity and recognises the unique strengths and potential in every pupil. At Castleford Park Junior, we combine a nurturing environment with high aspirations, encouraging our children not only to dream big but to work hard to achieve their goals.

Our school values – Care, Aspire, Succeed – guide us in all that we do. We teach our pupils to care for themselves and others, to aspire to be the very best version of themselves, and to strive for success in every area of school life. These values help us to build a strong, respectful, and resilient community.

We believe that education is a partnership, and we work closely with parents, carers, and our wider community to create a culture of collaboration. Together, we are committed to achieving excellence for all – ensuring that every child leaves Castleford Park Junior Academy ready for the next stage of their education and life beyond, confident, capable, and inspired.

I warmly invite you to visit us, meet our wonderful staff and pupils, and see for yourself what makes Castleford Park Junior Academy such a special place to learn and grow.

Mr. Liam Booth

Headteacher
Castleford Park Junior Academy



CEO Welcome

I hope that as you look through the following prospectus, it gives you a flavour of Castleford Park Junior Academy and the amazing work that they do.

Castleford Park Junior Academy is a part of Castleford Trust, a cross phase Multi Academy Trust comprising of nine schools: three secondary academies, and six primary academies. The Trust is a medium sized family of schools all located within a geographic cluster within Wakefield.

Castleford Trust is committed to **“working together to achieve excellence for all”**.

All the academies within the Trust have a strong moral purpose and seek to have a positive impact on the communities that they serve and to support families to overcome any social disadvantage. This is delivered through an ambitious and engaging curriculum where no learner is left behind, alongside a strong pastoral support programme which ensures that pupils overcome any barriers to learning.

All academies within the Trust offer a rich set of experiences to allow pupils to grow and nurture talent, whether that be in sport, drama, music, art or technology. Staff will strive to give pupils opportunities to compete with the very best locally, nationally and globally. We are proud of our pupils and the positive contribution they make to society.

We are an ambitious and innovative Trust who are deeply committed to our values of Care, Aspire and Succeed and have very high expectations and aspirations for our pupils. The key to the success of the Trust is the commitment of an outstanding team of leaders, teachers and support staff who, through mutual sharing of knowledge expertise, systems

and resources from across education and business support the raising of educational standards and achievements. This enables us to sustain and enhance educational performance, improving the life chances of all pupils across the Trust.

At Castleford Trust, it is essential that we deliver a first-class standard of education and ensure that all of our academies deliver ‘outstanding’ provision for the benefit of our pupils and wider community.

Castleford Trust is an exceptional place to work and has a team of dedicated and committed staff. We strongly believe in developing and nurturing talent by providing opportunities for staff training and development. Staff turnover is low. We are proud of our achievements but are always striving to do more and provide the very best life opportunities for the communities we serve. We continually seek out the best practice to ensure that our provision sits alongside the finest that is available nationally.

We look forward to welcoming your child to the academy!

George Panayiotou

CEO, Castleford
Academy Trust



Welcome to our Academy

Our leadership team work hard to model our values daily and drive improvements that help our pupils reach their goals and aspirations. The team consists of:



Liam Booth
Headteacher



Samantha Reed
Deputy Headteacher



Ellie Thomson
Assistant Headteacher



Claire Bennett
Assistant Headteacher & SENCO



Laura Steele
School Business Manager



Donna Foster
Inclusion Manager & Designated Safeguarding Lead

Our Governors



Tracy Sycamore
Chair of Governors

Amanda Burns - Vice Chair of Governors
Sarah Jagger - Education & Standards chair
Alyce McCurdie - Community Governor
Kevin Patrick - Community Governor
Kate Eastwood - Community Governor
Jess Swain - Community Governor
Samantha Davison - Staff Governor

Our Governors provide essential challenge and support through regular meetings and visits to our Academy. To find out more about who they are and their involvement with school, please see our website for further details:

www.pjacademy.net/governance/governance-all-pages

Pupil Voice



We believe it is important for children to feel that their voice is valued in school to help them become confident individuals who know that their opinions matter. With this in mind, we have a School Parliament, consisting of members from each class, who meet regularly to discuss and act on school issues brought to their attention by their peers. Pupils often help make important decisions such as how the outdoor environment should be designed and what they should learn about in their lessons. They also listen to the voices of their peers, feeding this back to the whole team at meetings and passing this on to staff. This ensures that they understand that when they use their voice confidently and express their opinions, they really can make a difference!

Message from the School Parliament to new pupils:

Our school is a friendly and safe environment for children to learn in. Everyone here is approachable and welcoming, so don't be scared because there is always someone to help. The classrooms are big and there is room for the various enjoyable activities that we do here. This in turn, gives us a fun, caring, educational environment to help us improve our learning skills. The dinners here are healthy and delicious and everyone encourages you to have a balanced meal.

Playtimes outside provide us with lots of fun filled activities. We have a vast field full of green grass, huge playgrounds, a trim trail and boxes of equipment to play with and, should you need it, allocated playground buddies are at hand to find you a friend to play with.

We at Castleford Park Junior Academy believe that we are all stars that must shine.

"My teacher makes learning fun"

"My school is fab. It keeps me safe. I enjoy school a lot"

"The teachers inspire me to do things and take a new step in life"

"We are welcomed and respected when we start school"

"I like it that at my school I can be pushed to achieving everything that I can in a lesson"

"Everyone gets the respect they deserve, teachers are kind and helpful – they help you with your problems"

"My teacher makes learning fun"

"You can choose a variety of things at dinner and there are lots of different lessons throughout school"

"My friends help me when I'm struggling... all the teachers are kind"

Vision and Values

At Castleford Park Junior Academy, we fully embrace Castleford Academy Trust’s vision of **“working together to achieve excellence for all”** and demonstrate this in our drive for excellence for every child.

Alongside this vision and the Trust’s core values, our learning attitude characteristics underpin all teaching and learning. These essential learning attitudes are taught, revisited and reinforced across all elements of the school day.

Care

We create safe, respectful environments where everyone feels valued, supported and empowered to thrive.

We care deeply for everyone in our Trust. This means creating safe, respectful environments where pupils and staff feel valued and supported. Through strong partnerships with families and exceptional pastoral care, we remove barriers to success and uphold high standards of behaviour, ensuring calm, focused classrooms where learning can flourish. We champion kindness and honesty so that all members of our community grow as confident individuals who respect themselves, seek out the good in others and take pride in the diverse communities to which they belong.

Aspire

We inspire ambition and provide opportunities for all to aim high, broaden horizons and unlock their full potential.

Aspiration drives everything we do. At Castleford Trust, we believe that no one should have their opportunities limited because of background, beliefs, or ability. We encourage everyone, pupils and staff, to challenge themselves, and aim high. Through excellent teaching, enriching experiences, and professional development, we unlock ambition and nurture talent. We expose pupils and colleagues to the best ideas and opportunities so they can broaden horizons and believe that their potential is limitless.

Succeed

We celebrate success in all its forms by helping every individual belong and achieve, because when one succeeds, we all succeed.

When one of us succeeds, we all succeed. We work tirelessly to ensure everyone makes excellent progress from their starting points and develop the knowledge, skills and character needed for life. Our curriculum builds strong foundations in literacy and numeracy while developing creativity, resilience, and confidence. We also recognise and celebrate achievements in sport, the arts, technology, and personal growth. For our staff, success means thriving in their careers, feeling valued, and having opportunities to develop.

The School Day

Time	Lessons
07.30	Breakfast Club - each day
08:45	Classroom doors open
08.50	Registration
08.55	Lessons begin
10:00	Break for lower key stage
10.25	Break for upper key stage
12.00	Lunch for lower key stage
12.30	Lunch for upper key stage
12.45	1st PM session begins
13.15	2nd PM session begins
15.05	End of school day

Breakfast Club

Children are provided with a healthy breakfast and access to a range of games and activities. This is bookable by day, on Arbor.

For information about Breakfast Club and Wrap Around Care, please visit our website:

www.pjademy.net/clubs/clubs-all-pages

Wrap Around Care

Wrap Around Care runs from Monday to Friday, term time only and is bookable using **Arbor** – booking in advance for the week.

Below are the different session types to choose from:

Provision	Time
Breakfast Club	7:30 - 8:50
Short Wrap Around	15:05 - 15:45
4pm Onwards Wrap Around	16:05 - 17:30
Full Wrap Around	15:05 - 17:30

School Uniform

Children at Park Junior are very proud of their uniform as it gives them a sense of identity and brings the school together as a community, promoting equality.

- Purple sweatshirt, jumper or cardigan with school logo/without logo.
- Gold & purple striped clip-on tie.
- White cotton shirt/blouse.
- Black trousers or skirt/culottes.
- Purple and white checked summer dress.
- Black/grey tights or socks.
- Black shoes.
- No jewellery.

Long hair must be tied up for health and safety purposes for PE, DT and Forest School lessons. It is imperative that clothing is marked with your child's name as we have over 400 children in school. We have a lost property area in school but if uniform is anonymous, it is very hard to find and return missing items.

School also offers a 'nearly new' clothing bank to support parents, as we know that growing children quickly need new clothing and shoes!

PE kit

- Black shorts.
- Black tracksuits bottoms for outdoor games (plain, without logo or designer motifs).
- Purple t-shirt/polo shirt.
- Trainers appropriate for PE.
- Black jumper/hoodie for outdoor activity (without logo or designer motif).

Uniform is available from Better and Bright and local supermarkets.

Please see the uniform section on our website for further detail:
www.pjacademy.net/parents/school-uniform



PE

Children will always be expected to take a full part in PE lessons if they are well enough to be at school. Long hair will be tied back and jewellery will be removed. If your child is not provided with a kit, they will wear a spare one kept in school.

Physical Education is a statutory requirement and children are encouraged to take a full and active part in all wellbeing activities, including outdoor break and lunchtimes. Children will learn more about a range of sports including football, rugby, netball, gymnastics and dance. They will also learn about the importance of regular exercise and how this enhances wellbeing and health.

The school has the Healthy School Status and has achieved the School Games and award. We are proud winners of local school tournaments in a range of sports.



Learning at Castleford Park Junior Academy



Care

We believe in high standards for behaviour, presentation and learning attitude to provide the best possible atmosphere for high quality achievement.

We view the design of the curriculum as an evolving and fluid process, always being evaluated and improved, which takes into consideration:

- The needs and character of our children
- The children’s prior learning and experiences
- The statutory curriculum (National Curriculum)
- Educational research which is evaluated and relevant to our academy.

Aspire

We passionately believe that every child should have the opportunity to achieve their dreams. We work hard as a staff team to open our pupils’ eyes to the many exciting possibilities their lives could have in the future.

We have designed a curriculum which focuses on embedding key substantive and disciplinary knowledge in each subject area so that our pupils know more, remember more and understand more. Learning is sequenced in such a way that children are provided with opportunities to recall and retrieve previous learning so that knowledge is cemented over time in their long-term memory. We also enrich our curriculum with wider opportunities, in order to build the cultural capital that our pupils need in order to become successful and well-educated citizens.

Succeed

We deliver a broad, balanced curriculum that aims to emphasise to pupils that learning – both independently and collaboratively – can be exciting and stimulating. We aim to cultivate curiosity and wonder that will inspire our pupils to learn new things.

Daily Learning

Our Academy places strong emphasis on the type of learning attitude that is important to succeed in life – particularly when solving problems and meeting challenges. We consistently discuss the ‘learning muscles’ that make success possible and foster a ‘growth mindset’ approach – actively teaching resilience, focus and collaboration in the face of a challenge, to be a truly independent learner.

English and maths are taught daily; prioritising reading, handwriting and arithmetic fluency. Children are active through PE and at playtime, where our active playground offers a wealth of opportunities to develop social and communication skills. Computing is also seen as an integral part of our learning – embedded within all aspects of teaching – each class has access to Chromebooks and Ipads and these are used throughout the curriculum. As the technological world around us develops rapidly, we believe it is essential that our pupils have the transferrable and adaptable knowledge necessary for jobs that are yet to be created!

Homework

At Castleford Park Junior Academy, we set homework to strengthen and extend the learning that takes place in the classroom. It provides valuable opportunities for children to practise key skills, deepen their understanding, and grow in confidence. We encourage parents to support their child by helping establish a regular homework routine and taking an active interest in their progress.

(covering current, previous, and upcoming learning in maths and English).

- Use TT Rockstars and Spelling Shed to develop fluency in number and spelling skills.

Our homework policy and procedures are also explained on our website:

Each week, children are expected to:

- Read to an adult at least three times per week with this recorded in their planner.
- Complete their spelling and homework sheets



<https://www.pjademy.net/parents/helping-your-child/>



Please see the curriculum section of our website for further detail:
<https://www.pjademy.net/curriculum/curriculum-inspirations-all-pages>

Religious Education

We teach RE, following our Local Authority syllabus so that our children understand and have a respect for their own and others’ beliefs and ways of life. We aim to provoke challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. RE should enable children to reflect on their own ideas of religion and way of life.

We do this by:

- learning about the key features of some of the Dharmic, Abrahamic and Humanist faiths.
- finding out what we have in common with people of faith – by exploring how they are ‘just like me’.
- learning stories from the major religions.
- experiencing festivals to appreciate how others celebrate important events.
- visiting places of worship to build understanding, tolerance and connection between communities.
- talking with people from a wide variety of faiths and non-faiths.

We strive to ensure that our children have the opportunities to learn about, discuss and understand the differences between their own beliefs and customs, and those of other races and cultures.

Further information about our RE curriculum is available here:
www.pjademy.net/curriculum/re



PSHE and SRE

We emphasise healthy and respectful relationships continually through our PSHE scheme, making additions where needed that reflect what children in our community need to learn about the most. Our curriculum reflects the national statutory guidance and reflects the broad overview shown below.

We also teach sex and relationships education in line with Government guidance and consult with parents each year to ensure that they agree with the content that is taught in each year group.

Our PSHE Curriculum

Health

- healthy eating
- changing bodies
- basic First Aid
- mental wellbeing
- internet safety and harms
- physical health and fitness
- health and prevention of illness

Financial understanding

- budgeting and saving
- credit and debt
- enterprise
- aspirations

Relationships

- differing families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

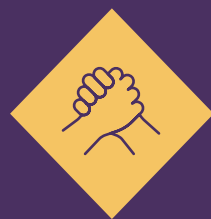
Further information is available here:
www.pjademy.net/curriculum/pshe



Behaviour Expectations



Ready



Respect



Safe

At Park Junior Academy we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential: emotionally, socially and intellectually. Staff strive to maintain high expectations in line with Multi-Academy Trust standards so that our pupils are ready for the next stage of their education by the time they leave us.

We aim to help children to grow in a safe and secure environment, supporting them to become positive, responsible and increasingly independent members of our community. We teach pupils what good choices and actions look like, in order to continually communicate our high expectations.

We have the following key expectations that allow everyone to work together in an effective and considerate way:

- 'Ready' to learn
- 'Respect' the whole community and each other
- 'Safe' – acting in a way that maintains safety for all

We encourage all children to try their best to achieve their learning goals and to help them understand that it

is the responsibility of staff and pupils to uphold and maintain our school rules in order for this to happen. For occasions when rules are broken, we use a restorative approach to resolve the situation. We believe that by using this system, we are giving pupils the skills to independently make better and more informed choices in their future.

The 'Restorative Approach' encourages pupils to think about how their behaviour affects others - both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again. If an adult has unknowingly caused upset, or made a mistake, they will also say sorry, modelling respect, as is expected from the children. Our pupils say that they prefer the 'Restorative Approach' as it allows ALL parties to have their say AND be listened to.

Anti-Bullying

Our Academy operates a 'Zero tolerance' approach to bullying. Staff work closely with children through Personal, Social and Health Education to raise awareness about issues relating to bullying, what it is and what the long-term impact can be. As a result of this, we have happy children, able to work and play together.

Please see the 'Keeping your Children Safe' section on our website where more details can be found regarding school safety and wellbeing.



www.pjacademy.net/about-us/keeping-your-child-safe





Attendance

Absence

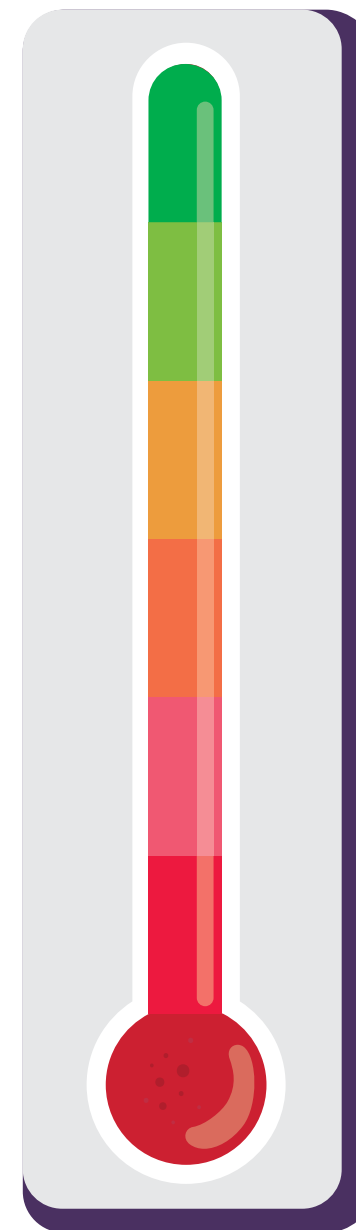
If your child is absent, please notify us by telephone before 9:15 am each day. Please give the reason and an idea of the expected length of absence.

Tel: 01977 518959 (option 1). We operate a first day response. If we are unable to contact you on the numbers you have provided for us, we may have to conduct a welfare check to check that you and your family are safe. Our Academy will always work in partnership with our parents to remove any barriers to attendance that we can.

Holiday Absence

As a collective, the Castleford schools have a policy that any holidays taken during term time will be classed as unauthorised – only exceptional circumstances will be granted. If you feel there are exceptional circumstances, written requests must be made to the headteacher using the form available to download from our website, or found in reception. Penalty Notices are issued for term time holidays.

Please see the attendance section of our website for further detail:
<https://www.pjacademy.net/about-us/attendance/>



Attendance

100% attendance You have attended every day No missed days of learning

99% attendance 2 days of missed learning

98% attendance 4 days of missed learning

96% attendance 7.5 days of missed learning (this is 8 phonics lessons)

95% attendance 9.5 days of missed learning (this is 10 phonics lessons)

92% attendance 25 days of missed learning (this is 15 hours of English lessons)

90% attendance Persistently Absent 19 days of missed learning (this is 23 hours and 45 minutes of playtime and making friends).

Below 90% attendance

Your child has missed over 4 weeks of learning

85% attendance

28.5 days of learning. This is over 5.5 weeks of missed learning, nearly half a term.

Extra Curricular Activities

We offer a wide range of extra-curricular activities throughout the year, providing children with enrichment opportunities outside of the classroom. These activities offer exciting, enriching opportunities for additional learning - or may foster a love of a talent that may become a passion or a career! The school clubs are run by members of school staff, or external partners, after school. Their finish times and the places that parents should pick up from is updated on our website.

Activities include:

Multi-sports, Choir, Forest Schools, Musical Theatre, Cheerleading and Lego Club.

The school also seeks to take part in a range of other activities, including sports and non-sporting activities. They are advertised on our website:



www.pjacademy.net/clubs/clubs-all-pages

School Lunches

School Dinners

School meals are nutritionally balanced and offer children a tasty and enjoyable way to catch up with friends. They should be paid for in advance using our school's online system - Arbor.

If your child chooses to have school dinners, a cooked meal is prepared daily in the school's kitchen. The children are served 'cafeteria style' with a choice of menu and are encouraged to try different meals. They are cared for by dining room supervisors who also supervise the children at play. We have our own catering services under the leadership of Mrs L. Wroe, our Kitchen Manager, providing high quality meals using local suppliers to ensure we receive high quality food.

Our hall is used as a dining room and children are encouraged to choose where to sit. Quality crockery and cutlery are used to raise the lunch experience into an enjoyable dining experience. Children are not rushed, however we do only have a limited time period in which to seat over 400 children so a rota makes sure that every class has an equal chance of being first in for dinner! A range of healthy snacks are also available to buy each break time at tuck shop. Your child needs no more than 60p to spend per day, if they would like to access this provision.

We encourage all children to bring a water bottle to school with them each day to promote healthy hydration and aid concentration.

Please see the lunch menu on our website for further details:
www.pjademy.net/parents/school-lunch-menu



Packed Lunches

It is possible for pupils to bring a packed lunch by prior arrangement. Packed lunches should be full of 'healthy' options as we are a 'Healthy School'. The packed lunch policy is available on the website.

Sweets, chocolate bars and fizzy drinks are NOT allowed. Chocolate biscuits like Kit Kats and items bought on the cakes/biscuit aisle of supermarket are allowed within reasonable amounts, as part of a balanced diet.

Peanuts and any other form of nut product is strictly forbidden as we have a number of children and staff with severe nut allergies in school, in some cases requiring immediate hospital treatment if they are in the vicinity of them. Children are encouraged to drink water each lunch time. Jugs of water are available on each table. Children are also able to bring a sports style bottle each day containing fresh drinking water or sugar-free juice. One week's written notice is required for any changes to lunch time meal arrangements.

Parent Partnership

We welcome parents and carers being part of school life and actively encourage volunteers. If you would like to contribute your time, please contact the school office to discuss this further.

We keep parents and carers up to date with what's happening in school and send out regular newsletters. We also use Bloomz, a way for parents/carers and teachers to communicate. You can download the Bloomz App for your phone to receive notifications from your child's class and whole school messages.

Additionally, specific events are held throughout the year where we invite family members into school alongside their children. Such events can range from the children teaching a French lesson for their parents; to a dance or drama performance celebrating another culture. 'Stay and Learn' will also take place fortnightly after the children's first half term in school, where parents and carers are invited into classrooms to join children in their learning, in a range of subjects or for specific events that are being celebrated.

We continually keep our website up to date so the parents and carers are aware of what is happening in school and can be involved as much as they are able.



Well-being

We have a large Inclusion Department with a range of provision, managed by our Inclusion Manager, Mrs Donna Foster who is supported by three learning mentors, Mrs Filburn, Mrs Walton & Mrs Eastwood. We have two sensory rooms that offer physical and mental stimulus and provide a place where children can work with adults to take a break from learning or to review their learning mindset and get ready for the next challenge. We also have a small ‘chill’ room where children can be safely supervised to have time alone if they need it, or time to resolve a problem with their friendship group.

We are very proud to be able to offer all our pupils open door mentoring should they need it – in addition to the option of talking to our well-being ambassador, Mrs Couch who works in the Inclusion department each afternoon.

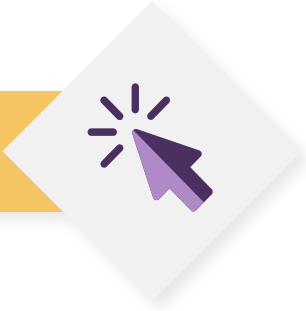
We also have a ‘calming cube’ where pupils can read in a relaxed atmosphere at social times. Castleford Park Junior Academy also benefits from a Nurture Resource, managed by the school’s SENCO, Miss Claire Bennett, which is a bespoke learning, sensory and emotional development space where children who are struggling with anxiety, the demands of the classroom, socialising with peers or have

low self-esteem can be supported in developing positive relationships. We offer short term, focused intervention, in a safe space, addressing barriers to learning and helping our less confident pupils thrive in the school environment.

Mental health is also an integral part of our curriculum. We directly teach our pupils what mental health is and about how caring for our own mental health through self-care is essential; how to recognise triggers that can affect our mental health negatively and the early warning signs that may mean our mental health is declining. This then helps pupils feel confident enough to ask for support when they need it – which they actively do. Through our curriculum, we intend for pupils to recognise mental health as a ‘normal’ part of life for everyone and to have the skills and confidence to be resilient when faced with a challenge.

Please see our website which explains more about our approach and offers support for parents and carers as well:

Please see the wellbeing section of our website for further detail:
<https://www.castlefordacademytrust.com/information/staff-wellbeing>



Pupil Premium Entitlement

All members of staff and Governors are committed to delivering an inspirational and ambitious curriculum whilst also ensuring that pupils’ social needs are met within our environment. We are committed to ensuring equal opportunity for all pupils, Pupil Premium funding that school receives plays a vital part in this. Some families are eligible based upon their personal circumstances (low income families, children of parents in the Armed Forces and children in Local Authority Care) and this funding is used in our Academy to support those children to achieve their absolute best.

If you think you are eligible for this funding, which is paid to our Academy, please speak with the office staff. They will be happy to help you claim this.

Or, use this online form to find out:



www.wakefield.gov.uk/schools-and-education/schools/free-school-meals

Pupil Premium money is spent in a range of ways to support each individual to achieve their full potential. Our Resources Committee and the full Governing Body have a responsibility to ensure all allocated funds are used appropriately and cost-effectively. A copy of how our Pupil Premium funding is used is available on the school website:



www.pjademy.net/about-us/pupil-premium-funding

Supporting pupils with Special Educational Needs

Our Academy works closely with any children who have additional needs or who need a little extra support in their learning. We follow a ‘needs-led’ approach, meaning that we will consider their learning barriers and create a bespoke plan that supports them as an individual, alongside their peers.

A range of intervention programmes run throughout the year to support children to develop in the areas they find difficult. We are committed to working closely with parents to ensure the best learning environment for your child is created.

Our environment is adapted to ensure that it is supportive for all. This includes two sensory rooms, a nurture provision, trampolines, a trim trail, an Inclusion Department and a room that prioritises vestibular movement.

We encourage and support children to learn self-regulation, putting trust in them as they become more mature, to take a break from learning when they need it and use the resources we have available around school. This then allows them to ‘re-set’ ready for further learning to take place.



www.pjademy.net/about-us/send

Safeguarding

The welfare of all children is paramount in our school and we maintain strong links with other agencies in order to ensure that they are safe and well cared for.

The designated safeguarding leads in school are:

- Mr Booth Headteacher
- Miss Reed Deputy Headteacher
- Mrs Foster Inclusion Manager
- Mrs Thomson Assistant Headteacher
- Mrs Woodhead Learning Mentor
- Mrs Steele School Business Manager
- Mrs Eastwood Safeguarding Governor
- Claire Bennett Assistant Headteacher & SENCO

Social care direct may be contacted if we feel we have concerns regarding a child’s safety or wellbeing. We strive to support parents to give their child the best and hold this partnership in high importance. We will always consult with you before we take steps to work with external agencies.

If you have any concerns regarding the welfare of a child – yours or others, please come into school to seek the necessary support, or guidance you require. We are only too happy to help.

Please see ‘Keeping your child safe’ on our school website for further details:



<http://www.pjacademy.net/about-us/keeping-your-child-safe>



What poeple say about us...



Parents say...



- “I feel very happy that my children attend this school. The teachers have been very supportive, patient and helpful for both my children and myself to help guide my children to do their best.”
- “We are very happy with the school and all its staff. We feel very lucky our child comes here.”
- “Thank you for being the school we have dreamed of.”

- “Castleford Park Junior Academy is a fantastic school. My daughter is thriving here and has achieved so much since joining this school the level of teaching is amazing and communication between parents and teachers is fantastic.”
- “Really happy with the way my child’s teacher and others are helping my daughter in all aspects of teaching.”



Ofsted Say...



- “Pupils settle well when they start in Year 3 because the school has established a carefully structured, successful transition programme for pupils.”
- “Pupils are proud to attend Castleford Park Junior Academy”
- “Pupils relish opportunities within the curriculum to develop their practical skills and knowledge.”
- “The school builds trusting relationships with families. Pupils behave extremely well. Relationships between staff and pupils are caring and supportive. This helps pupils to feel happy and safe in school.”

- “The curriculum for pupils’ wider development is ambitious. The cultural curriculum is enriched by the wealth of specialists who visit the school. Even the youngest pupils have an impressive knowledge of art that helps them to express their appreciation of different art forms knowledgably.”
- “The school has designed a highly ambitious curriculum. Parents and carers of pupils with SEND appreciate the high expectations that staff have for their children. By the time they reach Year 6, most pupils achieve at least as well as they should for their age, with an increasing number surpassing this standard.”





X @CastlefordParkJ

01977 518959 | www.pjacademy.net | enquiries@pjacademy.net

Medley Street, Castleford, WF10 4BB