



PROSPECTUS



WELCOME TO MERRIDALE PRIMARY SCHOOL



At Merridale Primary School we aim:

- To ensure everyone in the school has the opportunity to maximise their full potential.
- To provide every child with the highest quality teaching and learning opportunities.
- To provide a welcoming, safe and happy school environment.
- To provide role models who promote positive values to prepare children for life in modern Britain.
- To provide an exciting, engaging and effective curriculum.
- To celebrate the cultural diversity of the school and local community
- For parents, carers and families to be partners in learning.



Merridale Primary School

Aspen Way

Wolverhampton

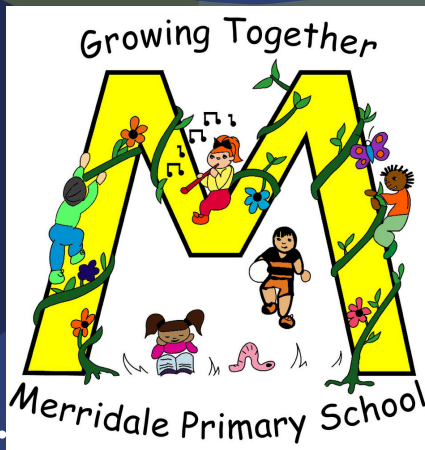
WV3 0UP

Tel: 01902 55 87 60

Website: www.merridaleprimary.co.uk

E-mail: office@merridale.twp.school

THE WULFRUNA PARTNERSHIP



Merridale Primary School is proud to be part of The Wulfruna Partnership alongside 3 other Wolverhampton schools: Bantock Primary School, Fallings Park Primary School and Dovecotes Primary School.

The Partnership is a community rooted in collaboration, compassion, and high expectations. We believe that by working together across our network of schools, we can transform lives and open doors to inspiring futures. Whether you're a parent, pupil, educator or community member, you're invited to explore what makes us special: our commitment to high-quality education, inclusive values, and a belief in every child's potential.

Find out more about the partnership
here:

<https://wulfrunapartnership.co.uk>

FROM THE HEADTEACHER

Dear Parents and Carers,

Thank you for your interest in Merridale Primary School. This prospectus is designed to answer many of the questions you may have about how our school operates and to give you a sense of what makes our school community so special.

We warmly invite you to visit us in person, where you can experience first-hand the welcoming atmosphere and vibrant learning environment that our children and staff create together every day.

Choosing the right school for your child is one of the most important decisions you will make. We are committed to providing you with the information and support you need to feel confident in making that choice.

At Merridale, we pride ourselves on offering a happy, safe, and stimulating environment where every child is encouraged to thrive. Our dedicated staff work closely with pupils to help them reach their full potential—academically, socially, and emotionally.

We deliver a rich and engaging curriculum that not only prepares children for the next stage of their education but also fosters a lifelong love of learning.

We hope your child will take full advantage of the many opportunities available here and become an active, enthusiastic member of our school community.

We look forward to building a strong and positive partnership with you and hope your journey with Merridale Primary School is a long and happy one.

Yours Sincerely,
Mrs Laura Towle
Headteacher



FROM THE CHAIR OF GOVERNORS

It is with great pleasure that I extend a warm welcome to you on behalf of the governing body at Merridale Primary School. As the Chair of Governors, I am honoured to be part of such a vibrant and diverse school community where every child is valued and encouraged to reach their full potential.

At Merridale, our focus is on creating an inclusive, supportive, and stimulating environment where children feel safe, happy, and excited to learn. We are committed to fostering an atmosphere of respect, kindness, and resilience, helping each child to grow not only academically but also socially and emotionally.

Our dedicated team of staff provide high quality education that is both engaging and challenging. We believe in the importance of a broad and balanced curriculum that ignites curiosity and nurtures creativity, preparing our pupils for the ever changing world beyond the school gates.

As governors, we are deeply committed to ensuring that every child at Merridale has the opportunity to thrive. We work closely with the headteacher, staff, and parents to support the school's continuous improvement and to celebrate the achievements of our pupils. Our role is to monitor and guide the school's progress, ensuring that we always put the needs and well being of the children first.

We are proud of the strong partnership we have with our parents and carers. Your involvement and support are crucial in creating the best possible educational experience for your child. Together, we can ensure that Merridale remains a place where every child can flourish and where learning is a joyful journey.

Thank you for choosing Merridale Primary School. We look forward to welcoming you and your child to our school community and working together to achieve the best outcomes for all our pupils.

Mohammed Rizwan
Chair of Governors



FROM THE SCHOOL COUNCIL

Our Mission Statement

To help look after the needs of the children at Merridale. We want to help make their learning as enjoyable as possible whilst making them feel safe and secure.

Our Job

To listen to the ideas of pupils, try to turn them into reality and try to improve the school.

How does it Work?

The School Council is made up of two members from each class in Years 3 to 6. Each Councillor is nominated and voted for through a class election and given the responsibility of representing their class. The School Council meets regularly to design agendas and action plans to deal with issues and implement ideas to address the needs of the children of Merridale.

Team Work

School Council works as a team! We share out jobs equally and feedback to others in class at our weekly class council meetings. We have a suggestion box where children can share ideas with us ; we look at these every week and pick one to try and make possible.

Exciting Events

Merridale continues to put the needs of the children first by holding events such as the Merridale Marathon and school discos. We like to get involved in activities which are fun for us and our classmates and, importantly, help us raise money for our chosen charity each year as well things we want to improve our school.

We also raise support for events which are important to us and our school, like donations from wholesalers towards our sensory garden development and also companies such as Sainsbury's to enquire about donations for PE. The School Council were also part of selecting our new catering company and purchasing new play equipment for every class. This included brand new football goals and new outdoor games for lunchtime. We did this by carrying out research to see what children wanted and needed and then delivered our findings and final judgments to our Headteacher. The School Council also contributed towards our recent "good" judgement from Ofsted: we spoke to inspectors about our roles, hopes and plans for the children at Merridale. We appreciate that our voice is heard and well respected. We also help to promote our regular Food Bank Fridays within school by making posters and leaflets that go home to parents. School councillors also encourage children to bring in donation for Food Bank Friday.

Special Days

Learning at Merridale is truly made more memorable when teachers organise special days like Outdoor Day, Diwali Day, World Book Day, Merridale's Got Talent, Merridale's Discos, Sports day and our Eid, Harvest, Easter and Christmas celebrations. We get to work with other teachers and children from other year groups and get to do amazing activities both indoor and outdoors!

We know how happy the children at Merridale are and feel very proud to be part of such a great team and, more importantly, help contribute towards its success. We hope you will come and join our fantastic school! See you soon!

Thank you

The School Council



SAFEGUARDING AND CHILD PROTECTION

Merridale Primary School is committed to safeguarding and promoting the safety and welfare of children. All staff and volunteers share this commitment.

Safeguarding at Merridale Primary School is **everyone's responsibility all of the time.**

All staff and visitors are expected to:

- Establish and maintain an environment where school staff, volunteers and visitors feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Consider how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Maintain an attitude of 'it could happen here' and 'professional curiosity' where safeguarding is concerned.
- Always act in the interests of the child and help to take an active part in developing a culture where Safeguarding is everyone's responsibility.

If you are ever concerned about the safety or well-being of someone at our school, please talk to the school's Designated (or Deputy) Safeguarding Leads (DSL):

DSL: Laura Towle (Headteacher)

Deputy DSL: Sarah Byrne (Deputy Headteacher)

Deputy DSL: Beverley Corbett (Learning Mentor)

Please do not hesitate to contact us if you have any concerns about your child or other children at our school.

If you believe that a child is in imminent danger, please contact Wolverhampton

Safeguarding Together:

- Monday to Thursday 8:30am to 5pm, Friday 8:30am to 4:30pm 01902 551199
- For emergencies out of hours 01902 552999
- If immediate action is needed dial 999



SCHOOL ORGANISATION

Merridale Primary School is a local authority community school with a delegated budget. It is a one form entry school with provision for pupils from three to eleven years. The maximum number of pupils that may be admitted into Reception and other full-time classes is 30.

The school is organised into three phases, each responsible for a particular age range these are:

Early Years Foundation Stage (Nursery and Reception classes)

Key Stage One (years one and two)

Key Stage Two (years three, four, five and six)

Children are organised into registration groups based on their age from Nursery through to Year six.

The attached Nursery accommodates forty children on a part-time (15 hour) basis, twenty children attend the morning session and twenty during the afternoon, including eight 30 hours places.

Our school also has a nurture provision in our school bungalow. This space is designed to help meet the needs of pupils with complex additional needs and is led by our SENCO.



OUR CURRICULUM

Every child a reader

Reading is at the heart of our curriculum. We are a reading school. First we learn to read and then we read to learn.



Our curriculum builds **knowledge, skills and understanding** which are the building blocks for later life.



We develop and nurture our **core values** throughout our learning experiences: **aspiration, kindness, respect, resilience, curiosity and creativity.**



Our curriculum is designed with a clear progression in **knowledge and skills.** Teaching is **inclusive** so that all children can achieve, whatever their starting points.



Development of **language and vocabulary** is central to our curriculum so all children are able to **communicate** their learning and their needs.



High quality teaching is central to children's attainment and achievement. We develop our staff to ensure they are the best they can be.



Our children are on a learning journey. Through our curriculum provision, they develop and grow in confidence and **independence.**



Our curriculum helps us to make learning links between key curriculum areas, ensuring that children build their web of knowledge over time.



We celebrate the role that **parents, carers and family** play in children's learning, achievement and well-being and we support and develop this wherever we can.



Children have opportunities to think deeply and **solve problems.** They are **active** in their learning and have lots of opportunities to practice and refine their knowledge and skills.



Our curriculum is designed to enable our children to develop their **curiosity**, ask questions and learn in many different ways, taking advantage of the resources and places available.



We are committed to providing a wide variety of learning experiences to build our children's **cultural capital.** Our learning experiences are rich and varied.



Learning how to be **healthy** is a priority at Merridale. Children learn how to develop healthy habits for good physical and mental health. We enjoy being **active.**



The **behaviour and attitudes** of our children is positive. Children are taught to take responsibility for their behaviour choices through positive reinforcement and encouragement.

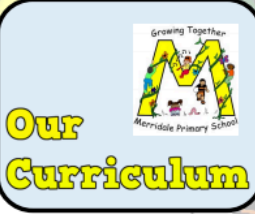


We celebrate our **diverse community.** We enjoy sharing our experiences and learning about how we are the same and different. No-one is the same but everyone is equal. Everyone is welcome and respected.



We love to learn **outdoors** and take every opportunity to do so, whether its Forest School, our Daily Mile or story time in our extensive grounds.





Our Curriculum

OUR VALUES

RESPECT
RESILIENCE
CURIOSITY
CREATIVITY
KINDNESS
ASPIRATION

At Merridale Primary School, our core values—**aspiration, kindness, respect, resilience, curiosity, and creativity**—are at the heart of everything we do. These values guide our learning, shape our relationships, and help our children grow into confident, compassionate, and capable individuals. We believe that by nurturing these qualities, we prepare our pupils not only for academic success but also to make a positive contribution to the world around them.



SCHOOL INSPECTION

An Ofsted inspection took place at the school in May 2024. It was judged that Merridale continues to be a “good” school. Here are some of the comments included in the report which can be accessed at <https://reports.ofsted.gov.uk/>

“Pupils enjoy their time and their learning in school. They rightly say that staff look after them and that everyone gets on well. Any disagreements are swiftly sorted and harmony returns.”

“Pupils behave very well and attend school regularly. The school’s values are visible through staff and pupils’ actions, words and work. Leaders’ ambition of ‘growing together’ shines throughout daily school life.”

“Pupils’ achievement in subjects is secure by the end of key stage 2. They are well placed, both socially and academically, to move into secondary education.”

“Governors, staff and pupils are proud to be part of a caring and kind school community. The school’s cultural diversity is celebrated by all at every turn. For example, the young interpreters and peer supporters play an important role in helping pupils to feel settled in school and thrive.”

“School leaders work with purpose and impact. They have an accurate picture of the many strengths of the school and what needs further work. They prioritise the right things at the right time. This is leading to an established curriculum that recognises, respects and Inspection report: Merridale Primary School 8 and 9 May 2024 2 relates to the diverse community within which the school sits. Staff are proud to work at the school. They appreciate the care, support and training in place for them.”

“Pupils learn to read well. From a range of different starting points in the English language, they are helped to make sense of sounds and words. This begins by playing with rhymes, sounds and stories in Nursery before moving into phonics from the very first day in Reception. Expert staff are precise in their delivery of phonics. They provide clear and concise teaching in a way that makes a positive difference to pupils’ learning. For any pupil who shows a slight miss of the beat within this programme, swift, timely and targeted support ensures they are soon back on track.”

“Pupils with special educational needs and/or disabilities (SEND) achieve equally as well as their peers. The accurate identification of needs and regular training of staff make a very real difference. Pupils with SEND receive a routine of effective targeted support. This means that they keep up and enjoy the same learning as all pupils. For most pupils with SEND, this is within their class. For a few, the recently established provision in ‘the Hive’ is a calming space. The routine, the learning tasks, and the care and support given in the Hive help these pupils to begin to make small steps of progress that are enjoyed and celebrated. All pupils, including those with SEND, experience a comprehensive range of visits and experiences.”

WHAT PARENTS AND CARERS THINK...



The school has a very good relationship with its parents and carers and is always keen to listen to their views and opinions and respond where appropriate. We carry out a comprehensive annual Parent/Carer survey. Our last survey, in Spring 2026.

Here are a selection of comments that have been made in our surveys by our parents and carers:

- My children love coming to school and can't wait to go every morning.
- The school is a positive environment. My child enjoys the school activities and clubs. They have lots of friends in class.
- The teachers are very helpful. They look after the children well.
- We get regular communications and newsletters with lots of information.
- Merridale have gone above and beyond in supporting my child's needs.
- My child gets extra support.
- My child is challenged with their learning.
- My child is making brilliant progress with his learning.
- I know I can talk to my child's teacher if there is an issue.
- Merridale has ensured that my child has a strong support network to help him.
- I would not hesitate for a moment to recommend this school to other parents.
- My child has been fully supported. I love the visibility of the Headteacher in the mornings. This shows unity and inclusivity.
- Staff are warm and friendly. This place is all about the children and their learning.
- Issues or questions are resolved quickly.

95% of parents and carers said they would recommend Merridale to another parent.

As ever, if you have a question, complaint or concern about school (or you just want to let us know something that is going well), the best way to raise and address this is by arranging to come in and talk to school staff. In this way, we can work in partnership to provide the very best opportunities and support for our students and their families. Mrs Towle welcomes feedback and will happily arrange a convenient time to discuss any issues with families.



ACCOMMODATION

The staff and Governors are committed to ensuring that the school buildings and surrounding areas are maximised to support children's learning and enjoyment whilst at school. The school is fortunate to have good-sized classrooms, a school library, intervention teaching spaces and an Early Years department.

The school also has the use of an exciting and valuable outdoor classroom known as "The Den". This is fully equipped to support the work that all classes undertake in the outdoor environment.

The school has developed a nurture provision (The Hive) for children with complex additional needs.

Our grounds also include a trim trail, peat bog, pond dipping area, bird hide, Forest School, sensory garden, avenue of trees, gardening areas and woodland walks.



JOINING THE SCHOOL

Parents and carers considering applying to the school are encouraged to arrange a visit to view the school. Mrs Towle, the Headteacher, prefers to take parents around the school personally and feels that to do this on a normal working day is by far the best way for you to get to know Merridale.

Children become eligible for Nursery following their third birthday, as soon as places become available. Places in Nursery are allocated on date of birth order. The school has an admission limit of 20 children per Nursery class. Attendance in our School Nursery does NOT guarantee a place in Reception and parents must apply directly, themselves, to the Local Authority in which they reside.

Separate admission arrangements, administered through the Local Authority, are in operation for allocation of places in full-time education:

<https://www.wolverhampton.gov.uk/education-and-schools/school-admissions>

In all classes, except in Nursery and in other exceptional circumstances, school has an admission limit of 30 children per year group. All admissions (apart from Nursery) are co-ordinated by the Local Authority and not school.

Children to be admitted in Reception need to be 5 by the end of their first academic school year, i.e. date of birth 1st September - 31st August. An application pack will be sent out, in good time, to allow you to select an order of preference for the school which you would like your child to attend. Staff at school are more than happy to support parents/carers with any questions or difficulties concerning the process.

During the summer term, prior to transfer to Reception, meetings are held for parents of the new intake to discuss school policy and organisation. Opportunity is also given for parents to meet the Reception teachers and discuss their child.

The procedure for applying for a secondary school place will begin in the September of Year 6. Once again, the Local Authority will provide a comprehensive information pack relating to the application form and information about the different schools within the Authority. The school provides an information evening to support parents/carers with the application process and answer any questions that might arise from what can be a difficult and stressful time.



ATTENDANCE AND PUNCTUALITY

At Merridale, we have high expectations for attendance and punctuality. We expect all children to be at school, on time, every day that they are well enough to be. Our attendance target is at least 96% for all children and the school as a whole.

We use weekly class awards and end of term certificates to recognise positive attendance and we work closely with parents, carers and families alongside our School Education Welfare Officer, whenever we notice a dip in attendance or a concerning pattern. We ask parents, carers and families to liaise closely with school if they are experiencing issues which may lead to poor attendance so we can explore ways to support with this wherever possible. We report attendance percentages directly to parents and carers by text each term as well as through each child's end of year report. Parents and carers can also see their child's attendance information on the Arbor app.

Missing school unnecessarily or regularly being late affects attainment and can also cause anxiety for children. We want the very best for our children and we know that being at school, on time, each day is the first step in achieving this. We know that missing school means missing learning so we ask parents, carers and families to support children in maintaining good levels of attendance.

You can find more information about attendance here:
<https://www.merridaleprimary.co.uk/attendance>
<https://www.merridaleprimary.co.uk/attendance-figures>

AT LEAST
96%



ATTENDANCE MATTERS

#schooleveryday



ABSENCES

It is the responsibility of parents/ carers to contact school on their child's first day of absence and to keep school updated on their child's health and when they will return (if the absence is longer than a day).

This should take the form of a telephone call (please leave an answerphone message if your call is not answered) to school on the first day of absence or an e-mail to: office@merridale.twp.school
Parents and carers can also contact the school via the Arbor app.

Leave During Term Time

If children are taken away for a two-week holiday every year and have an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school. (Charlie Taylor, 2012:2-3)

All parent/carers need to be aware that taking "unauthorised leave" is an offence under section 444 of the Education Act (1996). Such an offence can be subject to prosecution or liable for a penalty notice.

Our Education Welfare Officer (EWO) meets with the schools attendance team regularly to review/track the attendance of all pupils. Our EWO will take appropriate action when there are concerns regarding any child's school attendance, this could include; inviting parents to attend a meeting, issuing final warnings or referring to the local authority legal team for prosecution. It is therefore very important that the school is informed of all absences.

Absences for visits to clinics, doctors or dentists are, of course, permissible but parents MUST collect children from school – they will not be allowed to leave school on their own.

Whenever possible, please arrange routine appointments outside of school hours. Parents and carers will be asked to provide proof of appointments during school hours.

Applying for Leave of Absence

There is no right or entitlement to authorised leave from school. We expect all holidays, visits, family celebrations and events are completed in the 13 weeks of school closure periods each year.

Absences can only be authorised in exceptional circumstances -it is often best to discuss these directly with the headteacher.

Application process:

- Parents should request a 'Leave of Absence' form from the school office BEFORE booking any leave of absence.
- This should be returned to school completed in full.
- School will then notify parents, in writing if authorised absence has been granted.

If leave requests are not authorised, they may result in a Fixed Penalty Notice Fine from the Local Authority. Fines are issued to each parent e.g. Three siblings would result in each parent receiving three separate fines.

1st Offence- £80 per parent per child

2nd Offence (within 3 years)- £160 per parent per child.

3rd Offence (within 3 years)- cases may be presented before a Magistrate's Court.

Prosecution can result in criminal records and fines of up to £2,500.

* The amount of each fine increases if not paid within specific timeframe & payment plans are not available



GENERAL INFORMATION

School Hours

Nursery: Morning session: 8.30am – 11.30am

Afternoon session: 12.15pm – 3.15pm

Reception, Key Stage One and Two: The school gates are open from 8.30-8.40am. The school day starts at 8.40am. The school day ends at 3.20pm and gates remain open until 3.25pm for collection of children.

On a Friday, school closes for pupils at 1.20pm unless your child is booked onto our FREE Friday Fun Club childcare.

Reception to Year 6 pupils: Children should not arrive at school before 8.30am, after which time, members of staff will be responsible for their supervision. Between 8.30am and 8.40am, children may come straight into their classrooms where they will be supervised by school staff for our "walk into learning" sessions. Children coming to school after 8.40am must come through the main school office and are classed as late. Parents and carers need to sign in any late children on our sign-in system.

Parents and carers wishing to speak to a member of staff should do so by making an appointment through the main office at the front of the building. Parents and carers must not enter the school building without an appointment. You may also pass messages to your class teacher via a member of staff on the gate each morning between 8.30 - 8.40am.

At the end of the day, children are dismissed between 3.20pm and 3.25pm from their classroom doors. Please follow our one-way system at the end of the school day.

From September 2026, we have introduced a FREE Breakfast club at school from 8am-8.30am each school day for children in Reception to Year 6. Children must be registered for this and booked on for each session using the booking system on Arbor. If you would like further information, please contact the school office.



GENERAL INFORMATION

Returning to School after Illness

Children returning to school after illness should be clearly fit to do so and free from any infection. Please err on the side of caution when making a decision about returning your child to school. Children should be fit to participate in all school activities, including outdoor games and playtime. Injury, asthma, respiratory complaints and circulation difficulties are, of course, exceptions. If you are in any doubt, the school will be happy to advise you.

Minimum periods of exclusion for illness:

<u>Disease/ Illness</u>	<u>Minimum Exclusion Period</u>
Antibiotics Prescribed	First 48 hours at home
Temperature	If sent home, child must be off for 24 hours
Vomiting	48 hours from last episode of vomiting
Diarrhoea	48 hours from last episode of diarrhoea
Chickenpox	7-14 days from appearance of rash. Until all vesicles have crusted over

More information is available here: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

First Aid

Minor injuries are treated in school. If your child receives a bump on the head you will always be informed in writing along with your child being given a wristband to wear and, in the case of younger children, by their class teacher at the end of the day. All accidents, however minor, are recorded in an accident book.

If your child has a more serious accident in school, you will be informed immediately. It is vital that we have up-to-date contact telephone numbers for you. Please inform the school office or class teacher if any contact telephone numbers change. We recommend that school has more than one emergency contact number for each child.

You will be asked to inform us if your child has a recurring illness, medical condition or allergy when you complete our application form and again at the start of each school year. It is very important that we are aware of any such conditions and, again, are notified of any changes.

Medicine

If your child has been prescribed a medicine by a doctor which needs to be taken during the day then we will administer it. Medicine should be handed in at the school office and a consent form completed. Please note that school can only administer medicines that have been prescribed by a doctor.

Asthma Inhalers

The policy of the school, after consulting the School Nurse, is that children keep asthma inhalers with them in the classroom at all times. There is an inhaler kept in the school office for use in an emergency. It is essential that the children's need for an inhaler is indicated to staff when the child first joins the school. All children requiring inhalers, issued with an Asthma Card (to be completed and signed by parents/carers) in school.



GENERAL INFORMATION

Sun protection

During warm summer months, children are advised to wear a sun hat and to keep shoulders covered when working or playing outdoors. Wide-brimmed hats that cover the neck are advisable.

School staff are not permitted to apply sun cream to children but we would ask that you apply long-lasting sun cream before school in sunny weather. Children may re-apply their own sun cream, which must be provided by parents and carers in a clearly named tube or bottle.

Headlice

From time to time, children will catch headlice. We would ask parent/carers to check their children's hair regularly and treat accordingly, if required. The school nurse is available to provide parent/carers with advice and support where necessary.

Jewellery and other adornments

The only items that are considered appropriate for school, for health and safety reasons, are one pair of small stud or sleeper earrings and watches. The school does not approve of jewellery or cosmetics unless for cultural reasons and then, only if approved by the Headteacher. All items of jewellery MUST be removed for PE lessons. Please note that staff are not allowed to remove or look after jewellery for children.

Parking

If you bring your child to school by car, for safety reasons we ask you not to park on the school car park. It presents a safety hazard to children walking to school who have to cross the drive where it meets the path and is also a hazard to staff cars. We ask that you respect our neighbours by not blocking drop-down curbs. Please park on the road where parking is permitted or, if you can, walk to and from school.

Road Safety

Road safety is integrated into the school curriculum, classes regularly learn about road safety and we are committed to raising children's awareness of how they can keep themselves safe when crossing the road. A zebra crossing is provided on Aspen Way to ensure the safety of children and families when crossing the road. We encourage parents and carers to also teach their children about road safety.

Parents/carers visiting school

We welcome all visitors to school. We will act to ensure it remains a safe place for pupils, staff and other members of the community.

If parents/carers/visitors threaten or assault anyone in our school, or persist in abusive behaviour or use offensive, aggressive vocabulary, they will be removed from the premises and may be prosecuted and potentially banned from the school site.



GENERAL INFORMATION

Dogs

For health and safety reasons, dogs are not allowed onto the school site at any time.

Smoking and Vaping

Please be aware that smoking (including vaping) is NOT ALLOWED ANYWHERE ON THE SCHOOL SITE AT ANY TIME.

School Uniform/Dress Code

At Merridale, the Governing Body have always felt that the choice of clothing for school should be a decision for parents and carers alone. In view of this, there is no prescribed uniform or prescribed colour for school clothing. Some parents wish to send their children to school in uniform-style clothing, whilst others prefer to send their children in more casual clothing. Both are equally acceptable. We ask that sensible footwear is chosen for school simply from a health and safety point of view. We also request that tops worn for school completely cover the child's shoulders and midriff.

Lost Property

Naming all items of clothing reduces the risk! Please ensure that all items are clearly marked with your child's name - this is particularly important for coats, jumpers and jackets. We do keep items of lost property for a reasonable time but it is often difficult to identify items that are not labelled. If your child has lost something, please check in their classroom and cloakroom first. Displays of lost property are made at the end of every school term and if items are not claimed, they will be given to a local charity.

PE and Games kit

It is important that your child wears appropriate clothing for Physical Education (PE). This should be a T-shirt and shorts (or tracksuit/sweatshirt in the winter) with trainers. We ask that children come to school dressed in appropriate PE kit on their PE day each week ready for their lesson. Long hair must be tied back for PE and all jewellery must be removed.

Photograph Permissions

Merridale Primary School requests the consent of parents to use images and videos of their child for a variety of different purposes. Without your consent, the school will not use images and videos of your child. Similarly, if there are only certain conditions under which you would like images and videos of your child to be used, the school will abide by the conditions you outline on the consent form.

If you take a photo or video footage of your child at events in school, then you are not permitted to post these on any social media sites if they contain images of other children in the school. These can only be used for personal use and not in the public domain.



HOMework AND HOME LEARNING

At Merridale, we use the Doodle and TTRockstars online platforms for home learning from Years 1 to Year 6. These apps and activities give children an opportunity to practise key skills at the appropriate level for their age and stage.

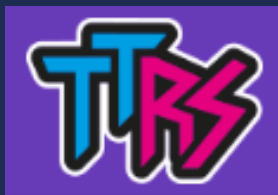
Doodle is an award-winning platform which lets children work independently by setting work at just the right level, building their confidence and understanding. Children work through fun, interactive games for Maths and English earning stars and rewards.

TTRockstars gives children fun online games to practise their timestables and learn them off by heart in an engaging, competitive way.

We also use Seesaw as an online platform for home learning in EYFS (Reception and Nursery). This platform enables teachers, children, parents, carers and families to share learning activities and responses in an engaging and safe way.

We ask for all families to make regular use of these online applications to maximise their impact on children's learning outside of school.

Children are also set weekly spellings to learn and practise at home alongside our Reading Challenge each day.



SCHOOL HOUSE SYSTEM

The school is organised into four 'houses' which are named after trees on our school grounds. They are:

Sycamore: blue
Elder: yellow
Ash: red
Lime: green



All children are allocated to a house when they join the school. They will remain in the same house throughout their time at Merridale. House points will be collected for the houses each week and the winning house will win the "House Cup" at the end of each term.

During the year, house challenges will be arranged, according to houses, including Sports Day. House Captains from Year 6 will be chosen by the children for the school year.



SCHOOL MEALS

Children staying for lunch have a choice of a school meal or a packed lunch

A still drink may also be brought into school, providing it is in an unbreakable, leak-proof container. We ask that children bring a healthy lunch to school - if you would like advice or support with this, please contact us. We also request that fizzy/canned drinks are not brought to school. We ask that all food items are contained in a named lunch box.

Dinner money is paid via the Arbor app (our online payment system). For support with setting up an account, please contact the school office.

We ask parents and carers to commit their meal choice (school meals or packed lunches) for at least half a term to help support the kitchen in their ordering and administration.

Parents wishing to apply for free school meals should obtain the appropriate form from the school office. You can find more information here:

<https://www.wolverhampton.gov.uk/education-and-schools/free-school-meals>

All enquiries are dealt with in the strictest confidence and the children are not made aware of who does and who does not pay for school meals.

Dinner money for Key Stage 2 children who pay for their meals is £2.55 day (£12.75 per week). All children in Reception, Year 1 and Year 2 are eligible to receive a free school meal everyday under the Universal Infant Free School Meals (UIFSM) funding.

More information about school meals (including our menus) at Merridale is available on our website: <https://www.merridaleprimary.co.uk/school-meals>



HEALTHY PACKED LUNCHES

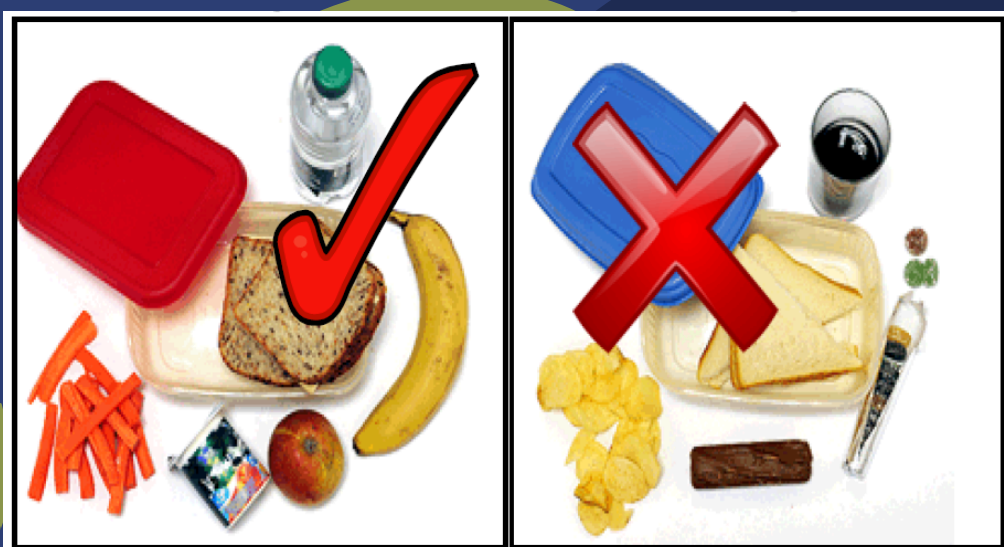
How healthy is your child's packed lunch?

We all know how important it is for children to eat healthily. As a healthy school, we are keen to encourage children to make healthy food choices to equip them with the skills to do this independently as they grow older.

Below are some of our guidelines for what makes a healthy lunchbox:

- Fresh fruit and vegetables: carrot sticks, celery, tomatoes, cucumber, pepper, grapes, blueberries, apples, satsumas, bananas, strawberries. Try to include 3-4 different types of fruit and vegetables each day.
- A small handful of raisins or dried apricots
- Wholemeal/wholegrain bread for sandwiches rather than white bread. Try to vary the filling too: ham, cheese, tuna, salad, chicken
- Breadsticks or crackers rather than biscuits (which are high in sugar)
- Yogurts or yogurt drinks, fromage frais.
- Water or fruit juice/squash. NO fizzy drinks at all in school please.
- Sweets, cakes, chocolate, sweets and crisps should be an occasional treat and should not be included every day.
- More ideas can be found here: www.nhs.uk/change4life/recipes/healthier-lunchboxes

Please also remember that Merridale is a NUT-FREE school. Do not include any nuts (peanuts, walnuts, almonds, hazelnuts etc) in your child's packed lunch or snack.



REFRESHMENTS

From September 2026, all children in Reception to Year 6 are able to attend our FREE daily Breakfast Club from 8am-8.30am. Children will receive a healthy breakfast at no costs to parents and carers. children must be registered and booked onto each session in advance through the Arbor app.

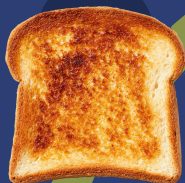
We are also part of the National Fruit Scheme. Children in Early Years and Key Stage 1 receive a piece of fruit each morning.

Children in EYFS (up until their 5th birthday) and those children entitled to free school meals also receive milk daily. Other children in school are able to purchase milk for their child to have at school.

To request and pay for school milk for your child, please visit: <https://coolmilk.com/>

School provides each child with their own water bottle and encourages all children to drink water throughout the day.

Children are welcome to bring in healthy snacks for break times if they wish, such as fruit or cereal bars. We do not allow children to eat sweets or chocolate bars as a snack.



MERRIDALE'S GOLDEN RULES

We are very proud of the excellent behaviour of our pupils. At Merridale Primary School, all children are taught to follow the golden rules below.

The school has a clear policy on behaviour management. This is based on a positive rewards and praise system. Children may receive certificates and prizes in achievement assembly each week, verbal or written praise, raffle tickets, prizes, stickers and notes or texts/telephone calls home to reward good behaviour and effort.

Each term a special "Merridale Values Award" is presented to one child in the school who has achieved highly in an area of academic or extra-curricular activities or demonstrated our Merridale values. At the end of each term, one child from each class receives an award for outstanding achievement.



THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage of education at Merridale begins when children reach the age of three and continues until they reach the age of five. Our Nursery forms the first year of the Foundation Stage and the Reception class forms the final year. The Foundation Stage prepares children for learning in Key Stage One.

The Foundation Stage is organised into seven areas of learning:

The three prime areas are crucial as they ensure strong foundations in development and learning and underpin all of the specific areas of learning.

1 Personal, social and emotional development.

2 Physical development

3 Communication and Language

The three prime areas are strengthened and applied through the four specific areas which provide children with the knowledge and skills to flourish.

4 Literacy

5 Mathematics

6 Understanding the World

7 Expressive Arts and Design

This does not mean that all Foundation Stage experiences are divided into these areas. One experience can provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. The three Characteristics of Effective Learning describe behaviours children use in order to learn. These are:

- 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.



THE EARLY YEARS FOUNDATION STAGE CONTINUED...

At Merridale Primary School, we believe that every child has the right to learn in a safe, happy and stimulating learning environment. We take time to develop positive relationships and connection with the children through quality interactions in child led play and by following their interests. We develop curiosity, encourage responsibility, celebrate perseverance, embrace resilience, and promote independent thinkers. The children of Merridale, irrespective of their starting points, have high expectations of themselves as learners, in order to reach their full potential.

We aim to provide every child in our Early Years Foundation Stage with a curriculum that is rich in language and learning opportunities so that they enjoy an exciting, challenging, and meaningful start to their learning journey with us. We plan children's learning experiences in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS) following the programmes of study and overarching principles. We strive to provide a playful and creative curriculum that takes into account and adapts to the skills, knowledge and interests that the children themselves bring to the setting.

It is important to remember that children develop in different ways and at different rates but we aim for all children to reach the government's Early Learning Goals by the end of their Reception year.



FOREST SCHOOL AND OUTDOOR LEARNING



Our outdoor environment is very important to us as a school. It is an invaluable and a unique resource that we use regularly for play and learning. The school is fortunate to benefit from extensive outdoor areas which we make use of to enhance learning across the curriculum. Our Foundation Stage children also regularly take part in outdoor learning through our Forest School.

“Forest School’ is a Scandinavian concept where the outdoors is used as an area for learning. Many of the activities evolve from the children’s interests and ideas and the natural materials found in the outdoors rather than paper, pencils and worksheets.

‘Forest School’ is about using the outdoors to promote confidence, self-esteem and independence. At Merridale, we are keen to develop the whole child, not just their academic ability. The benefits of ‘Forest School’ to the children are many. Confidence, behaviour, concentration, independence, social, emotional and physical skills are all developed with positive effects on all areas of the child’s life and learning.

‘Forest School’ is about exploring and experiencing the natural world through practical activities. The children go out in all weathers, all year round, exploring and learning from the seasons and environment changes. The children’s interests along with the varied natural resources in our woodland are used to stimulate creative thinking, problem solving and skill development, all in the guise of play.

It is helpful for all children to have a named pair of wellies in school at all times so that they can maximise their learning opportunities outdoors.



FOREST SCHOOL AND OUTDOOR LEARNING

We recognise that in order to learn, you have to engage and participate. For many children that engagement comes easily. However, some children find this really difficult and these children often lack confidence and have low self – esteem. Evidence shows that the main outcome of 'Forest school' is the nurturing, support and development of self-esteem for participants so that they develop a sense of self-worth and value themselves.

Forest school and outdoor learning gives children the opportunity to test themselves, explore the unknown and find out what they are truly capable of in a wonderful outdoor environment,

Forest school builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.



PEER SUPPORTERS, PLAY LEADERS AND BUDDIES

We strive to provide wide and varied opportunities for children to enjoy positive play during break and lunch times.

At lunch time and break times, a range of activities and small-sided games are organised and led by sports coaches, peer supporters and midday supervisors to give opportunities for all children to participate in a range of activities which are both enjoyable and support their health and fitness.

Our midday supervisors are also trained as play leaders, their role is to develop and promote positive play opportunities for all children and to encourage team and group co-operation.

Older children take on roles and responsibilities to support younger children with their play and learning, including being reading and reception buddies.



EARLY READING AND PHONICS

Read Write Inc - Our Phonics Scheme

Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching early reading in EYFS and KS1. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

Each Read Write Inc. programme meets the higher expectations of the new curriculum and uses effective assessment to accelerate every child's progress.

The Government strongly recommend the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Here at Merridale Primary School, we are proud to be a Read, Write Inc school to get children off to a flying start with their English.

RWI is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who can read more challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

The children are assessed regularly and grouped according to their ability.

Fred Talk

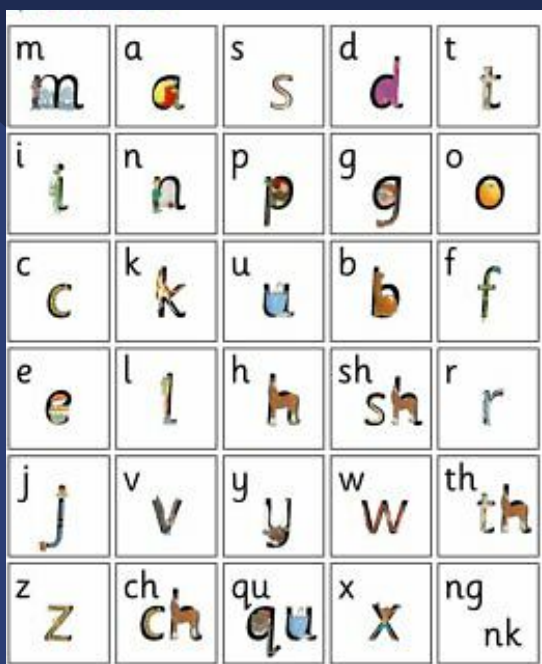
We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, bl-a-ck.

The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

For more information about Read Write Inc, click on the following website

<https://ruthmiskin.com/en/find-out-more/parents/>



WE ARE A READING SCHOOL!

First children must learn to read – only then can they read to learn.

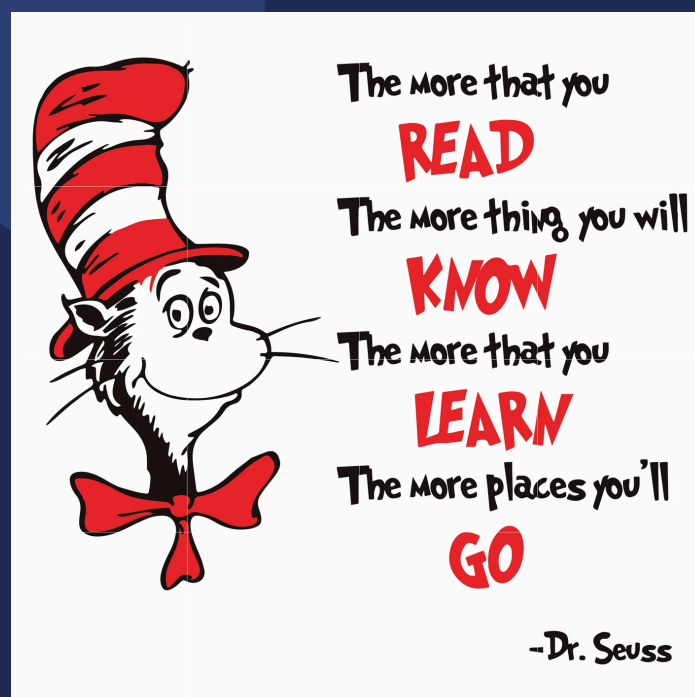
At Merridale, our aim is to teach all children to read fluently and to develop a passion for reading. Reading is the single most important thing a child will learn to do and it is at the heart of our curriculum. Reading develops a child's brain, provides a window into the world around them and helps them to do better in all school subjects.

The school's partnership with parents is vital to ensure that our children are able to become happy and successful readers. We expect parents to hear their children read (and read to their children) for at least twenty minutes per day for at least 5 days per week (our "Reading Challenge"). We send home reading books and reading records to all children and, where appropriate, word packs according to their child's reading ability.

Children intuitively understand that when parents and carers make reading a priority at home, reading is important. One of the most powerful things parents and carers can do is to spend some time every day reading with and to their children – including reading a bedtime story. We also encourage families to regularly visit our school and local library to enjoy the wide range of books on offer there.

Did you know that, if you read just one book a day to your child, they would have enjoyed 1,825 books by their fifth birthday!

Children at Merridale are given a phonetically-matched reading scheme book (whilst they are learning phonics), a sharing book and a library book each week to take home, read, share and enjoy. We ask that children and families take care of these books and ensure they are brought into school each day, along with their reading record book.



E-LEARNING, E-SAFETY AND COMPUTING



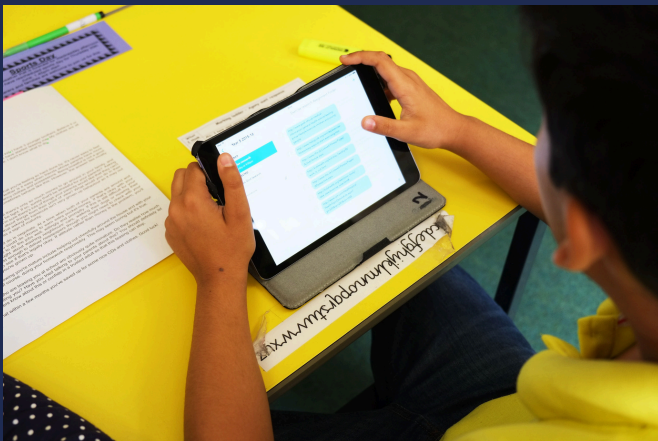
We recognise that many of the jobs that our children will be doing have not been created yet, and that increasingly, every job requires a level of computing knowledge on all kinds of different hardware and software.

We are also living in an increasingly connected society, using all kinds of digital applications on a multitude of devices to share, connect and learn.

Our curriculum for Computing aims to develop skills and attributes such as team work, problem solving, critical thinking about choosing an app or program to complete a task and e-safety.

At Merridale Primary we believe that computing is an essential skill in a developing digital world. Computing prepares our children to have the computer literacy and transferable skills to succeed. Our ambition and intent for computing is to develop independence and courage in our children to solve problems systematically.

The unique contribution computing makes to Merridale is ensuring children are equipped with the knowledge and tools to keep themselves safe online. Children will leave with strategies to deal with issues online and understand the dangers and capabilities of the internet and social media.



SOCIAL NETWORKING

Social Networking Social Networking Sites such as Facebook, Snapchat, Instagram, WhatsApp and Twitter are widely used and enjoyed by the majority of parents and older children, despite having a minimum age of 13. However, sometimes these sites are used to publicly discuss matters which may include personal disagreements between pupils at the school or for parents to vent frustrations about school matters.

Comments made on any social networking site about an individual can be 'defamatory' and lead to the onset of legal action being taken against those people who made the comments.

Therefore, we feel it is important to remind users of these sites to bear this in mind before posting comments. We would always value a face-to-face conversation in these instances. Social Networking Sites are not as 'private' as we might like to think, and careless or inconsiderate use of these sites can cause unnecessary distress to the individuals concerned or have an adverse impact on our school in general and this is something our school seeks to avoid.

Our school works hard to create a safe and happy environment for our parents, staff and most importantly our children and should any parent have concerns about either their child or our school in general, then we would urge you to contact us directly to discuss the issues personally.

We understand that legislation regarding the use of mobile technology changes, it seems, on a daily basis. However, please can we seek to reassure you that it is our pupils' health, safety and welfare that always remains our core priority.



THE WIDER CURRICULUM AND ENRICHMENT

Educational visits are made by the children in connection with the learning they are undertaking in school. Each year group aims to provide at least two educational visits per year. Some examples of visits recently undertaken include: a visit to Black Country Living Museum, Carding Mill Valley, Bantock House, Wolverhampton Art Gallery, Wightwick Manor, Wolverhampton City Archives, Adventure Street, Wolverhampton University, Lower Drayton Farm, Enginuity, Wildside, the RAF Museum Cosford and Kingswood. We know how much our children enjoy these learning opportunities and how much they enrich and enliven their learning experiences.

The school has a strong commitment to providing a residential visit opportunity for our Year 6 children. Merridale offers a two night residential visit to Borth in Wales for Year 6 pupils. With parental support, the school is keen to maintain this unique and enjoyable experience for our children.

All visits risk assessed, carefully supervised and carried out following the Local Authority guidelines.

Throughout their time at Merridale, children learn to play musical instruments, take part in sports competitions, learn to swim and ride a bike safely. We encourage children to pursue and enjoy their talents through our extra curricular activities such as dance, drama, arts, computing and sports.



CELEBRATIONS AND DIVERSITY

The school represents a rich, multi-cultural community. We celebrate our diverse community. We enjoy sharing our experiences and learning about how we are the same and different.

No-one is the same but everyone is equal. Everyone is welcome and respected.

The school aims to reflect this through its everyday practice and the celebrations that take place through the course of the year. This involves class assemblies, school productions, visiting speakers and special whole-school events for everyone to enjoy.



At Merridale we celebrate **diversity**

No-one is the same, but **everyone** is **equal**.

Everyone is welcome.



PARENTS, CARERS AND FAMILIES IN PARTNERSHIP

Merridale is very proud of the close relationship it has built up with the parents, carers and family members of children at the school. We are keen to provide opportunities for parents, carers and family members to come into school, to work alongside children, help with special days and activities and also have regular contact with staff to find out about their children's progress.

We regularly invite parents, carers and family members into school for performances, assemblies, learning showcases, workshops as well as parent consultation appointments.

Parents and carers are welcome into school to talk to staff at any time, simply make an appointment at the school office.

Parent/Carer Consultations

We recognise that parent/carers are keen to be kept up to date with the progress that their children are making and so provide parent/carers consultations in the Autumn and Spring terms. These provide an opportunity for teachers and parent/carers to discuss aspects of children's work, behaviour and attitudes to learning. We are always keen to look at ways that improvements can be made to ensure that your child is happy and secure here at Merridale Primary School.

During these consultations, parents and carers also have an opportunity to look at their child's work in books and on display.

Reporting to Parents and Carers

A formal written report is sent to parents and carers in July each year, which provides a detailed review of your child's attainment and progress across all curricular areas and identifies next steps in their learning. It also includes a section on your child's personal and social development in relation to their time at school.

Parent and carers have an opportunity to respond to the report both in writing or through an appointment with the class teacher or Headteacher if they wish.

Contacting Parents

To share information with parents quickly and efficiently, we have the facility to send group text messages through the Arbor app. Therefore, it is vital that we are informed of any updated phone numbers at the school office immediately. We use the text messaging system to send a wide range of information including letters, permissions forms and reminders.

Our school website, www.merridaleprimary.co.uk, is regularly updated with the newsletters, policies and other information.

You can also link to our school Facebook page by scanning the QR code::



PUPIL SUPPORT AND INCLUSION

Merridale is an inclusive school which values the contribution every child brings to each aspect of school life. Lessons are carefully planned so that all children are involved, motivated and able to achieve. At Merridale, every child matters and we believe that it is vital that all children should be able to access all areas of the curriculum and are supported to achieve their full potential.

We believe that children with additional needs and/or disabilities should have their needs identified as soon as possible in their school careers so that we can support them quickly and help them to progress. Each term, children with additional needs are set individual targets according to their attainment and progress. The children work towards these targets both on a 1-to-1 level with teachers and experienced support staff and in the classroom within small groups to aid their progress. Targets are shared termly with parents and carers.

The school also offers a nurture provision (The Hive) for a small number of children with complex additional needs. This provision is in the bungalow on the school site and is led by our SENDCo, Mrs Tara.

At Merridale, pupils who are gifted and talented are recognised and given opportunities to express themselves and continue to improve their talents and skills.

All pupils are provided with an appropriately differentiated curriculum, giving due attention to the development of speaking, listening, thinking and problem solving skills and incorporating support and extension activities.



PASTORAL SUPPORT

At Merridale, the staff are passionate about pastoral care and all staff within our school play an active role in this area.

Our pupils have a solid understanding that the adults within school are here to care for and support them and we pride ourselves on the strong attachments we form with our pupils and their families.

Staff are always ready to respond to any problems, and it is hoped that parents will not hesitate to discuss any issues or concerns that may arise. Parents who wish to discuss any issues with their child's teacher should ring the school to make an appointment or see the relevant class teacher at the end of the school day after all the other children have been dismissed.

We respectfully request that parents DO NOT approach each other to discuss children's behaviour. If there are any concerns, then parents should discuss these with the class teacher in the first instance.

If the school has a concern about any pupil, then we will contact parents, as it is always our priority to work collaboratively however, there may be times when we duty bound to contact external partners in the first instance.

Mrs Towle (Headteacher), Mrs Byrne (Deputy Headteacher), Mrs Corbett (Learning Mentor) and Mrs Hughes (Family Support Worker) are also available for parents and children to talk to – please contact them through the Office to make an appointment.



RECORD KEEPING AND ASSESSMENT

The school keeps regular and detailed records of children's progress across their time at school. These start from the first days when the children join the Foundation Stage in Nursery, where staff carefully assess children's skills, abilities and knowledge across a wide range of areas. As the children progress through into Key Stage 1 and 2, assessments continue on a daily basis to inform teachers of next steps in all children's learning. This supports teachers' planning to ensure that all work is pitched appropriately to allow all children to maximise their potential.

In Key Stage 1 and Key Stage 2, formal teacher assessments and tests are completed on a regular basis to ensure children are making progress at the appropriate rate and allowing them, once again, to respond quickly to the needs of all children.

Children's statutory assessments are reported to parents and carers identifying next steps to support the children's learning towards the next stage in reading, writing and maths. This allows parent/carers to become involved in the learning process, at home, if they so wish.

Statutory Assessments

- Reception Baseline Assessment (RBS) during the first 6 weeks of reception year
- Year 1 Phonic Check during June of Year 1
- Multiplication Tables Check during Summer of Year 4
- Key stage 2 assessments during May of Year 6



SCHOOL PERFORMANCE

For up to date and details information on school performance, visit:
For more detailed information, visit:

<https://www.compare-school-performance.service.gov.uk/school/104334/merridale-primary-school/primary>

DESTINATION OF SCHOOL LEAVERS

Destination of Year 6 Leavers July 2026:

Aldersley High School: 2
Colton Hills Community School: 3
Dawn Academy: 1
Highfields School: 1
Moreton School: 1
Ormiston New Aacdemy: 2
Smestow School: 4
St Edmund's Catholic Academy: 1
St Peter's Collegiate Academy: 13
St Regis Church of England Academy: 2
Willenhall Academy: 1



SCHOOL STAFF

Headteacher: Mrs LTowle

Deputy Headteacher: Mrs S Byrne

School Administrator/PA to the Headteacher: Mrs J Hitch

Assistant School Administrator: Miss H Kirkham

Site Manager: Mr T Bird

Family Support Worker: Mrs E Hughes

Class teachers:

Nursery: Mr J Newcombe

Reception: Mrs E Hughes & Mrs H Craggs (job share)

Year 1: Mrs A Tanner

Year 2: Miss P Sahni

Year 3: Miss R Dolman

Year 4: Miss N Sangha

Year 5: Miss G Leavesley

Year 6: Mrs I Altaf

The Hive Teacher: Mrs N Tara (SENDCO)

Teaching Assistants:

Mrs A Matthews

Miss B Hargrove

Mrs B Corbett

Miss S Patel

Mrs L Robinson

Miss I Nargis

Mrs B Khela

Mrs H Baker

Miss S Birdi

Miss K Wakeman

Miss E Turton

Mrs F Anwar

Mrs L Veitia Jimenez

Midday Supervisors:

Mrs M Marandola

Mrs H Salim

Miss S Montana

Miss L Whitehouse

Miss M Munroe

Miss S Harr



OUR GOVERNING BODY

Mr M Rizwan CHAIR (Local Authority)

Mrs D Haynes - Vice Chair (Co-opted)

Mr G Singh Aulakh Vice Chair

Mr L Chand (Co-opted)

Mrs I Douglas-White (Co-opted)

Miss L Townsend (Co-opted)

Mrs A Tanner (Staff)

Mrs E Stan (Parent)

Mrs J Jassal-Sandhu (Parent)

Miss J Martin (Parent)

Mrs L Towle (Headteacher)

Mrs S Byrne (Associate)



TERM DATES

Wolverhampton Term Dates

<https://www.wolverhampton.gov.uk/education-and-schools/school-term-dates>

2026 - 2027

Autumn Term 2026

- Term Time: Tuesday 1 September 2026 to Friday 23 October 2026
- Half term: Monday 26 October 2026 to Friday 30 October 2026
- Term Time: Monday 2 November 2026 to Friday 18 December 2026

Spring Term 2027

- Term Time: Monday 4 January 2027 to Friday 12 February 2027
- Half term: Monday 15 February 2027 to Friday 19 February 2027
- Term Time: Monday 22 February 2027 to Thursday 25 March 2027

Summer Term 2027

- Term Time: Monday 12 April 2027 to Friday 28 May 2027
- Half term: Monday 31 May 2027 to Friday 4 June 2027
- Term Time: Monday 7 June 2027 to Wednesday 21 July 2027

2027-2028

Autumn Term 2027

- Term Time: Thursday 2 September 2027 to Friday 22 October 2027
- Half term: Monday 25 October 2027 to Friday 29 October 2027
- Term Time: Monday 1 November 2027 to Friday 17 December 2027

Spring Term 2028

- Term Time: Tuesday 4 January 2028 to Friday 11 February 2028
- Half term: Monday 14 February 2028 to Friday 18 February 2028
- Term Time: Monday 21 February 2028 to Friday 7 April 2028

Summer Term 2028

- Term Time: Monday 24 April 2028 to Friday 26 May 2028
- Half term: Monday 29 May 2028 to Friday 2 June 2028
- Term Time: Monday 5 June 2028 to Friday 21 July 2028

These Term Dates are published by City of Wolverhampton Council following consultation. However, the dates are subject to change by schools and it is recommended that you check school websites for any changes and INSET days.





Merridale Primary School
Aspen Way, Wolverhampton
WV3 0UP
Tel: 01902 55 87 60
Website: www.merridaleprimary.co.uk
E-mail: office@merridale.twp.school

