



Kingsway Primary School
Ashville Road
Wallasey
CH44 9EF
TEL: 0151 638 5195
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Headteacher:
Mrs H Holbrook

KINGSWAY PRIMARY SCHOOL

PROSPECTUS



The information contained in this prospectus, relates to the current academic year and the information in it is correct at the time it was written, but it should not be assumed that there will be no changes before or during the following year.



Headteacher:
Mrs H Holbrook

Dear Parents,

As Headteacher of Kingsway Primary School I am pleased to introduce our school to you.

I hope the information contained in this brochure will be helpful and informative.

Your child is an individual and I know that you will want to be certain that Kingsway staff will work together with you to ensure they are both happy and successful. These are our aims too.

Kingsway primary is a small school with a family atmosphere. We set high standards of expectations for our children in everything they do and pride ourselves on being a caring and friendly school. Our Mission Statement is "Be the best that you can be, do the best that you can do" and this embodies our values and ethos.

This brochure is only part of the picture and we would encourage all prospective parents to visit the school to fully appreciate our happy and nurturing environment.

Yours Sincerely

Mrs Helen Holbrook
Headteacher

Our School

Leadership Team

Mrs Helen Holbrook Headteacher

Teaching Staff

| | |
|-----------------|--------------------------|
| Miss Cooke | SENCo / PPA Teacher |
| Miss Johnson | Y5/6 Teacher |
| Miss Martindale | Y4 Teacher |
| Mrs Jones | Y2/3 Teacher |
| Mr Lloyd | Y1 Teacher |
| Mrs Freemantle | Foundation Stage Teacher |
| Miss Smith | Foundation Stage Teacher |
| Mrs Lodge | Teacher |

Support Staff

| | |
|----------------|---------------------|
| Miss Challinor | Business Manager |
| Mrs Kirby | Nursery Room Leader |
| Mrs Bain | Teaching Assistant |
| Miss Graham | Teaching Assistant |
| Mrs O'Brien | Teaching Assistant |
| Miss Ryan | Teaching Assistant |
| Miss Davies | Teaching Assistant |
| Miss Stewart | Teaching Assistant |
| Miss Humphreys | Teaching Assistant |
| Miss Atherton | Administration |

Facilities Management

| | |
|---------------|-------------------|
| Mrs Knight | Cook / Cleaner |
| Mr Reid | Caretaker |
| Mrs Cleverley | Kitchen Assistant |

Lunchtime Support Staff

| | |
|--------------|---------------------------------------------|
| Mrs Alderson | Middy Supervisor / Breakfast Club Organiser |
| Mrs Harrild | Middy Supervisor |

Our Governing Body

| | |
|--------------|-----------------------|
| D. Stenhouse | LA Chair of Governors |
| B. Murphy | Community |
| H. Holbrook | Staff/Headteacher |
| C. Wycherley | Community |
| VACANCY | Community |
| E. Lodge | Staff |
| C. Atherton | Parent |
| V..Banks | Parent |
| G. Stewart | Parent |

School Times and Before and After School Clubs

| | |
|--------------------|------------------------------------------------|
| Breakfast Club | 8.10 – 8.45 – Last admittance 8.30 |
| Nursery | 8.50 – 11:50 12.00 - 3.00 |
| KS1 & 2 | 8.50 – 3.15 |
| After school clubs | 3.15 – 4.15 |

During the normal school week 21 hours 50 minutes are spent in teaching in Key Stage 1; 23 hours are taught time in Key Stage 2. These times exclude statutory daily acts of worship, registrations and break.

Uniform

Grey trousers, skirt or shorts.

Royal Blue Jumper, Sweatshirt or Cardigan.

White – Polo Shirt, Blouse or Shirt.

White, grey or black socks

Black Sensible Shoes **NOT BOOTS/TRAINERS**

Nursery and Foundation Stage must have wellies in school

School PE bags, book bags and summer caps are available from the school office

Embroidered uniform is available from Birkenhead market or from www.schooltrends.co.uk

All children require black shorts, a white t-shirt and pumps (**NOT TRAINERS**) for P.E.

Jewellery should not be worn in school (small stud earrings only are permitted. Watches, money or other valuables brought into school, **will be the responsibility of the child concerned.** Mobile phones are not permitted.

ADMISSIONS

Nursery Education

Parents who wish their child to be admitted to our nursery should apply to the Headteacher.

Priority for admission to nursery schools and classes is given to children who are educationally disadvantaged and there after to the oldest children and those who live nearest to the school or class. A copy of the Authority's admissions policy for nursery schools and classes is available from the Education Department and from the school office.

Admission Arrangements for the Foundation 2 Class

The Children and Young People's Department have to co-ordinate all the admission arrangements for all community, voluntary-controlled and voluntary-aided primary schools.

You can apply for school places from 1st September before your child starts Foundation 2 in September of the next academic year. This means that for admission in September 2022, you can apply from September 2021 but not before.

All applications, either in zone for community and voluntary-controlled school and all requests for places at voluntary-aided schools, must be made on the common application form. Forms will be available from all schools, from the Children and Young People's Department or can be downloaded from our website at **www.wirral.gov.uk**

The "Primary Education on Wirral" – Information for Parents, is obtainable from school.

High Expectations, High Achievements

The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are taught by their own class teacher in mixed ability classes. The staffing complement for each class in KS1 is a fully qualified teacher and a trained teaching assistant.

Every classroom is fully furnished and equipped with the highest quality learning resources.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. To this end we will communicate directly with you via 'Dojo' messaging. This will give you access to information about the rewards given to your child during the school day and will provide you with a vehicle to message the class teacher directly whenever you want to. Class teachers messages will be replied to during the following working day.

Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child. In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

The National Curriculum

The National Curriculum Programmes of Study are divided into Key Stages:

The Foundation Stage

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others. The areas of learning that make up the Foundation Stage curriculum are:

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day. The reception class has its own specially equipped outdoor area.

The teaching to achieve these early learning goals will be through first hand experience and structured play. The areas of experience will be linked to the National Curriculum. The teacher and teaching assistant will keep records on children's experiences and attainments. Assessments of development and learning needs will be ongoing throughout the school year.

During the first half of the autumn term the teacher will carry out a baseline assessment for every child. This will establish where they are in aspects of their learning and development and help future planning. The results of this early assessment will be shared with parents at the parents evening in the autumn term. By the end of the year the teacher will have built up an accurate profile of the each child's development.

We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. It is an important way of developing new skills and building up relationships with other children both individually and in groups.

Reading is taught through a variety of different structured reading schemes supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by hearing them read on a daily basis. We are always pleased to discuss ways in which they can help their child at each stage of their reading development with parents.

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- Computing

Children also study the subjects below as part of the National Curriculum.

These are called foundation subjects.

- Art and Design
 - Design Technology (DT)
 - History
 - Geography
 - Music
 - Physical Education
 - Religious Education/Personal, Social, Health and Citizenship Education
-
- Pupils in KS2 classes also study Spanish

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed County Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are nondenominational and although they are of a broadly Christian nature and due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Educational Visits

Visits play an essential role in our work and take place on a regular basis. These vary from place in the locality for instance the library, places of worship and or a local park in addition to residential trips for children in Key Stage 2.

Home Learning

Kingsway Primary School has a policy of providing home learning opportunities that are enjoyable, manageable and interesting. Children throughout the school are encouraged to read at home for at least 10 minutes on a daily basis. It is also expected that parents and staff will write comments in their reading diary when a child is heard reading. We also give children the opportunity to carry out home learning tasks from time to time. These could be researching the strand of a topic, finding out specific information, practising spelling words that they find 'tricky', playing a game from school to consolidate a particular maths skill, visiting a place of interest, finding artefacts at home to bring into school ... the list is exhaustive!

Physical Development

The government provides funding to schools for the development of PE and sport, to improve the quality and breadth of PE and sport.

Schools can choose how they use the funding, for example to:

- Hire specialist PE teachers or qualified sports coaches to work with primary teachers during PE lessons
- Support and involve the least active children by running after-school sports clubs and holiday clubs, e.g. the [Change4Life](#) clubs
- Provide resources and training courses in PE and sport for teachers
- Run sport competitions or increase pupils' participation in the [School Games](#)
- Run sports activities, including competitive sports, with other schools

For our school this has seen the introduction many exciting sports which not only develop skills and ability in the sports but school will aim to develop excitement and opportunity for all children regardless of ability.

There will be some opportunities for more specialist after school activities. These clubs will be advertised via your Dojo account.

SATs

In the summer term of years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs). The class teacher assesses each child's development in speaking and listening, reading and writing, mathematics and science. In addition each child undertakes a test in reading, Writing, Grammar, Spelling and mathematics. Parents are informed of how their child has done at the end of the summer term as part of their child's annual school report.

Special Educational Needs & Disabilities

If a child has special educational needs or if they have a learning difficulty which calls for special educational provision to be made for him or her please contact Mrs Cooke who is the school SENCO (Special Needs Co-ordinator) The S.E.N.D policy is available on our school web site or at the front office.

At Kingsway we aim to identify pupils with special educational needs as early as possible. Early identification is essential so children can receive the maximum support possible. We value our partnership with parents and welcome any information which helps us in our identification. Parents are informed when their child is receiving extra support in school from their class teacher or the S.E.N. co-ordinator and notified of their progress.

Children with special needs receive extra help in the classroom from their class teacher who will be advised on preparing appropriate quality first teaching strategies. There are a range of teaching materials available for the use of children with special needs to effectively address their learning needs.

Children with special educational needs are also identified by class teachers. Teachers consult with the SENCO and specific help is then offered following the Code of Practice staged procedures. The SENCO meets regularly with class teachers to discuss and review Individual Education Plans (IEPs) or Individual Behaviour Plans (I.B.Ps). Early identification is essential so children can receive the maximum support possible.

Staff receive appropriate training in providing for children with special needs both in the form of school-based advice from the co-ordinator and by attendance on appropriate courses, run by the LA. At Kingsway Primary School all children with special needs are integrated into the classrooms. All teachers are teachers of special needs and the special needs co-ordinator has additional training and qualifications to offer training and advice to further support staff, pupils and their parents.

We value our partnership with parents and welcome any information which will help us in identifying children with S.E.N. as early as possible. Parents will be invited into school to review their child's progress with the SENCO and the class teacher.

Teaching Methods

We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching. Children will usually be grouped according to ability and additional needs. The groups may be different according to the task and will be flexible to reflect individual strengths.

Visions, Values and Expectations

We wish to create a culture of learning, where children are happy, enthusiastic, motivated and ambitious.

We encourage mutual respect, support and collaboration between all adults and children, both within the school and the wider community.

We believe that it is important to provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school.

This can be achieved most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our home/school agreement.

Working in Partnership for Success

Our school community is made up of children, parents, teachers, support staff and Governors. Everyone has their part to play and this brings with it certain responsibilities.

Children

- ✓ Understand that they have rights within the school written in our Charter of Rights. Children have the right:
 - To be safe;
 - To be treated kindly;
 - To be listened to;
 - To be helped;
 - Not to be bullied or lonely;

- To be happy;
- To feel wanted;
- To be special.

At Kingsway children also have the following responsibilities:

- To respect other's culture, race, feelings, beliefs and values.
- To accept responsibility for the things they do.
- To take responsibility for school and homework.
- To ask for help and to do their best in all they undertake.

All children have a responsibility to follow the school's Code of Conduct:

- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Be helpful.
- Tell a member of staff if they are worried or unhappy.

We ask that Parents to:

- ✓ Make sure that each child attends school each day, unless they are ill, and ensure that they arrive on time.
- ✓ Make sure children wear suitable clothing in line with the school uniform and that the PE/games kit is brought to school each week.
- ✓ Support their children with homework tasks and ensure homework is returned within the set time.
- ✓ Attend parents' evenings and communicate with the class teacher via Dojo.
- ✓ Support and work with the school in any behavior management programs as outlined in the positive behaviour policy summary.
- ✓ Work in partnership with the school to develop positive attitudes towards those from different cultures and races and with different feelings, values and beliefs.
- ✓ Let the school know of any concerns that may affect their children's work or behaviour at school or ability to do homework.
- ✓ Read and act upon any information sent home.
- ✓ Endeavour to provide a safe, secure and happy environment at home.

- ✓ Encourage other opportunities for home learning.
- ✓ Support the school and PTA in fundraising and other activities.
- ✓ Foster a positive attitude towards education and the school and use discretion when discussing issues or grievances in front of children, as these may have a negative effect on their outlook.
- ✓ Come into school to discuss any problems and refrain from discussing any issues on social media.
- ✓ Read with your child every night.

The school will:

- ✓ Maintain a high standard of education, keeping in line with national government requirements, within a balanced curriculum.
- ✓ Care for each child's safety and well-being.
- ✓ Endeavour to meet the requirements of children whatever their needs to achieve their full potential.
- ✓ Ensure that each classroom is a positive and stimulating learning environment.
- ✓ Set homework to extend the curriculum work in school.
- ✓ Teach children to develop a positive attitude towards everyone regardless of difference in gender, race, culture, belief, values, age, and need.
- ✓ Help children to understand their role in their local community.
- ✓ Communicate effectively and sensitively with parents:
- ✓ Hold regular meetings to discuss the progress of children, indicating strengths and areas for development through individual targets.
- ✓ Provide prompt information about behaviour or class work that may be a cause for concern or celebration.
- ✓ Provide clear information about homework tasks.
- ✓ Provide short training sessions on supporting children at home in specific curriculum areas.
- ✓ Provide opportunities for parents to become involved in school life.
- ✓ Provide information to parents about school activities via Dojo and Arbor
- ✓ Make available all relevant statutory school policies.

Governors will:

Support and assist the Head teacher in the strategic direction of the school, providing support and challenge to effectively realise the school aims and improve pupil progress and attainment.

Together we will

Value one another as partners with our children.
Listen to and support each other in our aim to provide the best education for our children.



Welfare

The health and welfare of your child is our first priority. We will always contact you if we have any concerns.

Once your child reaches five, their weight, height, hearing and sight are checked by the school nurse and their general health is discussed with you.

Any child who becomes ill in school will be cared for and comforted until you can be contacted. We will need your telephone numbers and numbers of other emergency contacts in school. You will need to ensure that these are kept up to date.

Food and Drink

We have our own school kitchen which is run by Mrs Knight, all food is freshly prepared. The children can have a freshly cooked meal each day or alternatively they can bring a packed lunch.

We request that all children up to year 2 have a school meal. School Meals are free for children F2-Y2. For all other pupils School Meals are charged at £2.30 per day. We suggest that all parents apply for Free School Meals regardless of whether they intend to have a school meal. Free school meal entitlement brings financial benefits which enable us to provide additional resources for our children

Children in Key stage one have a free piece of fruit each day which they eat at break time.

A small carton of milk can be purchased for those children who do not receive free meals and milk. Please see Miss Challinor for details.

Children are encouraged to bring their school water bottle filled with water to school each day. It has been proven that if children have regular access to water during the day they are more able to concentrate. The water bottles are kept in the classroom. If a replacement is required please see the school office.

Attendance

Kingsway Primary School encourages regular attendance in the following ways:

- ✓ Providing a caring and welcoming learning environment and learning that is such fun that children will not want to miss it.
- ✓ Responding promptly to a child or parent's concerns about the school or other pupils;
- ✓ Marking registers accurately and punctually during morning and afternoon registration. If pupils arrive at school after the close of the register (9.10 a.m.) without a written explanation, a late mark will be recorded. If a child arrives late after 9.30 a.m. it will be recorded as late absence and counted as an unauthorised absence. publishing and displaying attendance statistics;
- ✓ Celebrating good and improved attendance;
- ✓ Monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to Education Welfare (ESW) for support in order to improve attendance.

We expect that you will:

- ✓ Always encourage regular school attendance and be aware of your legal responsibilities;
- ✓ Always ensure that your child arrives at school punctually and fully prepared for the school day;
- ✓ Ensure that you contact the school whenever your child is unwell and unable to attend school;
- ✓ Contact the school on the first day of your child's absence and

- ✓ Telephone every day thereafter unless your child has a doctor's certificate.
- ✓ Contact us promptly whenever any problem occurs that may keep your child away from school.

Responding To Non-Attendance

When a pupil does not attend school we will respond in the following manner:

- ✓ You will be contacted by the school.
- ✓ You will be notified that if the absence persists a referral will be made to Education Welfare (ESW).
- ✓ Failure to comply with the expectations set by ESW may result in further action, an application for an Education Supervision Order, or court prosecution which may result in a large fine.

Grant for leave of absence in very exceptional circumstances

Holidays will not be authorised during term time unless you meet the criteria agreed for 'Exceptional Circumstances' as indicated below:

- If a member of the immediate family has a severe or terminal illness
- If a parent is unable to take a holiday out of term time due to restrictions imposed by their employer.

And Finally...

We would be delighted to welcome you on a visit to our school, described by Ofsted as 'A hidden gem'. We hold open mornings for parents who are seeking a place in our reception class. These take place in the summer and autumn term and provide an opportunity to meet some of our children, governors, parents and staff. If you are looking for a school place for an older child please telephone to establish if we have any vacancies in the appropriate year group.

All schools are very different and choosing the right one for your child is not an easy task. We wish you every success in finding the school that best suits your child's unique personality, interests and learning needs.

NB: The information in this booklet was correct at the time of going to print

