

Upton Westlea Primary School



Upton Westlea is a primary school which takes children from 3-11 years of age. We are situated in Upton which is on the outskirts of the City of Chester.

Organisation

Head teacher: Ms K Carruthers

Deputy Head teacher: Mrs V Field

Co-Chairs of Governors: Mr T David and Mrs L Thompson

Vice Chair of Governors: Mrs H Burrell

Classes are all single year groups. Within each class children are grouped by ability. At present, in September 2024, the classes are as follows:-

Year 6 - Miss H Key

Year 5 - Mr J Rimmer

Year 4 - Miss A Costelloe

Year 3 - Mrs C Jones

Year 2 - Miss L Dalton

Year 1 - Mrs F McCracken

FS2 (Foundation Stage - Reception) - Mrs E Clements (3 days) and Mrs C Holmes (2 days)

FS1 (Nursery) - Mrs B Davies

Eden - Mrs L Wright

Forest Schools & PPA Cover - Mr J Ellinson

Maths support - Mrs V Field

PE Class cover - Mr S Grimster

SENCO - Mrs C Holmes

Family Support Worker & Safeguarding Lead: Mrs D Grimshaw

Our teaching assistants are:

Mrs Gold, Mrs Barratt (HLTA), Miss Shepherd, Mrs Carline, Miss Hinchliffe, Mrs Gerrard, Mrs Hunt, Mrs Woollen, Miss Erskine, Mrs Holder, Mrs Keighery, Mr Jones and Miss Palmer.

Our Welfare assistant is: Mrs Gittins.

Our office staff are: Mrs S Dawson and Mrs J Evington

Our Mid-day Assistants are: Miss Erskine, Mrs Shah, Mrs Sudlow, Mrs Gittins, Miss Ramsay, Mrs Hope and Mrs Dean.

Our Maintenance Officer and Caretaker is Mr Conlan and our Cook is Mrs Begum.

Teaching assistants work in a variety of ways; some have a 1-1 commitment and some support classes and groups of children.

Our intake is 30 per year group with 10 places throughout the school being reserved for EHCP children with Autism (Resource Provision).

School hours are 8.40a.m. to 3.10p.m.

Admission to Nursery (Foundation Stage 1)

Our Foundation Stage 1 is our Nursery class. Our Nursery runs from 8.40a.m. to 3.10p.m. It is a 26 place provision with children starting the term after they are 3. In special circumstances children are able to attend $\frac{1}{2}$ a term before they are 3.



Foundation Stage Garden

Our Foundation Stage 1 garden adjoins the two foundation stage classes and is a safe environment for our children to work and play. We have a similar area for Foundation Stage 2.

Admission arrangements

The policy of the Cheshire West and Chester is that **admissions to primary schools** will be made once yearly. This will be in September. Children will start in the year of their fifth birthday, the school year being September 1st - August 31st.

It is the authority's policy that we have a cut-off date for admissions each year. This date will be Monday 16th January 2025). All places should have been applied for by that date. This will only apply to children entering school for the first time (Reception). **Applications for these admissions should be made to the education office in Northwich. The address is Admissions and Transfer Team, 2nd Floor, Wyvern House, The Drummer, Winsford, Cheshire, CW7 1AH.**

The Area Education Office, in Ellesmere Port, arranges admissions to our provision for autism.

Before starting Reception for the first time it is our policy for children to be admitted for several sessions in the term prior to them commencing full time. Letters are sent to parents inviting them to bring their children in during those sessions. Children are normally in school full time by the end of their 3rd week if not before. Nursery children have two sessions with parents and are then in for the full session. In exceptional cases longer integrations may be necessary but these will be discussed with parents.

Parents of new Reception children and Nursery children are invited to a meeting, where they can meet the head teacher and the class teacher. This is a time when parents can learn something of our school and ask any questions.

Our aims

The main aim of our school is to provide for the full development of our children so that they reach the highest standard of which they are capable of. In order to achieve this, we aim for our children:

- (a) To develop their confidence, self esteem, self-discipline and respect for the welfare of others
- (b) To achieve personal and social development and enjoy recreation
- (c) To feel safe and secure in a stable environment where people care for their well being
- (d) To be physically, mentally and emotionally healthy and to lead a healthy lifestyle
- (e) To feel part of a caring community where they are involved in decision making
- (f) To develop enterprising behaviour and achieve economic well being
- (g) To have access to a broad and balanced curriculum

Most importantly we provide warmth and care which enables our children to feel safe and HAPPY!

English

Reading



We want to support, guide and encourage children in developing positive attitudes to reading, so that it is a pleasurable and meaningful activity from the very start of their education.

We explicitly teach Reading in the following ways: Phonics, Shared Reading and Reading Practice sessions, whilst promoting Independent Reading and Home Reading. Children are provided with a range of reading experiences as part of the Pathways to Write methodology that is followed for English to develop writing skills. We aim to utilise the reading material we provide children with to develop Vocabulary and provide a language rich environment.

We believe that phonics is an integral part of learning to read. We use Little Wandle Letters and Sounds Revised to teach the children the different letters, sounds and common exception words through a variety of activities, games and books. The children begin to segment and blend words as early as possible and then move onto reading whole sentences, using their knowledge of phonics to decode any unfamiliar words.

Reading for Pleasure is something we are extremely passionate about and are striving to develop throughout school. Not only do we see this as a means of celebrating the enjoyment of reading, but a way of developing reading outcomes and wider learning.

Writing

In the early years, we provide many opportunities for children to write and mark make in their child-initiated play as well as during adult led activities. We encourage children to 'have a go' at writing as soon as possible and to use their phonic skills to aid their spelling.

Across the school, we use a text-based approach (using Pathways to Write) for the teaching of writing which not only equips our children with the necessary skills to be confident, independent writers but has also helped them to develop a love for writing. High quality, engaging texts are used as a hook for each unit of work and children are taught to develop their vocabulary, reading and writing skills relevant to their current year group.

Drama

Drama is used as a key tool and learning technique in developing oral skills, vocabulary, building confidence, being imaginative, expressive, understanding a text or information and developing the use of spoken and then written language. 'Hot Seating', 'Role on the Wall', 'Freeze Frames' and 'Thought Tracking' are popular techniques used in English lessons when developing our Pathways to Write schemes. They allow the children to develop their understanding of the characters and events of the texts, enabling them to internalise the text, which later supports them in writing. These techniques are also used in other areas of the curriculum, again to develop the children's understanding of an event in time or Historical figure for example.

Imaginative role play is fundamental to developing the whole child, not only in EYFS but also as the children develop and our curriculum provides opportunities to perform to wide audiences through events and key festivals.



Maths

Mathematics in the Early Years

Planning is taken from the White Rose Scheme for Reception. Staff within Nursery and Reception use the Development Matters document to support planning and enhancing the children's Continuous Provision activities to support the children's learning within Number, with Shape, Space and Measure topics being planned for during the year. Within Nursery, the areas and activities covered can be found within the half termly pacers and weekly planning. For Reception, the overview of the White Rose being taught can be found on the LTP for Maths with activities and additional information included. In lessons, the children are taught Maths in a range of practical ways in both adult led and adult directed tasks. During child initiated play, children are encouraged to develop their mathematical skills; all areas include an element of both number and SSM where appropriate. Cross curricular links are made wherever possible and areas enhanced to provide challenge for pupils, giving children the opportunities to apply their skills in a range of different contexts. Reception follow the Mastering Number Programme. Mastering Number is a programme that supports the children's understanding of number and helps to support deepening their understanding within daily sessions.

Mathematics at KS1 and KS2

For Mathematics, Upton Westlea use Maths No Problem. Maths No Problem is a Mastery approach for teaching Maths. The children work through the different chapters of the textbooks and cover the full National Curriculum over the course of the year. Each year group has their own programme to follow. The objectives are split down into smaller steps to ensure children gain a good and deepened understanding of the concept being taught. The schemes can be found attached for each year group. On entry in the morning, the children complete Morning Maths which focus on consolidation of mental calculations, times tables, written methods and fractions. In lessons, the teaching follows the same structure to ensure a consistent approach which provides children with the opportunity to discuss and collaboratively work with their peers on the mathematical learning. Key Stage 1 also follow the Mastering Number programme to support deepening the children's understanding of number.

Mathematics at home

We encourage children to practice their Math's skills at home. Your child's class teacher will set Math's homework at least every other week linked to their learning in Math's lessons. As a school

we use Times Table Rock Stars, this enables the children to practice the fundamental skills of times tables in a fun approach. The children can access this at home through a personal login and practice the times tables set by their teacher.

Our children's views about Maths at Westlea

During the school year, the children are given the opportunity to share their views on Maths. The children's responses have included the following:

- "I like it when we learn new things."
- "I enjoy maths because I like solving big questions because the big questions are hard and I like having hard questions."
- "I like doing Maths because I like knowing the symbols."
- "It is interesting."
- "I like learning new skills."
- "It helps with my future."
- "It teaches us different ways."
- "It can be challenging."

Computing



Each classroom has an iPad, a laptop and a Promethean Board which is linked directly with the internet. We have a class set of laptops, a set of iPads which every class has access to and each class has access to Kindles to support and encourage reading and research. All of which have access to the internet. Children must have adult supervision when they use the internet. E safety is taught through SCARF, Internet Safety day and using the 'Teach Computing' scheme.

Year 1 to Year 6 have weekly or 1 day each half term computing lessons using the 'Teach Computing' scheme. In EYFS they have the opportunity during continuous provision to use the iPads and laptops. Through Computing Upton Westlea teach our pupils to become computational thinkers developing key skills which can be applied across all subjects.

Science



Science, at Upton Westlea, is where we encourage our pupils to ask questions about the world we live in and give them the skills to go about finding out the answers. We intend for science to be an opportunity for pupils to build on their knowledge and understanding of the world around and develop their natural curiosity and skills of enquiry.

Throughout the school children will be developing the scientific enquiry skills of observing; pattern seeking; comparative and fair testing; identifying and classifying; and research. There is a focus on the skills of investigation to help children use these skills to add to their knowledge of how the world works. This will lead to children learning to work as scientists, planning and undertaking scientific investigations and reporting their findings in a variety of ways. It is our aim to promote positive attitudes to the learning of science and its function in the wider world, today and for the future.

Forest School & Outdoor Learning



We have a well-established Forest School provision at Upton Westlea. Forest School is a form of outdoor learning and originated in the UK in the mid 1990's. It involves spending time in the outdoor environment and using this as a vehicle for learning, not just curriculum objectives but social skills, improving self-esteem and encouraging independent learners. For more information please visit www.forestschoollassociation.org/.

Classes are given the opportunity to have a programme of Forest School (usually 6weeks) where they come out with a fully trained Forest School Leader and have a bespoke period of sessions

which are usually linked to their topic or subject work. All activities are rigorously risk assessed and where inclement weather is forecast appropriate action is taken.

Outdoor learning is encouraged throughout the school at all ages and is an opportunity to engage and enthuse children through the environment around them. We are always looking to improve our facilities and now have a fire pit area, planters and meadow as well as our Outdoor classroom space.

Personal, Social, Health and Education (PSHE)

Our Personal, Social, Health and Education (PSHE) lessons draw on a range of elements to provide a holistic curriculum. We utilise SCARF and No Outsiders within our curriculum to explore how we can value differences, build and maintain positive relationships, what are our rights and responsibilities, how can we keep safe, how we can be our best and how we grow and change. Our aim is for students to acquire and build cumulative key knowledge, skills and understanding required to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Relationship and Sex Education

Relationship and Sex Education follows the new National Curriculum guidelines set out for September 2020 onwards. It forms a discrete element of the PSHE curriculum from nursery to year 6. This work is discussed with parents beforehand, with parents being invited to view the material being used. We use 'Healthbox' to support with puberty workshops in Year 5.

The school has a relationship and sex education policy, which explains fully what is covered, which is available on our website (www.uptonwestleaprimary).

Geography



The study of geography involves children in exploring the relationship and interactions between people and the environment in which they live and on which they depend. At Upton Westlea Primary School children in the foundation stage are introduced to early geographical skills through Understanding the world. In key stage 1 and 2 we have our own programme of study to ensure that we have a curriculum that not only reflects the national curriculum framework, but also matches the needs of our children and makes best use of our local area. We seek to encourage children to learn their geography through question led enquiries that are linked to class themes and topics where possible. This gives children time to engage in higher order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, and applying information. Residential trips are planned throughout both key stages to give children the opportunity to use and develop their geographical knowledge and skills.

Day trips are also arranged in connection with themes covered to bring the subject to life.

History

At Upton Westlea, we aim to inspire our children to think like historians and develop curiosity about the past. History is linked to topics in other subject areas, where possible. Children are encouraged to explore artefacts and primary sources through visitors, trips and objects as well as drawing on historical stories to excite children about times gone by; encouraging them to ask questions. We teach children to link historical periods in time and develop a sense of chronology. Children are taught to understand how events in the past have influenced change and how these events affect how we live our lives today.

Physical Education

At Upton Westlea Primary School, we strive for all children to take part in physical activity to boost physical confidence in a way which supports their health and fitness. A high-quality physical

education curriculum is delivered either outside (on the playground and school field) or inside (in the school hall). The focus throughout Foundation Stage and Key Stage 1 is to develop balance, agility, control and coordination. Moving to Key Stage 2, children will develop their skills through gymnastics, dance and athletics. They will also apply skills within team games which include invasion, net/wall, fielding and striking.

Swimming lessons will be compulsory for all children from Year 3. Lessons will be provided by swimming coaches and staff members qualified to lead in swimming sessions. These sessions will take place in a purpose built pool on school premises in the Summer Term. Children will be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water.
- To develop floating skills and support positions.
- To develop effective and efficient swimming strokes.
- To follow and understand basic water safety and survival skills.

Music



We have recently started to implement the scheme 'Sing Up' which promotes that every child should have access to high-quality, practical, and engaging musical experiences through their pupil and teacher resources as part of weekly lessons.

As well as the discrete music lessons, singing and other opportunities are used to enrich the education of all children. Weekly singing assemblies take place and children learn to listen and appraise different composers and musicians, as well as learn a range of songs from different genres. We have a school choir that meet weekly throughout the school year and take part in various projects within the local community. We are proud to be linked with 'AmaSing', 'an inclusive Arts organisation and charity foundation that provided exciting opportunities for children and young people'. We work with them at various opportunities throughout the school year and take part in their annual show to parents. This promotes opportunities to perform as a group or whole school with an authentic experience and develop their understanding of performing to an audience.

Art



Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a creative way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes.

We teach art over two days, usually at the end of a half term. Over the year, the children will study the skills of printing, textile art, collage, 3D sculpture, drawing/ painting and when appropriate Digital Art. We have found the two art days provide the children with the opportunity to become fully immersed in the skills they are focusing on, have the time to explore, experiment, plan and create their art work and provides the space to be creative. It also enables the children to create pieces of art work linked to the current topic being covered in class.

Our school hall holds an outstanding piece of art from each class, from Nursery to Year 6 and including our Resourced Provision. We truly celebrate art in our school and are always looking to extend the existing partnerships we have with artists and organisations.

Design Technology

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life and become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine

practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

Design and technology is taught over one or two days and is linked to the classroom topic, when appropriate. Similar to Art, the children become fully immersed in their chosen project and have time to explore existing products, plan a product to meet an agreed design criteria, create proto types and test them, before creating a final product and evaluating it against the design criteria. The class teachers can decide which topics will be most effective, exciting, and creative to plan a Design and Technology unit into. Throughout their education, the children have opportunities to explore construction, electronics, mechanics, food and nutrition and to use their knowledge of computing within the products they are creating.

Religious Education and World Views

Religious Education and World Views follows the Agreed Syllabus appointed by the Local Authority. All children will be taught about Christianity and other main world religions as well as non-religious perspectives. If desired, a child may be withdrawn from Religious Education lessons and acts of worship.

The R.E. and World Views curriculum, including British Values, will be taught through thematic teaching across the whole school. Children will be encouraged to reflect on and discuss different beliefs and values.

French

Children at Upton Westlea are encouraged to foster an interest in another language and develop an understanding about other cultures and languages. We use the Primary Langugae scheme to deliver French across the whole school. They begin learning French formally in Year 3 and build upon their skills throughout KS2. A variety of spoken words and phrases are embedded into their learning and children are encouraged to rehearse these words and phrases and use them within different contexts and situations. French is taught weekly, through a variety of games, songs and rhymes and children are given opportunities to listen to native French speakers, to develop their own French speaking skills through repetition and practice. As well as the language, children are given opportunities to explore France as a country; its capital, landmarks and traditions.

Special Needs

Children with Special Educational Needs are identified in order to implement a programme of support. Teachers and parents are involved in the process. Children are then assessed and supported in accordance with the Code of Practice. Our Special Educational Needs & Disabilities Co-ordinator is Mrs Cheryl Holmes.

We have a special needs document which is available on request and can be found on our website.

Racial Equality

The school has a policy on Racial Equality (within the Equalities policy). This policy commits the school to work towards racial equality and to combat racial discrimination and racial harassment. It complies with the Code of Practice for the elimination of racial discrimination and promotion of racial equality in employment.

Freedom of Information Act

The school has a policy on Freedom of Information. This entitles anyone to have access to school policies.

Homework Our Homework Policy can be found on the website.

Foundation Stage - Nursery children within the foundation stage are encouraged to take home reading books to share with an adult. Reading books are sent home linked to the children's phonics.

KS1 - Children are encouraged to take their reading books home each night. Reading books are sent home linked to the children's phonics.
Spelling and tables will also be sent home on a regular basis.
Children may be asked to do work related to their current topic.

KS2 - Children are encouraged to take their reading books home regularly.
Homework will be given on a regular basis building up gradually as the child moves through KS2.

At all stages in the development of the child good home/school relationships are important. It is hoped that parents will support the class teacher by encouraging the completion of any work sent home. Reporting to parents is done three times over the year, once a term. However, if parents feel there are concerns, no matter how small, which need to be discussed, they are welcome to make arrangements to see the class teacher or head teacher.

Extra-Curricular Activities



We believe it is important that every child has the opportunities to compete in sport and other activities to build character and help embed values such as fairness and respect. Throughout the year, Upton Westlea Primary School participate in intra-school tournaments where children represent house groups and participate in a variety of inter-tournaments and matches against other schools.

In addition to curriculum sport, we have an extensive list of sports clubs, which are run after-school throughout the year. These clubs provide opportunities for all children to develop their skills or try new activities and sports.

Breakfast and After School Club

We have a Breakfast and After School club which usually runs from 7.45am - 8.35am and from 3.10pm - 6.00pm. This is run by our own staff. Details of arrangements and costs can be found at the school office and on our website.

Organisation

We have a **Foundation Stage 1 class** which consist of Nursery children and a **Foundation Stage 2 class** which consists of Reception children, all who follow Foundation stage work.

In **KS1** we have a year 1 class and a year 2 class.

At **KS2** we have a year 3, a year 4, a year 5 and a year 6 class. Within each class there is a variety of teaching methods employed so that the needs of each pupil can be met as far as possible. Class, group and individual teaching methods are used as appropriate. Pupils are encouraged to discuss and share ideas and take responsibility for the completion of their own work.

Within each class there will be teaching assistants supporting the teacher at some point during the day. Children may also be withdrawn for extra support work where needed.

We have a Learning Mentor whose role it is to provide pastoral care as well as academic support.

The School Day

The school year, composed of three terms, beginning in September.

School commences at	8.40a.m. (Doors are open at 8.30a.m.)
Assembly Monday and Thursday	2.45 - 3.05p.m.
Celebration Assembly Friday	2.40p.m.
Class Assembly Tuesdays and Thursdays	These are taken within class and at times to suit individual classes
Morning break	KS1 - 10.15 - 10.30a.m. KS2 - 10.45 - 11.00a.m.
Lunch time	11.45 -12.30p.m. (Reception, KS1, Eden) 12.00 -12.45p.m. (KS2)
Afternoon break	2.00 - 2.15p.m. (KS1 only - this is flexible)
School ends	3.10p.m. (all children)

The Nursery Day

8.40 am - 3.10p.m. (Morning sessions only are available on request as are 2 and a half days) - 15 / 30 hours.

KS1 (Years 1 and 2) and Foundation Stage (Reception and Nursery)

Parents will want to bring their child to school and be waiting for them at the end of the day. We do, however, encourage parents to allow children to come into and out of school by themselves, as this is part of the learning process: part of growing up is being independent. Also, there is just not enough room for all the children and parents in the cloakroom areas.

Reception children enter school via the main KS2 door and are picked up, at the end of the day, via the Reception garden.

Nursery children enter school via the Nursery garden entrance.

If for any reason you are unexpectedly delayed at the end of the day, please telephone school so that your child can be told not to worry and be kept safe inside until your arrival. It is also helpful if you could inform your child's teacher if arrangements are different from usual and he/she has to be met by someone else. Children will not be allowed out of school with someone unfamiliar unless we have notification of this. Children are only allowed out of school at 3.10pm when their parent or carer has arrived on the playground.

KS2 (Years 3-6)

Parents of KS2 children can wait to collect their children in the playground. Year 6 children are allowed to walk home on receipt of a permission letter from parents.

Security Arrangements

Access to the main school, after normal arrival and departure times, is via the front entrance. Once onto school grounds please ring the front doorbell for access to the reception area. If parents are staying for any length of time they will be asked to sign in and take a visitor's badge. These must be returned to the reception area when signing out. If you are collecting your child for an appointment then you must report to the reception area and sign your child out in the book available. Your child's teacher should be notified before your child leaves the school. The same

applies if you are arriving late; there is a signing in system that will be completed by office staff. **These security measures have been made for the safety of your children.**

If you have any concerns regarding these procedures, please let us know.

Parents in School

We welcome parents helping in school in a variety of ways, both during and after school. This may be in the classroom, as a member of our fundraising group or at special events. As a matter of security, we ask that parents helping on a regular basis have a DBS volunteer check carried out. This will be explained and arranged by the school bursar and is only a matter of procedure.

We arrange a variety of courses for parents within school over the year. This will depend upon the needs of parents. Examples of courses held are:

- Helping your child with Maths
- Making Story sacks
- Learning Computer skills
- Stay and Play with your child
- First aid
- Help your child with literacy
- Maths and Literacy to GCSE level
- Science
- MEND (supporting parents with behaviour and well-being)
- You Can Do It courses (a wide variety of different aspects are covered here).

Most of these courses are run through The West Cheshire College with support from school. In general they tend to run for 6 - 12 weeks, 2 hours a week. Where possible we provide a crèche for parents with young children. Parents are asked what courses they might like to have available and, providing we have at least 6 people, these can be arranged.

Break times

Reception and Nursery children are provided with a snack at break time. This may be a biscuit, a piece of fruit or toast. We ask for contributions of £1.20 per week in Reception and Nursery. We feel this not only saves you time but saves us time and helps us to make it more of a social occasion when sharing our break. Children in the Nursery and in Reception also have a drink of milk or water each morning. Children in year one and two are given a piece of fruit as their snack each day.

KS2 children can bring their own daily snack. We encourage fruit as a healthy snack.

Play areas



We also have a large playground and playing field where all the children can play safely and happily. Daily checks are carried out by our site manager in order to ensure the areas are free from litter (glass, etc) and are safe to play on.

School Meals

We have a traditional style meal at lunchtime. The children have a choice of three meals - we have meat, vegetarian and vegan options daily. A menu is sent home to parents which shows exactly what is on offer over the term. The cost of a meal is £2.90 which can be paid for daily or at the start of the week. This can be paid in cash or as a cheque. Children are required to look after their own money if paying each day. Money envelopes are available from the school office.

Children can also bring their own packed lunch if they prefer. Cans and glass bottles are not allowed, but flasks and cartons are fine. Also, we do not encourage sweets in the packed lunch. Nuts or any form of nut substitute are NOT allowed in school.

Parents who are in receipt of Income Support can claim free meals for their children. Applications for free meals can be made by calling **0300 1237039**. These applications have to be renewed regularly on the dates specified to individual parents when the first approval for free meals is obtained. **Even if your child does not want to stay for a school meal we ask parents to apply for free school meals, if eligible, as we receive funds from the Government for each child on free school meals.**

As from September 2014, all KS1 and reception children are entitled to a free school meal. Parents MUST still apply for this. Forms can be requested from the school office.

If you need to change from a packed lunch to school meals then **we require a few days notice.**

Absences

If your child is absent from school we ask for a written note explaining the cause of absence for our registers. Please inform the school office immediately you know that your child is going to be absent from school for any reason. Absences without a note have to be counted as unauthorised absences. Children arriving late in the morning (after close of register) will be counted as unauthorised. Close of register is 8.50am. If your child has to leave early for a dental/hospital appointment, then please sign them out in the book in the reception area. Please note that it is our policy that no KS1 child is to be allowed to leave school unescorted.

Absence from games

A written note is required if for any reason you wish your child to be excluded from games or P.E.

Leave of Absence

Under Section 199 of the Education Act 1993 the parent of a child of compulsory school age, registered at school, must apply for authorised absence. An authorised absence is defined as leave, granted by the head teacher or governing body, for unavoidable occasions. In order to meet these requirements we ask that parents complete a form requesting leave of absence. These forms can be acquired from the school office. We cannot grant authorised absence for holidays (unless under very special circumstances) and parents can be fined for taking unauthorised time out of school (new Government regulations 2013). For further details please see the school Attendance Policy.

Medicines

If your child is poorly enough to need medicine prescribed by the doctor he/she is probably not well enough to be at school and is better allowed to recover at home.

On some occasions however, the medication may be for something other than illness. If this is the case then we request that parents arrange with the Head teacher to come into school to administer medication themselves. If your child requires an inhaler, or similar frequently used medication, then a medical form should be completed and returned to school; these are available from our secretary. This form should also be used to inform school of any allergies your child may have.

Discipline

We believe that parents and teachers bear joint responsibility for a child's development, whether physical, social, emotional, moral or academic.

It is with this in mind that we ask parents to sign our behavioural document agreeing to share the responsibility of discipline.

Our discipline policy is based on a positive approach of praise and encouragement.

If there is concern over a child's behaviour then parents are invited in to school to discuss the matter in more detail. (See Behavioural Document for further information).

Clothing

We believe that school uniform encourages a pride in our school and a sense of unity. The uniform consists of grey trousers or skirt, white polo shirt and navy pullover or cardigan or sweatshirt and white socks. The summer uniform for girls is gingham dress in blue; the boys may wear grey shorts in the summer.

Trainers must not be worn in school but retained for outdoor P.E. activities.



Black shoes with **low heels** should be worn in school. High heels are not acceptable for reasons of safety.

Sweatshirts, cardigans, polo shirts and P.E. shirts can be bought from school at a price of: -

Sweatshirt £10.50 Cardigans £10.50

Polo shirt (with Westlea emblem) £8.00

Good quality second hand uniform can be obtained from school at no cost. (Subject to availability)

Jewellery

This is not to be worn in school for reasons of safety. If, however, parents have objections to removing earrings from pierced ears then a letter should be sent in to school explaining this.

P.E. kit is as follows:

- i) **Gym work:** - Navy plain shorts with white T-shirts, black or white pumps, (elasticated pumps are easier). Trainers/pumps must not be worn on gym equipment, as this is not considered safe.
- ii) **Outdoor games:** - As above in general although blue/black tracksuits may be worn in colder weather.
- Iii) **Children will be able to wear their P.E. kits to school on P.E. days but they must adhere to the uniform policy.**

All clothing should be clearly labelled with your child's name.

Personal Possessions

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

Complaints

By law each school is required to set out in the prospectus the general principles for dealing with complaints. These are as follows: -

Should a parent have a potential complaint regarding the Curriculum, or any other matter he/she should, in the first instance, contact the Head in school to discuss this further.

The head may then wish to involve the Governing Body or Chair of the Governors in informal consideration of the complaint.

Where attempts to settle the complaint informally have failed, the Head will supply the complainant with the name of the designated person, to whom they can write.

For further details please see our Complaints Policy which is available from the school office and on our website.

Pastoral Care

We believe that we share a responsibility with parents for the children in our care. Whilst our children are in school we provide the care which any responsible parent would be expected to make. We control movement about the school, supervise children when at play and encourage a sensible independence.

The child's class teacher deals with daily problems where appropriate. Occasionally, the deputy head or head needs to be involved. Where possible, problems are dealt with internally. However, there are occasions when parents need to be involved. On such occasions parents are notified and asked to come into school to discuss the matter further.

Safeguarding

As a school community we recognise the personal dignity and rights of children entrusted to our care. Where we suspect abuse then we undertake to report our concerns to the appropriate authority.

Teachers with responsibility for Safeguarding are the Head teacher - Mrs K Carruthers, the Deputy Head teacher - Mrs V Field, Mrs D Grimshaw (Family Support Worker/Safeguarding Lead) and Mrs C Holmes (SENCO).

Governor with responsibility for Safeguarding - Mr N Keelan

All children are alerted to the fact that they can approach the child protection teachers if they have concerns about their own safety.

Safeguarding checks are carried out on all staff and volunteers working within school.

Use of Photographic images

Local groups, on a regular basis, use Westlea premises. We also welcome local people to our fund raising and social events and into our assemblies. We have regular contact with local churches, colleges and universities.

Secondary Schools

When children leave Westlea they go to Upton High School, Christleton or Bishop's High. We maintain good links with these schools.