

**Woodhouse
Primary School**



'Committed to Excellence'

School Prospectus

2016/17





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Welcome to Woodhouse

Woodhouse Primary School is a popular and oversubscribed school where everybody works together to achieve the very best outcomes for all children.

Woodhouse is situated in the residential area of Davyhulme close to Trafford Business Park and the Trafford Centre. It is set in extensive grounds with a large school playing field and the school has a school playground with a tyre park, trim trail and quiet garden area. It also benefits from a designated Early Year's play area for Reception and Nursery children, which provides excellent outdoor learning opportunities within all areas of learning.

Great attention is given to providing an attractive, well organised and stimulating learning environment to provide the setting in which we promote high standards of teaching and learning and pride and ownership in the school's values and principles.

The school is a one form entry primary school. There is one class for each year group from Reception to Year 6 with a designated number of 30 in each year group. We also have a nursery with 26 morning and 26 afternoon sessions. Depending on uptake of there are also opportunities for parents to purchase additional Nursery sessions.

As a prospective parent we warmly invite you to visit our school. We will discuss in detail the education we provide and you will be able to see all pupils working within their learning environment.

This prospectus is also for parents who have children at Woodhouse as a reference for school information. Throughout the year we also provide regular updates.



Our Mission Statement

Picture a place where ...

a community meets to learn, teach, develop and grow
children's minds are enriched with exciting and stimulating experiences that last
in the memory for a life time

the indoor and outdoor environment provides a safe and secure, caring and happy
place for all age groups to make connections with one another through the work
they do, the problems they solve and the experiences, strengths and hopes they
share. Together they are learning to live within the world's sustainable resources.

Imagine that this place works closely with parents, as a team, valuing their
input and understanding that the partnership between home and school is vital
in supporting our learners in their development

This place is a school, a school where every voice is heard and listened to and
every viewpoint respected

A school where children and adults try their best at all times and strive
towards their motto to be 'Committed to Excellence', where all learners are
valued, challenged and supported in reaching their full potential in all areas
of learning

Where the work we do on social and emotional aspects of learning is at the
forefront of everything that they do and strives to give the children the
moral grounding and self confidence to be strong, honest and respectful
citizens of the wider school community

Where value is placed on each stage in the learning journey and where every
child and adult really do matter.

This school is Woodhouse Primary where the whole community comes together
as a family.

This school is our school and we are proud of it.



Our school motto:

“Committed to Excellence”

Supporting and encouraging each child to achieve the highest standards in all areas of development within a school community which promotes self confidence, positive attitudes and respect and understanding of others.

All governors and staff work as a team and are dedicated and committed to the school and achieving our aims.

The aims of our school are:-

- to maintain an ethos in which children feel happy, safe, secure and confident
- to provide the highest quality teaching and learning ensuring there is a broad and balanced curriculum appropriate to each child's stage of development and which gives them the opportunity to acquire the necessary knowledge, skills, concepts and attitudes to achieve their best standards.
- to provide a stimulating and challenging environment where children are encouraged to explore and question, developing as independent people able to take responsibility for their own learning.
- to value and develop each child as an individual whilst ensuring that all children have equal entitlement and equality of opportunities in all aspects of school life.
- to teach the acceptable standards of behaviour and attitudes in our society and to develop in children an understanding of and respect for others.

To help us achieve our aims, within our philosophy of partnership with parents, we ask you to:

- be aware of and supportive of the aims of our school, our philosophy and practice
- ensure your child is punctual and attends school regularly and only emergency dental and doctor's appointments are made in school time
- take family holidays during school holidays
- encourage and support your child's learning in school and through our homework programme and other activities we may ask them to do at home
- contact us if you have any queries, concerns or any issues you wish to discuss, keeping us fully informed of any changes of circumstances so we can be responsive to your child's needs
- to be involved in your child's education attending meetings and other events in school where possible such as Open Days, Curriculum Evenings, Christmas Productions, Sports Days etc,
- support our P.T.A. in their fund raising and social activities
- encourage your child to have a positive attitude to school, to be polite, well behaved and to be respectful to others
- adhere to our school uniform policy and ensure your child takes care of school property.



We have a written home school agreement. Shortly after your child enters school this will be given to you. The Head is always happy discuss any aspect of this with parents. We place a high value on home/school partnership based on mutual respect and understanding and see this agreement as a written statement of our practice.

We believe our school will be successful and have a positive caring atmosphere if we all share the same standards and values.



Staff

Headteacher	Mrs J O'Connor
Deputy Headteacher	Mrs N Stevens
Assistant Headteacher	Mrs R Mellor

Class Teachers

Nursery	Mrs Williams and Mrs Locker Mrs Winterbottom (TA) Mrs Hesketh (TA)
Reception	Mrs Mellor, Miss Wild (TA)
Y1	Mr Locke Mrs Panteli (TA), Miss Chorlton (TA)
Y2	Mrs Carvajal
Y3	Miss Saxton
Y4	Mr Southern
Y5	Mrs Stevens
Y6	Mr Strafford

We also have a team of experienced teaching assistants who support children from Year 1 to Year 6

These are:

Mrs Brown, Mrs Gupta, and Mrs Wood

The Special Educational Needs Coordinator (SENCO) is Mrs Bell.
Mrs Swift covers PPA time for teachers and delivers group sessions.

Non-Teaching Staff

Office Manager	Mrs S. Bowles
Administrator	Miss Adey

Caretaking and Cleaning Staff

Site Manager	Mr McCann
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Midday Supervisor and Assistants

Mrs Blake	Mrs Sharpe
Ms Masterson	Mrs Lancashire
Mrs Latham	



SCHOOL GOVERNORS

The School Governors who meet every term are responsible with the Headteacher for the leadership and management of the school.

Our Governors are:

Mrs J O'Connor (Headteacher)

Parent Governors:

Mrs K. Swales

Ms K Hogg

LA Representative:

Mr V Sheedy

Co-Opted Governors:

Mrs M Delaney (Chair)

Mrs G Broadhurst (Vice Chair)

Community Governor

Mrs C Clayson

Staff Governor

Mrs N Stevens (Deputy Headteacher)

The Governors provide challenge and support to the Headteacher and work closely together. They meet regularly and each term the Governors receive a full report from the Headteacher. This report is discussed along with other relevant matters. The Governors have set up committees to ensure all matters are dealt with in depth e.g. school improvement, staffing, finance, buildings. They ensure monitoring and evaluation takes place to continually review and develop school policy and practice and to promote high standards and value for money.

Parents and the Governing Body

Parent representatives as with other governors serve for a period of four years. All parents of pupils at Woodhouse Primary School are eligible to nominate or be nominated to serve as a Governor at the school, subject to agreed procedures which will be publicised before an election.



Uniform

School uniform promotes our school community and pride in school and we expect parents to fully support our uniform policy. It is mutually helpful if all items of clothing are clearly named.

Nursery

We do not expect our nursery children to wear uniform. They should however wear comfortable clothing which won't be damaged by creative work and have warm coats for outdoor play.

Reception

Girls	Boys
Navy blue polo shirt Navy blue pinafore, skirt or trousers Blue checked dress (summer term) Navy Jumper or cardigan with school logo Navy tights. Navy or white socks Black school shoes.	Navy blue polo shirt Grey trousers or shorts (summer term) Navy blue jumper with school logo Grey/black/navy socks Black school shoes.

We like all Reception children to have waterproofs to enable outdoor play all year round. More details are available at the initial meeting for Reception parents.

Years 1 to 6

Girls	Boys
White shirt School tie Navy blue pinafore, skirt or trousers Blue checked dress (summer term) Jumper/ cardigan with school logo Navy tights. Navy/white socks Black or navy school shoes- low heeled	White shirt School tie Jumper with school logo Grey trousers or shorts (summer term) Grey/black/navy socks Black school shoes.

P.E.

For indoor wear

Pale blue polo shirt – available with school logo
 Navy blue shorts/ P.E. skirt

For outdoor wear

As above plus black pumps/ trainers
 For colder weather navy sweatshirt, navy jogging bottoms

Jumpers, cardigans and polo shirts with the school logo, and ties, PE bags and book bags are available or can be ordered from the school office.



School Hours

	Morning Session	Afternoon Session
Nursery	9:00am – 12:00pm	12.30pm - 3.30pm
Reception	8.55am - 12.00pm	1:10pm - 3:30pm
Key Stage 1	8.55am - 12.15pm	1.20am - 3.30pm
Key Stage 2	8.55am - 12.20pm	1.20am - 3.30pm

School starts promptly at 8.55am when the bell will sound. Punctuality is essential and children should be on the playground ready to line up with their class when the whistle blows. Please ensure your child is in the school playground just before 8.55 a.m. From 8.40 a.m. there is a teacher on duty. School supervision and responsibility does not commence until this time.

We follow the recommended guidelines for teaching hours. These exclude registration, assemblies and breaks. Key Stage 1 (Y1 and Y2) has a teaching week of 21 hours and Key Stage Two (Y3-6) 23.5 hours. There is a fifteen minute break in the morning and afternoon for Key Stage One and one in the morning for Key Stage Two. Break times for the children in the Reception class are flexible and structured outdoor play is an important element of the foundation stage curriculum.

Entry to School

Entry to school at the beginning and end of the school day is by two gates, either the main gate on Nursery Road or the gate on Woodhouse Road. Children or parents must not use the car park entrance as this area can be dangerous. The car park is for school staff parking and deliveries only. Entry to school during the day is by the Nursery Road entrance only. All parents and visitors report to the school office through a door entry system so that we are aware exactly who is in school during the day. All visitors are required to register in our visitors' book and wear a 'Visitor's Badge' for security purposes.

At the end of the day parents should wait in the school playground for children to come out of school. Staff of Reception to Year 3 classes supervise children leaving and ensure they have been collected. Older children are told to come back into school if they are not met as expected. Please make sure your child always knows what the end of school arrangements are and also inform us if necessary.

Travelling to School

As part of our commitment to Healthy Living and Lifestyles, we are happy for children to cycle or scoot to school. Please ensure children have protective helmets and that their



bike is roadworthy and kept locked at all times. To keep everyone safe children should not cycle or scoot once they reach the school premises.

EMERGENCY SCHOOL CLOSURE

There are times that it is considered that the health and safety of pupils and staff are best served by closing the school e.g. heavy snowfall.

If risk assessments indicate that the school needs to close the Headteacher will discuss this with the appropriate bodies and Chair of Governors. In the first instance the closure will be posted on the Trafford website at

<http://www.trafford.gov.uk/educationandlearning/schools/schoolclosures/>

Parents will also be informed through the Parentmail system as soon as possible and the school website will also be updated. These methods will also be used to advise of re-opening.

WOODHOUSE PRIMARY SCHOOL NURSERY

Our Nursery is a highly valued part of school. Together with our Reception class it forms the Foundation Stage of Education following the recommended Early Years Curriculum. Foundation Stage staff work closely together to ensure continuity and progression throughout this important stage of learning.

We have excellent facilities in our nursery and it is staffed by qualified teachers and a teaching assistant. A wide range of learning activities is planned and implemented both indoors and out.

We provide a happy and stimulating learning environment ensuring an excellent start to your child's education. **Application forms for our nursery are available from the school office.**

Currently, our unit has provision for 26 children in each session and each child receives a minimum of 15hrs in Nursery per week. If there are any additional sessions they are offered to parents at £12 per session.

Copies of the nursery admission policy and Early Years Foundation Stage prospectus are available in school and on the school website.

All parents who apply for a place will be informed when a place is available. Before children begin in our Nursery class, the Nursery staff meet the children during a home visit. We have found from experience that this meeting really helps the children to settle into Nursery very quickly.

Please note that a place in Nursery does **not** guarantee a place in Reception. Applications to school are handled through Trafford. Further information is available from Trafford's Admissions Department

<http://www.trafford.gov.uk/educationandlearning/schooladmissions/>

Tel. 0161 912 1212



CURRICULUM

As a community school we are required to teach the National Curriculum. This ensures schools follow the same framework in all subjects.

Early Years Foundation Stage 3 – 5 years

Key Stage One 5 - 7 years

Key Stage Two 7 - 11 years

Early Years Foundation Stage

There are seven areas of learning and development that shape educational programmes in Nursery and Reception. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

To support smooth transition into Year 1, children continue to follow the Foundation Stage model of learning into the autumn term. The transition into the full national curriculum during Year 1 is then a smooth and very successful one.

The National Curriculum consists of subjects which all children must study in Key Stages 1 and 2. These are:-

English, Mathematics, Science, Computing, Design and Technology, History, Geography, Music, Art and Design, Physical Education and Languages for Key Stage 2. All children learn French each week and there are regularly and planned opportunities for personal, social, health and cultural education.

Our curriculum is organised through a combination of discrete subject teaching and a thematic approach which teaches subjects through an engaging and motivating topic which is designed to be relevant to the children and helps to



inspire a life long love of learning. Each topic is carefully planned for the needs of all the children and ensures that they learn all the key skills and knowledge which they will need to be successful learners.



ORGANISATION OF THE CURRICULUM

The school timetable has been carefully planned to provide a broad curriculum. Equal value is placed on all subjects although core subjects are given more time. Some foundation subjects are planned on a rotational basis e.g. there may be a half term of geography followed by a half term of history. Computing is used throughout all subject areas. All classes have interactive whiteboards and visualisers which are integral to the teaching and learning of all subjects and pupils have access to range of technology.. There are also specific lessons each week for teaching specific computing skills.

All teachers plan termly, weekly and daily to ensure full coverage of the required curriculum and to meet the needs of all children ensuring continuity and progression. They use a combination of class, group and individual teaching and aim to make learning interesting and challenging for children. Being aware of the differing abilities and stages of development of pupils they plan appropriate activities.

Teachers identify the need to provide work which matches pupils' current level of understanding but which also challenges and moves learning forward. Clear learning objectives are identified for each lesson and these are shared with the children so they are fully aware of the purpose of their activities and the expectations of what they are to achieve. Children are encouraged to be actively involved in their learning and during teaching sessions, children will, for example, ask and answer questions, work with partners sharing their ideas. Teachers' marking and verbal comments give pupils ongoing feedback on their progress and they are supported to develop their own evaluation of their work and respond to the marking.

Assessment is an integral part of the teaching and learning process. A teacher will assess the outcome of an activity/lesson, record this when appropriate and plan the next step in the learning programme. This may be on a class, group or individual basis. Teacher assessment is a continuous process and teachers work together in the planning and monitoring of children's work. We involve pupils in the assessment of their own progress and in the setting of their targets. Alongside teacher assessment we also



use a range of tests. These help us to track and monitor a child's progress, identifying alongside our own assessments, targets for development.

All assessment information is analysed and used to inform future teaching and learning and give us precise information on individual pupil's progress as well as school development needs. Assessment information on individual children is shared with parents through discussion and reports.

It is statutory that a **national assessment** takes place when a child reaches the end of a Key Stage. This is at the end of the Reception class, (EYFS Profile) and when children reach the end of Year 2 and Year 6 (Standard Assessment Tests and Tasks, SATs). Children also have a Baseline assessment on entry to Nursery and Reception and children in year 1 have a phonics screening check in the summer term.

Key Stage 1 and Key Stage 2 Results

Individual results are reported to parents. The school results may be found at <http://www.education.gov.uk/schools/performance/>

Out of School Visits

Using the local environment and beyond.

At Woodhouse we ensure that our teaching and learning is as 'hands on' and exciting as possible and we have developed our school grounds to enable more learning outdoors to take place. Visits to support learning are also an important part of this process. We ensure that all classes have out of school visits to extend their learning. These include further afield trips such as the study of Roman Chester and making the most of our local amenities such as studying portraits at The Lowry. In addition to the class trips, Year 5 undertake a residential visit to the Peak District where they study at first hand a contrasting locality and undertake a river study. This is a fantastic experience for the children and they gain a huge amount from the trip not just academically but socially and emotionally. They undertake many different team building activities whilst they are away.

We also invite visitors to school. Recent guests have been a representative of the 'Mary Rose' society and the animals from a Lancashire farm.

CURRICULUM AREAS

ENGLISH

Our aim is that our pupils will be able to communicate well and convey meaning clearly and accurately through the spoken word and in written form. We wish them to be able to speak confidently, listen attentively and read with fluency, understanding and expression. They are taught to develop a good legible style of handwriting and to write well in a range of styles with good standards of spelling, grammar and presentation. We also wish to encourage an interest in and appreciation and enjoyment of literacy in all its forms for future learning and pleasure.



Foundation and Key Stage One

Children are introduced to reading as a purposeful activity which is interesting and enjoyable. We wish to give our pupils an enthusiasm for books which will stay with them throughout their lives.

We use a structured synthetic phonics programme 'Letters and Sounds' and children have daily phonics lessons. Children are encouraged to apply their reading and writing skills in many contexts e.g. in whole class lessons, group work and individually. Their reading will include stories, poems, plays and non-fiction texts. Children are taught to write in a variety of formats for a range of purposes learning the appropriate grammar and punctuation and to form letters correctly. Speaking and listening skills are developed to help children speak clearly, articulate experiences, information, opinions and listen and respond respectfully to others.

Key Stage Two

All the skills introduced and developed in Key Stage One are continued and extended and there is continuity in the literacy programme. Pupils are taught more complex skills of grammar, punctuation and comprehension, of analysing, evaluating and organising texts, of using a dictionary and the library system. They are given a range of reading texts which are varied and challenging. Pupils are expected to use the school and other libraries to further their enjoyment of reading, for research and for developing inquiry skills. Poetry, drama and creative writing are used as a means of encouraging individual expression and pupils are taught the skills of debating and putting forward their views clearly. Children are expected through the teaching programme to widen their vocabulary and develop their writing in a range of forms.

MATHEMATICS

The National Curriculum for mathematics is clear about its purpose and aims.

Purpose of study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:



- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions*

Foundation Stage and Key Stage One

Children are given many practical experiences and activities in all areas of mathematics. These include number, capacity, money, weight, time, measurement, geometry and statistics. Particular emphasis is given to number and the developing of strategies to understand and use number skills. Problem-solving and reasoning are key areas and children are encouraged to make links between their practical work and the associated mathematics. Children follow a planned maths programme which ensures continuity and progression for each year group.

Key Stage Two

This programme continues and is designed to take each child through all the expected stages of mathematical learning and development which will enable them to understand mathematical concepts and apply their learned skills and strategies with confidence. The mathematics moves more towards the discrete with the emphasis on problem-solving and reasoning continuing.

SCIENCE

We aim for our children to develop their investigative skills and understanding and knowledge of science.

Foundation Stage and Key Stage One

We involve the children in a variety of activities aimed to help them become aware of and curious about the world they live in, how things work and why things happen. Through practical activities they explore objects in their environment sorting, grouping and describing them. They are given opportunities to find out about themselves and a variety of plant and animal life. Through activities like cooking, they use everyday materials and see, for example, how these are changed during heating or cooling. The local environment is used to observe seasonal change and the world of nature. Children are introduced to investigations and making predictions and drawing conclusions.



Key Stage Two

As children begin to gain increasing knowledge and understanding they are given the opportunity to develop further an awareness of the role and importance of science in everyday life. This awareness is developed through investigation, case studies, using books and visual aids and on visits. Pupils are expected to express their findings orally and through drawings, charts and written accounts. They are encouraged to develop skills such as predicting, hypothesising, evaluating and to become familiar with scientific language and procedures.

COMPUTING

Computing is an essential and a continually developing part of our curriculum. We are aware of the continual increasing importance of technology and it is given a high priority within school. We aim to equip our children with a very sound foundation to enable them function effectively in our increasingly technological world and also become programmers, rather than just consumers.

Internet Safety

Safeguarding children is integral to our work at Woodhouse. Children are made aware of the dangers of cyber-bullying and other on-line safety issues through informative and engaging workshops and whole school assemblies and class discussions. When children use the internet they are restricted to certain sites and the level of filtering is always set at the maximum level (this is a Trafford requirement).

HISTORY

As in all subjects we aim for pupils to gain thorough subject knowledge and develop their skills in each area of the curriculum.

In History we aim to arouse children's awareness of and interest in the past. We encourage them to ask historical questions such as 'What was it like then?' 'Why did that happen?' 'How do we know?' and to begin to develop their knowledge and information finding skills. In Key Stage Two this work is developed further. They develop knowledge and understanding of the history of our and other countries and their cultures and gain an understanding of the present in light of the past. They learn about primary and secondary sources which provide information and insight into life in the past and where periods of history fit into a timeline. They are also given opportunities to investigate the local history of Davyhulme/Urmston and Manchester.

GEOGRAPHY

In Geography children begin by exploring the local environment. They are given opportunities to draw simple pictorial maps, follow directions and observe and describe their surroundings. They develop their geographical skills further in Key Stage Two through studying the local area and contrasting areas and also other countries. They are taught how to read and use maps and develop reference and research skills. Again they follow a planned programme of geographical themes.



ART and DESIGN

We wish to develop pupils' knowledge and also value of and pleasure in art, craft and design. Children are given opportunities to work practically and imaginatively with a variety of resources. They are encouraged to experiment with a range of materials e.g. paint, fabric, paper, clay and express themselves in an individual way, whilst being taught particular skills, e.g. colour mixing, printing, weaving, designing. They also study the work of famous artists and we aim to develop and appreciation of art in its various forms. As with all aspects of children's work we consider displaying their art work in school very important. We involve them in this and discuss colour matching, co-ordinating and display techniques. We value children's work and displaying this to best advantage shows this but also helps to create a visually stimulating environment which is created and appreciated by all of the school community.

DESIGN TECHNOLOGY

MUSIC

We begin our music curriculum by involving the children in singing simple songs and singing games. They use instruments, exploring sounds and how they are made and are taught basic musical skills.

They are introduced to a wide range of music and taught to develop awareness of the variety of styles and compositions. They are encouraged to respond to music through discussion and movement. In Key Stage Two children are taught to further develop and refine their listening and musical skills through our planned programme. Children have the opportunity to learn a variety of musical instruments including violin, clarinet and guitar.

Children in Year 1 and Year 4 are involved in the 'Wider Opportunities' programme which extends their musical understanding through structured singing and the playing of a musical instrument. We also take Year 4 to the Bridgewater Hall to play with the Hallé Orchestra.

P.E.

A high value is placed on children's health and fitness and in developing their physical abilities and skills. All classes have 2 P.E. lessons each week. Children are taught a range of physical skills within gymnastics, dance, games and athletics. These skills are developed through a planned programme. We take part in many inter-school competitions across the borough and the children also enjoy sessions from a wide range of outside providers to enhance our P.E. programme further.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

At Woodhouse we place high value on this aspect of a child's education. We wish our children to have high self esteem and confidence with a positive attitude to learning



accepting that getting things wrong is part of the learning process. We aim for them to have a willingness to persevere, to question, to experiment and develop in independent thinking and learning. Also to be aware of the need for a safe and healthy lifestyle and caring for and protecting the environment. Alongside this we encourage the importance of working co-operatively within the school community with regard and sensitivity for others. We promote an awareness, understanding and respect for the range of cultures in our country.

Fostering a pupil's personal development is intrinsic within our consistent approach to the school's ethos and curriculum. Also within our religious education, acts of collective worship and class assembly/ P.S.H.E. times specific issues are discussed with children to develop an awareness, respect and understanding of values and rules of the society in which we live, the religions and viewpoints of others. We begin to develop their skills in preparing them for citizenship and their future role in society.

We use of Philosophy for Children to give children greater opportunities to discuss issues and develop the skills of deep thinking and debate.

We have a planned programme of Personal, Social and Health and Citizenship education. This includes, in the summer term, sessions for Year 5 children which are led by the school nurse with the class teacher in attendance. In the first session children watch a video entitled, '**Growing and Changing**' which deals with the physical and emotional changes which take place at puberty. The second session is also led by the nurse and allows children to have a follow up session where any questions about the video are dealt with in a sensitive and informative manner. Issues are discussed with children within this planned curriculum based on their age and stage of development. Staff will always deal sensitively and tactfully with pupils' questions. PSHCE is one of the ways promote British Values across the curriculum.

RELIGIOUS EDUCATION

Schools must offer Religious Education and provide daily collective worship. Our school has no specific affiliations with any particular religious denomination and the daily worship is a variety of school, Key Stage and class gatherings. All parents have the right to withdraw their children from collective worship or from any religious instruction. This is done by notifying the Head.

We follow the Trafford SACRE agreed syllabus for Religious Education.

Special Educational Needs

The school aims to provide access to school and all elements of the curriculum for every child. Sometimes children have learning, social, physical or behavioural needs which mean that we may need to develop strategies to enable this access to take place. For the majority of children their special needs will be catered for within the school framework based on our policy of Special Educational Needs. However, we have access to a range of professional agencies that can assist us when necessary. Parents are always informed if their child is experiencing difficulties and always kept fully



informed at each stage of a special needs programme. A copy of the Special Needs Policy is available for parents.

Homework Policy

Homework is an important aspect of a child's education as it complements, consolidates and extends a child's learning in school. We have a homework programme and we provide a parental guide for each Key Stage to help parents in this important support at home.

5-7 year olds take books home from school for shared reading and will also have literacy and numeracy activities and skills to practise at home.

7-11 year olds are given a range of homework which includes reading, writing, research, project preparation, spellings, maths, etc. As with the work in school homework follows a progressive planned programme. Parents are asked to support children in the completion of their homework signing this before it is returned to school. At the beginning of each school year the class teacher will inform parents of the homework timetable for the year. Any issues relating to homework may be discussed with the class teacher or Head. School will contact parents if there are concerns regarding homework.

Behaviour

At Woodhouse Primary school we are pleased and proud of the behaviour of our pupils. The majority of our pupils behave exceptionally well and this stems from the positive and supportive ethos of the school which has been established and promoted over many years. High expectations are in place and children staff and parents are aware of what they are, in line with our motto of 'Committed to Excellence'.

Please see our behaviour policy on the school website for further details.

Anti-Bullying

All instances of or allegations of bullying are taken very seriously. At Woodhouse we identify those cases where a child demonstrates inappropriate behaviour then agreed strategies are used to deal with this. Parents will be contacted when this is necessary. Bullying is wrong and damages individual children. Bullying is action taken by one or more children with the intention of hurting another child, either physically and or emotionally several times on purpose. It is the intent to hurt, threaten or frighten individuals often of those less able to defend themselves. Bullying can be physical, verbal or emotional, either singly or in combination. Bullying usually happens again and again with one or more children bullying the same person. A copy of the school's anti-bullying policy is available from the school

Aims and objectives

- To have a school ethos in which bullying is regarded as unacceptable, to have a safe and secure environment where all children can learn without anxiety.
- To ensure a consistent school response to any bullying incidents that may occur.
- To ensure all those connected with the school are aware of our opposition to bullying,



- To make clear each person's responsibilities with regard to the prevention of and dealing with any bullying in our school.

The role of the teacher

Teachers in our school take all forms of bullying seriously and aim to support all children in their class and to establish a climate of trust and respect for all. If teachers become aware of any bullying taking place involving members of their class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. They also spend time talking to the child who has bullied: explaining why the action of the child was wrong, and endeavouring to help the child change their behaviour in future. Teachers receive training, which enables them to become equipped to deal with incidents of bullying and behaviour management. They keep records of any incidents that happen relating to children in their class.

Equal Opportunities

We are fully committed to equal opportunities at Woodhouse. All children have equal entitlement and access to all areas of the curriculum and are encouraged and supported to value themselves and each other as individuals and respect the varying cultures, religions or special needs these individuals may experience. In practice as well as policy we do not discriminate in any way or tolerate any kind of harassment or negative attitudes relating to race, gender or disability.

Parental Partnership

We do all we can to promote this and we value your contributions to make this a true partnership. Please come and speak to us if you have any concerns, views or suggestions. We will also consult you through questionnaires and correspondence and your views are an important part of our school evaluation. We communicate with you regularly and there are also notice boards on the playground. We are always happy to talk to you.

A Parent Teacher Association (PTA) has been formed which runs very successful fund raising and social events. Please contact the PTA via school if you wish for more information about this.) All the money raised is used to support children's activities or provide additional school resources. We value parental /family help in school and we receive help in a variety of ways e.g. in events such as Sports Days, Harvest Festival, school visits and in activities such as library, sewing, making books and resources and mounting art work for display. Parents also can help in the classroom working with a group of children. Please contact the class teacher or Head if you would like to help in any way.

We greatly value any time you can give.

Parents' Evenings



We have two formal Parents' Evenings during the year, one in the Autumn term and one in the Spring Term. These are individual ten minute appointments where the teacher discusses your child's progress and behaviour in detail. We also provide you with a copy of your child's target booklet so school and home can work together. We also have an open afternoon in the Summer term for parents to come into the classroom and see their child's work and the activities they are involved in. We hope in this way you can the progress your child is making on a termly basis.

Appointments can also be made with class teachers at mutually convenient times and they will contact you if they have any concerns or issues regarding your child. These individual meetings with parents are an important part of our school programme and take place regularly in addition to designated parents' meetings. The Head will also always see you at a mutually convenient time over any issues.

Complaints

We hope it will never be necessary but as parents you may make a complaint to governors if you feel matters have not been dealt with in school to your satisfaction. This is done by putting the complaint in writing to the Chair of Governors. It will be dealt with by a designated committee of governors according to the school's complaints policy which follows prescribed requirements. The complaints policy is available from the school office or website.

Extra Curricular Activities/ School clubs

We offer a wide variety of these. These are organised by school staff and we also have a sports partnership with the local hub. We also use professional coaches who are vetted very carefully who can offer specialist activities. During last year clubs included: - judo, street-dance, football, netball, skipping, singing, art /craft, multi-skills, gardening, book club, and choir.

Breakfast Club/After School Club/ Holiday Club

Our before and after-school provision is run by an external provider called 'Kids Mix' who recently received an outstanding grading from Ofsted. The clubs take place in the Community Room which is located adjacent to the Year 5 and Year 6 classrooms. For more details regarding any of the clubs please contact Sue McMahon on 07720 053 617 or email enquires@kidsmix2000.co.uk The website is www.kidsmix2000.co.uk

Charging Policy

The school has adopted the LA policy on charging. We will notify the parents of the costing of any school visits or trips and asking for a voluntary contribution. If the voluntary contribution plus 10% of the total cost from school fund does not meet the cost school can cancel the visit. We have never had to apply this.

School Absences



Please ensure that you notify us by letter when your child returns to school after an absence. We also ask for a phone call on the first morning of absence so we are aware straight away of the reason for the child's absence.

We are obliged to keep a record of all absences authorised and unauthorised. It is the school's decision whether the reason for absence is a valid one. Please contact us if you are in any doubt whether your child's absence will be authorised. We do recognise that apart from illness there may occasionally be circumstances which prevent your child from attending school. The Head will always discuss these with you. She will contact you if there are concerns over any matter relating to punctuality or attendance so these can be resolved.

A note requesting early withdrawal from school is always necessary and children must be collected from the school. We do ask that all non urgent medical appointments are made for after school or holiday time. We also **stress that holidays during term time will not be authorised**. Absence may be authorised in exceptional circumstances only. Please complete the request for absence form available from the school office.

Medicines and Illness

Medicines and tablets are not normally administered in school. Requests for medication must be made on the School Medication Form prior to bringing in any medicines. Eye/ear drops cannot be administered in school. Please do not send your child to school with any medicine or tablets without having consulted with the Head via the office staff. Children should not be in school with eye or ear infections and they must be kept at home for 48 hours following sickness or diarrhoea. Inhalers are kept in a safe place in the classroom and children have these when necessary. Please ensure they are clearly named and checked by you each holiday. If your child is ill or has an accident at school you will be contacted. This is why it is essential that we have up to date contact numbers. We have trained first aiders and will look after minor everyday cuts and grazes. When your child enters school we ask for permission to do this.

School Meals

We provide an excellent school meal service with healthy home cooked food.

Dinners Weekly £11.25 - Daily £2.25

All children in Reception, Year 1 and Year 2 are entitled to a free school meal.

Our preferred method of payment is through ParentPay. Please contact the office for details. Alternatively payment is required in advance on Monday mornings. Please send this in a sealed envelope with your child's name, class and amount clearly marked.

Cheques should be made payable to Trafford Borough Council.

Your child may bring a packed lunch. Breakable bottles or cans are not allowed for safety reasons. **Please ensure you provide a healthy balanced meal.**

We offer flexibility in your child's lunch provision for example they can during a week have a combination of school lunches and home provided packed lunches.

Milk

Semi-skimmed milk is provided free of charge for children under five. Parents can then purchase milk after their child is five for the remainder of the reception year. School will



write to you before your child is five to inform you of the full charges if you still wish your child to have milk.

Snacks

School operates a healthy eating policy and children are **not** allowed to bring sweets, crisps or sugary drinks to school except as part of a packed lunch. For midmorning break they may bring a piece of fruit or healthy snack and they have milk or water to drink.

Admissions

We are required to follow the admissions policy formulated by Trafford Education Authority. There is a designated form provided by the LA which is issued the October before a child is due to start school the following September. This must be completed by all parents who wish their child to have a place in a reception class giving their preferred schools in numerical order. Decisions relating to admissions are made by Trafford Authority in the term prior to the child's entry date. We can provide details of our designated catchment area. Further information is available from Trafford's Admissions Department

<http://www.trafford.gov.uk/educationandlearning/schooladmissions/>
Tel. 0161 912 1212

The Head welcomes prospective parents to visit the school and will always discuss the admission policy as well as a tour of school and a full discussion on our policy and practice.

And last but not least *Oscar!*

Oscar is our school mascot and is much loved by all the children. He watches out for good work and behaviour and takes part in all our school activities and visits. He spends weekends with children and has a super time often in different parts of the country.



We hope you have found this prospectus useful and look forward to meeting prospective parents.

If your child is joining our school we look forward to a long and happy association with you.