



Striving for Excellence

Welcome to William Stockton Nursery and Primary School

The team at William Stockton strongly believe that education is a partnership between home, school and the community – and we look forward to working with you to get the best for your child on this important Learning Journey.

We are very proud of our school. Our success is due to many factors, including our strong relationships and hard working, dedicated team of staff. We pride ourselves on having a strong and inclusive pastoral support for our children and families. We aim to continually improve and to ensure that our school delivers the highest professional standards, we are constantly...

STRIVING FOR EXCELLENCE

We strive for excellence in everything we do to help our children achieve; be safe, happy, healthy and prepared for the future.

If you ever have any queries, please do not hesitate to contact us.

Yours faithfully

Mrs M Atkins
Headteacher

*'Good leadership, good teaching alongside pupils'
good behaviour results in pupils making good
progress and attainment.'* (Ofsted 2014)





We are a **Solutions Oriented School** – we aim to work together with families and the community to overcome any possible barrier to learning.

Our Core Professional Purpose is to strive for excellence in everything we do, to help us do this we abide by the following principles:

PRINCIPLE 1 We believe if it works we'll do more of it. If it doesn't we'll do something different.

PRINCIPLE 2 We believe the problem is the problem, not the person.

PRINCIPLE 3 We believe people have the resources to make change possible.

PRINCIPLE 4 We believe possibilities are infinite.

PRINCIPLE 5 We believe in learning ones strengths, skills and resources

'Thirteen different languages are spoken by pupils and the school is successful in ensuring that discrimination of any sort is not tolerated. The school demonstrates a firm commitment to equality of opportunity.'
(Ofsted 2014)



The Curriculum

At William Stockton we want our pupils to have fun and be happy whilst they are with us, as well as achieve as highly as they can in Maths, English, Science and the use of ICT. Therefore we put an emphasis on Sport, Art, Music and experiences – such as residential visits. The teaching of basic skills in reading, writing and calculation are given high priority at William Stockton. In addition our pupils learn French as a second language. We follow Cheshire's 'Agreed Syllabus' for Religious Education and we teach this in circle time, class lessons and occasionally whole school assemblies.

'Classrooms have a highly purposeful feel, with pupils very keen to learn.'
(Ofsted 2014)

Becoming Life Long Learners

We have strong links with other Primary schools, including Wimboldsley with whom we are federated. As well as links with local High Schools, the use of visits and visitors enables us to enhance and enrich our curriculum and helps the pupils develop new skills. These experiences help our pupils develop their **resilience**, become **responsible**, be **reflective** and **resourceful** and be able to **reason**. We call these the 5 R's. Our pupils are learning how to learn using the 5 Rs and are rewarded with Rosettes when they display these learning dispositions.

Special Educational Needs including Gifted or Talented

We consider each child to be a unique individual. We value the potential and contribution of all. Our children work in an environment in which they are encouraged, accepted, challenged and treated sensitively. In this supportive environment we grow together to achieve success. All children have access to the curriculum. Our highly trained Teaching assistants provide quality interventions to support our children – this could be 'pre-teach', 'post-teach' or along side what the teacher is doing. All staff work hard to remove barriers to learning. Similarly pupils who are identified as Gifted or Talented are extended and challenged to ensure they reach their full potential. Additional activities and events are signposted to pupils to enrich their learning.

Those who have special educational needs make the same good progress as their classmates because the support they receive is well matched to their needs.'
(Ofsted 2014)

'The most able pupils benefit from assessment data being used well in making sure work has an increasing level of challenge as they move through the school and make good progress.' (Ofsted 2014)



Organisation

There are usually two classes per year group, although this may change from year to year depending on the schools population.

Nursery	aged 3+
Reception	aged 4+
Year 1	aged 5+
Year 2	aged 6+
Year 3	aged 7+
Year 4	aged 8+
Year 5	aged 9+
Year 6	aged 10+

School Hours

School starts at 8.50am and finishes at 3.30pm.

Out of School Clubs

William Stockton runs a very successful Before and After school club to cater for the children of parents that work. They run from 8.00am – 8.50am and from 3.30pm to 5.30pm These clubs provide quality care in a stimulating environment – for further information please contact the school office.





Uniform

The smart appearance of our pupils is a reflection of the high standards we expect in all areas at William Stockton. Therefore we expect all children to wear correct school uniform:

Grey school trousers or skirt

White polo or shirt

Black shoes

Blue sweatshirt or cardigan with school logo

Checked summer dress, preferably blue

Trainers should **only** be worn for PE and jewellery is not permitted (only studs).

P.E.

Your child will be given one PE kit, either red, blue, yellow or green top and black shorts. This must be worn for PE, if you'd like to purchase a second set please ask at the office, the teacher will inform you what colour your child must have. They will be given a tracksuit to wear if they represent the school.

Attendance and Punctuality

Good attendance and punctuality are essential to the progress of each child and parents are encouraged to ensure that their children do not stay away from school without good reason. Punctuality is very important as the school day starts promptly. If your child arrives after 9.00 am you should report to the school office and sign in the late book.

Parents should telephone school on the morning of an absence.

Medical Appointments

Parents must inform the school in advance of any appointments, appointment cards, texts or letters should be shown at the office. Children who have dental or medical appointments in school time should be collected by a parent/guardian – persons who bring children to school or pick up must be over 16 years of age.

Every Minute Counts

Our Learning Mentor and our Attendance Officer are responsible for monitoring attendance and punctuality throughout school. They support parents and children who are experiencing difficulties regarding punctuality or attendance – so please come into school if you need any help or advice in this area. We offer a walking bus to help pupils get to school – please ask at the office to see if this is in your area.

If your child is absent the class teacher will arrange 'catch up time' so that they do not fall behind in their learning, this also may be necessary if they are late – as lessons start promptly at 9.00 am. Your class teacher will advise when these sessions are to take place.

Those who are persistently late or absent will be referred to the Education Welfare Officer.

Holidays must not be taken in school time.

'A Learning Mentor provides good support to pupils who need it.'
(Ofsted 2014)



Early Years Foundation Stage

E - Enjoy and achieve **Y** - Yearning for learning **F** - Fun **S** - Special

We work tirelessly to make our **EYFS** a **SPECIAL** place where children **ENJOY** and achieve.

Our children have so much **FUN**, they are always **YEARNING** for learning.

We look forward to beginning our journey together, a strong partnership between home and school helps your child to flourish. Our priority in EYFS is that your child will have a happy start to their school life and enjoy each and every day they spend with us.

In the Foundation Stage, Nursery and Reception classes, our aims and expectations are underpinned by those of the Early Years Foundation Stage Framework (EYFS) which covers the education of children from birth to five years old.

- Our standards are set to ensure that every child makes progress and no child gets left behind.
- Every child is included and there is an equality of opportunity for all.
- A working partnership is established between school and parents, professionals and other settings they may attend.
- An approach that ensures your child's care and learning is of a high quality.
- We lay a secure foundation for future learning.

'Children get off to a good start in the Early Years Foundation Stage.' (Ofsted 2014)



We deliver the Early Years Foundation Stage (EYFS) which is a framework for teaching children from birth to five years old. The framework consists of four themes. These are A Unique Child, Enabling Environments, Positive Relationships, and Learning and Development.

Our aim is for our warm and welcoming environment to provide each individual child with the opportunity to play, develop and learn where parents and children feel valued and involved.

We operate a continuous provision model, meaning that your child will become an independent learner and begin to take responsibility for their own learning and development. Within the Learning and Development theme there are seven areas of learning. These are:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CAL)
- Physical Development (PD)
- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

We teach your child knowledge, skills and understanding through a topic based curriculum to ensure they access a variety of learning experiences, and secure a good foundation for their life-long learning. The topics we teach through stem from the children's interests and passions. We aim to keep you informed of the topics your child is learning through so that you may be involved and support them at home and in school.

Our main priority is to make your child feel safe, secure, confident and happy in the Early Years Foundation Stage at William Stockton.

'Children are keen to learn in the Early Years Foundation Stage, where teaching is good.' (Ofsted 2014)



Pastoral Care

At William Stockton we encourage everybody to treat each other the way they want to be treated themselves. To treat everybody with respect regardless of colour, gender, physical appearance or capabilities. We encourage them to take responsibility for their own behaviour and the effect it has upon others, as well as teaching them strategies for managing difficult situations. We foster a caring atmosphere and have a positive attitude to discipline. We expect from the children a high respect for other people and their belongings. If a problem arises, we always work together, in close consultation with our parents/carers to resolve any difficult situations.



Medicines in School

Medicines brought into school must be handed in at the office, it must be fully labeled with the child's name, dosage and date. Parents will be required to complete a consent form giving all relevant information. Inhalers needed by children suffering from asthma are kept in the child's classroom, clearly marked with the child's name.

Medical information

It is most important that teaching staff know any special medical factors that affect your child such as asthma, eczema, allergies, sight etc.

If your child is ill

If a child becomes unwell in school, parents will be contacted by telephone so that he/she can be collected. Please supply school with emergency telephone numbers of family/friends who can be contacted if you are unavailable. People who bring a child to school or are asked to pick up from school must be over 16 years old.



Safeguarding

All staff at William Stockton are trained in Safeguarding policies and procedures. We have a Safeguarding Coordinator and a designated Governor, the Head teacher is the designated Child Protection Teacher. We endeavor to maintain an ethos where children feel secure and are encouraged to talk and are listened to. We achieve this through our policies, procedures, pastoral care, relationships and partnerships with other agencies. In cases where the school has reason to be concerned that a child may be subject to ill treatments, neglect or abuse, staff have no alternative but to follow Safeguarding Procedures and inform Social Services of their concerns.

'The school's work to keep pupils safe and secure is good - behaviour over time is good, with examples of outstanding behaviour.' (Ofsted 2014)



School Meals

We are a healthy school and encourage our pupils to make the right choices. Parents may choose for their child to have school meals or to bring a packed lunch. All children are supervised at lunch time – we ask parents to provide their children with healthy lunch boxes.

School meals are of a high standard and are cooked on the premises. There is a three week cycle of menus. Pupils may pay daily or weekly on a Monday. Free meals are available for parents who meet the requirements – just ask at the office for further details.

Complaints

Most complaints are settled quickly and informally at school level. However there is a procedure if this is not the case, please ask at the office for details.

Home School Agreement

Staff at William Stockton will support your child by:

- Providing a safe, secure and happy environment
- Work hard to achieve the Core Professional Purpose of William Stockton
- Striving for Excellence in their teaching
- Listening to the views of our children, parents and/or carers
- Holding regular parent/child/teacher reviews of progress

Parents should support their child by:

- Ensuring that their children arrive at school on time (8.50 am) daily and are absent only in unavoidable circumstances
- Ensuring children wear the correct uniform
- Reading at home with their children and learning times tables.
- Make a positive contribution to learning, by giving due importance to homework and conversations around learning where possible
- Encouraging children to bring the correct equipment to school
- Support and reinforce the school's Behaviour Policy
- Attend regular parent/child/teacher reviews of progress

Pupils should support the school by:

- Arriving at school on time and ready to learn
- Listening to the teacher and behave according to school rules
- Striving for Excellence in their learning
- Talking to staff about anything that worries them
- Bringing the right equipment to school and being prepared for lessons
- Give due importance to homework tasks
- Follow the School Rules
- Attend regular parent/child/teacher reviews of progress

'A key strength of teaching is the strong emphasis given to the importance of good-quality relationships.' (Ofsted 2014)



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