



WORTHINGTON PRIMARY SCHOOL

Worthington Road

Sale

Cheshire

M33 2JJ

Telephone: 0161 973 3504

E Mail: admin@worthingtonprimary.co.uk

Website: www.worthington-primary.trafford.sch.uk

INFORMATION FOR PARENTS AND CARERS

2024 - 2025



WORTHINGTON COMMUNITY PRIMARY SCHOOL

SCHOOL GOVERNING BODY

Headteacher	Mrs. S. Jones
GOVERNING BODY	
Chair of Governors	Mr. I. Robbins (Co-opted Governor)
Parent Governor	Mrs. P. Ainge
Parent Governor	Mr. C. Hargreaves
LA Governor	Councillor B. Brotherton
Staff Governor	Mrs. C. Best
Co-opted Governor	Mrs. P. Boyes
Co-opted Governor	Mr. A. Curvis
Co-opted Governor	Mrs. L Sanders
Co-opted Governor	Mrs. A. Gratrix
Co-opted Governor	Mrs. C. Smith
Co-opted Governor	Mrs H. Chatterton
Associate Governor	Mrs. J. Heath

Classification:

The school is a Community Primary and Nursery school for children aged 3 – 11.

The School:

The original Worthington Primary School was built in 1905 and was the first Council School to be erected in Cheshire. The current school was completed and opened in September 2013, with a further four classroom extension opened in November 2020. It consists of fifteen classes, three in the Early Years, including our Nursery, four in the Key Stage One, four in the Lower Key Stage Two and four in the Upper Key Stage Two department. There is a central hall, which serves as a dining area as well as an assembly hall. In addition, there is a well-stocked library, studio for dance, drama and music, food technology room, superb ICT suite and school kitchens.

The grounds are extensive, which includes an ‘outside classroom’, physical development trails and gardens developed by the children with financial assistance from the school’s PTA.

Our nursery occupies a site at the front of the school. There are 52 part-time places, 26 available in the morning and 26 in the afternoon. The nursery is staffed by a nursery teacher and a nursery nurse, and offers stimulating pre-school experiences preparing children for entry to Worthington and other local primary schools.





WELCOME TO WORTHINGTON

Dear Parents/Carers,

On behalf of the Staff and Governors of Worthington Primary, I would like to take this opportunity to extend a very warm welcome to all our parents and children. We look forward to a very happy and successful association over the coming years.

Each year, we accept 60 children in our two Reception classes; these children move up through school in classes of 30. Since our most recent expansion to a two-form intake school in January 2021, we have seen pupil numbers rise and we are now a full school.

The purpose of this booklet is to give you an insight into the life and work of our school. Education is a shared responsibility and we value and foster a good relationship with our parents. Parental support is invaluable, and we consider it essential that we work together for the success, happiness and well-being of your child.

As parents, you are your child's first educators. The home influence remains vital throughout your child's schooling. Links with parents help to make school and learning part of a child's life rather than something separate and artificial.

For some children, school can be an immense step in their young lives. Even for those who have attended our Nursery, once in Reception class, the children have to become familiar with other parts of the school, which may be larger than any other building he/she knows. Your child will be involved in new activities and routines as well as making relationships with different people. He/she may need plenty of support in the months before and after starting school. Our '*Starting School*' booklet aims to help you help your child settle easily into school life. It also sets out what we do to make this important transition as smooth as possible.

Communications between school and home are vital. Communications are via Class Dojo. We keep you informed of your child's progress and achievements throughout the year at Parents' Evenings, and also by providing a written report during the Summer Term. However, should you wish to discuss your child's progress, or have any concerns at other times, you are welcome to arrange a meeting with your child's teacher.

We look forward to working together to achieve the very best for each and every child.

Sarah Jones, Headteacher



THE SCHOOL DAY

NURSERY

Morning session	8.45 a.m. - 11.45 a.m.
Afternoon session	12.25 p.m. - 3.25 p.m.

RECEPTION & KEYSTAGE 1

School starts	8.55 a.m.
School finishes	3.30 p.m.

KEYSTAGE 2

School starts	8.55 a.m.
School finishes	3.30 p.m.

ABSENCES

It is essential that you contact school on the first day of an absence to inform school that your child will be absent from school. We encourage parents to arrange dental and medical visits during out of school hours. Following Health Protection Agency guidelines, any child suffering from diarrhoea and/or vomiting, must stay off school for a period of 48 hours from the last episode. For Covid related absence please ensure you notify the school office immediately of any symptoms and follow the current NHS guidelines.

Parents should not take pupils on holiday in term. All leave in term time is at the discretion of the Head. Only in *exceptional circumstances* (e.g. funeral, hospital visit, etc.) will the Head approve very limited absence in any one year. In such cases, parents must complete a Leave Form available from the school office and submit with the appropriate information or documentation to support the application. Permission will not be given for any holiday leave.

There is a very clear link between punctuality, high attendance rates and academic progress. In order for children to achieve as highly as they are able, they must attend as many daily sessions as possible.

Our Attendance Policy clearly outlines all of our responsibilities regarding pupil attendance.

SCHOOL STAFF 2024 - 2025

Teaching Staff

Mrs. S. Jones	Headteacher
Miss H. Chatterton	Deputy Headteacher, Year 4 Yellow teacher (part time)
Mrs. A. English	SENDCo Teacher (part time)
Mrs. M. Lyons	Nursery and EYFS Teacher (Mon – Thursday)
Miss S. Stirrup	Nursery Teacher (Tuesday to Friday)
Miss E. Brocklehurst	Teaching Assistant, Nursery & HLTA
Mrs. H. Bowcott	Early Years Lead, Class teacher, Reception Blue
Mr. A. Chamberlain	Class teacher – Reception Yellow
Mrs. H. Cross	Teaching Assistant, Early Years
Mrs. S. Bradburn	Teaching Assistant, Early Years
Miss. H. Clegg	Teaching Assistant, Early Years (4 days)
Mrs. L. Cookson	Teaching Assistant, Early Years (part Time)
Miss M. Grover	Class teacher, Year 1 Blue
Mrs. K. Astell	Class teacher, Year 1 Yellow
Mrs. R. Houldsworth	Class teacher, Year 2 Blue
Mrs. C. Best	Assistant Headteacher, KS1 Lead, Year 2 Yellow (part time)
Mrs. Z Afaq	Class teacher, Year 2 Yellow (part time)
Mrs. G. Wardil	Teaching Assistant, Key Stage 1
Mrs. J. Heath	Teaching Assistant, Key Stage 1
Mrs H. O'Rourke	Teaching Assistant, Key Stage 1
Miss L. Divito	Teaching Assistant, Key Stage 1
Mrs. V. Flaherty	Teaching Assistant, Key Stage 1
Miss. K. Scott	Teaching Assistant, Key Stage 1
Mrs. N. Younus	Teaching Assistant, Key Stage 1 (Part time)
Mrs. S. Casey	Class teacher, Year 3 Blue
Mr. G. Fenton	Lower Key Stage Two Lead, Year 3 Yellow teacher
Miss. D. Rose	Class teacher, Year 4 Blue
Mrs. M. Pope	Class teacher, Year 4 Yellow (part time)
Miss. J. Holland	Teaching Assistant, Lower Key Stage 2
Mrs. J. Cavill	Teaching Assistant, Lower Key Stage 2
Mrs. C. Lavin	Teaching Assistant, Lower Key Stage 2
Mrs. L. Donnelly	Teaching Assistant, Lower Key Stage 2
Mrs. K. Atkinson	Teaching Assistant, Lower Key Stage 2
Mrs. J. McDonald	Class teacher, Year 5 Blue
Miss. R. Tait	Upper Key Stage Two Lead Class teacher, Year 5 Yellow
Mrs. L. Carroll	Class teacher, Year 6 Blue
Mr. C. Rivers	Class teacher, Year 6 Yellow
Mr. G. Creswell	Teaching Assistant, Upper Key Stage 2
Mrs. H. Highley	Teaching Assistant, Upper Key Stage 2 (4 days)
Mrs. L. Newell	Teaching Assistant, Upper Key Stage 2
Mr. S. Ali	Teaching Assistant, Upper Key Stage 2
Mrs. R. Hilson	Teaching Assistant, Upper Key Stage 2
Miss. E. Stamoulakatou	Teaching Assistant, Upper Key Stage 2

Administrative Staff

Mrs. M. Brncic	School Business Manager
Miss T. Hughes	Office Administrator and Attendance
Mrs. J. Larder	Part-time Receptionist (mornings)

Caretaking

Mr. P. Davies	School Caretaker
Miss. J. Cooper	School Cleaner
Mrs. D. Cooper	School Cleaner

Kitchen Staff

Mrs. J. Williamson	Cook in Charge
Miss. C. Rogers	Assistant Cook
Mrs. R. Jeal	Kitchen Assistant
Mrs. M. Tootell	Kitchen Assistant

Midday Staff

Mrs. B. Chambers	Midday Supervisor
Midday Assistants	
Mrs. N. Alam, Miss L. Cookson, Mrs. D. Cooper, Miss W.C. Leung, Ms. M. W. Yue, Ms S. Yeung	
Mrs. V. Nicolaou, Mrs. K. Rawden, Mrs. L. Savage, Miss L. Jones, Miss. J. Eaton, Mrs. N. Younus	
Ms. C. Au (Casual), Ms. C. Ng (Casual), Miss J Cooper (Casual)	

STATEMENT OF AIMS

Worthington Primary School aims to create a happy, secure and orderly environment in which every child is unique, and can work to the best of his or her ability.

We shall achieve this by providing a broad and balanced education, enriched by parental support, which promotes the spiritual, moral, cultural, mental and physical development of all our children.

All members of the school community are supportive of one another and dedicated to these aims. They are committed to continually raising standards.

“WE ONLY REACH FOR THE HIGHEST”



THE WORTHY WAY – Our Core Values



The Worthy Way

We are gentle—we don't hurt others

We are kind and helpful—we don't hurt
anybody's feelings

We listen—we don't interrupt

We are honest—we don't cover up the truth

We work hard—we don't waste our time or
others'

We look after property—we don't waste or
damage things

TERM DATES 2024 – 2025

Opening dates	Closing dates	Number of School Days
Autumn Term 2024		
Wednesday 4 th September 2024	Friday 25 th October 2024	38
Monday 4 th November 2024	Friday 20 th December 2024	34
Spring Term 2025		
Monday 6 th January 2025	Friday 14 th February 2025	30
Monday 24 th February 2025	Wednesday 9 th April 2025	33
Summer Term 2025		
Tuesday 22 nd April 2025	Friday 23 rd May 2025	23
On Monday 5 th May 2025 all schools will be closed for the May Bank Holiday		
Tuesday 10 th June 2025	Wednesday 23 rd July 2025	32
INSET Days	Monday 2 nd September 2024 Tuesday 3 rd September 2024 Friday 6 th December 2024 Friday 3 rd January 2025 Monday 9 th June 2025	5

THE CURRICULUM



We continually aim to be innovative in our practice to provide contextualized, stimulating learning opportunities which allow all our children to access learning. Up to date details of how we deliver the curriculum to the children in each class can be found on our school website.

The curriculum we offer to those children taught in our school Year 1 – Year 6

The core subjects are:

English (Literacy)
Mathematics (Numeracy)
Science
Computing

The foundation subjects are:

Art
Design Technology
Geography
History
Music
RE
Physical Education
Personal, Social and Moral Education
Foreign Languages

The curriculum we offer to those children taught in our school Nursery and Reception classes

The Foundation Stage covers the following areas of learning and experience:

The Early Years Foundation Stage

Three prime areas

Communication and Language
Physical Development
Personal, Social and Emotional Development

Four Specific areas

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Our curriculum is designed to:

- develop lively, enquiring minds which will enable the children to widen their knowledge and understanding of the world about them; and

- provide a varied programme of activities through which the pupils can achieve this knowledge and understanding.

From Year 1 onwards, the programmes of study in the statutory orders of the National Curriculum are strictly followed in a sequential way so that children progress systematically through the levels and cover all targets of attainment. Very careful records of each child's progression through the National Curriculum are kept and these are passed on to each teacher as the child moves up the school.

Children are encouraged to work hard and produce high quality work, which is well presented. We have high expectations of our children and perseverance is regularly rewarded.

Great emphasis is made on learning practically through direct experiences and much use is made of parental helpers, visiting speakers, school visits and other outside agencies, which might prove beneficial to the learning situation.



LANGUAGE AND LITERACY

We are aware that reading, writing, speaking and listening are all key elements in children's education. It is these four aspects of language and literacy, which underpin and support the whole curriculum.

In response to this, we aim to provide a structured and stimulating environment where the children can develop these essential skills. Literacy is taught via a daily period of dedicated literacy teaching time. This involves whole class, group and independent work on a range of texts. Younger children in school further develop their understanding of phonics (building words through the sounds of letters and blends of letters) through a daily dedicated teaching and learning input known as 'Little Wandle Letters and Sounds Revised'.

In addition to this, we develop reading habits for life. Our well-stocked library is used by all classes. Children not only read to gather information but also for pleasure. One look around our school at wet playtimes will show just how much our children enjoy reading. We know that a love of learning often begins with a love of reading. We aim to develop the many great reading habits and attitudes that children have as they enter school.

MATHEMATICS AND NUMERACY

Mathematical development has a central role in the curriculum, and we aim to foster a positive and confident attitude to this subject. Initially, the children develop a thorough understanding of mathematical concepts through real experiences before moving on to more abstract ideas.

Oral and mental work plays an important part in laying foundations for mental calculations. Each class has a daily period of dedicated numeracy teaching time. This involves whole class, group and independent work on a range of topics. Children are encouraged to apply their knowledge and skills to problem solving and real situations. Just like English, Mathematics has cross-curricular links to many other subjects.

Teachers use a wide range of resources to dovetail an appropriate curriculum to the child's needs and experiences.

We recognise that for many parents, the teaching of maths has changed somewhat since they were at school. In order to assist parents when they want to help their child with homework, we run regular update sessions for parents and carers regarding number calculation.

COMPUTING

The development of children's skills in Computing is vital. Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils at Worthington use Information, Communication and Technology (ICT) tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

All parents / carers and their children are asked to read and agree to our school's acceptable use of the internet policy. This policy was devised through thorough consultation with parents, staff, children, governors and the Local Authority.

AESTHETIC DEVELOPMENT

We believe that children need to see the world in increasing degrees of depth and analysis, as well as taking delight in what is seen. We seek to develop an awareness of artists in our own and other cultures and make informed decisions about art, music, dance and literature

Our pupils are encouraged to produce ideas and solutions to problems, which reflect their individual responses to the world and its phenomena. Attaining these goals depends upon the provision of a rich and varied environment designed to foster and encourage sensory delight, curiosity and wonder.

SOCIAL, MORAL AND RELIGIOUS EDUCATION

The attitude of the school is that of a large and caring family unit. Children learn to work independently and in groups with others. They are assisted in their search for 'a meaning to life' and encouraged to develop awareness of themselves in relation to others and the natural world.

Each day we hold an assembly, which can take place in the classroom, and is broadly Christian but not doctrinaire.

Questions relating to sex education are answered factually, as and when they arise. Specific teaching takes place when the pupils reach an appropriate level in National Curriculum Science. Material used in the teaching of Sex and Relationship Education is firstly shown to parents / carers of age appropriate children.

ENQUIRY

Enquiry is an essential part of a balanced curriculum and provides opportunities for the children to learn about themselves, their surroundings, plants, animals, natural resources, other people and the environment. It provides a great deal of work in Geography, History and Science.

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought.

PHYSICAL DEVELOPMENT

All children participate in physical education and games. Through these lessons they are led to an awareness of their own potential and the limitations of their bodies.

We aim to develop basic movement skills and an appreciation of the importance of team work.

Weekly swimming lessons are given to our Year 3 children. We aim to expand this provision within Keystage 2 during 2024 – 2025.

At the end of Year 6 all children with bicycles will have the opportunity to take part in the Safer Cycling Scheme run by Trafford LA.

We offer a residential weekend for pupils in Year 6, which focuses on Outdoor and Adventurous Pursuits. The children really do gain a great deal from such an experience.

Our main aim in this area is to foster a culture of participation. All children are given the opportunity to achieve and to eventually represent the school in a sporting arena if they so wish. As a school we participate in local team events within football, netball, lacrosse and cross country. In addition, all classes compete against other schools within our area sports partnership in a variety of multi-skills events.



RELIGIOUS EDUCATION

Religious education is according to the Trafford Agreed Syllabus for Religious Education.

The school has developed links with the Methodist Church on Northenden Road. We occasionally make use of the church for visits and Christmas concerts.

Parents who wish to withdraw their child from Religious Education should discuss the matter with the Headteacher.

FOREIGN LANGUAGES

All Key Stage Two children in our school follow a scheme of work in Spanish.

Through the study of a foreign language, pupils understand and appreciate different countries, cultures, people and communities – and as they do so, begin to think of themselves as citizens of the world as well as of the United Kingdom.

Pupils also learn about the basic structures of language. They explore the similarities and differences between the foreign language they are learning and English, and learn how language can be manipulated and applied in different ways.

Their listening, reading and memory skills improve, and their speaking and writing become more accurate. The development of these skills, together with pupils' knowledge and understanding of the structure of language, lay the foundations for future study of other languages.

Our languages curriculum also celebrates the increasing diversity of languages spoken in our community.

HOMEWORK

The school actively encourages all pupils to continue studying outside school.

School reading books are sent home on a very regular basis and it is hoped that parents can reinforce language work done in school by continuing with tasks at home. Children whose parents become involved in this way benefit enormously. Other homework, whether it involves learning multiplication tables, spellings, phonics, or at a later stage, written work of all kinds, is greatly encouraged by the school.



SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The development and progress of each child is monitored regularly, and pupils are formally assessed as they develop their understanding at the end of each Key Stage – Reception, Years 2 and 6. Parents are kept informed of their progress.

Some children have Special Educational Needs, which necessitate specific programmes of work. The school responds to this by planning an individual learning plan (L.P.) to help them. This may also involve using teachers from a particular support service to work alongside our own class teachers.

In the case of exceptionally able pupils, we look to extend the curriculum available to them.

Parents are contacted as soon as possible whenever the question of Special Needs is raised, in order that we can work together in the best interests of the child.

All information about a child's special needs will be treated as confidential and only disclosed to persons involved with provision for the child.

Further information regarding Special Education Need and Disability is available from our website. Please do not hesitate to talk with your child's class teacher with regard to any learning issue.

PARENT / CARER CONSULTATIONS

There are two formal opportunities in each academic year (Autumn and Spring Term) for parents to meet with the class teachers (virtual or face to face) to discuss their child. In addition, we welcome parents and carers to a Meet the Teacher evening during the first few weeks of the new academic year. Apart from this, parents are welcome to make an appointment with the class teacher if they wish to discuss a particular matter. However, we would ask that you do not take up the teacher's time at the start of the day. Teachers need to be available to teach from 8.55 a.m. It would be preferable if you could call the school office or send a Dojo message to arrange to see them after school.

All parents receive an annual written report (Summer Term) with details of their child's attainments in National Curriculum core and foundation subjects. This is part of the child's Record of Achievement.

All Reception children are assessed against The Early Learning Goals from the Foundation Stage Curriculum. This takes place twice, once at the very start of the Reception class and once again at the end. Parents are informed of their child's progress.

All children in Year 1 are assessed for their understanding of phonics. Parents are informed of their child's progress.

During the summer term, pupils in Year 4 are tested on their understanding and recall of times tables facts.

During the summer term, pupils in Years 6 will take national tests in Reading, Spelling, Grammar, Punctuation and Mathematics, as well as being teacher assessed in Writing; parents are informed of the level achieved by their child.

Parents are invited to school to share the work of the children at other times during the school calendar. Such events include class assemblies, musical events, school concerts and productions.

COMPLAINTS

If at any time a parent has a complaint concerning the school curriculum, the Local Education Authority has an established complaints procedure, which is as follows:

In the first instance it is hoped that if a case of dissatisfaction with the curriculum provisions within the school arises, it will be settled through amicable discussions between the parent, head and teaching staff at the school.

Where a complaint is not settled in this way, the complainant should set out the complaint in writing to the Headteacher of the school. The Head shall then refer the complaint formally to the Authority's nominated officer, who will assess the relevance of the complaint and its urgency in order to ensure that it shall be dealt with as speedily as possible.

If there is a complaint regarding the conduct of the Headteacher, then a parent should direct their complaint to the Chair of Governors (c/o School), who will set about dealing with the matter in accordance with the school's complaints procedural guidelines. Please see the school complaints policy for further details.

CHARGING POLICY

The Governors have accepted Trafford Local Education Authority's policy on charging and remission, which came into force on 1 April 1989.

The policy, in brief, states that: "education in county schools provided wholly or mainly during the school hours should in general be free".

It states that transport between school and the swimming baths will be free. It states that the Authority does not operate its discretion to provide clothing for pupils. It states that an individual Governing Body may decide whether to make a request to parents towards the cost of certain activities, for example: visits by theatre groups to school; and visits to museums and places of interest which support work carried out in school.

In our school, charges are also made for individual orchestral instrument tuition (e.g. guitar, violin and cello) and for particular before and after school activities, holiday clubs and the Year 6 residential visit.

EXTRA-CURRICULAR ACTIVITIES

We provide a range of extra-curricular activities for junior age children. Each year, information is sent home to parents, offering a variety of sporting and non-sporting activities to enhance the curriculum provision of the school. These include football, netball, dance, performing arts, dodge ball, football sports coaching, choir and art. Please note that there will be a maximum activity number for each session. This will be dependent upon the number of adult supervision and space.

SCHOOL VISITS

Visits and visitors can make a very valuable contribution toward stimulating and enriching the work done in school. We will notify you in advance of any trips we arrange and need your permission to take your child out of school. Parents will also be notified of the costing of any school trips, asking them to make a voluntary contribution for each child. The payment for the trip is a contribution and children will not be excluded from the activity if no contribution is made, so long as permission to go on the trip has been given. However, our ability to continue to offer such activities is dependent on the voluntary contributions we receive from parents. If a trip is not financially viable, we will not be able to run the event.

Local area off-site visits that form part of our curriculum, within a 1km radius from school will not require parental permission. Beyond the 1km radius, parental permission will be sought.

PASTORAL CARE

Whilst the children are in school, the teachers act *in loco parentis*, acting as any responsible parent would. It is our aim to create a happy, caring environment where all children feel safe and secure.

Registered First Aiders deal with the welfare of any child who becomes ill or injured and the Headteacher (also a First Aider) is informed. If necessary, the school will contact any parent or carer if we have a concern over a child's health or welfare.

If ever you feel your child is unhappy in school, or perhaps they have suffered a loss at home, we hope that you will feel comfortable in coming to school and talking to your child's class teacher.

HEALTH AND WELFARE

It is essential that we have a current home and/or work address and telephone number in order to contact you should an emergency arise. Each child should have at least two emergency contact numbers on record.

When your child starts school, we will ask you to complete a contact form so that we have this information. If you change your address or telephone number please inform school immediately.

MEDICINE

We need to be aware of any medical conditions which may affect your child. This information should also be noted on the contact form.

No child is allowed to keep medicines or other tablets in school.

If your child suffers from asthma, an inhaler should be given to their teacher for use in school. Please label the inhaler clearly with your child's name and class and ensure that the teacher is aware of any particular instructions regarding frequency of use, etc. Your doctor will usually provide your child with an additional inhaler for use in school.

We do not want there to be any reason that prevents your child from taking part in any school activity at any given time. If your child requires prescribed medicine then please contact the school office. Parental permissions are required for all medication administration. Please see the school managing medications policy for further details.

CHILD PROTECTION AND SAFEGUARDING PROCEDURES

Safeguarding Statement

At Worthington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Worthington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Parents should be aware that the school will take any reasonable action to ensure the safety of our pupils. In cases where the school has reason to be concerned that a child may be suffering from ill-treatment neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures: 'Caring for Children', and to inform the Social Services Department of their concerns. A copy of the procedures can be inspected at the school, library or the information offices of the Borough Council, Social Services department, clinic or the Citizen's Advice Bureau.

The named designated named person responsible for safeguarding and child protection in the school is the headteacher, Mrs. S. Jones. In her absence, the deputy designated safeguarding lead is Mrs. H. Chatterton.

Our school works in partnership with the Trafford Safeguarding Board and Greater Manchester Police on project Encompass, which has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information is shared on school days during the school term. When incidents occur on a Friday, Saturday or a Sunday, the police contact the relevant school the following Monday. A nominated member of school staff, known as a Key Adult, is trained to liaise with the police. At our school our Key Adult is Mrs. S. Jones. She is able to use information that has been shared with her, in confidence, to ensure that the school is able to support children and their families. Information is shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident. We always endeavour to offer the best support possible to our pupils and believe that Trafford Encompass is beneficial and supportive for all concerned children and families.

CONFIDENTIALITY AND GENERAL DATA PROTECTION REGULATIONS

We comply with government requirements with regard to confidentiality. The files we keep on children are open to parents. Information from third parties will not be

disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but will be summarised and then kept on file. We are committed to ensuring that the personal and sensitive information that we hold about you and your child is protected and kept safe and secure and we have measures in place to prevent the loss, misuse or alteration of your personal information.

For further information regarding General Data Protection Regulations, please refer to our GDPR Policy, which is available on our website or from the school office.

BEHAVIOUR

We aim to create a happy, friendly atmosphere within our school, where everyone can expect to be treated with courtesy, kindness and co-operation. We encourage all pupils to take responsibility for their actions, and aim to develop self-respect and self-discipline.

We celebrate and share our school core values through The Worthy Way. Pupils, staff, parents / carers / Governors and visitors are all expected to show the Worthy Way in and around our school environment.

A copy of our behaviour policy is available from the school office and on the website.

All staff work to a common behaviour policy which celebrates the good that children do. Should a child's behaviour give cause for concern, then we would ask their parents to come into school to discuss the matter. We fully acknowledge the vital role parents play in helping us achieve our aims.

HEALTH PROMOTION

The school operates a 'healthy eating' policy. We do not encourage sweets and chocolate in school and we encourage children to bring fruit or vegetables for snacks at mid-morning break. When children celebrate a birthday, parents sometimes supply the class with chocolate or sweets. We relax our rules on such special occasions but ask parents not to send in lollies or other sweets, which have a stick attached.

SCHOOL MEALS SERVICE

We are extremely proud of the high-quality school dinners that are cooked on the premises. There are always salad and vegetarian alternatives to the main hot menu.

The kitchen staff are part of the midday team, which include the midday supervisor and assistants, and duty teachers. Together we help to make the lunch break an enjoyable time for all.

All children in Reception, Year 1 and Year 2 currently receive a free school meal if you wish to take up this offer.

From Year 3 onwards, you may be liable to be charged for a school dinner. If you are in receipt of certain benefits you may be eligible for free school meals. We warmly invite all parents to talk to us about this and all such discussions are dealt with in the strictest confidence. When a child becomes eligible for free school meals, they not only receive that meal each day, but the school also receives an additional £1,345 to spend on that child's education.

If your child would like a school dinner and you are not eligible for free school meals, the cost of this is currently £2.60 per day. We currently use an online meal ordering and payment system called Evolve.

Meals are ordered in advance and this system enables you as parent / carer to select meals with your child at home.

PACKED LUNCHES

Children who bring packed lunches will need:

1. A plastic sandwich box.
2. A plastic bottle with a screw top for cold drinks or an all-plastic thermos flask for hot drinks. Cans, glass bottles and thermos flasks with glass interiors are not allowed.
3. A bag in which all these items can be stored.

All the above items should be clearly labeled with name and class teacher.

No child is allowed to leave the school premises during lunchtime without permission from the Headteacher and written permission from parents.

LOST PROPERTY

Items of lost property are held in either the infant or junior cloakroom. Spare bags and coats are often left in the cloakroom. Please check these areas for any lost property either before or after school. Items are more easily found if they are clearly labeled in indelible ink with your child's name and class.

SCHOOL UNIFORM

There is no uniform for the Nursery children, although some children love to wear a school sweatshirt to be like big brother or sister. A list of our uniform providers is available from our school office.

The school uniform is as follows:

Winter Uniform: Grey pinafore skirt, grey skirt, grey tailored shorts or grey tailored trousers. Either white school blouse and plain blue tie, with v necked sweatshirt/sweat cardigan or white polo shirt with crew neck school sweatshirt. Plain white or grey socks, with black shoes.

Summer Uniform: As above, with the additional option of a blue and white gingham dress

PE Kit: Navy shorts or joggers with a plain white t shirt.
Trainer or pumps.

PE kit can be worn to school on PE days. On the days where children do the Daily Mile they can wear trainers to school (or get changed into them at school if they keep them on their peg).

No jewellery and hair tied back.

Extra – curricular clubs that do not fall on a PE day, pupils will change into their PE kit at the end of the school day.

Parents / carers are requested to not send their child to school wearing jewellery; particularly earrings, as they can be dangerous during outdoor playtimes, PE sessions and extra-curricular activities.

Please ensure that all items are clearly marked with your child's name. School cannot accept responsibility for the loss or damage of such items.

Furthermore, we do not allow children to come to school with extreme hairstyles or haircuts e.g. with designs cut into them.

PARENT TEACHER ASSOCIATION

Membership of the Association is open to all people connected with the school. Its prime objective is to raise funds to support the school family.

In our school there is a thriving P.T.A. It organises many events throughout the year. These are always great fun for those who attend and also for those who plan them.

The P.T.A. regularly hold meetings in school to plan and prepare events. These are advertised to parents/others and all are welcome. As events arise in the school calendar, the P.T.A. will ask for your support to help make each event an enjoyable one. We get a great deal of pleasure from P.T.A. events.

A list of current officers is available in school from the office.

CURRENT SCHOOL DOCUMENTATION

Up to date copies of the current documents listed and referred to above, can be obtained from the school office and / or the school website. However, we do ask parents, due to the high cost of printing that they do not remove copies from school. In special circumstances, the school will provide separate copies for individual parents.

ACADEMIC PERFORMANCE RESULTS 2024

We were exceptionally proud of the children's attainment in 2024 but these figures do not necessarily show the level of commitment shown by them in all subjects of the curriculum and of their love for school and all it offers.

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	64	66%	● At or above	61%	63rd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	64	16%	● At or above	~ 7%	89th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	63	22%	■ Below (significant)	~ 34%	31st
Phonics Screening Check	% of pupils passing in Year 1	59	80%	● At or above	~ 80%	43rd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	59	71%	● At or above	~ 68%	57th

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	83%	59%	77%	60%	64	66%	61%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	6%	7%	13%	8%	64	16%	~ 7%
Reading	% of pupils achieving the expected standard	-	73%	91%	74%	86%	73%	64	77%	74%
Reading	% of pupils achieving the higher standard	-	27%	31%	28%	45%	29%	64	38%	~ 28%
Reading	Average scaled score	-	104.0	107.9	105.0	108.2	105.0	60	107.0	105.0
Writing	% of pupils achieving the expected standard	-	78%	84%	69%	86%	71%	64	72%	72%
Writing	% of pupils working at greater depth	-	20%	17%	13%	13%	13%	64	22%	~ 12%
Maths	% of pupils achieving the expected standard	-	79%	88%	71%	81%	73%	64	80%	73%
Maths	% of pupils achieving the higher standard	-	27%	39%	22%	45%	24%	64	45%	~ 23%
Maths	Average scaled score	-	105.0	108.2	104.0	107.9	104.0	60	108.1	104.0
GPS	% of pupils achieving the expected standard	-	78%	92%	72%	88%	72%	64	80%	72%
GPS	% of pupils achieving the higher standard	-	36%	50%	28%	50%	30%	64	48%	~ 31%
GPS	Average scaled score	-	106.0	110.8	105.0	108.6	105.0	60	108.6	105.0
Science	% of pupils achieving the expected standard	-	83%	91%	79%	91%	80%	64	84%	81%

Multiplication Tables Check (MTC)										
Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
	School	National	School	National	School	National	Cohort	School	National	
% of pupils scoring full marks (25/25)	-	0%	23%	27%	33%	29%	63	22%	~ 34%	
Average score (out of 25)	-	0.0	21.4	19.8	20.2	20.2	63	21.0	~ 20.7	

Phonics Screening Check										
Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
	School	National	School	National	School	National	Cohort	School	National	
% of pupils passing in Year 1	85%	82%	73%	75%	94%	79%	59	80%	~ 80%	
% of pupils passing check by end of Year 2	93%	91%	95%	87%	95%	89%	61	98%	~ 91%	

Early Years Foundation Stage										
Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
	School	National	School	National	School	National	Cohort	School	National	
% of pupils achieving a Good Level of Development	-	72%	79%	65%	79%	67%	59	71%	~ 68%	
% of pupils at the expected level across all early learning goals	-	71%	79%	63%	79%	66%	59	69%	~ 67%	
Average number of early learning goals at the expected level per pupil	-	-	16.3	14.1	16.1	14.1	59	15.5	~ 14.2	



WORTHINGTON PRIMARY SCHOOL, SALE NURSERY ADMISSIONS POLICY Admission from September 2025 Only

Application Dates

Application Deadline Monday 20th January 2025

Offers sent out Friday 14th February 2025

Please Note: Parents should be aware that free early education from 15 to 30 hours per week for 38 weeks of the year for some 3 and 4-year-old children is available.

All Nursery aged children are eligible for 15 hours free Nursery provision. Some may become eligible for 30 hours, provided you as parents/carers fulfil certain criteria as listed below:

- Both parents must be working – or the sole parent is working in a lone parent family
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at National Minimum Wage or National Living Wage
- Each parent must have an annual income of less than £100,000
- You live in England

An application form to see if you are eligible for this additional funding, is available from the HMRC website.



WORTHINGTON PRIMARY SCHOOL, SALE NURSERY ADMISSIONS POLICY

Worthington Primary School is a Community Primary School where Trafford Local Authority is the admissions authority. A decision regarding admission for a child to our Reception class and above is made by Trafford.

However, for admissions to our Nursery, the School's Governing Body, not the Local Authority, is the admissions authority. Therefore, we invite applications from parents of children who may wish a place at our Nursery.

The following policy has been agreed by the Governing Body for admission to the Nursery after 1st September 2025. The policy is published in the school prospectus and on the website and follows the latest Government legislation regarding admissions.

By law no Nursery class may contain more than 26 children in each session. The standard number for admission is therefore 52, i.e. 26 in the morning session and 26 in the afternoon session. Under current legislation all children of Nursery age are entitled to 15 hours funded provision each week. At Worthington Primary, Sale the 15 hours funded provision can be taken over 5 morning sessions of 3 hours or 5 afternoon sessions of 3 hours dependent upon availability. Funded provision is financed by central and local government. If you are eligible for 30 hours funded nursery provision, you have the option of taking up all 30 hours in our setting, subject to availability. For those children staying all day, there is an additional charge (£4.50 daily) for lunchtime supervision.

In the event that there are more applicants than places, the Governing Body will put the applications into rank order according to the agreed over-subscription criteria to determine the allocation of the weekly provision.

In the event there are fewer applicants than places, the Governing Body has agreed that any available sessions will be offered to parents who wish to either take up additional funded hours or purchase additional sessions over and above the 15-hour funded provision.

Parents should indicate on the Nursery Application Form if they wish to either take up additional funded hours or purchase additional chargeable sessions. Ad hoc bookings are not accepted for Nursery sessions. A regular pattern of attendance must be booked for a whole term at least.

Parents will be sent a letter confirming both the funded and, if required, chargeable sessions the school can offer.

Parents will be invoiced each half term for additional chargeable sessions if applicable.

Notice can be given by either party to amend the contract by giving a half-term's notice.

Parents will be asked to sign an Agreement with regard to the provision of funded and chargeable sessions.

APPLICATIONS FOR NURSERY

Application to the Nursery class does not constitute a promise of a place in the Primary School, nor does it preclude the admission of a child to any other Infant or Primary School in the area.

Children are eligible for admission in the September after they reach their 3rd birthday.

Applications for Nursery have opening and closing dates which are clearly stated on the relevant application form. This can be downloaded from the school's website or a hard copy may be obtained from the school office.

ALLOCATION OF PLACES

The headteacher maintains an application list of pupils seeking admission. Inclusion of a child's name on the list does not constitute a promise of a place.

Allocations for the September 2025 intake will be made to children who are 3 years old before 1st September 2025. The deadline for applications is 20th January 2025. Notification will be sent to parents on 14th February 2025 and places will be allocated using the oversubscription criteria as set out below.

How Parents can apply for additional sessions

At the time when offers of places are being made, the number of additional sessions available will be decided by the Headteacher.

The school does not guarantee that additional sessions will be available to each funded place.

Process:

1. Applications for funded places and additional sessions are made on the same application form by the determined deadline.
2. The Headteacher determines the number of additional sessions available.
3. The information on charges, terms and conditions will be available from the school office.
4. Applicants will be informed whether or not they have been offered additional sessions within their offer of a funded place.
5. Applicants will be issued with agreement documents for additional sessions.
6. Places must be accepted/agreement documents returned by the determined deadline.

Please also refer to the school's charging policy and the agreement documents for the charged places.

Oversubscription criteria for charged places are identical to the criteria for funded places.

Applications for funded places take priority.

Oversubscription Criteria

If the School receives more applications than there are places the following oversubscription criteria will be applied in the following priority order:

- Looked After Children (Children in the care of the Local Authority)
Definition: Looked After Children and previously Looked After Children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or Special Guardianship Order).
- Those children who live in the catchment area of this school who will have a sibling attending this primary school at the time of the applicant's proposed admission (including half/step adopted/foster brothers or sisters and any other children who are living at the same address as part of the same family unit).
- Children who live outside the catchment of our school, with a sibling attending this school at the time of the applicant's proposed admission.
- Those children who live in the catchment area of our school.
- Children who live nearest to our school calculated in a direct straight line from the child's permanent place of residence to the school.

*Distance to school calculated in a direct straight line from the child's permanent place of residence to the school. This is used to rank pupils within a category.

Parent

A parent is any person who has parental responsibility or care of the child.

Late Applications

Late applications received after the closing date will be considered once the initial application process has been completed. Dates for this process can be obtained from either the school's website or the school office. Places from in-year applicants will be considered using the above admission criteria.

Address of Pupil

Home address refers to the child's permanent home at the proposed date of admission.

Where the parents live at different addresses, the current 'at the time of application' address will be the one used. This will normally be the one where the child 'wakes up' for the majority of Monday to Friday mornings. Parents may be asked to show evidence of the claim that is being made for the address e.g. utility bill, driving licence etc. Where there is dispute about the correct address to use, the Governing Body reserves the right to make enquiries of any relevant third parties e.g. the child's GP. For children of UK Service personnel and other Crown Servants returning to the area, proof of the posting is all that is required.

Fraudulent Admissions

Where the Governing Body discovers that a child has been awarded a place as result of an intentionally misleading application from a parent, which effectively denies a place to a child with a stronger claim, then the Governing Body is required to withdraw the offer of the place. The application will be reconsidered and a right of appeal offered if a place is refused.

Children in Receipt of an Education, Health and Care Plan (EHCP)

A child with an EHCP for special educational needs and/or disability will automatically be admitted where the school is named in the EHCP.

Updated 27th February 2024

Ratified at Full Board of Governors – 19th March 2024

ADMISSION TO MAIN SCHOOL

How to Apply for a Reception Place for Admission in September 2024

Trafford residents can apply online for a reception place in any primary or infant school. To complete your application online visit the website below where you will find step by step guidance to filling in the online form:

www.trafford.gov.uk/admissions

The benefits of applying online are:

- It's a quick and easy system to use
- You can apply from home, 24 hours a day, seven days a week
- There is no risk that your application will be lost in the post
- You will receive an email to confirm receipt of your application
- The online system will be available 24 hours a day, 7 days a week until the closing date

If you do not wish to apply online application forms (CAFs) are available to parent's resident in Trafford from Trafford nurseries, primary schools and from the School Admissions Team.

Our school has a zone or catchment area where resident children are given priority over other children. Copies of the maps showing the boundaries of all community and voluntary controlled schools' catchment areas can be viewed on Trafford's website at:

www.trafford.gov.uk/communityschoolmaps

Alternatively, parents / carers of children wishing to be admitted can apply in writing using the Borough's common Primary / Infant Application Form (available from school or Trafford). Completed forms must be returned to the following address:

School Admissions
4th Floor, Waterside House
Waterside, Sale. M33 7ZF

A copy of Trafford's Admissions Statement can be obtained from school.