



WAVERTON COMMUNITY PRIMARY SCHOOL



Learning Together. Achieving Together

PROSPECTUS
2022 - 2023

**WAVERTON COMMUNITY PRIMARY SCHOOL
2022-23 PROSPECTUS**

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Waverton Community Primary School

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Chester CH3 7QT

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Learning together. Achieving together

Dear Parents/Carers

Waverton Community Primary School is a positive, creative and nurturing learning environment which provides challenges and stimulates curiosity amongst all our learners, whatever their abilities or strengths. Everything we do is underpinned by a range of core values, which means that our children not only have the opportunity to achieve academic success but become emotionally literate.

The school building and the environment within which it is set, is both spacious and modern and plays an important part in our children's development, providing them with surroundings which stimulate the mind as well as giving them the opportunity to develop physically.

Our commitment to creating learning opportunities which help children develop physically is shown through our recent acquisition of the School Games Platinum Kitemark. We have a wide ranging extra curricular provision, an active and engaging programme of sports and cultural and performing arts programme.

The latest Ofsted inspection, November 2021, stated that: *"Pupils describe 'the kind people who admire you for who you are' as one of the best things in this school.* The report was a timely reminder of the achievement and character of the whole school. We continue to look to build and develop our school but were very pleased with the outcome of the report.

We see the parents and carers of our children as key in helping them to flourish and achieve within the school setting. With this in mind we strive to ensure that relationships between home and school are open, positive and constructive, augmented by regular communication.

Waverton Primary is very much a school at the heart of Waverton village, where our links to the local community are part of what makes us unique. We strive to provide an environment where children can become independent and self-motivated learners, whilst, at the same time valuing empathy and teamwork.

It is important to us that each and everyone feels special, important and encouraged to become lifelong learners. We look forward to meeting you.

Simon Talbot - Headteacher

Tracy Little— Chair of Governors

1. THE SCHOOL

Our Mission Statement:

Learning Together. Achieving Together

Our Aims:

Our purpose is to ensure that all our children receive the best possible educational experiences. Our aims are that children:

Feel happy, secure and confident

Are enthused and stimulated by high quality teaching in lessons and in every other part of school life

Achieve success and gain approval, celebrating their own success and those of others

Are provided with tasks and activities which closely match their ability

Understand what is expected of them

Are confident, feel safe, secure and are aware of boundaries

Are challenged by the curriculum which offers first hand experiences

We believe that the above factors are part of everyday life a Waverton Community Primary School. To help us achieve these aims we promote an active partnership between parents, governors and teachers, and encourage links with the community.

1.2 Pastoral Care and Discipline

We share responsibility with parents for the children in our care and make every effort to provide a secure and happy environment.

We have a set of core values which we share with all staff, children and parents which underpin everything we do at Waverton School. These are: **empathy, co-operation, kindness, respect, peace, trust, responsibility, honesty, listening, courage, tolerance, appreciation.**

Each month we select a different value to become **“Value of the Month”**

We believe that the social and emotional aspects of learning are vital in helping children form relationships with adults and peers alike.

The school’s behavioural code focuses on rewarding children for good behaviour. Along with the children we devised the **“Waverton Way – Be Ready. Be Respectful. Be Safe”** It has helped both staff and children follow a consistent pathway, with consistent routines, phrases for praise and recognition and consequences



A *House* system operates in school to give the children an extra sense of belonging and provide another layer of rewards within the school. The houses are used for inter-school competitive events like sports days. The four houses are named after birds:

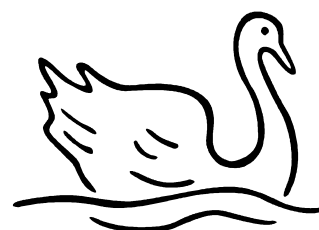


Eagles (green), Puffins (red), Owls (blue) and Swans (white).



Each week there is a “House Assembly” where the house trophy will be given to the team with the most house points.

Children can be awarded certificates linked to our values, and these are given out during the assembly. Children join a “House” in the Reception Class. If they have a sibling within the school already they will



join the same house as them.

When their children are admitted to the school parents are invited to sign a Home – School Agreement. Children may also sign this if their parents feel they are sufficiently mature and can understand their responsibilities.

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents

should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the Cheshire Safeguarding Children procedures, to report its concerns to the Social Services Department.

Safeguarding

In the light of the heightened response to child protection and safeguarding procedures in the media, I want to inform you of how we operate some of our school's safeguarding and child protection procedures.

In my role as Designated Teacher for Child Protection I have a number of duties to fulfil. One of these is to work positively with parents/carers to support you with any issue or concern you may have. If there is any way we can help please do talk to us. In the same way if we have a concern then we will approach you. I feel strongly that ultimately, we all want the same outcomes for your children; for them to be happy, healthy, to enjoy and achieve, and to keep themselves safe. We are committed to working with you openly and honestly whilst respecting your rights to privacy and confidentiality. Through particular PSHE lessons and assemblies we ensure that pupils are aware of the sorts of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils are made aware of adults they can talk to, both in and out of school. They are told that they have a right to be listened to and heard and the steps that can be taken to protect them from harm.

In my role I ensure that all staff receive the relevant safeguarding training to support them in responding to any concerns they may have. In this I feel confident that we have a staff who are truly committed to our children and have a good understanding of their needs. A staff who respond appropriately and are able to support individual children and their families in the best way possible.

In terms of visitors, contractors, outside providers and volunteers on site we operate the locked site system and request every visitor to report to the school office to be signed in

Mr S Talbot – Head Teacher

1.3 Facilities

The school was originally built in the mid-60's and it is light, airy and spacious. The school roof was replaced between January and August 2022. There are seven teaching rooms, with their own art areas. There is a large hall which is used for assemblies, indoor PE, and dining.



There is also a central lending library which is stocked with many of the latest titles and contains a large nonfiction section.

Lending facilities, operated by year 6 children, are available to children and their parents. The school has iPads, Chromebooks and laptops with wireless networking, and a rolling programme in place to update the technology in line with latest developments. Interactive Touch Screens were installed in all of our classrooms in 2019

and are very much integrated into the day-to-day teaching.

The school has extensive grounds, including an ample playing field, playground, playing fields, an outdoor classroom, butterfly garden, climbing wall, climbing frames, and woodlands, which have been developed to enhance the school's learning environment. The perimeter fence has also been renewed in recent years.

The grounds are near to the Shropshire Union Canal, which is sometimes used, under



supervision, as a stimulus for work.

Waverton Out Of School Club

The Waverton Out of School Club was set up at the Waverton Scout Headquarters, within the school grounds, after a £150,000 refurbishment. The club is run by the school and provides before and after school care for up to 50 children. For information about opening hours and reserving a place please contact the club via email: wosc@waverton.cheshire.sch.uk



1.4 OFSTED

The school was inspected by OFSTED in November 2021. It was described as follows:

Pupils enjoy school. They are polite, well-mannered and make visitors very welcome. There is a real community feel in this school. Relationships between pupils, families and staff are strong. Pupils describe 'the kind people who admire you for who you are' as one of the best things in this school.

Leaders have high expectations of pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils achieve well. Leaders have improved the curriculum so that pupils can further improve their learning. Pupils behave well. They have a clear understanding of diversity and equality.

Pupils know that if bullying does happen, it will be dealt with successfully and swiftly by leaders. Pupils feel safe. Pupils enjoy a wide range of clubs, including sports, music and technology.

They are looking forward to day trips and residential visits starting again, as the impact of the COVID-19 pandemic begins to ease. Older pupils enjoy inter-school sports. Pupils have many opportunities to take responsibility and develop their leadership skills. Prefects carry out their duties with pride. House captains are elected by the other pupils. This gives pupils a first-hand experience of democracy.

Copies of the report are available from the school office and on the OFSTED website (www.ofsted.gov.uk).

1.5 Parental Involvement

We aim to promote active partnership between parents, teachers and governors to strengthen educational growth. We regard parents as full partners in the education of their children, and we welcome their involvement in our school activities. Parents are asked to be involved in their child's learning in a variety of ways, through sharing reading and home-based investigations, through upholding the values of the school and supporting staff by showing an interest in their child's schoolwork. Parents help in school in many ways, in the classroom, on school visits and in extra-curricular activities. The partnership of parents and teachers working together is the key to children's success.

Parents are invited into school on a number of occasions to share their children's progress and to look at their children's work. Interviews may be arranged at any time if there is cause for concern. The first point of contact is the class teacher, with the Head Teacher also available when required.

There is a very active P.T.A. which helps to raise money for extra educational resources for the children and organises social events involving parents and children. We greatly value all this help.

Parents who would like to get involved in school on a regular basis need to complete a DBS check. Information is available from the school office.

2. THE COMMUNITY

2.1 The History of Waverton

The Village of Waverton is mentioned in the Domesday Book where it is spelt 'Wavertone' from the Anglo-Saxon words meaning wandering, and 'tun' meaning animal enclosure.

The village is situated on a plateau, a sandstone ridge 100 feet above sea level. The Romans chose this ridge of higher land for their main route south from the Roman fortress of Deva (Chester).

There is a disused quarry which once supplied material for many buildings. The stone was used for the restoration of Chester Cathedral and the construction of Chester College on Parkgate Road. The quarry was accidentally flooded in 1910.

The Church of England School was founded in 1878 and closed in 1966 when the present school was opened.

The Black Dog Public House situated on the A41 is the only surviving public house in the village. There has been a pub on this site for 250 years, during which time many alterations have been made.

The railway, which was built in 1840, provided improved transport for passengers and produce. The station, now closed, was especially convenient for visitors to the Duke of Westminster's principal residence, Eaton Hall.

2.2 The Village of Waverton

Waverton is situated 3 miles from the historic town of Chester. It is an active village with a close-knit community which prides itself on welcoming newcomers. The people of Waverton and its surrounding area contribute in various ways to the success of the village, and in doing so form many friendships. The village is thriving, as demonstrated by the number of activities taking place:

- | | | |
|---|--------------------------|---------------------|
| * Toddler Groups | * Youth Club | * Yoga |
| * Pre-school | * Summer Holiday Club | * Day Centre |
| * Chapel Grange Nursery | Women's Institute | * Gardening Club |
| * Primary School | * Men's Institute | * Hand Bell ringing |
| * Beavers | * Waverton Wives | * Bowls |
| * Cubs | * Over "60" Club | |
| * Scouts | * Mothers' Union | |
| * Rainbows | * Badminton | |
| * Brownies | * Waverton Singers | |
| * Guides | * Churchmen's Fellowship | |
| * Football Clubs | * Sunday Schools | |
| * Explorers | * Local History Society | |
| * Flower Club (NAFAS) | | |
| * AFC Waverton age 5-11 Soccer | | |
| * Waverton Wanderers age 11 plus Soccer | | |

Most of these activities are held in The Burley Hall, next to St. Peter's Church, or the purpose-built Village Hall and Scout Headquarters which are adjacent to the primary school in the centre of the village. This complex, which also houses the doctors' surgery, is within a short walking distance of most homes in Waverton.

In addition to the above, the village has:

- * Four churches - Church of England, Evangelical, Methodist, and Roman Catholic
- * A Post Office
- * A selection of shops and services

Within two miles of the village are Eaton Golf Club, Christleton Sports Centre and Christleton High School. The children attending our school mostly come from the village of Waverton and its surrounding area. The area around the school is composed of residential housing and farmland.

3. KEY PEOPLE

3.1 Governors

The present Instrument of Government allows the school to have a Governing Body with fourteen members who have been appointed or elected by representative bodies. With the exception of two of our Local Authority representatives, the remaining members of the Governing Body all have, or have had personal links with the school prior to taking up office - as present or past parents of Waverton pupils. This results in a strong commitment to supporting and encouraging the school to be the best of the best.

The composition of the present Governing Body is as follows: -

Tracy Little	LA / Chair
Carla Cartwright	Staff
Andy Devine	Parent
Emma McEvoy	Co-opted
Suzie Woodhouse	Parent
Chris Alexander	Co-opted
Simon Talbot	Headteacher
Simon Hacking	Co-opted

The Governing Body operates within the framework determined by central and Local Government when fulfilling its responsibilities for the management of the school. Under current legislation, the Governing Body has been given responsibility for managing the school budget, for determining the priorities and deploying resources to meet the priority needs and for determining the school's curriculum strategy, sex education and areas of religious education. In addition, the Governing Body plays a large role in determining the staffing policy of the school, matching the budgetary resources and curriculum plans, and is involved in recruitment and selection procedures. The day-to-day management and decision making within the school lies with the Head and Deputy Head Teacher.

Policy decisions are taken during the formal Governors' meeting held each half -term.

3.2 School Organisation and Staff

The **Year Group** structure is as follows:

Reception	- children whose 5th birthday)	
Year One	- children whose 6th birthday)	
Year Two	- children whose 7th birthday)	
Year Three	- children whose 8th birthday)	falls between 1st Sept. & 31st Aug.
Year Four	- children whose 9th birthday)	
Year Five	- children whose 10th birthday)	
Year Six	- children whose 11th birthday)	

The **teaching staff** are as follow

Head Teacher	-	Mr S Talbot
Deputy Head Teacher	-	Mrs C Cartwright

Class Teachers

Miss H Jones, Mrs S Rumney, Mrs N Gordon, Mrs P Moulson, Miss C Tandy,
Mr D Simpson, Mrs A Croft, Miss Z Holdsworth, Mrs A Rushton

Teaching Assistants

Mrs S Hughes, Mrs J Trafford, Mrs H Stanworth, Mrs J Muir, Miss K Pimm,
, Mrs U Abel, Miss S Marks, Mrs L Friend,

School Admin Officer – Mrs A Poyner

School Bursar – Mrs D Ridley

Caretaker –

ICT Technician – Mr S Lightfoot

Mid-day Supervisor– Mrs L Harrison

Mid-day assistants – Ms C McAllister-Smith, Mrs H Jenkins, Mrs J Jones, Mrs T Hashim

Catering Supervisor- Mrs Sarah Cadman **Catering assistants** – Mrs M Love, Mrs J McGuinness

WOSC Team(Out of School Club)

Manager – Mrs K Mellors

Deputy – Mrs H Fife

Playworkers – Mrs M Love, Mrs J Jones, Mrs H Jenkins, Mrs J McGuinness

Class structure for year 2022-23

Key Stage 1

Reception	(24)	- Mrs A Croft
Year 1	(30)	- Mrs H Jones
Year 2	(30)	- Miss C Tandy

Key Stage 2

Year 3	(23)	- Mrs Gordon/Mrs Moulson
Year 4	(28)	- Mrs S Rumney
Year 5	(29)	- Mr Simpson

Year 6 (32)

- Mrs C Cartwright

Cover teachers PPA –Mrs A Rushton, Mrs S Hosker, Miss Z Holdsworth
Other adults involved in the care of the children are as follows:

Music Tutors- Music for Life tutors, Mrs Sarah Buck – Piano, Mr Craig Gibson/Mr Dan Cobby - Guitar

3.3 Education Support Services

School Medical Officer	- Dr. H. Dunn
School Nurse	- Caroline Thompson
Educational Psychologist	- Helen Jones

4. GENERAL INFORMATION

4.1 Admission to School

The Head Teacher, Mr Talbot, will be pleased to supply detailed information about the school and admission arrangements. He will be happy to meet any prospective parents and show them around the school. An appointment can be made by calling at the school, telephoning, email or writing. Information is also available on the school website (www.waverton.cheshire.sch.uk)

RECEPTION INTAKE

Cheshire West and Chester Council are responsible for all reception class admissions for Waverton Community Primary School and we adopt their policy and criteria for entry into the school. All information for admissions criteria and applications can be found at

www.cheshirewestandchester.gov.uk/admissions

In year admissions for school year groups 1 - 6 are handled directly by the school but the school will continue to abide by the agreed admissions criteria as published on the above website.

Parents of children starting in the Reception Class are invited to a meeting during the term preceding a child's admission and arrangements are made for each child to visit school on a few afternoons prior to admission. Children who join us later in their school life are integrated smoothly, taking into account their previous educational achievements and experiences.

Reception infants all start in September following their fourth birthday. These children are introduced to the school routine gradually and are able to visit the school several times before they start. The reception class teacher also visits the local pre-school providers to get to know the new children. The Pre-School children regularly visit the school and many also attend sessions which take place in school in the summer term for children starting school in September

4.2 Lunch Time

We have a team of Mid-day Assistants who supervise the children during lunch break. Members of the teaching staff are always on the premises at lunch time.

4.3 School Meals

The school uses Dolce Catering who provided well balanced nutritional meals. This is an online system which allows you to pre-order your child's lunch options and give details of any allergies/special dietary requirements.

Payments for school lunches are processed through an online payments system - SchoolGrid. All information regarding this along with log in details will be sent home with your child when they start school.

Universal Free School Meals

Currently, all children in KS1 (rec, year 1 and year 2) are entitled to receive a Universal Free School Meal.

Free School Meals

If parents are on Income Support or Family Credit, they will be eligible to apply for free school meals. **Parents should still apply for these meals**, whether or not the children are in Key Stage 1, as it will trigger funding for children in school.

Please telephone: 0300 123 7039

Packed Lunches

Some children choose to bring packed lunches as an alternative to school lunches. If your child chooses to do this he/she will join other children eating their school meals in the dining hall.

Healthy Snacks

Following a survey of parental opinion, we adopted a policy of allowing the children to eat only healthy snacks at morning playtime. Infant children are provided with a piece of fruit daily under the National School Fruit Scheme. KS2 children may bring one item only of fruit or raw vegetable (such as carrot) or a healthy alternative such as a cereal bar or home-made product. They should not bring sweets, chocolates, chocolate biscuits, crisps (including similar foodstuffs) or packets of nuts. (We have children in school who have a potentially severe allergic reaction to nuts).

4.4 Policy for Charging and Remissions

We aim to provide for all pupils the best possible educational opportunities available within funds allocated by the Local Authority.

We recognise, however, that many educationally valuable activities have been, and will continue to be, dependent on voluntary financial contributions from parents. Without this financial support the school would find it quite impossible to maintain the quality and breadth of its educational programme provided for pupils. Our concern as a school is to keep financial contributions to a reasonable minimum and to ensure, as far as possible, that all children are able to take part, irrespective of their circumstances.

For day visits during school time or extra curriculum workshops provided by outside groups, on application to the Head, voluntary contributions will be waived, by courtesy of P.T.A. funding, for children whose parents are in receipt of Income Support or Family Credit. For residential visits during school time, charges will be waived for board and lodging to parents in receipt of Free School Meals.

4.5 School Dress Code

The wearing of school uniform is not compulsory, but we hope parents will support us in ensuring that children are dressed tidily and appropriately. We aim to help the children to take pride in their appearance and their school and we provide the following attractive and affordable school dress code.

The basic items are:

- Grey or black trousers or shorts
- Grey pinafore, skirt or culottes
- Red polo shirt
- Blue & white checked or striped dress
- Blue sweatshirt or cardigan
- Blue Book Bag

P E Kit

- Black shorts
- Polo shirt in house colours (White, Green, Red, Blue)

School uniform should be purchased online at : www.stitchdesign.co.uk

Suitable safe footwear (plimsolls or bare feet for indoor and trainers for outdoor PE) black shorts and polo shirts in house colours are required for PE activities(available from the school office) and swim wear for Junior children for our sessions at the Christleton High School Pool. **We ask parents to ensure that all items of clothing are clearly labelled with their child's name.**

We strongly discourage the wearing of jewellery in school as it can cause danger in physical activities, and we cannot accept responsibility if it is lost. We also advise that children with long hair should have some means of tying it back during physical activities.

4.6 Reporting to Parents

A file for each child is kept in school. Teachers keep records of children's progress, of work done in individual classes, of topics studied and National Curriculum Programmes of Study covered. These help teachers to keep parents informed of their child's progress throughout the year. They also help teachers plan ahead as the children move through the school.

There are ample opportunities in the school year for parents to discuss their child's work. In the Autumn Term and Spring Terms individual interviews with parents are arranged and parents receive an end of year written report in the Summer Term. Following this an opportunity is given for parents to look at their children's books and discuss their reports.

4.7 Health and Safety

Should a child become ill whilst at school we will contact parents to ask them to collect their child and take him/her home. If a parent is not available, we will telephone the second contact number from the admission form. We ask parents to inform us of any changes in emergency contact numbers.

If a child has an accident, we will contact the parents to inform them of this. There are qualified first aiders in school to attend to a child. If hospital treatment is considered necessary and we cannot contact any of the authorised adults named on the admission form, a member of the teaching staff will accompany the child.

If a child is unable to attend through illness, we ask parents to phone or email us before the start of school, to let us know.

By law we are required to give a reason in the register for a child's absence. If your child is going to be absent from school through illness, a phone call to school before 8.55am is required and a note sent with your child on the first day of their return to school. If your child is late for school, your child must be signed in on the electronic system in the main entrance and will be marked in the register with a late mark unless prior notice has been given of a medical/other reason for the lateness. There is no entitlement to parents to take their child on holiday during term time. Any applications for leave of absence must be in exceptional circumstances and put in writing to Mr Simon Talbot, Headteacher, using an Absence Request Form available from the school office. Mr Talbot must then be satisfied that the circumstances warrant the granting of leave. Regular attendance is a key factor in ensuring a child progresses well in school and absence requests will be looked at in relation to a child's overall attendance record.

The registers are checked regularly by the Educational Welfare Officer and unauthorised absences are always queried.

If your child leaves/returns to school during the normal school hours, they must be signed in/out by the parent using the electronic system in the main entrance.

The above is extremely important as it gives us the information we need of pupils whereabouts should an emergency arise within the school.

The school has a telephone entry system at the front door. All other outside doors are closed during the day and do not have external handles.

We ask parents to take great care when parking to drop children off in the morning and collect them at the end of school. There are convenient car parks at the rear of the Village Hall and adjacent to the Village Green.

4.8 Attendance Information

We are required to publish details of absences of pupils in the immediately preceding school year. This information for the school year 2022/23 is as follows:-

The total number of registered pupils on roll	= 191
The percentage of half days (sessions) missed through authorised absence	= 2.5%
The percentage of half days missed through unauthorised absence	= 0.3%

4.9 Destination of Year 6 Leavers

In 2022, 27 Year 6 pupils left Waverton for secondary education at either Christleton High School or Bishops Blue Coat School, Chester

4.10 Teaching Hours

We are required to specify the hours for which children are actually taught in school, excluding registration, collective worship and break times. In this school teaching time amounts to 21 hours 15 minutes per week for Key Stage 1 children and 23 hours 20 minutes per week for Key Stage 2 children

4.11 Matters Causing Concern

If parents are concerned about their children, they are welcome to come and discuss their concerns with their child's teacher or the Head Teacher. A copy of the school's complaints procedure is published on the school website.

4.12 Note on Photographs and Videos of School Events

Parents and relatives of pupils should note that any photographs or video film they take at school events are likely to contain images of other children who will not have given permission to be filmed or photographed. Any photograph or video film, taken by parents or relatives must be solely for the individuals' families' use and must not be distributed more widely or used on social media

Teaching and Learning

5.1 Introduction

At Waverton Community Primary School we believe that all our children should have access to a curriculum that is both lively and interesting.

The school offers a curriculum that meets the requirements of the National Curriculum which involves a core of English, Maths, Science, and seven other subjects (History, Geography, a modern foreign language, Music, Art, PE, Design Technology and Computer Coding) and also Religious Education. Teaching for some of these subjects is organised in a cross-curricular way centred around themes rather than in separate subjects although considerable separate attention is given to Literacy and Mathematics.

In addition to the National Curriculum, we ensure that themes and dimensions such as equal opportunities, multi-cultural education, citizenship, personal and social education and environmental awareness are pervasive throughout the total curriculum offered to children.

We strongly believe that children learn through first hand experiences and our children have lots of opportunities to take part in educational visits, from large museum exhibitions to local businesses and parks.

Other ways in which we look to enhance the curriculum are by inviting visitors to school such as scientists, historians, policemen and women, nurses, sportsmen and women

Our school grounds provide lots of opportunity for learning, including an outdoor classroom and eco garden, where the children have the opportunity to grow fruit and vegetables which are then put on the school menu.



We believe in the development of the whole child and plan residential visits in year 4 and year 6 which are, for many children, the highlight of the school year. Included in these, during recent years, have been a



weekend of multi-cultural arts activities at the Conway Centre, a three-day visit to Delamere Outdoor Education Centre and a week of Outdoor and Adventurous Activities at the Conway Centre



We provide the opportunity for all our key stage 2 children to go swimming. French is taught across key stage 2.

The National Curriculum covers a child's education from the age of five to sixteen. Currently it is split into four key stages:

Key Stage One	-	5 - 7 years
Key Stage Two	-	7 - 11 years
Key Stage Three	-	11 - 14 years
Key Stage Four	-	14 - 16 years

Our school covers Key Stages One and Two and statutory assessment of children's attainments is carried out at the end of each of these Key Stages. In addition, Foundation Stage Profiling is carried out during the Reception Year, and we also assess children's progress using regular teacher assessments which are informed by the optional National Curriculum testing materials for Years 3, 4 and 5.

Our broad-based curriculum caters for the needs of each child and offers a wide variety of materials and experiences appropriate to his/her age group. During the Reception Year (Foundation Stage) the focus is on child-initiated learning covering seven key areas: **personal, social and emotional development, communication and language, literacy, mathematics, understanding the world, physical development and expressive arts and design**. Children are also given opportunities to learn through structured activities which form an introduction to the National Curriculum.

5.2 English

We encourage the children to become enthusiastic and thoughtful readers. Daily phonics teaching underpins our approach to reading alongside a range of teaching methods. We use a wide variety of real books and structured reading schemes. Our library is central to the promotion of reading in the school, with all age groups having their own library time. Children are taught to communicate clearly and confidently in speech and writing. They are encouraged to present their work carefully, using clear handwriting and accurate punctuation and spelling. The children are given opportunities to write for a variety of purposes, in response to a wide range of stimuli, and in many forms, e.g. stories, poetry, reports, diaries, instructions, letters and explanations.

5.3 Maths

Children learn by practical experience and application, gradually progressing from concrete experience to abstract thought. This leads to understanding and to acquiring positive attitudes towards maths. Maths may also be taught within other subject topics to reinforce skills and provide experience of everyday applications

5.4 Science

This involves exploration, prediction, observation, experimentation and recording in a variety of ways. Practical, first-hand experience and investigation are important aspects of our scientific work. Science is taught in progressive units throughout Key Stages 1 and 2 to ensure National Curriculum coverage. Units include Materials, Electricity, Human Body, Plant World, Sound and Light.

5.5 Information and Communication Technology / Computing

The school is well resourced in terms of ICT equipment. All our classes have interactive touchscreens linked to lap-top computers and are used by both staff and children to enhance curriculum delivery. The school also uses a mobile suite of 35 wireless linked laptops, 32 Chromebooks and 32 tablet computers enabling children to work at their own classroom desks, linking to the curriculum in a truly integrated way. Laptops are replaced on a rolling programme. Children follow the computing curriculum which has an emphasis on coding.

5.6 Design Technology

This involves practical first-hand experience with the children solving problems, designing, making, evaluating and modifying their designs. Children have the opportunity to work with a range of materials including construction kits, wood, electrical components, fabrics and food.

5.7 History and Geography

The children are helped to come to an understanding of people, how and where they live, or lived, and their relationships with each other and their environment. They are helped to develop an awareness of time and place and where they themselves fit in. This work is supported by educational visits or by workshops held in school delivered by outside experts.

5.8 Art

The children are introduced to a wide range of art media and techniques to enable them to express themselves creatively. They are given opportunities to experience a range of art from different styles, periods of time and cultures. This work often contributes to work in other curricular areas.

5.9 Music

The children are given opportunities to listen to a range of music from different styles, periods of time and cultures. They begin to gain an awareness of similarities and differences. They are given opportunities to sing and to compose and perform music to an audience. Private tuition is available for small groups in brass, guitar, and piano. Children take part in large concerts, singing and performing with other schools in "Young Voices" at the Manchester Arena and "AmaSing" at The Storyhouse, Chester. Children also get the opportunity to sing at various village events. The year 4 children take part in a year long music project which involves learning to play the guitar, a brass instrument and samba drumming. The school uses the interactive music scheme "Charanga"

5.10 Physical Education

Children are taught to be physically active, to develop flexibility, strength and stamina. In P.E. children are able to experience a variety of activities - games (cricket, football, netball, rounders), dance, gymnastics, swimming, athletics and outdoor and adventurous activities.



We aim to develop a sense of fair play and an awareness of the need for safety in all activities. The school has a wide range of sport centred clubs that take place during lunchtimes and after school. We actively participate in inter-school events including: football, rugby, netball, cricket, rounders, athletics and swimming.

The school currently holds the Platinum Level School Games Kitemark 2021-22, which demonstrates our commitment to inter-school sport at all levels.

5.11 Religious Education

The children are encouraged to question, to explore and develop their own beliefs and values. They also look at how religious beliefs affect our actions and how we take individual and shared responsibility. We assist them in gaining an understanding of other religious beliefs and teach them to have respect for other people and their lifestyles. They also learn about the all the main World Religions.

Parents have a right to withdraw their children from any Religious Education and Collective Worship and, should they so wish, alternative arrangements will be made for their children.

5.12 Collective Worship

Our assemblies are an opportunity to gather as a whole school to discover and celebrate the achievements and worth of the children, the school and wider community. Music, poetry, stories and prayers are used to explore themes related to religious beliefs, mainly Christian. The school "Values" system is also used as the basis for many of our assemblies, which take place every day. A team, made up of members from the three churches in Waverton, visit the school every week to conduct an assembly with the children.

5.13 PSHE / Relationship Education

Children at Waverton are taught about physical health and mental wellbeing. We give them the information they need to make good decisions about their own health and wellbeing.

Respectful relationships runs through all elements of our PSHE curriculum. The children are taught what a respectful relationship is and where to get help if they feel uncomfortable.

RSE (relationships and sex education) is part of life-long learning about emotional, social, and physical aspects of growing up and relationships. At Waverton RSE is delivered

through the PSHE curriculum, with some biological aspects taught within the science curriculum. We aim to give children essential skills for building positive, respectful relationships.

We believe that RSE should meet the needs of all pupils whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBT relationships in the context of different types of families, including those with the same sex parents

5.14 Special Educational Needs

Some children may have special educational needs which may vary from specific learning difficulties to the needs of the exceptionally able. All children in our school are valued and teachers consider how best to meet these needs as they arise. This may include help from the Education Support Services or the Medical Services. Our Special Educational Needs and Disability Co-ordinator is Mrs Angela Croft. Whenever children are encountering difficulties, we involve parents in a close partnership with teachers so that, working together, we can provide the key to successfully helping the children. We liaise with the Educational Psychology Service and the Cheshire Inclusion and Education Service as required.

Any funding provided for children with Statements of Special Educational Need will be used for the benefit of the children concerned.

More information can be found on the SEND section of the school website

5.15 Homework

The children are encouraged to undertake extensions of schoolwork at home and are expected to read at home regularly. Children receive homework across all year groups, the details of which are shared by the class teachers at the beginning of the school year.

5.16 Extra-Curricular Activities

We are very fortunate to be able to offer a variety of after-school clubs, organised by teaching staff and outside agencies. These activities are voluntary and include: drama, football, rugby, dancing, netball, rounders, athletics, dodgeball, cookery, singing, multi-skills and art. From time to time there are additional clubs on offer such as self-defence, judo, fencing, “Mad Science”, and “Digital Wizards”.

The school takes part in inter-school sport events through the Chester Schools Sports Partnership including: rugby, netball, rounders, dodgeball, cross-country, athletics, water-polo, hockey and tennis

5.17 French

French is taught across key stage 2. French has been chosen because it is studied by all the Year 7 pupils at Christleton High School, where most of our pupils transfer at the end of year 6. Our approach to French teaching is highly interactive and enjoyable and there is a strong emphasis on oral work.

6. ADDITIONAL INFORMATION

6.1 School Details

School Address: Waverton Community Primary School, Common Lane,
Waverton, Chester, CH3 7QT

Tel. No: 01244 268985
E-mail admin@waverton.cheshire.sch.uk
Website www.waverton.cheshire.sch.uk
Age Range: 4+ to 11 years
Number on Roll: 1st October 2022 – 194

6.2 School Session Times

Reception 8.55am - 3.05pm

KS1/KS2 8.50 am - 3.20pm

6.3 School Documents

Copies of the most recent OFSTED Report, survey of parental opinion of the school and policy documents are available for inspection on request and also on the school website.

The information in this prospectus is relevant to the school year 2022/23. Although correct in September 2022, there may be changes during the school year and in subsequent years.

Parents are asked to note that the Local Authority does not accept responsibility for the loss of, or damage to, personal property whilst on, or left at, the Authority's property.

Waverton Community Primary School



Our Home School Agreement

We strive to ensure that relationships between home and school are open, positive, and constructive. It is by working together that we will be able to promote a positive atmosphere within which our children can flourish. We ask you to read and sign the following agreement reflecting this partnership.

As a family we try to:

- Make sure our child attends school every day.
- Make sure our child arrives on time, properly equipped for school.
- Inform the school on the first day of any absence.
- Make the school aware of any concerns or problems that might affect our child's work or behaviour.
- Support the school's values, policies, and guidelines for behaviour.
- Support our child in any work sent home and other home learning opportunities.
- Attend parents' evenings and discussions about our child's progress.
- Encourage our child to take increasing responsibility as they progress through the school

The staff at Waverton will ensure that:

- We care for your child's safety and happiness.
- Encourage children to believe in themselves, feel valued, and achieve their full potential.
- We provide a balanced, stimulating, and well-taught curriculum to meet the individual needs of your child.
- We achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- We will keep you informed about general school matters and your child's progress in particular.
- We will be open and welcoming and offer opportunities for you to become involved in the general life of the school.
- We contact parents at an early stage should any problems arise.

Together we will try to:

- Share any concerns or problems that might affect the child's well-being, work, or behaviour.
- Support the child's educational and social development.
- Prepare the child to be a confident and happy member of society.

As pupil of Waverton I will:

- Come to school every day and be on time, with all my equipment.
- Do my best both in class and in my homework.
- Be well behaved and sensible.
- Be polite and helpful to others, respecting all other members of our school community and their property.
- Follow our school rules and values.
- Share and talk about any problems I have and ask for help when I need it.
- Wear school uniform, taking pride in my appearance, and remembering that I represent my school at all times.
- Take care of school equipment, our building, and the school surroundings.
- Pass on information to my parents.

If I have a problem ...

- I'll try talking to the other person to see if we can sort things out.
- I'll tell a grown up as soon as I can.
- The grown up will follow up the problem as soon as possible.

Signed:

Headteacher..... Parent.....

Child's Name.....

Date.....

The Waverton Way



Be Safe, Be Ready,
Be Respectful

Our Phrases

Thankyou for...
I need you to...
I noticed you are...
You have chosen to...
That may be but...
I understand what you're saying...
Above and beyond...

Walk the Waverton Way

Single file
Calmly
Quietly or silently
Leave a space
Stop on route

Routines

Meet and Greet
Visual Timetable
Warnings about change to routine
Zone of Regulation
To stop children- arm in the air say 3,2, children put their arm in the air, 1, children fold arms

Praise and Recognition

Recognition board in each class- green –all children gold- above and beyond
Choose a class target, once all children achieve it 10 times the whole class choose a reward
Certificate home
Housepoints

Consequences and Repair

After 3 chances - Timeout in the classroom / appropriate place
If behaviour continues- Timeout in the year group above, Year 6 to Year 4, parent informed
Repair – The adult who started the intervention should discuss behaviour

30 second Interventions

Step 1: Reminder- check In: Are you ok?
Step 2: Caution- clear verbal caution: I need you to...Do you understand...?
Step 3: Last Chance – speak to them privately- Our school rule is... I need you to... or you will have to move.

Step 4: Time out – few minutes to breathe or calm down- You have chosen to... I need you to move to timeout. Thankyou
Step 5: Repair – think it over with the adult who started the behaviour intervention The rule you broke was... How did that make you/ the other person feel? Usually you are...What can you do differently next time?

Step 6: If behaviour continues- Time out in another classroom, conversation with parents

