



Lower Park Primary School

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Poynton

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The School's Latest OFSTED reports can be accessed at:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/111023>

Welcome

If your child is to join us for the first time we welcome you as parents and look forward to a happy and successful association over the coming years. If you already have a child here we are pleased to build on those links already established.

The following pages are intended to help you and your children enjoy school life to the full at Lower Park Primary.



Confidence in a school comes from knowing and understanding what is happening within it. We hope you will extend your knowledge through contact and discussion with myself, or members of staff and take advantage of the occasions for consultation and involvement. It is important that mutual understanding and trust should be the basis of our shared responsibility, that of educating our children.

Here at Lower Park Primary School, we are proud of our reputation of being a caring, friendly and inclusive school with high academic achievement. It is our intention to ensure your child's time with us is a happy one, where his or her individuality will be nurtured.

I hope you will have no hesitation in visiting me to discuss any aspect of your child's progress.

Yours sincerely,

Ian G Coulson

Headteacher

Headteacher's Words

Our aim is to offer the children a secure, happy, stimulating environment, which is organised and disciplined. We want each child to grow fully in intellectual, physical, social and emotional development. We believe that respect for one another is essential.

We want to foster the development of each child's skills, concepts and personality, by providing opportunity for experience and activity. Throughout the School, it is hoped that a stable, secure, friendly relationship will prevail between the teacher and the children. This gives the children the opportunity to use language and other media to express themselves honestly in a variety of situations. It is hoped that every child will, therefore, experience the satisfaction of achieving success after making effort and showing perseverance, no matter what stage of the learning process they have reached.

We also want to develop values - truth, honesty, justice and responsibility. All these values are prized by society, whatever the social diversities are. We seek to develop community cohesion both in Poynton and beyond.

Reading, Writing, Mathematics, Information & Communication Technology and Science are fundamentals, which form the basis for the National Curriculum through which wider aspects of the curriculum can be explored. Work in School is no longer divided into specific subjects at all times, as this can impose unnatural divisions, but the work is integrated where appropriate. Every opportunity is taken to cater for the talents of individuals in many fields, e.g. Music, Sport and Art. We strive to deliver a broad Curriculum within which all children will try to reach a high standard in as many areas as possible. The normal standard of expected work must be the best that each child is capable of producing.

We take our responsibility to safeguard children very seriously and will investigate any issues that threaten children's well-being and safety



The School

The School was opened on 29th April 1965 and is within the Macclesfield District of Cheshire East. It works within the policies established by Cheshire East Council.

Internally and externally, the school has undergone extensive remodelling during the last few years to provide a comfortable, well-resourced learning environment. Lower Park has ten classrooms, a library, a computer suite and two small teaching rooms, all in one building. It also has an additional outdoor play area for the Foundation Stage children.



The Hall is well equipped for P.E and Gymnastics and is also used as a dining room for cash cafeteria lunches. There is a very attractive central library area for all pupils. In addition, all classes have their own class libraries.

There is a large playground that has been extended to provide a ‘trim-trail’ and ‘tyre park.’ Extensive grounds provide excellent opportunities for outside games. The School is continually developing its environment both inside and outside.



There are laptop computers in every classroom and teachers have interactive whiteboards to demonstrate and model ways of working.

We receive and value strong parental support and have an active PTA, both have helped us to create and maintain a unique identity in Poynton about which all concerned within the school are justifiably proud.

Parents sending their children to the school are welcome to visit either during or after school hours. Please call in or telephone to make an appointment.

The School's Ethos and Values

Imagine an inclusive school that is a community of people, where children, parents, governors and staff are inspired by teaching and learning. Individuals are energetic, responsible, caring and committed to achieving extraordinary results. Within a safe, secure and friendly environment, the school community celebrates diversity and change is embraced in order to prepare the children for the future. Special events, topics and rewards characterise life at this school. All age groups make connections with one another through the work they do, the problems they solve and the experiences, strengths and hopes they share. Together they are learning to live safely within the world's sustainable resources. In classrooms, the integration of current technology extends learning, underpins every area of the curriculum and promotes opportunities for global communication. The outdoor environment boasts stimulating opportunities for all children to engage in purposeful activities that encourage social and physical growth.

This school is Lower Park; a community that nurtures a life-long love of learning, enabling all its children to discover the champion within.

Our core aims are:

- A. To have high expectations and aspirations for every individual, including academic, artistic, personal and sporting achievements.***
- B. To create a safe, secure and friendly school community that provides stimulation and an expectation of high standards of behaviour whereby we respect ourselves and others.***
- C. To provide a rich and wide curriculum with an enhanced curricular school life.***
- D. To meet every individual's social, emotional, physical and spiritual needs so they can move on from Lower Park with integrity and confidence.***

The Curriculum

It is crucial for the children to master the basic skills, which enable them to progress through their education fruitfully. We endeavour to present a broad, balanced curriculum. Where possible, emphasis is placed on active learning, where children gain knowledge through first hand experiences, such as visiting appropriate places or using actual artefacts and materials.

Individual policy statements for the subjects of the curriculum are available for parents on request!

The whole curriculum aims to promote spiritual, moral, social, cultural, mental and physical development of the pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

The following elements comprise the basic curriculum:-

- (a) The provision of Religious Education and the Collective Act of Worship for all pupils.
- (b) The National Curriculum

The provision of Religious Education and the Collective Act of Worship

The School follows a syllabus approved by various religious groups. It has been recommended by Cheshire East Council.

Assemblies are used to develop an understanding of religious and social attitudes and are seen as a time of 'coming together' with the headteacher and staff to share news, information and ideas.

Parents can request the withdrawal of their children from all or part of the religious education and collective worship provided in the school. Appropriate, alternative provision will be offered for these children.

Summary of the Contents of the National Curriculum

We aim to provide a balanced and broad curriculum for all pupils, which is in line with the National Curriculum. It is of equal importance that all children should gain enjoyment and motivation by their successes. During their seven years at Lower Park, all children will encounter a wide range of educational experiences, which are carefully planned to cater for every aspect of their development.

Literacy

Early reading development is crucial to the success of a child's education, and to this end, reading is our initial priority in the curriculum. A combination of methods in teaching children to read is chosen and used to best suit the individual needs of the child.



Every class has a daily lesson to develop their literacy skills. Additional teaching of English also takes place outside the literacy lesson. Active support from parents is expected and we seek to work closely with parents on an effective reading programme for home and school. Children are encouraged to develop their use of handwriting, spelling, grammar and punctuation to achieve high standards in the presentation of their work - both factual and creative. They are stimulated to express themselves creatively in writing and drama. Above all, they are taught to appreciate the power and scope of Language, as the most important means of human communication.

Information evenings are held for parents, to help them understand and assist in their child's development in literacy.

Numeracy

Great emphasis is placed on the enjoyable learning of strategies for mental calculation in order to lay firm foundations for further studies and investigations. Every class has a daily numeracy lesson for up to one hour every day.

We recognise the value of thorough knowledge of the multiplication tables as a vital stepping-stone. To help the children make progress throughout all year groups, the school makes use of a range of resources, which, whenever possible, are practically-based to suit all levels of ability.

The concepts covered are:- aspects of number, including the four rules, shape, area, data handling, money, length, weight, volume and capacity, time, angles and probability. Mental arithmetic is vitally important. Technology is used in a variety of ways to introduce, develop, test and reinforce many of these mathematical concepts.

Science

“Good Science Education helps children to make sense of the world around them through investigations and interactions in which they are personally involved. Scientific activities help children develop their learning by encouraging their natural curiosity.” Science forms a large part of the curriculum and is taught following a two-yearly cycle of topics. This ensures that all areas directed by the National Curriculum are fully covered. Our work is centred on an investigative approach, giving the children ample opportunity to carry out tests and investigations developing skills, such as prediction, testing and recording.



Pond Dipping at Ilam



Our programme is divided into a series of themes that encompass the following strands:-

- Life and living processes
- Materials and their properties
- Physical processes
- Experimental and investigative science
- A residential field study is organised for Year 5 pupils at Ilam, Nr. Ashbourne. This enhances their understanding of river and plant life.



Crossing the Dovedale steps

English, Mathematics, Science, Religious Education and Information and Communications Technology (ICT) are vital elements of our school curriculum. The other subjects are known as ‘foundation’ subjects.

Information and Communication Technology

Information and Communication Technology is a vital area of the curriculum. Every class has up to 13 laptop computers so that children can access the internet from their desks at any time during the day. The school enjoys the benefits of a fully networked system. There is one high-powered computer in every classroom, which is linked through the server system to the Internet. This allows teachers use world-wide resources on large interactive whiteboards. The children also use iPads to further their learning in many areas of the curriculum.

The school uses Cheshire East's filtering system to safeguard the children's use when on the internet. The school also uses 'Securus' to check the appropriate use of ICT.

Children use technology to enhance most areas of the curriculum and they develop computing, including; word processing, exchanging and sharing information, data handling, control and other relevant skills. Children become familiar with PC's using Windows, LOGO and a wide range of software.

The school maintains its own website and Virtual Learning Environment (VLE) at www.lowerpark.cheshire.sch.uk. Class pages, forums, surveys and wikis engage the children in modern day technology and children can 'share' their work with parents at home.

The VLE can be accessed from the home page of the website. We emphasise and invest in the need to update our equipment with the latest technology.



Design and Technology

The main aim of the subject is to develop skills in making a product through the process of 'design, evaluate and modify'. As such, it allows pupils to draw upon and enhance their experience from other areas of the Curriculum. The school undertakes a major project each year, sometimes with a local business.



Selling the Products at the Street Market

This project involves all pupils and generally takes 4 or 5 days to complete. The children of Year 6 take a leading role in the

organisation of the week and this includes co-ordinating the work of all the other classes. The 'end product' is always collectively celebrated at the end of the week. In this simulation, we promote the Every Child Matters agenda of achieving economic well being.

History

Learning and teaching in history aims to develop a knowledge and understanding of the past, the skills to interpret accepted points of view and the ability to use valid historical sources. British, European and World History are examined through integrated topics.

We make use of artefacts provided by and items brought from home by the children. For example, when studying World War 2, the children would dress as wartime evacuees and visit the Air Raid Shelters in Stockport.

Geography

In this subject children learn geographical skills, knowledge and understanding of places, physical geography, human geography and environmental geography. This involves studying the local area and learning about countries very different from our own. Aspects covered include map making and reading, weather study, landscape features, erosion and land use.

Music

Music is a very important feature in Lower Park School's curriculum and school life. All pupils receive lessons in music making, performance and appreciation. The school enjoys a very high reputation in music and the ensembles, swing band, brass band and choirs perform at many venues. All children have the opportunity to learn to play a musical instrument. The school offers specialist tuition in all well-known musical instruments, including woodwind, brass, keyboard, guitars, drums and strings. Children are also entered for recognised music examinations. As the children progress through the school they will have opportunities to join the choir, ensembles and play in the school swing band and brass band.



Members of the School's Swing Band

Art

Art is an integral part of the curriculum and standards of work are to be seen displayed throughout the school. The children are introduced to many different techniques working with a variety of media. The children's individual expression is encouraged and developed fully. In their artwork, children learn about and observe the world in which they live. They become visually literate, develop creative and technical skills and communicate their ideas and feelings. In addition, to the making and producing their own work, they also look at the contribution made by artists, craft workers and designers from a variety of cultures and societies. They also enjoy seeing examples of their work displayed around the School to enhance the environment and for all to celebrate and enjoy. The school has been awarded the Artsmark Bronze award.

Physical Education

The Curriculum for PE involves the children in a range of activities in the areas of:-

- Athletics
- Games
- Dance
- Gymnastics
- Swimming
- Outdoor Pursuits



We aim to develop physical competence, an awareness of the benefits of group activities and an appreciation of skilful and creative work in the various areas. In this way, pupils are encouraged to develop commitment, a sense of fairness and a lasting enthusiasm for physical activity.

Presently, Year 6 pupils undertake a residential visit to Kingswood near Sheffield, to experience a great range of outdoor pursuits.

Games skills are taught in separate lessons. The School takes part in competitions with other schools and has teams for football, netball, rounders, athletics, rugby, tennis, cheerleading and cross country running. There are extra-curricular opportunities in all of these sports. The School has established after-school football coaching, which is provided by Poynton Football Club and also runs a cycling awareness course for year 6 pupils.

The School has also established effective links with a number of local sports organisations. These are used to enhance pupils' attainment and ensure that a wide range of sport is offered. Every child in school has the opportunity to participate in swimming lessons, usually in Year 4, the aim of which is to achieve the basic competence in swimming and survival.

All staff actively support Physical Education. The School was awarded the Active Sports Gold, in recognition of its work in this area.

In the summer term, the Foundation Stage, Key Stage 1 and Key Stage 2 departments hold sports days.

Religious Education

R.E. is taught in accordance with the requirements of the Education Reform Act. Each day there is assembly and collective worship, mainly focusing on Christian and moral values - and every class has one R.E. lesson a week. Parents have the right to withdraw their children from collective worship and class R.E. lessons. In this case, please inform the headteacher and those children will engage in alternative activities.

Personal and Social and Health Education

Many activities and lessons are intended to develop the personal and social aspects of the children's education. During lessons, the children may engage in 'Circle Time' where issues can be discussed in a group forum. This format deals with many issues of concern that can be raised by the children. It is also one strategy used to safeguard against bullying.

When the children are taken on a residential trip, their social development is an important aspect of the week.

Drug awareness, healthy lifestyles and citizenship are also included in Personal Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL).

Educational Visits

The children's education is enhanced by many visits into the community and beyond to study, at first hand, aspects of the children's topic work. Parents are asked for a voluntary contribution to help meet the cost of a visit where necessary, but no child will be excluded from a visit if a contribution is not possible. Pupil Premium funding is also used to ensure that all children fully participate.

Four residential visits are organised for children and they take place during years 4, 5 and 6. Presently, Year 6 children take part in the combined schools' Year 6 visit to Menai in North Wales. Year 5 children visit Ilam (geography and science work), Year 4 to Tattenhall (outdoor activities, art and drama). Educational visits are very popular with the children, and both staff and parents appreciate the value and enjoyment of the wide variety of activities offered to the children.

Sex Education

The School Governors have approved a Policy for Sex Education that forms an integral part of the Health Education Programme within the School. Opportunities arise during topics related to the body and "Ourselves" that all children follow and are taught to realise that their bodies do change with age. Much of the work is encompassed within the Science programme set out clearly within the National Curriculum. All older children receive a Programme of Work about Puberty and Drug Awareness. This is seen as part of the Health Education Programme. If you would like to discuss these matters in greater detail, please contact the School.

After School Activities

Our teachers give freely of their time to organise various clubs for the benefit of the children. These may take place before school starts, during lunch times or at the end of the school day.

Soccer

Netball

Choir

Swing Band

Karate

Japanese

Tennis



Green Club

Athletics

Dance

Art

Cricket

Library

Brass Band

Lower Park's football, athletics, cross-country and tennis teams compete with other schools in Cheshire East and Stockport and regularly receive winners' trophies

Languages

Modern Foreign Languages - The school teaches French to all pupils in the school and in Key Stage 2 there is a formal lesson each week.

School's Out

Before and after school care is offered from a number of providers in Poynton who collect children after school. Since April 2009, the Hollies Pre-school have been located on site and, as well as offering pre-school provision, they also offer before and after school care from 7.30am to 6.00pm. The contact number for the Hollies is 01625 850176.

Assessment

Assessing Pupil Progress (APP)

All teachers make on-going assessments of what pupils know, understand and can do as part of their class work and this is used to inform teachers' planning. This system is known in school as Enhanced Assessment of Pupil Progress. The assessment of pupil progress is measured using progression along the National Curriculum attainment levels. They indicate the knowledge, skills and understanding that the children have gained.

The written reports at the end of the school year provide parents with the teacher's assessment of your child's progress in the curriculum and, for Year 6 children, the results of their statutory tests (SAT's) will also be reported. Information on

attendance is also a legal requirement. It should be stressed that all such information is strictly confidential.

A number of parents' evenings take place during the year and an update of attainment levels is given in writing to parents, together with next steps for improvement.

In addition to the Enhanced Assessing of Pupil Progress, some past SATs papers are used to inform teachers' judgements.

In the reception, we use the Development Matters Criteria to gauge attainment on entry to the school and then pupils are assessed against the statements of the Foundation Stage Profile (FSP). This is ongoing throughout the reception year.

The children also take a phonics screening test towards the end of Year 1.

In Year 6 – Statutory Assessment Tests (SAT's) in English and maths are administered. These are conducted in May and give a comparison with the performance of children nationally. The results are also used to assess the performance of the school compared with others locally and nationally.

All of the test data is analysed and used to help inform future planning. Governors are given data from these tests in order to analyse attainment trends and to challenge the school in their role of school improvement. Governors are not given the names of any pupil in order to preserve confidentiality.

Parents are informed of their child's test results in a report. After consultation, individual targets are set in each of the core subjects. Parents also receive a short written report at each parents' evening, which highlights assessment grades.



Time for Learning Through Play Activities Using Sand

Organisation

Admissions

The school follows the Admissions Procedure recommended by Cheshire East Council. Children are admitted in accordance with the County's policy for a single admission date. Any child reaching the age of 5 between 1st September and 31st August may be admitted full time to school on the first day of the autumn term in September after they have turned 4 years of age.

Parents seeking admission for their child in September are asked to return a form or apply online to Cheshire East Admissions Office by their stated deadline. Allocation of places will be made shortly afterwards. Those refused a place due to over subscription are informed of the situation, alternative schools and their right to appeal.

Admission/Preference forms are available from the Admissions Team in Northwich. Their telephone number is 0300 123 5012. Parents considering applying to the school are welcome to look around the school during the working day. Presently, there are 40 places available per year for reception children and all other year groups (classes do not exceed 30).

Parents seeking places for children in older year groups are welcome to look around the school and are also required to apply for a place through the Local Authority's admissions team. In the first instance, the headteacher is happy to advise parents of the availability of places.

The school welcomes the admission of pupils with disabilities. The school has modified the building to assist access for pupils with disabilities and the school keeps accessibility under review. The school has a Disability Equality Policy that can be obtained from the school office or viewed on the website.

Teaching Organisation

The children are grouped in classes by age and not ability. Children of the same school age are grouped together and children of one class retain their class teacher for most of the day. There are 10 classes. The children remain with their class teacher for one year but are taught by other staff during that time.

The class teachers are responsible for organising the relevant teaching and learning in its many forms for the class. Children may visit other teachers for some subjects. Some team teaching takes place and there is a considerable amount of individual and small group teaching in evidence. In Years 3 and 4, pupils are set by ability for English, Maths and, in Years 5 and 6, for English, Maths and Science.

Staff members have responsibility for various areas of the curriculum. They attend Cheshire East Local Authority and other providers' courses and then share their knowledge with the other staff members. Members of staff are actively involved in the organisation of resources and the regular reappraisal of school policies in the light of new initiatives and legislation.

It is to the class teacher that your child can look for pastoral care although others including the Headteacher, Deputy, teacher with responsibility for looked after children, teaching assistant for pastoral care, school secretaries and midday

assistants are on hand. The close relationship with the class teacher is well known to be a strength of primary school education.

On entering school at four, your child will be in a reception class with no more than 30 children. Our new reception class areas are spacious, modern and equipped to give your child the best possible Foundation Curriculum and start to school life.

In the term prior to entry, your child will make a number of visits spending half days in the reception class. The reception class teachers and headteacher also visit some playgroups or nurseries to see children in familiar surroundings. These visits help to ensure a smooth home / school transition.

Teaching Methods

Teaching methods centre as much as possible on the belief that the child must be treated as an individual with individual needs. The children are encouraged to develop at an appropriate pace and they are suitably challenged.

Learning may be teacher directed and child initiated. It may involve pupils and teachers planning work together. It may involve small groups of children working together and it may involve children working alone.



Special Needs

In line with our Special Education Needs Policy, some children require specialist help to augment that of their class teacher. In the first instance, this can be provided with advice from the Special Needs Co-ordinator within the school. Additional staffing within the lesson or in withdrawal groups assists some children. When a child has a statement of need, this will be fully implemented in the school.

More able children are also identified and provision is made via the Gifted and Talented Co-ordinator for suitable work to be provided in addition to their normal class programme.

The School will, after consultation with parents, call upon the services of the peripatetic staff for reading or impaired hearing problems or in exceptional cases, refer to the Educational Psychologist regarding a specific child who is having learning or behavioural problems.

It may be necessary to request the local authority to administer a formal assessment of the child's special needs, which may result in a statement of need that includes funded support. At all stages parents will be informed and consulted about the processes being undertaken to assist the child. Subsequent to the Statement, regular review meetings will take place, with parents present, to evaluate progress.

The School's Special Educational Needs Policy is available from the Office.

Staff

Headteacher	Mr I G Coulson
Deputy Headteacher	Awaiting appointment for April 2014
Assistant Headteacher	Mrs G Ripper
Senior Leadership Team	Mrs J Gallagher
Senior Leadership Team	Mrs K Hughes



Teachers

Mrs J Jones	Mrs J Gallagher
Mrs A Mellor	Mrs B Chadwick
Mrs N Marshall	Mrs J Daniels
Mrs K Hughes	Mrs A Ralph
Miss N Brough	Mrs G Ripper
Mrs D Dooley	Miss N Jenkins
	Miss L King

Teaching Assistants

Mrs B Leach	Mrs C Bertinshaw
Mrs F Bird	Mrs K McLean
Mrs K Bailey	Mrs C Breen
Mrs P Iandolo	Mrs H Grime
Mrs J Duffy	Mrs J Lister
Mrs McDonald	Mrs S Allatt

School Business Manager
Secretary – Personnel/Administration
Secretary – Clerical
Site Maintenance Officer

Mrs F Peart
 Mrs J Buchan
 Mrs J Shirt
 Mr A Banks



Midday Assistants

Mrs V Eaton	Mrs S Lakin	Miss A Grime
Mrs K Merrifield	Mrs S Leigh	Mrs H Grime
Mrs E Bennett	Mrs J Leatherbarrow	Mr A Banks
Mrs S Boole		Mr A Martin
Cleaner		Mr D Malpas

**Cook in Charge
Kitchen Staff**

Mrs J Laffey
Mrs S Wells

Mrs K Uttley
Mrs R Barrowman



Staff Roles and Responsibilities 2013 - 2014.

<u>Teacher</u>	<u>Subject / Aspect Responsibilities (2013 – 2014)</u>
Ian Coulson	Headteacher (Senior Leadership Team) Assessment ICT (with Miss King) Continued Professional Development Performance Management Educational Visits Lead Child Protection Health & Safety (with Mrs Peart)
Gayle Ripper	Assistant Headteacher (Senior Leadership Team) Key Stage 1 Leader SENCO Humanities (History and Geography) Gifted and Talented Leader
Jackie Gallagher	Assistant Headteacher (Senior Leadership Team) Key Stage 2 Leader Mathematics Community Links
Karen Hughes	On maternity leave until September 2014 Teaching & Learning Responsibility (TLR) (Senior Leadership Team) Parent Support Co-ordinator
Joanne Jones	Literacy
Jill Daniels	Design & Technology SEAL co-ordinator Student Placement
Barbara Chadwick	Science Looked After Children
Naomi Marshall	Religious Education / Collective Worship
Nicola Brough	Modern Foreign Languages
Mrs J Edwards	PSHE & Citizenship
Miss King	ICT Library
Miss Jenkins	Physical Education
Donna Dooley	PE & Games
Alison Ralph	NQT
Mrs F Peart	– School Business Manager and Bursar Non teaching staff leader Health and Safety (with Mr Coulson)

Parental Involvement

Parents

Parents are always welcome at Lower Park Primary School. We feel that you have a real role to play in the partnership of the education of our children. To this end, parents are actively encouraged to participate in the life of the school and with staff direction, can help with sport, educational visits and classroom activities.

Parents' assistance in this way is greatly appreciated by the teachers and if you are able to help, please contact your child's class teacher.

Each Friday, a newsletter is sent home to parents (The Lower Park Beacon) via email and the content tries to ensure that parents are kept fully up to date with school news and forthcoming events.

The school also has an active Parent Teacher Association (PTA) and the committee meets regularly in order to organise very successful and enjoyable social and fund-raising events. The aims of the Association are:-

- To provide or assist in providing the facilities for education not normally provided by the Local Education Authority in order to promote and support the educational, cultural, social and physical amenities available to pupils, subject to the approval of the Headteacher.
- To encourage interest in the fulfilment of the educational requirements contained in the Education Acts.
- To encourage a partnership between the staff of the school, the parents and all others associated with the School.

Regular events are organised and include fairs, dances and educational evenings. Although there is a P.T.A. Committee, it must be understood by all parents that they will be given all sorts of opportunities to be involved in the many activities that the PTA organise.

The P.T.A. Committee for 2013/2014 is as follows:-

President	Ian G Coulson	Headteacher
Chairperson	Jenny Rigg	
Vice Chair	Michelle Massey	
Treasurer	Sharon Mallender	
Vice Treasurer	Nicky Wood	
Secretary	Fran Fallon	
Vice Secretary	Ceri Hudson	
Fairs Co-ordinator	Michelle Massey	

Teacher

Representatives:

2013 / 14

Mrs C Beddows, Mrs Chadwick, Mrs J Gallagher

Parent Council

Each class has an elected representative who meets with the head and deputy headteachers to clarify day to day issues that are neither governance matters, which the School Governing Body deal with, nor PTA matters. Outcomes are fed back to parents directly by members and via the weekly newsletter, the Lower Park Beacon.

Parents' Evenings

Parents are welcome to come into school to discuss their child's progress at any time in the school year. In addition, on two occasions each year there are evenings set aside when parents meet individually with their child's class teacher and there is an open evening held in the summer term to discuss the annual children's report.

Home School Agreement

The governors, parents and children have collaborated in forming our own Home School Agreement. The agreement makes clear the expectations of those associated with the school. Parents are invited to sign the agreement at the time of admission of their children.

Homework

Homework is given regularly to all children in both Key Stage 1 and Key Stage 2 and may take the form of a variety of work and research. As your child is with one teacher for most of the day, homework is unlikely to be excessive. However, children are expected to 'follow up' their school work whenever possible. We expect parents of all children to devote some time each day to the reading programme advised by your child's class teacher and to support their children in the regular revision of their multiplication 'tables'. The homework policy has been regularly reviewed over the last two years and a copy is available on the school's website.

As your children get older they will have the opportunity to learn to play a musical instrument and regular practice at home is essential.



***Lessons are Available in School to learn to play the following instruments:
Piano, cornet, trumpet, trombone, tenor horn, flute, clarinet, saxophone,
drums, recorders, guitar, violin, cello, ukulele***

Discipline and School Rules

The staff aim to produce a happy environment, free of tension, where children can grow and learn to the maximum of their potential. Indeed, the school is proud of its reputation of being caring and friendly, with high standards of discipline. The school rules are summarised in the words, **'no-one is allowed to do or say anything that is hurtful to anyone else'**. All children are equally valued and given equal opportunities. The school works hard to maintain an inclusive ethos.

There are seven other school rules known to the children that are designed for the safety and welfare of the children.

Punishments are rarely necessary; rewards, however, are given frequently and staff use a variety of means, including weekly Headteacher's Awards and Commendation Awards, to reinforce desirable behaviour and attitudes.

For minor infringements of school rules, children may lose privileges such as playtimes when they will be supervised. With more serious or repetitive misconduct, although rare, the class teacher may contact parents initially, and / or involve the headteacher. A detailed Behaviour and Relationships Policy Statement and a Bullying Policy Statement are available on our website.

School Funds

The School has its own private fund that is used for the benefit of the children in many ways such as subsidising visits, purchasing games equipment, computer programs and other items. Funds are raised in a variety of ways through school-organised events or those of the Parents Teacher Association, but inevitably they depend on the generosity and goodwill of parents, for which the school is grateful.

School Meals

We are fortunate to have excellent catering facilities for the children and we operate a very popular cash cafeteria meals system. Key Stage 2 children purchase a balanced meal of their choice. Foundation and Key Stage 1 children receive a menu on Fridays for the following week. Parents tick which meals they would like their children to have and send it in each Monday. Payment for meals is requested using our on-line payments system or by cheque into the post box in the entrance hall. The kitchen staff check to see that children do choose a balanced meal that includes a good amount of protein and vegetables. There is a vegetarian option available each day. Sandwiches may be brought as an alternative. During the summer term, picnic bags are also offered as an alternative to a hot meal.

Infant children are offered free fruit on a daily basis.

A number of children may be eligible for free school meals (for example, for those children whose parents receive income support). Discretion is paramount and children do not know who receives free school meals. Application forms for free meals may be obtained from the school or from the Area Education Office, Chapel Lane, Wilmslow or simply by making a telephone call to 03001235012. All applications are treated in the strictest confidence.

Complaints Procedure

The school adopts the Local Education Authority's policy relating to complaints. Detailed information is available from the school office on stages 2 and 3 (below), but it is hoped that any complaint will be resolved at stage 1.

Stage 1	Settling the complaint informally with a teacher, or with the Headteacher
Stage 2	Formal referral to the Governors
Stage 3 East)	Formal referral to the Local Authority (Cheshire

A full copy of the complaints procedure is available on the school website.

Governing Body

The Governing Body is responsible for all aspects of Lower Park Primary School. It is made up of representatives from parents, teachers, community representatives and some co-opted members. Together they provide a wealth of experience.

In order to carry out their duties effectively, the Governing Body has organised themselves into four working committees - each responsible for:

- * Pupil and Curriculum
- * Environment and Community
- * Personnel
- * Finance

These sub-committees meet on 1 or 2 occasions per term and report to the full governing body, which in turn, convenes twice each term.

The governors are anxious to provide the best possible education for the children at Lower Park School and all work determinedly towards this goal.

The Chair of governors is Mr Colin Richards. He can be contacted through school

Clerk To The Governing Body:

Mrs F Peart - Telephone: 01625 872560

admin@lowerpark.cheshire.sch.uk

Lower Park School, Hazelbadge Road, Poynton, Cheshire, SK12 1HE



Members of the School Council make a presentation to the Governing Body

Governors

As the name suggests, the governors ‘govern’ the School. The Minutes of the Meetings are available for parents to read and five Governors are elected by the parents. You will be notified by letter each time an election takes place. The Governors’ Term of Office is four years. The School Governors are:-

<i>Type of Governor</i>	<i>Name</i>	<i>4 Yr Term of Office Ends</i>
Parent (Chair)	Mr Colin Richards	10/2015
Parent (Vice Chair)	Mrs Claire Parrott	05/2015
Community	Mrs Sandra Sharpe	09/2016
Community	Mr Nigel Jay	06/2016
Parent	Mr Paul Banford	09/2017
Parent	Mr Lee Podmore	09/2016
LA	Mr R West	08/2017
LA	Mrs A Beesley	06/2017
LA	Mrs C Kenyon	01/2018
Staff – non teaching	Mrs V Eaton	09/2017
Teacher	Mrs J Daniels	09/2017
Headteacher	Mr I Coulson	
Clerk to the Governors	Mrs F Peart	

Safeguarding Children

Lower Park administers a Safeguarding Children Policy for the protection of children. It puts into place all the recommendations of ‘Safeguarding Children’ (June 2006 reference HMI 2467). The designated teacher for child protection is Mr I Coulson and the named governor for safeguarding children is Mrs C Parrott. Staff appointments and volunteer recruitments are conditional upon the presentation of a valid DBS certificate. All staff (teaching and non teaching) have had training for the safeguarding of children.



The Year 6 children are ‘Playground Pals’ teaching the younger children playtime games.

Health

When Your Child Is Ill

If your child is unwell, it is essential to let us know on the first day of illness by sending a note, or by telephoning:

01625 872560 from 8.30 am

If we are unsure why your child is absent, we will endeavour to ascertain the reason for non-attendance.

Pupils with appointments at hospitals or clinics during school term must be collected by the parent from the school premises where they will need to 'sign out.' Children are not allowed to leave school unescorted for an appointment.

Medical Conditions



It is important that the school knows about any medical conditions that may affect your child's learning. For example, we need to be aware of sight and hearing difficulties or asthma, etc.

The Local Authority advises that no medication other than asthma sprays should be administered in schools. Exceptional cases may be permitted, but will require the completion of a procedure form by the parent after having consulted the Headteacher. Parents are asked to provide a spare asthma spray for emergencies.

Several members of staff hold current First Aid qualifications and will attend to minor problems.

Emergency Contact

From time to time accidents occur or children become unwell. It is important that the school has an address and telephone number where parents can be reached in an emergency. It is essential that parents inform the school if there is any change to their emergency contact number (particularly mobile telephone numbers). In turn, the school offers a 'Text2parents' facility in order to convey urgent messages and information (eg. If after-school clubs are cancelled or school is closed due to adverse weather conditions). It is therefore important to update school immediately when a mobile phone number is changed.

Our Uniform

We believe that a school uniform encourages a positive attitude towards school so we ask parents to help support us in maintaining a smart standard of dress for the children.

The School uniform consists of royal blue sweatshirt or cardigan with the School's badge, white polo shirt and grey skirt/trousers. All children are expected to wear the School uniform. The P.E. and Games kit is shorts and a T-shirt with pumps for indoor wear and trainers for outdoor wear. All uniform can be purchased from 'Poynton School Uniform'. Tel. 01625 876885.

School sweatshirts

£9.50* for ages 3-8 and £10.00* for ages 9 -13.

Polo shirts £5.25 for ages 3-8 and £5.50* for ages 9-13

*NB. Current prices

Parents are asked not to provide children with expensive fashionable items, in particular named designer training shoes and large sports bags. Suitable, sensible school shoes and a small school bag are more appropriate. The wearing of jewellery is also unsuitable for safety reasons.

Uniform	Girls White polo shirt or blouse Grey skirt, trousers or pinafore Royal blue cardigan or sweatshirt White socks, grey tights or grey socks Black, sturdy shoes (not trainers)
PE Kit	Blue leggings or shorts and T-shirt (pumps for summer)
Games Kit	As for PE with trainers and track suit
Swimming	Costume, towel (and swimming hat for long hair)
	Boys
Uniform	White shirt or polo shirt Grey trousers School sweatshirt Grey socks Black, sturdy shoes (not trainers)
PE Kit	Blue shorts and T-shirt
Games Kit	As for PE with socks, trainers and track suit
Swimming	Costume, towel (and swimming hat for long hair)

School Hours & Holidays

School Hours

	Morning	Afternoon
Infants	8.50 am - 12 noon	1.10 pm - 3.15 pm
Juniors	8.50 am - 12.15 pm	1.10 pm - 3.15 pm

Children are asked to assemble in the playground after 8.40am when a teacher will supervise them in that area. Parents are urged to ensure that children arrive on time for their school day.

Parents bringing their children to school by car are reminded that stationary cars on the yellow zig-zag lines on Hazelbadge Road are illegal and cause a major threat to children's safety. Please use the safer areas of Poynton Rail Station, Wayside Drive and The 'Jones' Estate for parking. You are also asked to park vehicles on the opposite side of Hazelbadge Road during the school day.

Teaching hours

The hours spent on teaching during the normal School week, including Religious Education, but excluding the Statutory daily Act of Collective Worship, registration and breaks are:-

Infants	5 - 7	21.25 hours
Juniors	8 - 11	23.75 hours

School Holidays for 2013 – 2014

School	Holidays	2013 - 2014
Holiday Period	Date of Closing	Date of Opening
Autumn Term		Tuesday 6th September
Autumn Half Term 2013	Friday 18 th October	Tuesday 29 th October
Christmas 2013/14	Friday 19 th December	Monday 6 th January 2014
Spring Half Term 2014	Friday 14 th February	Monday 24th February
Easter 2014	Friday 4 th April	Tuesday 22 nd April
May Day 2014	Monday 5 th May	Tuesday 6 th May
Summer Half Term 2014	Friday 23 rd May	Monday 9 th June
Summer Holiday 2014	Friday 25th July	Tuesday 2 nd September

INSET Days:

Monday 2nd September 2013
 Monday 28th October 2013
 Monday 28th July 2014
 Tuesday 29th July 2014
 Wednesday 30th July 2014

School Numbers

Presently, there are 280 children on roll. They are organised into ten classes. There are 120 children in Key Stage One and the Foundation Stage and 160 in Key Stage Two.

Pupil Records

The school keeps records of pupils' progress and access to pupil records is open to parents of the child. Enquiries can be made, in the first instance, to the school office.

Absence Rates

The absence rate figures for the year 2011/2012 were as follows:

Attendance rate	97.4%
Unauthorised absence	0.5 %
Authorised absence	2.8 %

Authorised absence is defined as an absence from school due to sickness or medical appointments. Holidays taken in term time adversely affect continuity and progress in your child's education, consequently, without exceptional circumstances, requests will not be authorised. This policy has been agreed and adopted by all schools in Poynton

Policies Available to Parents

Copies of Governors' policies, detailed curriculum policies and policies in other areas are available on request from the office. Some policies are also available on the school's website.

Your Child's Next School

In September following their eleventh birthday, children transfer to high school. Children normally transfer to Poynton High School, but sometimes parents also enter their children for alternative education at grammar schools in Manchester, Macclesfield or Stockport. Further information and advice can be obtained from the Headteacher.



Year 6 Children at the Leavers' Prom in July

Academic Results

Generally, the school aims to achieve the following each year:

By the end of Key Stage 1 we aim to attain 100% Level 2B or above in all Core subjects (reading, writing and maths) for pupils that have been at the School for at least two years.

By the end of Key Stage 2 we aim to attain 100% Level 4 or above in all Core subjects for pupils that have been at the School for at least two years. We also aim for 60% of pupils to be attaining a Level 5 or above in all core subjects.

Statutory Test Results for Year 6 in 2013

Subject and Level		Lower Park	Nationally
Maths	Level 4	92%	85%
	Level 5	72%	41%
	Level 6	10%	4%
Reading	Level 4	100%	86%
	Level 5	79%	44%
	Level 6	8%	3%
Writing (TA)	Level 4	100%	83%
	Level 5	62%	30%
	Level 6	8%	2%
English Grammar, Punctuation and Spelling	Level 4	92%	74%
	Level 5	79%	47%
	Level 6	8%	2%
L4+ in Maths, Reading & Writing		92%	75%

The school achieved 'Significantly Above' the National Average in attainment in all subjects

Expected / More Than Expected Progress	Lower Park	Nationally
2 levels of progress in Reading from KS1	100%	88%
More than 2 levels of Progress in Reading from KS1	76%	30%
2 levels of progress in Writing from KS1	100%	91%
More than 2 levels of Progress in Writing from KS1	66%	30%
2 levels of progress in Maths from KS1	92%	88%
More than 2 levels of Progress in Maths from KS1	63%	31%

*Expected Progress is defined as two levels from KS1 to KS2

The school achieved 'Significantly Above' the National Average for progress made in all subjects