



# Prospectus 2023/24

## Farnworth Church of England Primary School

Pit Lane, Farnworth, Widnes, WA8 9HS  
Telephone: 0151 424 3042  
Email: [office@farnworthce.halton.sch.uk](mailto:office@farnworthce.halton.sch.uk)  
Website: [www.farnworthcofeprimary.co.uk](http://www.farnworthcofeprimary.co.uk)





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## Contact details

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<b>Telephone:</b>	0151 424 3042
<b>E-mail:</b>	<a href="mailto:office@farnworthce.halton.sch.uk">office@farnworthce.halton.sch.uk</a>
<b>Web site:</b>	<a href="http://www.farnworthcofeprimary.co.uk">www.farnworthcofeprimary.co.uk</a>
<b>Type of School:</b>	Primary
<b>Number on Roll:</b>	414 (September 2023)
<b>Head teacher</b>	Mr A Redman
<b>Deputy Head teacher</b>	Mrs H Whitfield
<b>School Business Manager</b>	Mrs J Evans
<b>Chair of Governors</b>	Ms Angela Murray
<b>Clerk to Governors</b>	Matt Jones c/o Edsential Whitby Hall Lodge Stanney Lane Ellesmere Port CH65 6QY
<b>Strategic Director</b>	Zoe Fearon People Directorate Halton Borough Council 3 <sup>rd</sup> Floor Rutland House Runcorn WA7 2GW





## Welcome to Farnworth CE Primary School

Thank you for your interest in Farnworth CE Primary School. We hope you find this prospectus informative and useful and that it helps you gain an understanding of how our school is organised and an appreciation of the exciting opportunities on offer to the children in our care. All schools have their own distinctive 'feel', which makes each one unique. At Farnworth CE Primary School, we believe that the 'special feel' is to do with our caring, friendly atmosphere.

At Farnworth, we want every child to feel welcome, safe and valued so that they can develop their love of learning as part of a nurturing and inclusive community. Our Christian ethos will enrich our children whilst encouraging them to make sensible choices and be respectful for others. During their time at our school, we want your child to reach their fullest potential developing learning, social and life skills. They will become confident, independent learners and be well prepared for life in an ever-changing world.

To achieve the best possible outcomes for your child, it is important that home and school work closely together to provide the best education for them. We will build on the good start you have already made and hope you will become involved in school life wherever possible. We will endeavour to be an open school and want you to be involved with your child's learning.

The best way to find out about our school is to come and visit, to see us in action and meet the staff and children. A telephone call to the school office on 0151 424 3042 is all that is needed to arrange this. You can also find out more about us via our website ([www.farnworthcofeprimary.co.uk](http://www.farnworthcofeprimary.co.uk)) where you will have access to a range of school information. We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Andrew Redman  
(Head teacher)

**“Farnworth is not just a school. It is a family. Pupils feel that they are well cared for and the relationships between pupils and staff are positive and respectful.” Ofsted July 2023**



## Introduction

Our school has a long history and was originally established under a trust deed in 1845 by the Parish of Farnworth. Throughout its history it has seen many changes including the amalgamation of the former Infant and Junior Schools in 1994 and the establishment of the present Primary School. Originally, the school was housed in separate buildings, but the completion of the link building during the autumn of 2005 established one large building for the whole school. There are fourteen classrooms together with joint use areas; two large halls, multi-use games area (MUGA) and many other facilities. We are fortunate that the buildings are situated in extensive, pleasant grounds, enabling the children to take part in a wide range of activities including our very own Forest School.

### Our Christian Vision



"If we walk in the light as He is in the light, we have fellowship with one another." (1 John 1:7)



## Our Mission:

**Parents:**  
Informed , Included  
& Involved



**Church:**  
Visionary, Inclusive  
& Supportive

**Staff:**  
Aspirational,  
Inspirational &  
Transformational

**OUR PUPILS:**  
Possessing core British values,  
they will be Global citizens  
with a strong sense of  
belonging and community.  
They will be well prepared for  
life in an ever-changing world;  
valuing today, ready for  
tomorrow.

**Governors:**  
Committed,  
Strategic &  
Accountable

**Wider community:**  
Communicating,  
Engaging &  
Reciprocating

**Educational partners:**  
Active, Collaborative  
& Responsive

## Our Aims

When a child leaves our school they will be and have.....



### Study skills:

- Reach their fullest potential by Year 6
- Love of learning
- Independent learners
- Good problem solvers
- Questioning approach
- Critical thinkers
- Creativity
- Flexibility
- Adaptability

### Social & Emotional skills:

- Positive mental health & wellbeing
- Emotional Intelligence & awareness
- Self-belief, esteem & self-worth
- Happy, comfortable with themselves & life
- Compassionate & empathetic

### Life Skills:

- Confident
- Resilient
- Good communicator
- Articulate
- Well rounded
- Sociable
- Well mannered
- Risk aware
- Discerning
- Positive work ethic
- Respectful



## Our pupils will be:

- Inclusive
- Compassionate
- Proactive
- Proud custodians & advocates of British values



- Considerate
- Good human beings
- Prepared for anything & everything

## Global Citizens

They will have a strong sense of belonging & community and be well prepared for life in an ever-changing world.

**Our Values and Golden Rules** Values are fundamental expressions of what we think and believe. Our learning community is shaped by our Christian values. We encourage the children to think about these values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.



**Our Values...**



**Hope**

**We have hope and believe in a great future, because God is in our hearts.**  
"May the God of hope fill you with all joy and peace as you trust in Him so that you may overflow with hope by the power of the Holy Spirit" (Romans 15:13)



**Peace**

**We strive to live happily and harmoniously. We are accepting and forgiving and we care about others.**  
"Live in harmony with one another" (Romans 12:16)



**Courage**

**We are brave, we face our fears and we take responsible risks.**  
"Be strong and courageous, Do not be afraid or troubled. The Lord your God is with you wherever you go" (Joshua 1:9)



**Friendship**

**We are kind, caring, loving and sharing.**  
"Love one another as I have loved you" (John 13:34)



**Perseverance**

**We strive to be our best and never give up.**  
"At just the right time, we will reap a harvest of blessing if we don't give up" (Galatians 6:9)



**Respect**

**We respect everyone's feelings, wishes and rights because we all matter.**  
"Don't just pretend to love others. Really love them. Hate what is wrong. Hold tightly to what is good." (Romans 12:9)

## Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. All members of staff and volunteers are subject to Disclosure and Barring Service checks along with other relevant employment checks.

The school has a Safeguarding and Child Protection Policy, which is available on the school website and also upon request. Mrs Whitfield is our Designated Senior Person, while Mrs Wilson and Miss O’Grady are our Deputy Designated Persons. Mr McKnight is our safeguarding governor.





## Who's Who at Farnworth CE Primary

	NAME	ROLES / RESPONSIBILITIES	
GOVERNORS	Carol Roberts	Parent Governor	
	Robert Critchley	Parent Governor	
	Sarah Edwards	Parent Governor	
	Richard Bragg	Parent Governor	
	Robert Leech	Foundation Governor - ex officio	
	Ann Mather	Foundation Governor	
	Keith McKnight	Co-opted Governor	
	Susan Houghton	Co-opted Governor	
	Angela Murray	Co-opted Governor	Chair of Governors
	Heather Whitfield	Staff Governor	
	Joanne Reynolds	Local Authority Governor	Vice Chair of Governors
	Andrew Redman	Ex-officio	
TEACHERS	Mr Andrew Redman	Head teacher	
	Mrs Heather Whitfield	Deputy Head teacher Safeguarding Officer & Senior Designated Person SENDCO, Designated teacher for Children Looked After, Educational Visits Co-ordinator	
	Mrs Joanne Wilson	EYFS & KS1 lead / Assessment Co-ordinator Deputy Designated Person for Safeguarding R.E. lead On maternity leave	Assistant Head teacher Reception
	Mr Gareth Tucker	Computing lead, Eco champion	Reception
	Mrs Gayle Whitby	Teacher (maternity cover)	Reception
	Mrs Katherine Fegan	History lead	Year 1 (Part-time)
	Mrs Emma Webster	Forest School lead	Year 1 (Part-time)
	Miss Debbie Byrne	Early Career Teacher (ECT)	Year 1
	Mrs Louise Anthony	Early Reading lead	Year 2
	Mrs Megan Houghton	Modern Foreign Languages lead	Year 2
	Mrs Lynne Hanley	Music lead	Year 3
	Mr Richard Jones	Art lead	Year 3 (Part-time)
	Mr Mark Seed	Design Technology lead	Year 3 (Part-time)

	Miss Heather Ashton	PHSE lead Early Career Teacher	Year 4
	Mr Stuart Monteith	PE	Year 4
	Mrs Emma Love	Teacher with Learning Responsibility (TLR) for Mathematics	Year 5
	Miss Kathy O'Grady	KS2 lead / Assessment lead Collective Worship lead Deputy Designated Person for Safeguarding	Year 5 Assistant Head teacher
	Mrs Kate Critchley	Geography and global links lead	Year 6
	Mrs Amanda Fletcher	Science lead	Year 6
	Mrs Clare Pluger	On maternity leave	
	Mrs Lisa Lynock	Higher Level Teaching Assistant	PPA Cover & First Aid Officer
	Mrs Sarah Sumnall	Higher Level Teaching Assistant	PPA Cover & First Aid Officer
	Mrs Susan Beesley	Teaching Assistant	KS1 intervention
	Mrs Susan Houghton	Teaching Assistant	Speech and Language School Council Co-ordinator
	Mrs Sharon Parr	Teaching Assistant	KS2 intervention School Council Co-ordinator
	Mrs Donna Lord	Teaching Assistant	Reception
	<b>Classroom Assistants</b>		
	Miss Naomi Christmas	Classroom Assistant	1:1
	Mrs Vickie McNamara	Classroom Assistant	1:1
	Mrs Jennifer Parkhouse	Classroom Assistant	1:1
	Mrs Nicola Baxter-Holden	Classroom Assistant	1:1
	Mrs Susan Cain	Classroom Assistant	1:1
	Miss Sophie Lynock	Classroom Assistant	1:1
	Mrs Anna Bland	Classroom Assistant	1:1
	Mrs Rachel White	Classroom Assistant	1:1
	Mrs Belma McGuire	Classroom Assistant	Reception
	Mrs Kathy Fowler	Classroom Assistant	KS1
	Miss Justine Green	Classroom Assistant	KS1
	Mrs Allison Tupling	Classroom Assistant	KS1

	Mrs Kim Walsh	Classroom Assistant	KS2
	Mrs Camila Godinho	Classroom Assistant	KS2
	<b>Office / Clerical</b>		
	Mrs Jannette Evans	School Business Manager	
	Mrs Joanne Moss	Administration Officer	
	Miss Suzanne Reid	Administration Officer	
	<b>Site</b>		
	Mr Dave Luter	Site Manager & Cleaning Supervisor	
	Mrs Sue Tilley	Cleaner	
	<b>Midday Assistants</b>		
	Gill Moran	Midday Supervisor	
	Amanda Whiteside	Mid-Day Assistant	
	Sally Crawford	Mid-Day Assistant	
	Janet Hamlin	Mid-Day Assistant	
	Sharon McDonnell	Mid-Day Assistant	
	Christine Rogers	Mid-Day Assistant	
	Susan Cain	Mid-Day Assistant	
	Elaine Whorton	Mid-Day Assistant	
	Michael Thompson	Mid-Day Assistant	
	Judith Cheshire	Mid-Day Assistant (casual)	
	Debbie Kehoe	Mid-Day Assistant (casual)	
	Amelia Kehoe	Mid-Day Assistant (casual)	
	Nicola Pottle	Mid-Day Assistant (casual)	



## Admissions

Children are admitted into primary school in the September of the school year (1<sup>st</sup> September to 31<sup>st</sup> August) in which they achieve their fifth birthday. The school follows the Halton Borough Council's Policy on admissions to Primary schools. Please visit <http://www3.halton.gov.uk/Pages/EducationandFamilies/Schools/PrimarySecondarySchool.aspx> for further information.

Sometimes there are not enough places at a school for every child, who wishes to attend the school. In the event of our school being oversubscribed the following oversubscription criteria are currently used:

1. Children in Public Care  
Looked after children (often known as in care) or children who were previously looked after, but immediately after being looked after became subject to an adoption, residence or special guardianship order.
2. Siblings  
Pupils with elder brothers or sisters, including half brothers and sisters, and unrelated children living together as part of the same household, already attending the school and expected to continue at the school in the following year
3. Distance  
Pupils living nearest to the school defined as a straight line measurement from the child's permanent residence to the school

Children who have a current Education, Health and Care Plan (EHCP) will be admitted to Farnworth CE Primary if it is named in their plan.

Prospective parents are welcome to visit the school and attend an Open Day in the autumn term.

Prior to admission, parents of Reception age children are invited into school to meet with their child's class teacher. At the start of the academic year, children spend up to two weeks attending mornings or afternoons in the classroom familiarising themselves with their new school environment. The children are also allocated a 'big friend' from Year 6, whose role it is to buddy up with a Reception child and ensure they have a familiar face to relate to when they first arrive at school and throughout their first year.



## Admissions during the school year

Moving to a new school is an important step for any child. If you are not moving address and would like to change your child's school, you should take the following into consideration:

- How will your child cope with learning new rules and having to do things differently, or possibly having missed important work?
- Discuss your reasons for considering a move with the Head teacher or admissions representative of both schools, as moving schools may not always be in the child's best interest. It is strongly advised you to talk to your current school and think carefully before applying for a transfer.

If you have recently moved house, or are about to move, and your child is no longer able to access their current school, please contact us at least 4 weeks prior to requiring the place, or as soon as possible if this cannot be done.

Whatever your reasons for moving school, the procedure is as follows:

- Contact us (either by telephone, in person or in writing) and request the Halton Local Authority Common Application Form (CAF). You can apply for an in-year admission at any time, even if the school does not currently have places available.
- Complete the CAF and **return it to us, making sure you have completed all relevant sections of the application form before submission**

We like to ensure that admission and transfer from other schools is as happy and smooth as possible and that children new to Farnworth CE have appropriate induction and support. Whenever possible, it is better for transfers to take place at the beginning of a term as this helps them access the curriculum more effectively straightaway.

## Transition to High School

The majority of our pupils transfer to Wade Deacon High School, which has been categorised as an outstanding school by Ofsted. Parents receive notification of the admission process during the autumn term when their child is in Year 6 and have the right to apply to the school of their choice. Notification of the Local Authority's decision is usually received during the spring term. The transition to High School is supported by close liaison with all our feeder schools and children are given the opportunity to attend two open days and an open evening prior to starting in September.



## Communication

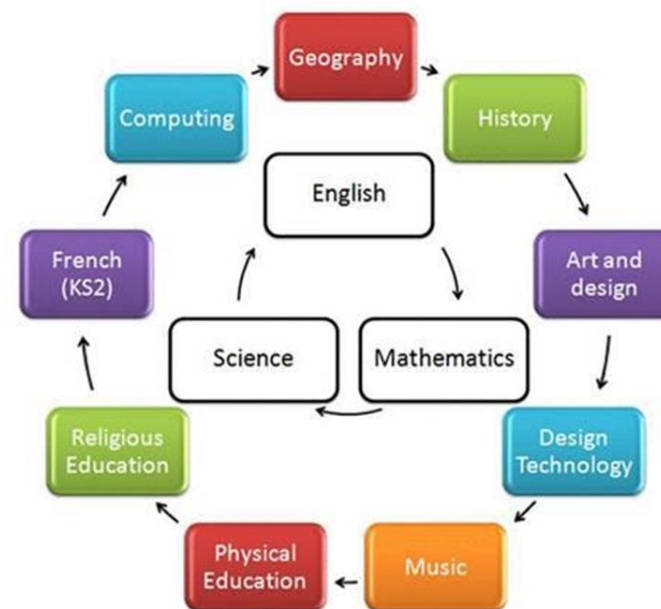
The school produces a regular newsletter which is distributed on Fridays electronically via ParentApp. Termly newsletters are also produced by each class teacher to enable parents to see what is being taught in school and therefore to support the curriculum at home. Both of these newsletters are also accessible via the school website ([www.farnworthcofeprimary.co.uk](http://www.farnworthcofeprimary.co.uk)). The school also uses X (previously known as Twitter) and each class has their own individual account. At Farnworth we firmly believe that communication is a two-way process and parents / carers are welcome to discuss any issues with staff. Likewise we will contact parents or carers if we are concerned about a child's wellbeing, learning or behaviour.

More formal opportunities to discuss progress are provided by the Parents' /Carers' Evenings which are held twice a year. In the summer term, each child receives an annual written report indicating their progress during the year. Throughout the year we hold open evenings and workshops for parents and carers on issues such as end of key stage testing, residential trips and any proposed changes to the school which may impact on your child's education.

## The Curriculum

At Farnworth we work hard to equip children with the skills, knowledge and understanding necessary to make them competent and able to succeed in an ever changing world. We consider that high standards in the core subjects of English, mathematics and science are essential to enable children to participate fully in school and to succeed in later life. We place high value on scientific and technological learning, the creative and performing arts, physical education and the humanities. Personal, Social, Health and Citizenship Education (PSHCE), enables children to be active partners in their own learning and to understand both their own rights and responsibilities and those of others. When the curriculum is broad, balanced and enjoyable this enables all children to succeed and encourages the attitudes to make them lifelong learners.

The school follows the current National curriculum which came into effect in September 2014. The adjacent diagram illustrates the subjects taught at both Key Stage 1 and 2.





In addition, the school meets the other statutory requirements in its delivery of Religious Education and a daily act of collective worship.

We aim to teach children not only the subject matter and content of the curriculum but also to support them in developing the necessary skills and attributes that will help them sustain their achievements into High School and beyond.

Skills such as:

- Working independently and sustaining concentration and motivation
- Working together in a group or class, taking a role and both giving and receiving support
- Handling and making sense of information in different forms
- Understanding others' points of view
- Reflecting on achievements and considering the next steps to improve



**“Pupils enjoy, and benefit from, the rich curriculum on offer at Farnworth. Leaders have ensured that staff teach important subject content in a logical order so that pupils gradually develop a rich body of subject knowledge.” Ofsted July 2023**

### The Foundation Stage Curriculum

The Foundation Stage really begins with you at home. It continues there and in other areas such as playgroups and nursery settings. Reception class is the last year of the Foundation Stage.

The Foundation Stage aims to give all children the same wide range of opportunities to learn in the following areas:

Personal, social and emotional development

Communication and Language

Literacy

Mathematics



Understanding of the World

Physical development

Expressive Arts and Design

The school follows the Early Years Foundation Stage Curriculum and, in line with Department for Education requirements, continually assesses the children using the Early Learning Goals. Early learning goals include things such as being able to count beyond twenty, learning the sounds for each letter in the alphabet, developing confidence in their ability to learn and being able to concentrate on their own work and play.

In the Foundation Stage much learning is achieved through play. Not surprisingly, children find play fun and enjoyable and therefore learn well through it. Most learning areas can be introduced through play and within this play children feel safe and secure and develop skills and understanding. When your child comes home telling you all about what they have been playing in the sand and water, role play or big bricks, you can rest assured that they have been engaged in high quality learning, carefully planned by the teachers and support staff.



## Subject Statements

### English

At Farnworth C.E. Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become enthusiastic readers and writers. Early reading is key. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. In phonics lessons, children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, carefully matched to the child's ability. Following on from this, children develop a stamina and motivation for reading through Reading Plus. Each classroom library has a wealth and varied range of books, allowing pupils chance to develop culturally, emotionally, intellectually, socially and spiritually.



We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. All children engage in exciting and inspiring texts through Pathways to Write, carefully planned units of work, which develop vocabulary, reading and writing skills for a clear purpose through a mastery approach. Alongside exciting texts, we provide opportunities to support learning, including visits, visitors and learning outside the classroom. A broad and balanced curriculum makes reading and writing opportunities exciting. All children experience a progressive curriculum that encourages a passion for literacy, ensuring that our children are equipped with the skills they need in order to apply their learning to become lifelong learners.



## Maths

Mathematics is a vital part of everyday life and is a skill we use on a daily basis. Our aim at Farnworth is to ensure maths forms a significant part of our broad and balanced curriculum where we strive to ensure that children develop an enjoyment and enthusiasm for the subject as well as developing an ability to solve problems, to reason, to think logically and to work systematically and accurately. Unlocking mathematical fluency is an indispensable life skill for all learners and is essential to being able to reason and solve problems mathematically. It is crucial that we instil a confidence and competence in pupils' maths skills that produces strong, secure learning. As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. As a result, we place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions.



## Science

Here at Farnworth, a carefully planned science curriculum ensures that children cover the three aims of the National Curriculum- knowledge and understanding; working scientifically and the application of science. We provide this in an accessible, creative and engaging way. The curriculum follows the year-by-year progression of knowledge and skills set out in



the National Curriculum. We offer a science curriculum that evokes curiosity, excitement and understanding about the world around them through the disciplines of biology, chemistry and physics. Scientific vocabulary is embedded within our lessons. Each child develops scientific terminology, which they are encouraged to use during investigations and in their written work. We believe that children learn science by doing, so provide the children with a range of opportunities to actively carry out different types of scientific enquiries and apply knowledge. Throughout our curriculum, we ensure children learn about famous scientists and their theories. We aim for all our children to be life-long learners who are inquisitive, independent thinkers, confident to ask questions and who are well-prepared for their future in the ever-changing world.



## Computing

Through our computing curriculum at Farnworth we aim to give our pupil's the life-skills that will enable them to embrace and utilise new technology that will inevitably play a pivotal part in their lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad 'Switched On Computing' curriculum encompassing computer science, information technology and digital literacy reflects this. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to express their understanding and by Upper Key Stage 2, the children will have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.



## History and Geography

At Farnworth we hope that the study of history will ignite the children's curiosity about the past and develop a fascination within them to find out more about how the present is shaped by past events. Across our areas of study, we aim to provide children with the opportunity to develop knowledge and skills about significant events, civilisations and cultures. History contributes to children developing their sense of place in the world through the study of people and events locally, nationally and across the wider world. What our children learn through history can help influence and shape their personal outlook as well as their ability to emphasise with and show respect for those who have lived before them.



Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place within it. The geography curriculum at Farnworth enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

We endeavour to inspire in children, a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives, equipping them well for further education and beyond. Throughout their learning, we also seek to develop critical thinking and encourage our children to raise questions and ideas.

### **Religious Education**

We follow the Halton schools agreed syllabus for religious education. This scheme of work is broadly Christian but does teach the children about other faiths. Our collective worships follow a similar pattern. Parents / carers have the right to withdraw their children from RE and collective worship. Children who are withdrawn under this parental right will work on citizenship issues under adult supervision. If you wish to exercise this right, please put your request in writing to the Head teacher.



### **Art**

At Farnworth, our art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, and sculpture/ 3D work and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by well-known artists and craftspeople. Art lessons are delivered by both class teachers and Mr Corcoran, a specialist art teacher.

### **Design Technology**

Design Technology at Farnworth is an inspiring and practical subject. Using creativity and imagination, children make products that have specific design purposes and consider their own and other's needs. Children are encouraged to think creatively to solve problems and are supported to gain success and confidence in what they do.

## Music

At Farnworth, music is an integral part of life and appears as subject specific lessons and throughout the curriculum to support the learning and experiences of our children. We are committed to developing a life-long love of music through curiosity, challenge and experience. Our children develop an understanding and acceptance of the importance of all genres of music and the role that music plays in everyday life. Performance is a key element of the music curriculum where Farnworth children can really shine. From Foundation Stage up to Year 6, the children have regular opportunities to perform as a group or soloist within and outside school.



## PE

At Farnworth, we aim to create a culture, which strives to inspire an active generation to engage and embrace a wide range of physical activities. This will be essential in supporting their long-term physical, emotional, spiritual, social and moral development. We want all children to experience a wide variety of sports and physical skills, which will enhance life-long fitness and life choices. P.E. can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. We aim to achieve the best we can in all sporting competitions, but also aim to recognise and celebrate the success of others.



## French

At Farnworth, we intend to foster a love of language and a respect for other cultures in our pupils. With the weekly teaching of French, we enable children to learn through the fun of games, rhyme, and song alongside conversational work. As they travel through school, children are taught to write using the correct grammar and sentence structure. A wide range of topics are covered by following a carefully planned and thought-out curriculum which holds interest and engages pupils from all backgrounds, ensuring that French is accessible for all beginning in Early Years, progressing through Key Stage One and Key Stage Two.

## Personal, Social and Health Education (PSHE)

PSHE Education (Personal, Social and Health Education) is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives - now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. At Farnworth we teach PSHE through our scheme, Jigsaw, which brings together PSHE Education, compulsory Relationships, Sex and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

### Collective Worship

These are special times in school when we come together to share in learning about one another, God and our world. There are opportunities for reflection and prayer. These times are based on planned themes and the church calendar and reflect the broad tradition of Christian belief. They are also times when the school family joins together to celebrate the achievements of individuals and groups as well as encouraging positive conduct within school and the wider community.



**“Leaders have found the right balance between academic success and developing pupils as well-rounded citizens. Parents and carers expressed overwhelmingly positive views about the school.” Ofsted July 2023**



## Extra Curricular and Enrichment Activities

At Farnworth, the curriculum is enhanced through enrichment using specialist teachers in PE, computing, drama, music and art. These specialist teachers provide high quality of teaching and learning as well as providing continued professional development (CPD) for teaching staff. The specialist teaching provides children with experiences such as gospel singing, taiko drumming and keyboards for all children during their time in Key Stage Two. Day visits, residentials (Year 2, 4 and 6), visiting experts and curriculum weeks further enhance children's learning.

The school provides a wide range of extra-curricular clubs and activities throughout the year. They include bikeability, keyboards, art, football, high five (netball), gymnastics, cricket, rounders, drama, choir, computing and drama.

The school successfully participates in music festivals such as Young Voices, Halton Primary Arts network and Warrington Concert Band Christmas concert. We also participate in a range of county and local sports competitions including swimming, netball, cricket, football, athletics, rugby, dodgeball, gymnastics and table tennis. Children are also given the opportunity to take part in a variety of residentials. These experiences begin in Year 2 with an overnight stay at Tattenhall in Cheshire and take place every other year thereafter culminating in Year 6 with an outward bound residential in the Lake District.



We are extremely fortunate as a school to have extensive grounds including a natural woodland area. To fully utilise these grounds we are an accredited **Forest School**. The forest school approach is focused on helping to develop the children's personal, social and emotional skills (such as self discovery, confidence and independence) as well as encouraging communication skills and raising self-esteem. Children visit our woodland area and learn through play how to cooperate and work with others to solve problems, use their own initiative and handle risks.

## Inclusion

We are proud of our inclusive ethos, which has been recognised through the Inclusion Quality Mark (IQM) and our IQM Flagship status. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

- |                                    |                        |
|------------------------------------|------------------------|
| 1. Age                             | 6. Gender reassignment |
| 2. Sex                             | 7. Disability          |
| 3. Race                            | 8. Sexual Orientation  |
| 4. Marriage and Civil Partnerships | 9. Religion or belief. |
| 5. Pregnancy and Maternity         |                        |

In practice this means that we strive to include all children and their families so that each and every child enjoys learning with us and develops their unique talents and aspirations. This is an all-encompassing aim and means supporting children, their families and staff at different times, in different situations and with diverse needs. In addition to the characteristics noted above, these needs include:

- |  |                                      |
|--|--------------------------------------|
| • Medical needs                          | • English as an additional language  |
| • Special educational needs              | • Economic or social disadvantage    |
| • Gifted and talented pupils             | • Young carers                       |
| • Looked after children                  | • Bereaved pupils and their families |
| • Emotional and behavioural difficulties |                                      |

Inclusion also involves recognising and meeting the needs of pupils' different learning styles. Depending on the nature and style of the subject matter, a variety of groupings are also utilised:

- |                    |  |
|--------------------|--|
| • Individual       | • Whole class                                      |
| • Pairs            | • Vertical grouping across the whole school (as in |
| • Friendship group | Personal, Social, Health and Citizenship           |
| • Ability          | Education)   |

## **Additional Educational Needs**

The term additional educational needs is used to describe children working considerably above (Gifted and Talented) or below (Special Educational Needs) their peer group.

### **Special Educational Needs and Disability**

Mrs Whitfield is our Special Educational Needs and Disabilities Co-coordinator (SENDCo). Her role is to work alongside teachers, parents / carers and outside agencies to identify and meet individual children's needs. Depending on where a child is placed using the SEND Code of Practice, these needs may be met in one of the following ways:

**Class Action** - Additional needs are identified and children are supported through class differentiation.

**SEND support plan** - When a child requires support beyond day to day classroom differentiation, they are given a support plan. This involves increased, targeted interventions with support from outside agencies, if appropriate. An SEND Support Plan will be used for the purpose of supporting the SEND of children in our school and monitoring their progress.

**Education, Health and Care Plans (EHCP)**- An education, health and care ( EHC ) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. This can result in a child accessing additional support through funding of specialised resources. Children with the highest level of need will be assessed for an EHC Plan which will set out an overview of the child's needs.

At each of the above stages, parents / carers are kept informed. The stages are not a simple progression. Children may move up or down stages, on or off the SEND list, depending on their individual needs.

**“Leaders ensure that staff are equipped well to identify the needs of pupils with SEND in a timely manner. Staff adapt their delivery of the curriculum well for this group of pupils. Pupils with SEND access the same ambitious curriculum as their classmates and they achieve well.” Ofsted July 2023**

## Assessment and Reporting

All children are assessed regularly using a variety of methods such as observation, discussion and marking. More formal testing also takes place as outlined below.

Reception children	Baseline Assessment (Autumn term) Foundation Stage Profile (ongoing; summative judgements made in summer term) WellComm Language screening tool (once each term)
Children in Year 1	Phonics' Screening check (June)
Children in Year 2	End of Key Stage tests / tasks (May)
Children in Year 4	Multiplication check (June)
Children in Year 6	Statutory end of Key Stage tests (May): English: Reading English: Grammar Punctuation and Spelling Mathematics: Arithmetic and Reasoning

At Farnworth CE we acknowledge that each child has different strengths in many areas and recognise that the National Curriculum tests, and related results publication, reflect only certain key aspects of learning in English, Mathematics and Science. Therefore, we continually seek to celebrate all children's achievements across the curriculum and school life in general. In reading and maths the school uses NFER assessments to monitor progress and attainment.

We set challenging individual and collective targets and allocate time in school for revision and reasonable test practice. In Year 6, additional tuition for English and Maths is provided both within the school timetable and after school. We aim for all children to achieve their best, sustain their achievement in subsequent classes and maintain a positive attitude to learning.

**“Staff use assessment information skilfully to help them to meet the needs of pupils.”**  
**Ofsted July 2023**



## Supporting Good Behaviour

We are extremely proud of the family spirit and relationships we have at Farnworth CE. We share responsibility with parents and carers for the children in our school and make every effort to provide the care which parents / carers give. We believe that behaviour is something we can and should teach children in school. We expect very high standards of behaviour from all our pupils, both in school and when representing the school in the community. Our **Home School Agreement** is an important element of this relationship and we encourage all parents and children to share and endorse the agreement (see Appendix 1).

From the start of Reception, children will be allocated into a team house. These houses are Matthew, Mark, Luke and John. The children are encouraged to develop house identity so that they work together to earn house points. Inter-house events are also organised on Sports Day. Each half term the house with the most points earns a highly prized non-uniform day.

Good work and behaviour are recognised and rewarded in the following ways:

- teachers congratulate children;
- teachers give children house points;
- teachers send children to the head teacher.
- each week one or two children are chosen from each class to receive a Star of the Week award in our Friday 'celebration' assembly. Star of the week is awarded for a variety of reasons including academic, creative and social reasons;
- the School Council, a democratically elected group of children chosen from Years 4 - 6, also play an important part in role modelling appropriate behaviour throughout the school.

### Sanctions:

All acts of bullying or perceived bullying are treated very seriously and logged. We aim to support and empower the victim but also to help the perpetrator to restore the situation. Any incident of racial abuse is taken very seriously and logged on an official Local Authority Racist Incident Monitoring Form. **Should a pupil's behaviour be unacceptable, the following sanctions may have to be used:**

- Informal warning
- Moved place in class / collective worship / dining hall
- Miss a part or whole of play time
- Dialogue with parent / carer

- Sent to the Assistant Head teacher
- Sent to the Deputy Head teacher
- Sent to Head teacher

Some children may need additional help in learning appropriate behaviour and this may result in the involvement of the SENDCo and an Individual Behaviour Plan being drawn up with the child and their parents or carers.

The ultimate sanction that any school employs is fixed - term or permanent suspension. In the case of either an internal or external suspension, both of which are of limited duration, parental involvement is always required and a conduct agreement /behaviour contract drawn up prior to re-entering the school.



### **Medicines and First Aid in School**

We do ask that parents and carers avoid bringing medicine into school whenever possible and prescription medicines that require only three doses a day should be taken at home. There are rare occasions when your child may need medicine in school, such as epipens and inhaler, antibiotics with four doses a day prescribed or medicine to be taken prior to eating. Parents /carers wishing the school to administer medication should complete a form in advance. Medicines must not be given to children to store in their book bags but should instead be handed to the office.

If your child bumps their head in school you will receive a 'bump note'; all first aid administered is logged. Should your child require further medical attention it is very important that we can contact you. Please make sure that your contact details are up to date and inform us of any changes.

### **Attendance and Punctuality**

Our school day officially starts at 8.45 am for all children, although we open our doors five minutes earlier to allow the children to come into class and settle ready for their first lesson. It is very important that your children arrive on time each day as a good start sets them up for effective learning throughout the day.

In the event of your child being absent from school please inform the school office on the first day by telephone or a message through ParentApp. Children arriving after registration closes at 9.30 am are marked absent for the morning session.

**In line with Government guidelines, we ask parents and carers not to take holidays in term time.** Taking children out of school has a negative effect on their learning as they miss important parts of the curriculum. If holidays are taken in term

time every year, a child can have had a whole term less schooling than his/her peers by the time they leave us. We do not provide schoolwork for term time holiday absence.

Some children have medical needs that make regular attendance in school problematic. We will work with parents and carers to maintain continuity by providing out of school work, when children are well enough to complete it.

## School Day

Morning session:	8.45 a.m. - 11.35 a.m.	Infants
	8.45 a.m. - 12.35 p.m.	Juniors
Afternoon session:	12.30 p.m. - 3.15 p.m.	Infants (inc. afternoon play)
	1.30 p.m. - 3.15 p.m.	Juniors

Children who arrive late must report to the school office to ensure they are electronically signed in.

Farnworth Wraparound Care CIC (Farnworth Wizzies) is a community interest company run by the Governors, which provides care and supervision on the school premises for children from 7.30a.m. to 8.45 a.m. and again from 3.10 p.m. to 6.00 p.m. on each school day and all day throughout school holidays. For more information, please contact Mrs Pottle (Club Manager) on 07907096930.



## School Meals

We work closely with our school meals provider to ensure that your child eats healthily every day. School lunches, which are prepared on the premises, are on a three week rotation; baked potatoes and salads are available daily as well as other home cooked choices. From September 2014, all infant children have been entitled to a free school meal. Children may bring a packed lunch if you prefer and we appreciate parents / carers support in ensuring that the contents provide a healthy range of foods. All infant children are provided with a piece of fresh fruit every day which is eaten in the afternoon. Free milk is also provided by the government for four year old children. Parents in Key Stage 2 wishing to apply for free school meals can obtain information and an application from Halton Direct Link offices in Widnes or Runcorn. In Halton, when you complete a Housing/Council



Tax Benefit form (Form BHBAPP), this automatically entitles your child(ren) to receive free school meals, therefore if you complete a Housing/Council Tax Benefit form, the Council and school will be advised of your child's entitlement to free school meals.

The school operates a cashless dinner money system and all meals must be paid for via 'School Money '. Registration and log-in details are provided when your child joins us.

### **School Uniform**

Wearing of school uniform shows the commitment to the school's aims and values as set out in the Home School Agreement. A full breakdown of uniform requirements can be found in Appendix 2. School Council representatives wear a shirt and tie - the latter of which is provided by the school.

The wearing of jewellery, other than small studs / sleepers and watches, is not allowed.

**PE Kit:** Children are required to come into school dressed in their PE kit on the days they are taught PE. Children must not wear any earrings on their PE days.



### **Charging for School Activities**

We value the rich and varied learning that can take place outside the classroom. Each year the children in Year 2 have the opportunity to take part in an overnight residential at the Tattenhall Centre; those in Year 4 stay at CHET (Crosby Hall) or Colomendy. In Year 6 the children have the opportunity to go on a three day outdoor adventure based residential visit at Glaramara in the Lake District. Throughout the rest of the school, school visits play an important part in enriching the curriculum.

We also value the expertise that can be brought into school and have regular visits from artists, musicians and theatre groups. Visits from the clergy and representatives of different faiths as well as other people from the local community with knowledge and skills that will enrich the education of the children are regularly incorporated into our curriculum.



The Education Reform Act 1998 states that each school must define its policy for charges for school activities. Our Charging and Remissions policy is available via the school website. With the exception of residential, the policy is that parents may be asked for contributions. Any contribution is entirely voluntary and failure to contribute will not involve a child being treated differently from other children in the school. However, trips may not go ahead if insufficient contributions are received.

## **Complaints Procedure**

The school's Complaints Procedure is available on the school website and reflects the DfE's 'Best Practice Advice for School Complaints Procedures 2016'. In the first instance parents who have a complaint should contact the class teacher.

## **Parent Partnership**

### **Become a Governor**

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Church, the Local Authority and the local community. School Governors work with the Head teacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main body meetings.

If you are interested in becoming a school governor, please contact the Head teacher to find out about any vacancies and ask for a Governors' Information Pack.

### **Farnworth CE Parent Teachers' Association (PTA)**

Every parent and carer is automatically a member of the PTA, which is an extremely active body. The group have their own committee and are a registered charity existing to support the school through fundraising and events that enrich children's and parents' / carers' experiences of Farnworth CE.



Over time, the funds generated through such events have been used to purchase laptops; a new sound system for the Key Stage Two hall; purchase equipment for the outside EYFS classroom; new sports kits; provide our Year 6 leavers with commemorative autograph books; fund special celebrations and purchase high visibility tabards. In the last few years, the

PTA have purchased state of the art interactive smartboards and have provided both playgrounds with benches. In the summer of 2017, they proudly and generously contributed to the installation of the Quiet Garden and in 2019; they made a substantial contribution to the MUGA. Not surprisingly, we are very proud of our PTA!

## Community Involvement

In addition to supporting the work of the PTA, parents and carers are also encouraged to come into school to help in many ways. Any new or existing parent / carer / grandparent who would like to help on a regular basis is invited to contact the Head teacher.

We are committed to involving the school within the local community and have strong links with St Luke's Church.

## And finally...

Choosing a primary school is an extremely important and often very difficult decision. We hope this prospectus has helped you in this process. Thank you once again for your interest in our school.



## Appendix 1 Home/School Agreement

### CURRICULUM

#### The School will:

- Provide an appropriately differentiated and engaging curriculum that promotes our Christian values and meets the individual needs of your child.
- Challenge your child to develop personally, socially and intellectually



#### As a parent / carer I intend to:

- Attend parent / teacher discussions about my child's progress
- Encourage my child to talk about their experiences in school and encourage them to do their best in whatever they do

#### My responsibilities as a pupil are to:

- Contribute fully to all learning activities provided by the school

### WELFARE AND COMMUNICATION

#### The School will:

- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Ensure the children are safe on school premises and on school trips
- Give full and clear information about the curriculum; your child's progress; standards achieved and development needs
- Communicate regularly about school matters; set dates for events early and inform parents

#### As a parent / carer I intend to:

- Work in partnership with the school and be positive about what it is trying to achieve
- Make sure the school always has an up-to-date emergency contact number
- Inform the school of any concerns and / or problems that may affect my child's work and / or behaviour
- Raise any concerns with the appropriate person as early as possible

#### My responsibilities as a pupil are to:

- Tell someone if I am worried or concerned about anything



## BEHAVIOUR



### The School will:

- Treat your child with dignity and respect and expect respect in return
- Familiarise children with the school rules and use rewards and sanctions fairly
- Ensure school staff set a high standard of personal behaviour

### As a parent / carer I intend to:

- Support the school's policies and practice for promoting good behaviour
- Encourage my child to care for school property, both at school and at home
- Behave in a way that sets children a good example when I am on school premises

### My responsibilities as a pupil are to:

- Behave sensibly so that everyone can be happy and safe
- Always do my best and allow others to do so
- Take responsibility for my actions by thinking about what I say and do
- Look after my own belongings, those of other people and the school



## ATTENDANCE AND PUNCTUALITY

### The School will:

- Maintain an accurate record of attendance
- Start the school day promptly at 8.55 am

### As a parent / carer I intend to:

- Ensure my child attends school regularly, on time, appropriately dressed and properly equipped
- Contact school promptly on the first day of any absence and follow up absences with an explanatory letter

### My responsibilities as a pupil are to:

- Attend school regularly and arrive on time
- Wear the school uniform and be tidy in appearance
- Bring the correct equipment e.g. PE kit

## HOME LEARNING

### The School will:

- Set appropriate tasks to complete at home with your support
- Mark and monitor homework

### As a parent / carer I intend to:

- Give my child opportunities for learning at home and support tasks sent from school
- Help my child return their homework on time
- Read to and with my child frequently

### My responsibilities as a pupil are to:

- Complete all home learning tasks to the best of my ability



## Appendix 2 Important information for parents/carers

### School Uniform

Grey trousers or shorts / skirt / pinafore dress

Summer - blue gingham dress

white polo shirt

Dark blue sweatshirt / jumper or cardigan

Black school shoes (if your child cannot tie laces please ensure they wear velcro or slip on shoes)

School logoed items can be purchased from:

[M & S Online Uniform](#)  
[Boydells Widnes](#)  
[Kits for all Widnes](#)

### PE Kit

Children are required to come into school dressed in their PE kit on the days they have PE.

Dark blue shorts

Dark blue or black plain Joggers

Dark blue or black plain leggings

Dark Blue/Cyclone Blue (logo pe top)

Dark blue sweatshirt / or hoodie

Pumps or trainers (if your child cannot tie laces please ensure they wear velcro pumps or trainers)

Only plain or Farnworth Logo PE kit (no sports logos)

Please ensure **all** uniform is labelled.

### Reading Records for EYFS and KS1

All children in KS1 have a reading record and you are encouraged to buy a reading book bag. From the outset we like the children to take their book bags home to read with parents. The reading records are provided to the children on an annual basis.

### Water Bottles

Children need to bring a water bottle into school every day with **fresh, still water** in it.

### Payments

We are a cashless school and all monies for school dinners, snacks and trips is payable through our School Money app. Once parents/carers are set up with an account you will be able to view payment schedules etc.

Note: Parents and carers of EYFS / Reception children are not able to set up an account until your child starts in September. Your login details will be automatically generated using the contact information we receive from your child's pupil registration form. Please ensure you give the school the most up to date email and mobile phone numbers.

If you have any questions or would like some more information, please contact the school office

### Wrap Around Care

The school day finishes at 3.15 pm. Please inform the class teacher if a different adult is collecting your child.

Before and after school care together with holiday club is provided by Farnworth Wizzies. This is located in the KS1 hall. For bookings please call 07907096930.

## **FAQ:**

### **How do I find out what is going on in school?**

The school produces regular newsletters which are made available on Fridays via the ParentApp and on the website. We encourage parents/carers to make ParentApp and the website ([www.farnworthcofeprimary.co.uk](http://www.farnworthcofeprimary.co.uk)) their first port of call for information. All parents/carers are issued with access details for ParentApp within the first few weeks of their child joining the Reception class.

### **What do I do if my child is ill?**

If your child is ill then you must telephone school or send a message through ParentApp on the first day of illness. This needs to be prior to 9.30a.m.

### **Holidays in term time**

If you are planning to take a holiday in term time please complete the leave of absence form available from the school office. As a school we actively discourage the taking of holidays in term time and

these will only be authorised in exceptional circumstances.

### **Arriving late**

If your child is late for school they must report to the school office to be signed in. The gates close at 8.50 a.m.

### **How do you keep the school secure?**

Once school has started each morning all gates are locked and entry to the school can only be obtained through the main door entrance which is entry controlled.

Visitors to the school must sign in at the school office and they will be issued with a visitors' badge. We do not allow free access to the classrooms or other areas of the school building without prior arrangement and the permission of the Head teacher.

Children are not allowed to leave the school grounds during the day, unless they are collected by an adult. Although some children in Year 6 walk to and from school by themselves, younger children can only be collected by a known adult. Children cannot be collected by an adult other than their known and named parent

or carer without the school being informed in advance.

All staff employed at the school, plus volunteer helpers (where appropriate), including parents, are subject to rigorous vetting procedures.

### **What do I do if I change my contact details?**

Please notify the school office as soon as possible of any changes to contact details, however temporary. This is vital to ensure swift communication in an emergency situation. This can also be done directly through ParentApp.

### **What if my child is hurt at school?**

We have qualified first aiders and if your child has a slight accident in school they will be attended to by one of them. We do not apply ointments or lotions in case of allergy or reaction. Cuts and grazes are bathed and if necessary dressed.

All accidents are recorded. We always notify parents/carers either personally or by note, particularly if there has been a bump to the head or face.

If something more serious happens, we'll contact you immediately so that your child may be taken to receive further medical attention.

If your child is ill at school we will contact you for them to be taken home. They will be made comfortable while they are waiting.

### **Who do we contact if we have a problem?**

In the first instance you should contact your child's class teacher but please be assured that the Senior Leadership Team are always available if necessary.

### **Administration of medicines**

If your child has a specific medical need please let us know. We have a school policy 'Supporting Pupils at School with Medical Conditions' which is available on the school's website. If your child has a long term medical need we can draw up a care plan with you so that all parties know what to expect of each other and that the child's medical needs are addressed.

Asthmatic children should keep an inhaler in school. All inhalers must be clearly

named and parents/carers should note when their child's inhaler is due to expire.

If your child has a short term health need, the school can support by administering medicines such as antibiotics, if prescribed by a doctor and need to be taken more than three times a day. These must be handed in to the school office and accompanied by the appropriate completed forms which you can find in Appendix A in the policy.

### **What happens at lunchtime?**

Children are able to have a school meal or bring a packed lunch.

All children have their meals in the KS1 dinner hall. In fine weather the children with packed lunches often have the opportunity to eat outside in the school grounds. Children are supported by midday supervisors.

### **Mid-Morning Snack**

In our Reception classes the children are provided with milk and fresh fruit daily. In the rest of the infants and the juniors the children are encouraged to bring their own healthy snack for morning break time. Toast can also be purchased

from school and is a popular option with all the children in all year groups. Toast needs to be pre-ordered via the school's payment app. School Money.

## Appendix 3 School Term Dates 2024 - 2025

<b>Terms</b>	<b>Date of Opening</b>	<b>Date of Closing</b>
<b>Autumn first half term</b>	<b>Tuesday 3<sup>rd</sup> September 2024</b>	<b>Thursday 24<sup>th</sup> October 2024</b>
<b>Autumn second half term</b>	<b>Monday 4<sup>th</sup> November 2024</b>	<b>Friday 20<sup>th</sup> December 2024</b>
<b>Spring first half term</b>	<b>Tuesday 7<sup>th</sup> January 2025</b>	<b>Friday 14<sup>th</sup> February 2025</b>
<b>Spring second half term</b>	<b>Monday 24<sup>th</sup> February 2025</b>	<b>Friday 4<sup>th</sup> April 2025</b>
<b>Summer first half term</b>	<b>Tuesday 22<sup>nd</sup> April 2025</b>	<b>Friday 23<sup>rd</sup> May 2025</b>
<b>May Day Bank Holiday - Monday 5<sup>th</sup> May - School Closed</b>		
<b>Summer second half term</b>	<b>Monday 9<sup>th</sup> June 2025</b>	<b>Friday 25<sup>th</sup> July 2025</b>

### **Inset Days**

**Monday 2<sup>nd</sup> September 2024**

**Friday 25<sup>th</sup> October 2024**

**Monday 6<sup>th</sup> January 2025**

**Thursday 5<sup>th</sup> June 2025**

**Friday 6<sup>th</sup> June 2025**