

# The Willows Primary School

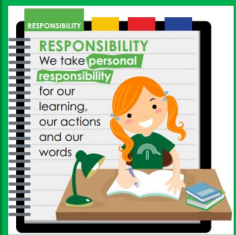


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Growing Together, Learning Together



## Our Values



## School Aims

At The Willows Primary School, our overall aim is to provide opportunities for all our children to develop their full potential through high quality education and a caring environment, in which high standards are set and expected.

Within this we also aim to:

- help children acquire the skills, knowledge and understanding which will equip them for life and enable them to make a positive contribution to society as future citizens;
- encourage tolerance, co-operation and participation within an agreed framework of rules;
- promote an understanding of the world in which we live;
- help children to develop an appreciation of the Arts;
- provide a happy, welcoming, supportive community;
- provide opportunities for professional development for all staff.

## Admissions

### Nursery

Children are admitted to the Nursery class at the age of three, and we advise parents to put their child's name on our Nursery waiting list from the child's second birthday. Application forms are available from the school office. Places are offered according to the school's Nursery Admissions Policy which will be issued with the application form. Please note however, that a place in the Nursery does not guarantee a place in the Reception class.

### Reception

Children are admitted to the Reception class at the beginning of the Autumn term. Places for school are allocated by the Local Authority's Admissions Policy, information about which is available at the school. If no places are available, you may ask for your child's name to be put on our school's waiting list or you may appeal for a school place, both via the Local Authority. Prospective parents wishing to visit the school are welcome and should contact the school office to arrange an appointment.

OFSTED April 2024

*“The school building is a bright and stimulating learning environment that celebrates the work and achievements of the pupils well. “*



## The School Day

### School Times

Nursery: 8.50am – 11.50am  
12.20 pm – 3.20pm ·

Reception and Key Stage 1: 8.45am – 3.15pm ·

Key Stage 2: 8.45am – 3.25pm

### Lunch Time

Nursery: 11.50am – 12.20pm ·

Reception and Key Stage 1: 1.45am - 1.05pm ·

Key Stage Two: 12.00 noon - 1.05pm.

### Arrivals and Departures

Children are encouraged to arrive punctually, but should not be on the school grounds on their own before 8.35am. If you have any difficulties with arrangements for bringing or collecting your child, please discuss this with the class teacher.

### Parking

Parents are asked to observe parking restrictions on Victoria Road. In the interests of school safety, parents are asked not to manoeuvre vehicles in the entrance to the school car park during the times when children are arriving at or departing from school. Please consider also the convenience, and rights of access, of local residents when parking outside the school.

OFSTED April 2024

*“By the end of Year 6, pupils’ attainment in reading, writing and mathematics has been much higher than that of other pupils nationally for several years.”*



### **School Meals**

School meals are cooked on the premises and there is a choice of meals, including salad. Children having meals may bring their own drink, although water is available. If your child has particular dietary requirements, please let us know and we will do our best to provide a suitable alternative.

School meals are free for infant children.

Junior school meals are paid for via Parentpay. A week’s notice is required when changing from one form of lunch to another. Applications for free school meals can be made via Trafford L.A. Should you need help or advice, please contact the school office.

Alternatively, you may prefer to provide a packed lunch for your child, which should be brought in a lunchbox or container, clearly marked with the child’s name and class. No glass bottles or fizzy drinks, please.

At lunchtime, children are supervised by a team of lunchtime organisers, led by a Senior Lunchtime Organiser, whose role is to ensure the safety of children, provide guidance on acceptable behaviour and supervise games and activities in the playground. The Senior Lunchtime Organiser has daily communication with senior staff over the management of lunchtimes.

### **Healthy Snacks**

The school’s health education policy encourages healthy eating and we would rather that children did not bring sweets to school.

We ask parents to support us in this when providing snacks and lunches.

Please provide snacks from the following list:

- > fresh or dried fruit
- > raw vegetables
- > bread products



OFSTED April 2024

*“Pupils enjoy attending this school and are overwhelmingly happy. They value the school’s welcoming nature. Pupils shared that the best thing about the school is that they can be themselves. Everyone is treated fairly and with respect.”*



## Absence



### Holidays

A provisional holiday list is sent out in the Autumn term. A revised list is sent out when occasional days have been allocated. We do not authorise any holidays in term time, however a leave of absence may be applied for in exceptional circumstances. Please contact the school office if you wish to discuss this.

### Illness or Absence

When your child is absent from school, please contact us with the reason for absence by email at [admin@willowstimperley.com](mailto:admin@willowstimperley.com). In the case of infectious or contagious diseases, please ensure that your child is fully recovered before returning to school. Although we do the best we can, there is no comfortable, quiet place for children to rest in school. In cases where we suspect illness, parents will be contacted by telephone. It is therefore vital that a telephone contact number is provided for each child. Parents are asked to complete an admission form including emergency contact numbers. It is very important that this information is kept up-to-date, therefore please notify us of any changes.

If you wish your child to leave school during school hours in order to keep an appointment with the dentist or clinic, for example, you should email us on the day in question or the day before. Please report to the office when collecting your child. Children are not allowed to leave school during school hours unless accompanied by a parent or responsible adult.

### Medicines

Medicines are not normally administered to children in school. However, there may be occasions where this is unavoidable. Such arrangements must always be discussed with the Headteacher or office manager

OFSTED April 2024

*“Pupils behave well. They enjoy lunchtimes with their friends. Pupils are extremely well mannered and polite. They are highly respectful to one another. Pupils are tolerant of the differences between themselves and others. They are proud of the diversity that exists in their community. Pupils celebrate each person’s uniqueness. .”*



## Our Curriculum

### Our Curriculum Vision

Pupils and their learning lie at the heart of everything that we do at The Willows. The bedrock of our curriculum design is based upon the drive to optimise achievement, equity and enjoyment for all pupils. Our aim is to provide every child with the perfect start in life that successfully prepares them for their continuing education and ultimately as lifelong learners and great global citizens. To achieve these aims, it is vital that we offer a curriculum that goes above and beyond statutory content in The National Curriculum.

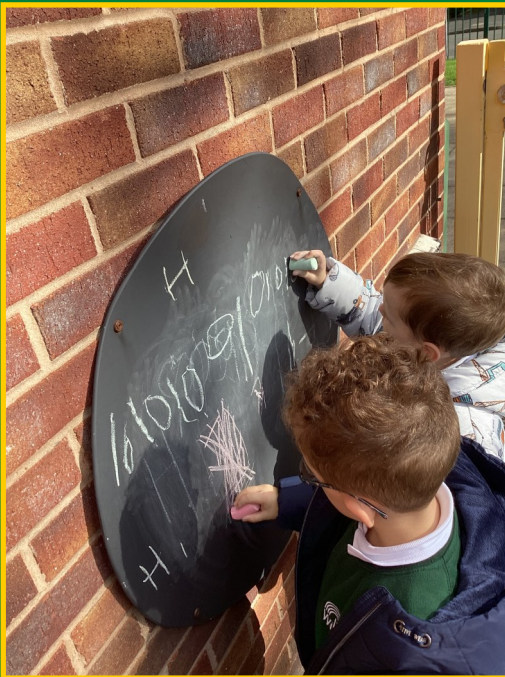
### Curriculum Subjects

The National Curriculum consists of core subjects; English, Mathematics, Science and computing, and foundation subjects; History, Geography, Technology, Art, Music and Physical Education. Religious Education is also a statutory requirement. We aim to ensure effective delivery of the curriculum by sound whole-school planning and careful organisation of classrooms and

### The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) encompasses the Nursery and Reception years. The curriculum is divided into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Knowledge and Understanding of the World.
- Physical Development.
- Expressive Art and Design.



OFSTED April 2024

*“Pupils understand how to manage their mental health and well-being. Pupils know about the importance of getting enough sleep and staying hydrated, as well as eating a balanced diet. They also know that they need something in their life to keep them happy.”*



### **Key Stage 1**

Key Stage 1 covers Years One and Two and focuses on developing the key skills in Literacy and Numeracy. The children follow the National Curriculum, with the work being planned in half-termly units.

### **Key Stage 2**

Key Stage 2 covers Years Three to Six and focuses on continued development of the key skills in Literacy and Numeracy and their application across the curriculum. The children continue to follow the National Curriculum, with work being planned in half-termly units.

### **Teaching Methods**

A range of teaching styles is used, appropriate to the task in hand. Children may be working individually, in a group or as a whole class. Work is matched to the ability of the children and we monitor progress. We offer support and encouragement with positive marking and praise. Each classroom is organised as a working environment in which children are expected to be responsible for materials and to look after them. We encourage involvement in this day-to-day maintenance and care in order to foster a sense of responsibility and ownership.

### **Homework**

Homework is regularly set and supports work in class. Feedback is given to encourage children's efforts. Children are also encouraged to assess their own work honestly, looking carefully at both content and presentation.

### **Home School Communication**

In EYFS, we use a platform called Tapestry. In Key Stage 1 and 2 we use Seesaw. Both of these platforms enable home-school communication and give a window in to your child's learning at school.

OFSTED April 2024

*“Pupils’ behaviour is exemplary during lessons and at social times. They strive to live up to the school’s values of responsibility, challenge, self-belief and care. Pupils gave many examples of how they show these values in and out of school each day.”*



## Behaviour



### Positivity

At The Willows we aim to create an environment which encourages and reinforces good behaviour. We want our children to feel safe and happy at school. Furthermore, we want our children to take their places in society with good social, personal and academic skills.

We have the following key aims:

- To maintain, encourage and promote good behaviour
- To take active steps to develop children’s social, emotional and behavioural skills
- To establish and share an understanding of school and class rules
- To have in place agreed sanctions where rules are broken
- To ensure a shared understanding of what will happen if....
- To have a firm, consistent approach across the school
- To give children an opportunity at each stage to ‘redeem’ themselves
- To encourage children to take responsibility for their actions
- To involve parents at an early stage

We believe it is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos where achievement and good behaviour are celebrated in a number of ways.

### House System

When children come into the main school they are organised into our four Houses: Bloomsbury, Pickering, Shaftesbury and Wentworth. Children from the same families are always put together. House points are awarded for individual positive contributions or good work and a trophy is presented at the end of each half term to the House with the most points. That house then receives a reward. Each House has two captains who are expected to support the Head Boy and Head Girl in setting a good example to the rest of the school. The Houses are also used for Sports Day teams.

OFSTED April 2024

*“The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Pupils also have high aspirations for themselves. They make meaningful connections in their learning and build a secure body of knowledge over time. They are well prepared for the next stages of their education.”*



## General Information

### Safeguarding

Schools have an important role in the detection and prevention of child abuse. Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be suffering ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Safeguarding Procedures, and inform the Social Services Department of their concerns. A copy of the procedures can be inspected on our website or at libraries, the Social Services Department, clinics and the Citizens' Advice Bureau.

### Special Educational Needs (SEN)

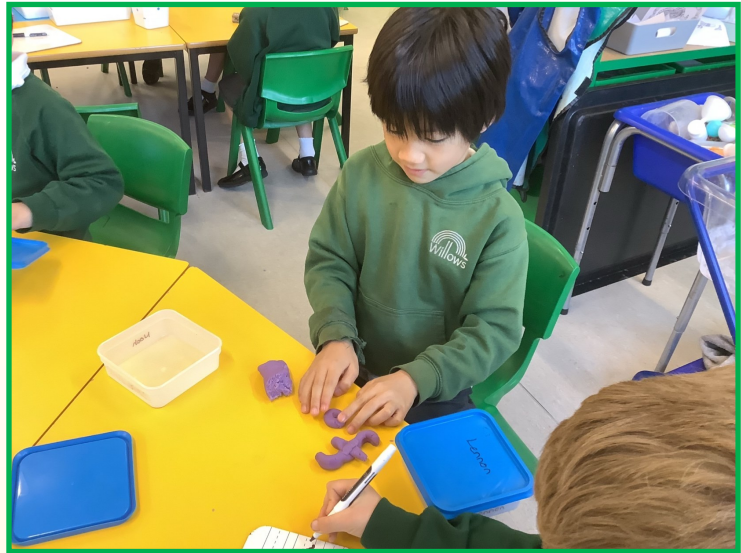
It is our policy to support every child in our school, from those experiencing learning difficulties to those who need a more challenging curriculum. We aim to identify special learning needs as early as possible and all staff contribute to this process. The school follows the agreed Code of Practice for S.E.N. Children are given individual education plans from the early stages and regular meetings are held to review progress and learning needs. We work closely with various external agencies, which provide advice, resources and expertise. Parents of children with special needs are kept fully informed of progress at all stages. Our full S.E.N. policy is available on our school website.

### Pastoral Care

In the first instance, this is the responsibility of the class teacher. General responsibility rests with the Deputy Head and the Headteacher. Teachers consult with them when necessary. At lunchtime, pastoral care is the responsibility of the Lunchtime Organiser and her team. Normally, the Headteacher or Deputy is also available during the lunchtime break.

OFSTED April 2024

*“The programme to promote pupils’ wider development is carefully constructed. Pupils learn how to stay safe and could clearly articulate their knowledge on how to be safe when learning and playing online. They take on various leadership roles, such as wellbeing ambassadors and school councillors. Pupils raise money for local charities and help to plan events, such as a colour run and*



### **Charging for School Activities**

Parents may be asked for a voluntary contribution towards transport or admission when a school visit is arranged. Voluntary contributions may also be requested for some school-based activities, such as a drama presentation. No child will be excluded because they have not made a contribution, although the activity may have to be cancelled if the cost cannot be met. The Governors have agreed a charging policy which is available on the school website.

### **Equal Opportunities**

The Governors and staff of the school actively support a policy of equal opportunity for all.

### **Complaints**

From time to time parents, and others connected to the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a ‘General Complaints Procedure.’ The procedure is devised with the intention that it will usually be possible to resolve problems by informal means, through discussion with the class teacher or Headteacher. It will also provide confidentiality and inform future practice.



OFSTED April 2024

*“Staff feel fully supported. They appreciate that their workload and well-being are considered by the school before any changes are brought in.”*



### **Extra Curricular Activities and Sporting Links**

Extra-curricular activities often provide a means for children to develop their talents in fields of interest other than academic. Children also benefit from the opportunity to further develop social skills and closer relationships with other pupils and teachers. We take part in many organised sporting events in our area. At The Willows we offer a range of clubs depending on the time of year and availability of staff. Examples include Football, Lacrosse, Choir, Recorders, Science, ICT, Craft and Outdoor Survival Club. We are always open to suggestions for new activities, time and personnel permitting.

### **Collective Worship**

The school has no religious affiliation, but collective worship of a basic Christian nature is held during some assemblies in accordance with the latest Education Act. Arrangements can be made for children to be withdrawn from religious worship and/or Religious Education and alternative work will be set.

### **Sex Education**

In consultation with staff and parents, the Governing Body has agreed a policy for Sex and Relationships Education, which falls within the general Health Education guidelines for the school. Subject matter and teaching materials have been carefully planned, taking into account the needs and ages of pupils. Parents wishing to obtain a copy of the policy, or to view the materials, should email us at [admin@willowstimperley.com](mailto:admin@willowstimperley.com).

### **Road Safety**

Road Safety Officers often visit school to talk to the children. This is reinforced by liaison with Trafford Authority's Road Safety Officer and Greater Manchester Police. The Green Cross Code is the approved way for children to learn about road safety and it would be helpful for parents to have a copy. Trafford's Road Safety Team organises a cycling proficiency course for older children and this is usually available during the Summer term.



## OFSTED April 2024

*“The school places high importance on getting to know pupils and their families well when they join the school. This is a particular strength for pupils who are new to the country and join the school at different points in the year. Pupils want to be in school each day. Attendance among pupils is high.”*

## Our Governors and PTA

### **Governing Board**

The Governing Body publishes information for parents and prospective parents. This includes an Annual Report explaining responsibilities carried out since the last report and should include:

- Details of the members of governing body and terms of office and the name and address of the Clerk and the Chair
- Information about the next election of parent governors
- Financial information supplied by the L.E.A. and details of how the governors spent any money made available to them over the year.
- National test results and information about the curriculum.
- Information about the governors’ work to strengthen the school’s links with the community.

### **Parent Teacher Association—PTA**

The Willows has a thriving P.T.A. which organises fund raising and social events for parents and children. Since it was formed, it has made a vital contribution to the life of the school, not only through raising money to buy equipment, but also in promoting good relations. You become a member of The Willows P.T.A. when your child attends the school. Parents are entitled to vote for committee members at the Association’s A.G.M.



## School Uniform

Children are asked to wear school uniform.

Girls:

- Grey pinafore/skirt/ trousers/shorts
- White polo shirt
- Green School sweatshirt/ cardigan
- White socks/green or grey tights
- Summer - yellow gingham dress

Boys:

- Grey trousers/shorts
- White polo shirt with logo
- Green school sweatshirt
- White or grey socks

**Shoes should be black or grey in a style that is suitable for everyday school use. Plain black trainers with no obvious logos are acceptable.**

### PE Kit

On PE days, children should arrive at school wearing their PE kit.

PE kit consists of:

- Yellow t-shirt
- Green Shorts/Skorts
- Trainers

In colder weather, green hoodies and tracksuit bottoms may be worn



Headteacher  
Mrs Rachel Ross

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