



Prospectus

2024 – 2025

Farndon Primary School



Farndon Primary School

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Welcome

This prospectus has been put together by the children, staff, governors and parents of the school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care.

All schools have their own distinctive ‘feel’ which makes each one unique. We believe that the ‘special feel’ at Farndon Primary is to do with our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing a rich and quality experience for our pupils.

The school was last inspected by Ofsted in February 2020; the judgement was that the school “*continues to be good*”. The Inspection Report said, “*Senior Leaders and Governors want Farndon pupils to be upstanding members of their local community. Leaders also want every pupil to enjoy learning, find their strengths and achieve highly.*” The full report can be accessed off our school website.

I am extremely proud to lead a team that is committed to achieving high standards and providing the very best opportunities for the children within our school. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education and to **unlock their potential**. Each day we aim to help our pupils acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

Andrew Walker

Headteacher

Michael Rudd

Chair of Governors

About our School

OUR VISION

“Unlocking the Potential...”

Our vision for Farndon Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community. We believe our approach will inspire a love of learning and unlock the potential that lies within all of our children, preparing them to be happy, successful and responsible citizens in the future.

THE AIMS OF FARNDON PRIMARY SCHOOL ARE:

- To provide learning where high standards are pursued with consistency and enthusiasm
- To ensure individuals are valued and helped to achieve their personal best.
- Forge effective partnerships to secure the success of the school.
- To provide a structured programme of work which is knowledge based, ensuring broad balanced curriculum which is thematic and engages the learners.
- To provide an environment where children feel safe, happy and secure.
- To foster an enquiring mind, with the ability to question, choose, evaluate and argue rationally.
- To provide equality of opportunity for all pupils without harassment or prejudice.
- To develop in each child confidence and a positive self-image.
- To address the needs of each individual child working towards his/her full potential.
- To develop a sensitivity to the needs of both self and others.
- To develop awareness of moral, social and religious values.
- To prepare pupils for the next stage of their education and adult life.
- To work in partnership with parents, governors and other professionals to deliver the agreed aims of the school.



What did OFSTED say...

“The school's well-planned curriculum helps to ensure that teachers know what pupils need to learn and in what order. This is so that, over time, pupils know and remember more in a wide range of subjects. Most pupils achieve well across the curriculum”

OUR ETHOS

Farndon Primary School serves its community by working in partnership to provide an education of the highest quality and an understanding of shared values. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Through our aims and values we promote and endorse the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

- Be Healthy
- Make a Positive Contribution
- Stay Safe
- Enjoy and Achieve
- Achieve Economic Well-being

OUR SCHOOL VALUES

British values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social 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.

AT FARNDON PRIMARY SCHOOL OUR CORE VALUES ARE:

FRIENDSHIP

We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.

RESPECT

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds.

CREATIVITY

Develop pupils in thinking creatively in all subjects, when solving problems and general life skills.



RESPONSIBILITY

Take responsibility for the way we lead our lives; how we use our talents, rights and opportunities

PERSEVERANCE

Maintain a 'can do' attitude and aspire to achieve goals.

KINDNESS

Show care and concern, and exercise goodwill towards others.

OUR SCHOOL AIMS

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

CELEBRATE SUCCESS

Nurture self-esteem through the celebration of children's achievements.

VALUES CENTRED

Promote a set of core values, and foster positive attitudes to all people, races, religions and ways of life.

DYNAMIC & INNOVATIVE

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

ACCOUNTABLE AT ALL LEVELS

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that everyone understands their role in contributing to the success of the school.

LEARNING CENTRED

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

COMMUNITY ORIENTATED

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

WELL ORGANISED AND SYSTEMATIC

Embed consistently applied policies and practices that ensure the effective day to day running of the school and support strategic leadership and management.

INCLUSION

Treat children and others fairly, equitably and with dignity and respect to maintain an inclusive school culture.

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What did OFSTED say...

"Pupils behave well. Staff have high expectations of pupils' achievement and behaviour. This helps to ensure that pupils try their hardest and achieve well in a wide range of subjects. Pupils enjoy playing musical instruments, including keyboards, guitar and violin. They also enjoy learning French."

Parents in Partnership

We welcome parents and carers into Farndon Primary School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school including regular volunteers. We ask that when parents help within school they read our policy on Volunteering within School and sign the agreement in the appendix. If you are able to help, please talk to your child's teacher.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through our monthly newsflashes, website, twitter, questionnaires, workshops and informal social events. Parents are regularly invited to exhibition events in each year, musical performances and to Parents' Evenings each term. Every year, parents and others are invited to attend our Annual Open Day and Sports Day as well as children's performances.

Staff are always happy to meet with parents and carers to talk through any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties.

The School's website has a wealth of information including our newsletters, class pages, copies of key policies and curriculum information.

PARENT TEACHER ASSOCIATION

Our PTA exists to support the life and work of the School and is open to all members of the school community.

The Association provides invaluable support to the school through organising many social and fundraising events involving parents and the wider local community. Money raised provides extra facilities and equipment for the pupils.

The group holds regular meetings in school, with dates and details displayed on the notice board, the website and the school's newsletter. The PTA identifies long and short-term projects for its fundraising; which enables us to buy 'special' extras to enhance pupils' school experience. Currently, they are working to further develop the school grounds as a leisure, recreational and learning resource.

The PTA needs the support of parents to ensure it is able to continue to enrich the lives of the children. As a new member of the school community we hope you were able to add your support to the work of the Association



SCHOOL'S GOVERNING BODY

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 Local Authority and the local community. School Governors work with the Headteacher 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 meetings of the full Governing Body.

Joining our School

ADMISSION ARRANGEMENTS

Administration of admission arrangements to County Primary Schools is dealt with centrally by Cheshire West and Chester County Council. Information on the process, together with an application form, is available from the County Council Admissions Team. Completed forms, or online admissions must be returned to School Admission by the submission date in the Autumn Term prior to starting.

Parents and carers of children seeking to join the school in other years, should in the first instance contact the In year Admissions Team of the County Council. More information and the necessary e-form can be accessed off our website. Farndon Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of Farndon Primary School this is now 45. This figure is set by the Local Authority.

If the number of children wanting a place is below the set figure, your child will be offered a place. There may, however, come a point when there are too many children of that year group for them all to be given a place.

If a place is not available on application, you have the right to appeal to Cheshire West and Chester County Council Education Authority. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the Admissions Team via the County Council website which can be accessed from our school website.

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding

In the term prior to their entry, pupils are invited into school for visits. This helps them become familiar with the surroundings and routines of school. During this period, there are meetings for parents to discuss our partnership with you and talk about any concerns you might have. We also offer additional home visits.

Pupils will be admitted to Farndon Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour through engaging in their child's learning journey.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad

range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Farndon Primary School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. We engage with parents through the class pages, newsflashes, blogs, website and regular information evenings.

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school.

Before your child's first day, you will be given a New Starter pack. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from their previous school, enables children to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school. The large majority of children go on to Bishop Heber High School, a mixed comprehensive school in Malpas. We have strong links with The Heber through the curriculum and community events. Year 6 pupils make several visits to The Heber during their final year as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.

**What did our parents say last year.....
In a recent questionnaire, 93% of our parents would recommend our school to another parent, with 30% strongly agreeing. One Parent said, " Words don't explain the gratitude felt the school, knowing how well the children are educated, kept safe, and make memories that will last a life time."**

Our Curriculum



The School curriculum comprises all learning and other experiences that we plan for our pupils. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to unlock their individual potential and personality to the full.

At Farndon Primary our curriculum comprises all the learning and other experiences that we plan to meet the needs, curriculum knowledge and interest of our pupils. It is constantly evolving to develop the skills and knowledge needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. The current curriculum is developed to help our pupils know more and remember more. However, our aim, to provide a dynamic and innovative curriculum that challenges, excites and inspires children to become successful and confident learners, and achieve their best, is the main driving force behind how we design and deliver our curriculum.

The school's curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour, contribute academic achievement, emotional wellbeing, and their spiritual, moral and social development.

Our curriculum is planned in themes, with topics chosen to capture the interests and imaginations of our children. Some of our themes include Raiders and Traders, Child of Our Time, Out of this World, They Came They Saw They Conquered, Endangered, Dungeons and Dragons, Once Upon a Time... Fire Fire and Out of Africa. At the centre of our main topics and our SMSC curriculum, we use quality texts. We work in Key Stage teams and therefore the topics are on a 2 yearly rotation. Each theme includes enhancement opportunities which may include guest speakers, an educational visit off site or a themed day.

Skills-based learning is developed by linking subjects such as history, geography, art, design technology and music to the topic being studied. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, maths, science and computing where relevant. PE, RE and PSHE are often taught as discreet subjects to allow coverage of the main objectives and age appropriate skill development.

In addition to our exciting and stimulating themes, we also provide further opportunities to enhance children's learning wherever possible through our GET...SET...GO mantra.

EDUCATIONAL VISITS

School trips and visits are an integral part of the education of children at Farndon Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience;

extracurricular outings such as activities with the school band, speech and drama group or sporting events; and attending or taking part in performances or competitions.

VISITORS TO SCHOOL

Visitors have a valuable role to play and can contribute too many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professionals and others.

EXTRA CURRICULAR CLUBS

As a school we offer pupils opportunities to participate in extracurricular activities after school. At any time a wide range of clubs is on offer – our programmes of clubs and activities available is revised half termly depending on the time of year and other commitments children may have.





THE ARTS

We provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents. For example, all our Year 5 pupils are taught by a specialist teacher and each learn a stringed instrument. In May, they then have the opportunity to play at Bridgewater Hall with the Halle Orchestra.

PHYSICAL EDUCATION AND SPORT

We employ a part time sports coach from Premier Sports to provide high quality coaching and instruction during PE sessions and running lunchtime and after school clubs. Children in the juniors benefit from swimming lessons for a term at the local pool. Also, we participate in the Broxton Schools Sporting tournaments. Premier Sports also run the Golden mile within school and healthy lifestyle workshops.

WHOLE SCHOOL THEMED DAYS

Throughout the year, themed days and weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. This also includes our Curriculum team termly whole school topics that relate to global learning themes such as refugees, equality and sustainability.

As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama has a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways including story-telling, Speech and Drama festival and Key Stage shows. Children have opportunity to apply and develop their skills through rehearsal and performances.

What did our pupils say last year.....

In a recent questionnaire, 98% of our pupils said that teaching was good within our school and 73% strongly agreed!

One pupil said, " It is a safe school and always fun – it is filled with happiness!"



PUPIL RESPONSIBILITY

Volunteering is an activity that everyone can get involved in and benefit from. At Farndon Primary

we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives on our School Council, the Farndon News Crew, and the Safety Team. Older pupils can also apply and be interviewed for positions such as Playground Leaders, Librarians and House Captains. Year 6 pupils also enjoy being a "buddy" to our new children in Reception.

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be, and rising to the challenge that additional responsibility brings.

SCHOOL ASSEMBLIES

A rounded programme of assemblies help to promote pupils' spiritual, moral, social and cultural development, and provide clear guidance on what is right and what is wrong. Once every 2 weeks, assemblies are led by a member of our local clergy. Our whole school assemblies are themed, focusing on cultural, spiritual and core values. Each Friday, an Assembly of Celebration is held to award certificates and house point trophies.

SCHOOL HOMEWORK

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught.

Our Homework Policy is available on the school website.



What did OFSTED say...

"Senior leaders and governors want Farndon pupils to be upstanding members of their local community. Leaders also want every pupil to enjoy learning, find their strengths and achieve highly"

Subject Statements

ENGLISH

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, pupils develop skills in speaking and listening, and reading and writing. It enables them to express themselves creatively and imaginatively, and to communicate with others effectively.

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular - it is an essential element of learning in all areas of the curriculum. We follow the National Curriculum and believe the development of literacy skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly and confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

At Farndon Primary School our aim is not only to teach children the skills to read with confidence, fluency and understanding, but also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as nonfiction and media texts. All children are encouraged to take books home regularly to practise and reinforce the skills taught in school. Guidance is provided on how parents can best support their children's learning in this area.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

MATHS

Mathematics is essential to everyday life. We aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics through varied and frequent practice, building to a greater depth in learning and working up to increasingly complex problems over time.

Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year by-year basis in the areas of:

- Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
- Measurement
- Geometry – properties of shape; position & direction
- Statistics

SCIENCE

Science stimulates and excites pupils' curiosity about events and things 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. Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder to the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.



HUMANITIES

The teaching and learning of geography and history is through planned themes which are incorporated into an overall curriculum framework that focuses on knowledge.

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

DESIGN TECHNOLOGY

Design & Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

COMPUTING

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures.

Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future. At Farndon Primary School we acknowledge that computing and online learning makes a massive contribution to all aspects of school life in this ever-changing technological world.

For our on-line safety curriculum we follow the E-Aware programme. We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology.



MUSIC EDUCATION

Music is essentially a practical subject. Through our Charanga scheme, children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. The school provides opportunities for children to take part in a wide range of musical activities and performances, including Year 5 participation in a weekly instrumental programme.

ART, CRAFT AND DESIGN

Art, Craft & Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

What did our parents say last year.....

In a recent questionnaire, 95% of our parents said their child is taught well, with 32% strongly agreeing.

One Parent said, " My child skips into school and runs into class – this is a credit to his class teacher who makes learning fun and engaging. My child comes home excitedly about their new learning."

MODERN FOREIGN LANGUAGES

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life.

French is taught to all Junior classes. The emphasis is on active learning to engage, motivate and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities. We are part of the Erasmus project for effective professional development of our staff and to forge effective links with other European schools.



RELIGIOUS EDUCATION

Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. We are proud to currently hold the Gold Mark for teaching in this area.

RE is provided in accordance with the Local Authority Agreed Syllabus – this is a new syllabus, and draws from the most recent practice and educational thinking. Through RE we aim to enable children to understand the nature of religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures.

We also aim to enable pupils to learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs. RE is enquiry based and provides opportunities for all pupils to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths in Britain. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. It enables teachers to develop key skills, attitudes and dispositions in their pupils, such as critical thinking, empathy and conceptual creativity, which will equip them better to be able to grapple with the questions that life throws at us.

Delivery of RE is not always taught as a weekly lesson. It can also be through RE Days (whole school, key stage, phase, class) or any other organisational arrangement.

What did our pupils say last year.....

In a recent questionnaire, 91% of our pupils said that lessons are interesting and enjoyable and 47% strongly agreed!

One pupil said, " I enjoy school because it's fun and enjoyable. I never want to go to a different school!"



What did OFSTED say...

"The school's well-planned curriculum helps to ensure that teachers know what pupils need to learn and in what order. This is so that, over time, pupils know and remember more in a wide range of subjects. Most pupils achieve well across the curriculum"





PHYSICAL EDUCATION

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At Farndon Primary, children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual and team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

All children take part in up to two hours of high-quality PE and sporting activities each week provided by teachers, our own school's sports leader or a professional sports coach who is employed through Premier Sports.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games, and outdoor and adventurous pursuits.

Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships.

Children have the opportunity to take part in sporting activities within the school, and with other

schools, including local and county tournaments and competitions.

Physical Education is enriched through a wide range of well attended after-school clubs and activities including football, athletics, fencing, judo and tennis. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

Pupils in the Juniors have the opportunity to take part in Activity Days or a residential visit at Robinwood. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, kayaking, orienteering, and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development. Our Year 4 pupils have the opportunity to attend a residential in Bala.

PERSONAL, SOCIAL, HEALTH EDUCATION

Personal, Social, Health Education and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.



Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences through a book led approach so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave Farndon Primary School able to:

- Think critically
- Express opinions confidently
- Be self-reliant
- Be self-motivated
- Be self-disciplined
- Take responsibility
- Make choices within a moral context
- Have clear values and attitudes
- Be able to co-operate with others
- Make and sustain good relationships
- Have a healthy lifestyle
- Be safe

Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work.

Perhaps, most importantly, we want pupils to leave Farndon Primary with feelings of self-confidence, self-worth and high self-esteem.

We have a Children's Council, recognising the importance of pupils having a voice decisions that affect them. The Council is made up of elected members from each class, and representatives from the staff. It represents the pupils' voice and puts forward new ideas, suggestions and ways of solving issues.

RELATIONSHIP AND SEX EDUCATION

Effective Relationships & Sex Education (R&SE) is crucial to developing and maintaining emotional and physical health. At Farndon Primary School R&SE is provided through the Personal, Social and Health Education & Citizenship Framework. The curriculum for R&SE is planned to ensure pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experience of adult life. We believe that the teaching of sex education should be complementary and supportive to the role of parents, and should have regard to parents' views on its content and presentation.

What did OFSTED say...



“They told me that discriminatory behaviour is not tolerated. Pupils are adamant that there is no racist or homophobic bullying. Pupils said that staff act swiftly on the rare occasions that bullying happens. Pupils are active citizens. They raise funds for many worthy causes and local charities.”

Early Years

Foundation Stage

For pupils in Year 5 and 6, Sex Education is provided by class teachers with the support of health professionals in a way that encourages pupils to consider moral aspects and the value of family life. Parents are informed in writing prior to the teaching of Sex Education and will be given the opportunity to see teaching materials to be used, and receive explanations of the way in which it is proposed to use them in the classroom. For our curriculum we follow the Chris Winter programme.

Parents have the right to withdraw their children from all or part of any Sex Education provided. If a parent wishes to withdraw their child they should put their request in writing to the Headteacher - a reason for this decision is not necessary.

What did our parents say last year.....

In a recent questionnaire, 98% of parents said that their child is well looked after within our school and 64% of these parents strongly agreed.



The Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

We need to ensure that our children enter school having established solid foundations on which they can build. Children will start in our Nursery Class having had a range of different experiences. Within the Nursery Class and Reception Year, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the curriculum.

In the Nursery Class and the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

What did OFSTED say...



"Pupils take their responsibilities as school council members and safety officers seriously. They visit local places of interest such as Beeston Castle and Chester. Pupils enjoy field trips in Farndon. They appreciate art and enjoy visiting galleries and museums. These experiences bring learning to life.."

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

Communication and Language Development

involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their
 - skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

What did our pupils say last year.....

In a recent questionnaire, 94% of our pupils said that they feel safe within school and 55% strongly agreed!

One pupil said, " Teachers are kind and school trips are fun. Everyday I learn a new thing."



Inclusion and Equality

SAFEGUARDING

Farndon Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse including whilst accessing the internet. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS checks.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her Child Protection Plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Andrew Walker, Headteacher, who is our Lead Professional for Child Protection. Further information can be accessed from the Safeguarding tab on the school's website.

BEHAVIOUR

At Farndon Primary School we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. Our three rules are simple: **Ready, Respect; Safe.**

As a caring school, we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement. The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence.

These are embodied in the principles of our Code of Behaviour:

- Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- Every child in our school is valued. Abuse of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school, therefore, we do not accept discrimination in any form.
- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly if it ever occurs.
- All children should respect school property and the property of others.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy which is available via the school's website.

The school's abhorrence of such behaviours is communicated to pupils, parents and staff, for example through the curriculum, the Prospectus and newflashes, and staff training. All parents of new pupils receive a summary of the school's behaviour expectations and Anti-bullying Policy as part of an Induction Pack.

All staff are expected to deal with any discriminatory incident that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.



CATERING FOR ALL NEEDS

At Farndon Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able.

Children succeed highly at our school where excellence is encouraged and celebrated. Our End of Key Stage 2 SAT results have been consistently above national averages, with a high proportion of children achieving at the higher levels. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is designed to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to

be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2014 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs Co-ordinator (SENCO), provision is carefully planned. Strategies to help support the child's learning and development is discussed with parents to develop a "Pupil Profile."

The SENCO is responsible for supporting, planning and monitoring interventions and Pupil Profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress. Following discussions with parents / carers, pupils may be placed on the SEN register at some point in their school career. For many, this includes a short burst of targeted intervention which may lead to them being removed off the register, while for others the support process is a longer one.

What did our parents say last year.....

In a recent questionnaire, 98% of parents said that their child makes good progress in our school and 62% of these parents strongly agreed.

One parent said, "My child continues to thrive and make good progress and generally doing well in all aspects of school. His love of learning is repeated everyday and he never fails to amaze us with his growing knowledge."



Other Information

SCHOOL MEALS

All pupils in Reception, Year 1 and Year 2 are offered a free school meal. Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day and govern all food and drink on offer within the school.

We work with our meals provider, in liaison with parents, to cater for any pupils with special dietary needs. Menus are supplied to parents in advance so that meals can be pre-ordered; parents can choose not to take-up a school lunch for their child, in which case children should bring a packed lunch into school – we encourage these to be healthy in content and ask parents not to include sweets, chocolate, crisps or fizzy drinks. More information can be found in our school's Food Plan on the website.

MEDICAL AND OTHER ISSUES

When children start school, parents are asked to complete a form outlining any medical history including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to date.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can make contact in an emergency. All injuries are recorded.

MEDICINES

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

There may be times when children attending school need to take medication. Any such medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil and be delivered personally to the school office. These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication.

Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school.

As children may need immediate access to their inhaler (Blue Relievers) they are kept in a safe and readily accessible place (red grab bag). Inhalers should be taken to sporting events and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.



Essential School Information

TEACHING STAFF WITHIN SCHOOL

| TEACHING STAFF | | |
|---------------------|--------------------|---|
| Name | Role | Responsibility |
| Mr A Walker | Headteacher | Assessment / Curriculum / Science / Tech |
| Mrs S Wakefield | Deputy Headteacher | Literacy Leader / Pastoral Leader / Computing |
| Mrs N Pimparel | Year 2 Teacher | Inclusion Leader |
| Mrs L Cooper | Year 6 Teacher | Maths Leader |
| Miss R Case | Year 5 / 6 Teacher | Geography Leader |
| Mrs S Waters | Year 5 Teacher | ECT |
| Mr A Bond (PT) | Year 4 Teacher | PE and MfL Leader |
| Mrs L Maclean (PT) | Year 4 Teacher | Music Leader |
| Miss B Barry | Year 3/4 Teacher | ECT |
| Mrs R McCarthy (PT) | Year 3 Teacher | RE Leader |
| Mrs M Hardwick (PT) | Year 3 Teacher | Art and Design Leader |
| Mrs E Davies (PT) | Year 2 Teacher | Pupil Premium Leader |
| Mrs P Axon | Year 1/2 Teacher | Phonics Leader |
| Miss C Stephens | Year 1 Teacher | History Leader |
| Mrs V Bayley | EYFS Teacher | Early Years Leader |
| Mrs P Chapman | EYFS Teacher | Speech and Language; EYFS Reading Leader |
| Mrs A Pomerantz | EYFS Teacher | Mental Health Leader |
| Mrs G Cottle | EYFS Teacher | Pupil Voice Leader |

| Teaching Assistants | | |
|--|--------------------|---|
| Name | Role | Responsibility |
| Mrs M Edmond | Teaching Assistant | Early Years Specialist |
| Miss E Baker | Teaching Assistant | Early Years Specialist |
| Miss L Brown | Teaching Assistant | ELSA Social and Emotional support |
| Mrs B Waters | Teaching Assistant | First Aid and Medicines |
| Mrs P Cook | Teaching Assistant | Phonics and Early Reading |
| Mrs K Barnes | Teaching Assistant | Newspaper; Safety Officers; School garden |
| Mrs K Richards | Teaching Assistant | ELKLAN and Speech and Language |
| Mrs N Green | Special Needs TA | 1 to 1 Support |
| Mrs F Mitchell | Special Needs TA | 1 to 1 Support |
| Ms R Hillyer | Special Needs TA | 1 to 1 Support |
| Mrs K Credidio | Special Needs TA | 1 to 1 Support |
| Support Staff | | |
| Mrs S Knight | School Bursar | School finance and ordering |
| Miss J Diamond | School Admin | School Dinners; Attendance; Pre School |
| Mr M McCann | Site Manager | Health and Safety; Premises |
| FACE Before and After School Club | | |
| Mrs S Roderick | FACE | Manager |
| Mrs D Lowe | FACE | Playleader |
| Mrs D Parry | FACE | Playleader |
| Mrs N Green | FACE | Playleader |
| Miss H Gator | FACE | Playleader |
| Midday Assistants | | |
| Mrs N Green | Midday | Midday Supervisor |
| Mrs D Lowe | Midday | Playworker |
| Mrs D Parry | Midday | Playworker |

ORGANISATION OF THE SCHOOL DAY

SCHOOL OFFICE

8.30am-4.30pm (Friday 4:00pm)

BEFORE AND AFTER SCHOOL CLUB

Breakfast Club: 7:45 – 8:45

After School Club: 3:30 – 6:00

SCHOOL HOURS

Morning Teaching Session

8.45am-11.45am (Nursery) Children may stay all day including lunch.

8.55am-12.00pm (Reception & Infants)

8.55am-12.30pm (Juniors)

Afternoon Teaching Session

12.30pm-3.30pm (Nursery) Children may stay all day including lunch.

1.00pm – 3.30pm (Infants)

1:30pm – 3:30pm (Juniors)

Infant teaching time per day - 4 hours 20 minutes

Infant teaching time per week - 21 hours 40 minutes

Junior teaching time per day - 4 hours 50 minutes

Junior teaching time per week - 24 hours 10 minutes

Please ensure your child does not arrive at school before 8.45 a.m. as the school gate will be locked and there is no supervision on the playground until this time. Due to safeguarding, parents are not allowed onto the school playground before the start of the day. Two members of staff are there to greet your child and supervise any activities. We do run Breakfast Club 7:45am until 8.45am when pupils are taken either to the playground or Nursery.

If for any reason you are unable to meet your child at home time, please telephone us and let us know who will be meeting your child. This call will also enable us to allay any anxieties your child may be experiencing when Mum or Dad hasn't arrived. It may be possible for your child to be cared for at the 'after school club' FACE (**F**arndon **A**fter school **C**are **E**xperience) from 3.30pm – 6.00pm each evening.

ORGANISATION OF THE CLASSES

Children may join us in our Nursery Unit, after which they spend seven years in their primary school. Each age group is classified from Reception as follows:

| Age | |
|-----------------|-----------|
| 3-4 years old | Nursery |
| 4-5 years old | Reception |
| 5-6 years old | Year 1 |
| 6-7 years old | Year 2 |
| 7-8 years old | Year 3 |
| 8-9 years old | Year 4 |
| 9-10 years old | Year 5 |
| 10-11 years old | Year 6 |

The number of pupils on the roll and the number of children in each year group govern the arrangement of the classes. Within each class, pupils are taught individually, as a group, or as a whole class but always according to their needs and abilities.

All children between the ages of 5 and 11 study the National Curriculum which has been adapted for our school. Y1 and Y2 follow the Key Stage 1 Programmes of Study, and Years 3, 4, 5 and 6 follow the Key Stage 2 Programmes of Study.

Along with Nursery aged pupils, the Reception children follow the Foundation Stage Programme. This underpins all future learning by supporting, fostering and promoting children's development.

Due to our intake number, we now have some mixed classes. Our current class structure is as follows:

| | | | |
|---------------------|-------------------------|--------------------|---------------------|
| Acorns | EYFS: Pre School | Robins | Year 3 |
| Ladybirds | EYFS: Reception | Ravens | Year 3 and 4 |
| Caterpillars | EYFS: Reception | Wrens | Year 4 |
| Foxes | Year 1 | Owls | Year 5 |
| Squirrels | Year 1 and 2 | Kingfishers | Year 5 and 6 |
| Hedgehogs | Year 2 | Kestrels | Year 6 |

School Achievement

Key Stage 2 2023 - 2024

| Yr 6 Reading | EOKS1 | School 2024 | School 2023 | National 2024 | EOKS1 | School 2024 | School 2023 | National 2023 |
|--|-----------|-------------|-------------|---------------|---------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Level 3 | Higher Standard | Higher Standard | Higher Standard |
| All Pupils (34) SATs Average 103.18 | 38% | 65% | 79% | 74% | 14% | 18% | 33% | 29% |

| Yr 6 Maths | EOKS1 | School 2024 | School 2023 | National 2024 | EOKS1 | School 2024 | School 2023 | National 2024 |
|---------------------------------------|-----------|-------------|-------------|---------------|---------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Level 3 | Higher Standard | Higher Standard | Higher Standard |
| All Pupils (34) SATs Average 101.6 | 34% | 56% | 64% | 73% | 10% | 18% | 10% | 24% |

| Yr 6 Writing | EOKS1 | School 2024 | School 2023 | National 2024 | EOKS1 | School 2024 | School 2023 | National 2024 |
|-----------------|-----------|-------------|-------------|---------------|-----------------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Higher Standard | Higher Standard | Higher Standard | Higher Standard |
| All Pupils (34) | 38% | 65% | 74% | 72% | 10% | 21% | 23% | 19% |

| Grammar School 2024 103.68 | EOKS1 | School 2024 | School 2023 | National 2024 | EOKS1 | School 2024 | School 2023 | National 2023 |
|-------------------------------|-----------|-------------|-------------|---------------|---------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Level 3 | Higher Standard | Higher Standard | Higher Standard |
| All Pupils | 38% | 68% | 69% | 72% | 10% | 24% | 26% | 30% |

| RWM Combined 2024 | | | | | |
|-------------------|-------------|---------------|-----------------|-------------|---------------|
| Expected Standard | | | Higher Standard | | |
| School 2024 | School 2023 | National 2024 | School 2024 | School 2023 | National 2024 |
| 47% | 62% | 61% | 9% | 0% | 7% |

Achievement in Year 4 Multiplication Check 2024

| Year 4 Multiplication Check | | | | | | | | | | |
|-----------------------------|-------|------------|-------|-------------|------|------------|-------|----------------|-------|-----|
| Below 5 | | 5 - 9 | | 10 - 14 | | 15 - 19 | | 20 - 24 | | 25 |
| 7% | | 12% | | 21% | | 14% | | 31% | | 14% |
| All (42) | 16.52 | Boy | 15.23 | Girl | 17.8 | FSM | 10.44 | Non FSM | 18.18 | |

Key Stage 1 2023 - 2024

| Yr 2 Reading | EFYS | School 2024 | School 2023 | National 2023 | EFYS | School 2024 | School 2023 | National 2023 |
|------------------------|-----------|-------------|-------------|---------------|-----------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Exceeding | Higher Standard | Higher Standard | Higher Standard |
| All Pupils (48) | 73% | 73% | 65% | 68% | | 17% | 24% | 19% |

| Yr 2 Maths | EOKS1 | School 2024 | School 2023 | National 2023 | EOKS1 | School 2024 | School 2023 | National 2023 |
|------------------------|-----------|-------------|-------------|---------------|--------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Exceed | Higher Standard | Higher Standard | Higher Standard |
| All Pupils (48) | 75% | 77% | 74% | 70% | | 23% | 30% | 16% |

| Yr 2 Writing | EOKS1 | School 2024 | School 2023 | National 2024 | EOKS1 | School 2024 | School 2023 | National 2024 |
|------------------------|-----------|-------------|-------------|---------------|--------|-----------------|-----------------|-----------------|
| | Expected+ | Expected | Expected | Expected | Exceed | Higher Standard | Higher Standard | Higher Standard |
| All Pupils (48) | 77% | 54% | 57% | 60% | | 8% | 15% | 8% |

| Phonics test Year 1 pupils | | | | | | | | |
|----------------------------|------|-------|-------|------|-------|-------|-------|------|
| All Pupils | | | Boys | | Girls | | FSM | |
| % of Pupils | 2023 | 2024 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 |
| | 30 | 44 | 18 | 20 | 12 | 24 | 3 | 5 |
| | 97% | 75% | 94% | 75% | 100% | 75% | 66% | 100% |
| Average | 36.1 | 30.61 | 35.61 | 31.3 | 37.07 | 32.77 | 28.66 | 36 |
| National 2023 | 75% | | 72% | | 79% | | 62% | |

Reception Exit Data 2024

| | | | | | | | | | | | | |
|-------------------------|----------|-----------------|---------------|------------------------|--------------------|-------------------|---------------|--------------|---------|--------|-------------------|---------------------------|
| Listening and Attention | Speaking | Self Regulation | Managing Self | Building Relationships | Gross Motor Skills | Fine Motor Skills | Comprehension | Word Reading | Writing | Number | Numerical Patters | Good Level of Development |
| 92% | 92% | 97% | 97% | 97% | 100% | 97% | 92% | 79% | 79% | 87% | 87% | 79% |

School Highlights

School Visits:

- Story House Theatre
- Beeston Castle
- Charlie and the Chocolate Theatre trip
- New Brighton Theatre for Panto
- Threapwood
- Jodrell Bank
- Chester Cathedral
- Nantwich Museum
- Chirk Castle
- BeWLIDerwood Experience
- Bridgewater Hall: Strings concert

Residentials:

- Year 4 Bala – Swimming; Outdoor Activities; Team building; Viriata
- Year 5 Robinwood – Rafting; Kayaking; Climbing; Team building
- Year 6 London – Cultural trip of capital city

Special Events:

- Soap Box Derby (Fund raising for Hospice)
- Macmillan Coffee Morning (Fund raising for Cancer)
- European Day of Languages
- Harvest Assembly in St Chads Church (Fund raising Food bank)
- Christmas Shoe Box Appeal (Fund raising)
- Heber Science Fair
- SPOTacular Day for Comic Relief
- Odd Socks Day for Anti Bullying Week
- Infant Nativity performances
- Valentine's Day bake sale

- Easter sponsored bunny hop
- Wellies for Well-being
- Sports Day
- Swimming pool at school
- World Book Day
- Heber Arts Festival
- Ancient Greek Day
- Viking Day