



St. Oswald's C.E. Primary School

Prospectus
2023 - 2024



A caring, Christian family
where we grow together





St. Oswald's C.E. Primary Worleston

This prospectus provides you with key information about the life and work of St. Oswald's C.E. Primary School and complements our website: www.stoswald-worl.cheshire.sch.uk. We are extremely proud of our school!

As a small village Church of England primary school, a strong sense of family and community pervades all we do. Our success revolves around our highly creative curriculum. As our prospectus demonstrates, the children at St. Oswald's C.E. Primary School are supported in their learning by dedicated staff, governors, and parents.

St Oswald's is a proud member of the Rural Church Schools Academy Trust (RCSAT); a group of like-minded schools who work together in the best interests of our pupils.

We warmly invite you to visit the school to experience the welcoming atmosphere and view our thriving and friendly learning community.



Enabling every child to fulfill
their unique potential



Letter from the Executive Head Teacher

Mrs Nicola Badger B.Ed. NPQH

Dear Parents,

We are delighted that you are considering sending your child St. Oswald's C.E. Primary School and hope that this prospectus will answer some of your questions.

As children only have one chance, they deserve the best possible education. We believe that at St. Oswald's we provide all children with the opportunity to grow and learn in a caring and Christian environment. All of our staff and governors are passionate about their work and everything we do stems from our unshakable belief that every child is special. In nurturing a family atmosphere, we build the confidence of each individual child so that they thrive and achieve their absolute best.

Our children from 3-11 years old enjoy a rich and exciting curriculum, based on first hand experiences, and achieve excellent results. If you would like to visit our school, or if you require any further information please do not hesitate to contact me.

Kind regards,

Mrs Nicola Badger

Executive Headteacher RCSAT



Welcome to St. Oswald's, Worleston CE Primary School and thank you for taking the time to read this prospectus.

St. Oswald's provides our children with a high quality education within a caring environment; we received an overall OFSTED report in 2014, achieving 'outstanding' in some areas. More recently we were inspected in 2020 where we retained our 'Good' status. There is more information about that later in the prospectus.

Equally important to me, and I hope to you, is the environment in which that education is delivered. St. Oswald's has a strong school community; its pupils have a well-developed sense of belonging to the school and are supportive of the school, staff and each other with strong bonds between the children across the year groups. This helps them to develop a personal confidence and self-sufficiency, which allows them to transfer smoothly to secondary school. Class sizes are small and pupil teacher ratios are low which allows children to receive the level of teaching and support that is appropriate to their individual needs within the multi-age group classes. You can find out more about the benefits of this type of classroom structure on the National Association of Small Schools website (www.smallschools.org.uk).

Our school also has strong links to the wider community with participation in regular church services, a popular 'Friends' group and use of the school building by other community groups. It is an important part of village life and something we are all very proud of but it is also very welcoming to parents and children from outside of the catchment area who are made to feel at home here.

We also work extremely closely with our sister schools, Bunbury Aldersey and Warmingham, who are also part of RCSAT.

I hope this gives you a taste of St. Oswald's and what it can offer to your child and I hope that you will visit us soon.

Piers Bostock

Chair of Governing Board, RCSAT

Greetings from our Chair of Governors





A caring, Christian family where children learn and grow together.

Aims Of Our School

Our aim is to create a school where everyone feels part of a partnership, working together to provide the best education for our children. We accomplish this by:

- Creating a happy and secure environment where everyone is valued and can grow in confidence.
- Setting high standards and helping children achieve their full potential.
- Providing a carefully planned and well-equipped environment that meets both the demands of the National Curriculum and the needs of the children.
- Ensuring teaching and learning of the highest quality through a continual review and improvement of the service we provide.
- Encouraging self-esteem and respect for all.
- Providing a balanced and focused curriculum that will develop engaged, lively and questioning minds.



Our School Building

St. Oswald's C.E. Primary School has an idyllic rural setting in the heart of the Cheshire countryside. The school was originally built in 1887 and is housed in a wonderful Victorian building that has been updated and modified to meet the needs of the modern curriculum. Nestled within farming communities, originally pupils of St. Oswald's were able to walk across the fields to school. Today, many children travel by car although there is a school bus that transports some children to and from school.

Blends of
traditionalism and
modernity.

Outside, the school has a spacious field and a playground enhanced by large, fixed play equipment.

Recent extensions and renovations to our school building have greatly enhanced the children's opportunities for learning and enjoying school life.

A new classroom has recently opened, enabling the older children to move into a large, bright classroom that overlooks our playing field. We have also just added a new mobile and exciting outdoor play area for our Reception and Nursery children and have remodeled the internal space for KS1.



Admissions

We welcome children from 2-11 years old. As an academy we are our own admissions authority; however we have to abide by local authority and central government regulations.

For Nursery places you can apply directly to the school. For Reception places, you must apply for a place through the Local Authority (Cheshire East/Cheshire West and Chester) for the county in which you reside. In-year application can be made via the local authority portal.

The school currently has an admission number of 15 pupils per year group. We hope to offer a place to all families who choose St. Oswald's C.E. Primary School nursery provision.

Children from St. Oswald's normally transfer to Malbank High School in Nantwich or Tarporley High school in Tarporley. During their last term with us, a member of staff from the High Schools visits Year 6 and the children are also invited to an induction day. However parents have a right to express a preference and children do go onto a variety of other schools, with whom we work equally closely to ensure a smooth transition including Brine Leas, The Grange, Sandbach Girls/Boys and Middlewich High Schools.

Parents who are considering St. Oswald's C.E. Primary School for their children should contact the school office who will be organise an appointment for the Executive Headteacher or Principal to show them around the school and answer any questions. Parents should complete the local authority online application stating St. Oswald's as first preference. Alternatively, you can contact 03000 1235012 for additional information.

Parents should be aware that in the event of oversubscription, places will be offered in accordance with the Local Authority's regulations and our admissions policy. Any parent or carer not offered a place in accordance with preference will have a legal right to appeal against the decision. Applications for appeal must be made to the local authority.

We hope to offer a
place to all families
who choose St.
Oswald's C.E. Primary
School.



OfSTED Report 2023

Pupils' behaviour is outstanding. They take a lead in making decisions, are confident in many different situations and display high levels of courtesy and respect towards others.

Pupils do well. Academic standards are good and pupils are helped to develop resilience for their education after primary school.



The full Ofsted report is available from: www.ofsted.gov.uk

www.stoswald-wor.cheshire.sch.uk

Our School Organisation

Flexibility is an added bonus of small classes with mixed ages.

Our classes include:

- EYFS (2-5 year olds)
- Year 1 and 2 (5-7 year olds)
- Year 3 and 4 (7-9 year olds)
- Year 5 and 6 (9-11 year olds)

We admit only 15 children to each year group since we believe that small class sizes are vital. They ensure that children receive individual attention from staff who know the children's strengths well. This ensures high levels of engagement and achievement.

Classes are arranged according to age and are of mixed abilities. A variety of teaching styles are used to help ensure effective learning. Most work takes place in the context of class teaching but there is also a strong element of individual and small group work. Children are expected to read at home and to seek information that supports their work at school. How much work the children do at home increases gradually as they progress through the school.

Each class is taught mainly by the class teacher with teaching assistants to support teaching and learning based on needs. A specialist teacher may teach subjects such as Music and French.

In addition, we have specialist assistants for children with special needs and for children who are at risk of underachieving.



The most able pupils are also pushed to do their best and to make the most of their abilities and the opportunities on offer to them. The standard of work produced by some of the brightest pupils is superb.

OfSTED 2014

Our curriculum

Academic standards are very high. We know our children well and have a range of experienced Teachers and Learning Support Assistants that support high attainment.

How we achieve these standards:

- We believe that every day should be used to the full and we want every child to be challenged and keen to learn
- In our constantly changing society, we recognize the need to teach the children how to learn
- We want the children to strive for excellence in every aspect of our child-centered curriculum, which is wide, balance, and cohesive
- We involve the children as much as possible in the planning of the curriculum, the setting of their individual targets, and in the evaluation of their progress.
- We want the children to think for themselves, exercise the imaginations, have fun and, very importantly, love learning.

EYFS Curriculum

Foundation Stage

In the Foundation stage learning is organized into seven areas (three prime and four specific):

- Prime 1 – Personal, Social, and Emotional Development
- Prime 2 – Communication and Language
- Prime 3 – Physical Development
- Specific 1 – English
- Specific 2 – Mathematics
- Specific 3 – Understand of the World
- Specific 4 – Expressive Arts and Design

Our youngest children work towards 'Early Learning Goals' in each of these areas. They are assessed formally against these goals by their teacher on entry and again at the end of their first year in school, however ongoing assessments ensure that the individual needs of each child are met. The parents and children are involved throughout the year in setting appropriate targets to ensure their continued progress.

Reception Class

Reception children work on many activities through the day, some adult directed, some independent. They have a daily Literacy lesson and Mathematics lesson to prepare them for the next stage. Much of their learning takes place outside.

The programme that each child follows from EYFS to Year 6 meets the statutory requirements of the Foundation Stage, National Curriculum, and Cheshire Religious Education Guidelines.

National Curriculum

Key Stages 1, and 2

As an academy we are able to decide on the curriculum we think is best for our pupils. We believe that key skills, which are transferrable and will support our pupils as they move through their academic life, are vital. We focus on teaching the national curriculum via key skills, and a core knowledge bank, through an integrated and exciting topic approach using high quality texts as stimuli.

We provide our teachers with a clear key skills framework for the teaching of:

English (writing, reading, communication)

- Computing (ICT)
- Mathematics
- Science
- Design and Technology (DT)
- History
- Geography
- Music
- A Modern Foreign Language (French or Spanish)
- Physical Education (Gymnastics, Dance, Games, and Swimming)
- Personal, Social, Health, and Citizenship Education (PSHCE)
- Religious Education (RE, following the Cheshire guidance)
- Art and Design

English and Maths are mostly taught as discrete subjects every day and most of the other subject are taught in an inter-disciplinary way at 'Topic Time'. During this time different aspects of subjects are grouped, usually based on a book, which we know the children will enjoy and will inspire their interest.

Over the course of several days the children organize their time so that complete various tasks independently as well as participating in several focus group sessions led by Teachers on subjects related to the

theme. This approach fosters independence and allows the children to take control of their own learning and pursue their own interests. Our feedback from the children about 'Topic Time' is very positive; they love it!

www.stoswald-wor.cheshire.sch.uk

The National Curriculum is divided into 'Key Stages': Key Stage 1 and 2 are taught in Primary Schools. Key stage 1 is followed by the Year 1 and 2 children and Key Stage 2 by the Juniors, Years 3-6. Key Stage 3 is followed in Secondary School.

We ensure that there is a smooth transition between each of the three stages with plenty of opportunity for catch-up or extension as appropriate.

Mathematics

The Mathematics curriculum focuses on progress and attainment in:

- Using number: addition, subtraction, multiplication and division, fractions, place value
- Algebra and statistics
- Shape, space, and direction

There is a great emphasis on the teaching of number and whole class oral work in the introductory session of each Numeracy lesson.

In the second part of lessons, children are usually grouped according to their age/stage/ability for their written and practical work.

We are working with Maths No Problem to support a mastery curriculum.

The teaching of the rules of number, length, weight, capacity, time, shape, and money are taught through a combination of class teaching and practical work.

There is an emphasis on practical investigative learning, deeper knowledge and problem solving. The grouping of children by ability for Maths means that children sometimes work with a different age group for Numeracy.

Science

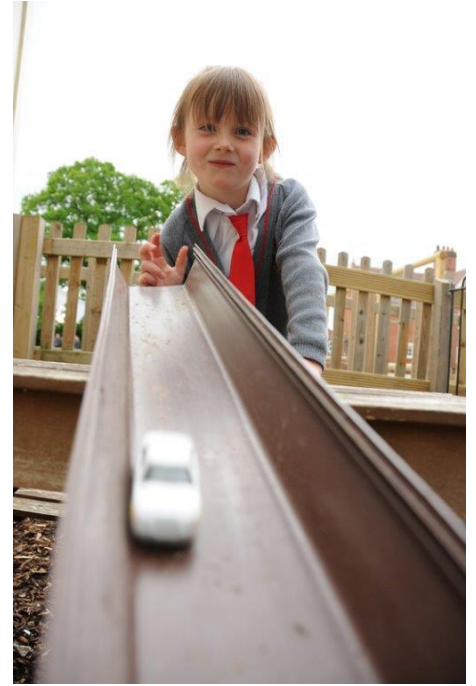
Children are encouraged to use everyday objects and experiences to question and experiment in order to increase their understanding of their world.

The Science Curriculum focuses progress and attainment in:

- Working scientifically
- Physics, Biology, Chemistry

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Through exploring the world of Science, children are taught to develop their investigative skills by planning investigative skills and obtaining, presenting, and evaluating evidence.

We follow the DfE guidelines to ensure the continuity of provision through out the school. We place great value in developing investigative skills to foster a real understanding of scientific enquiry.



Core Subjects

At St. Oswald's we place great emphasis on spending time ensuring that children develop knowledge, skills and understanding of the key concepts in Literacy, Mathematics, and Science. This is fundamental to accessing learning across the curriculum and acquiring life long skills. As our test results show, we consistently achieve high academic standards.

English x 2

The English x 2 Curriculum focuses on progress and attainment in:

- Reading
- Writing
- Communication (Speaking and Listening)

We believe that reading should be a source of pleasure and that it is the key to learning. We aim to involve parents in children's reading as much as possible.

Children read to a range of adults, either individually or in groups, on a daily basis.

Their individual Reading Record books are an important source of communication between home and school, especially in the early years. We use a structured reading scheme alongside a wide range of fiction and non-fiction books.

Phonics are taught using the ReadWrite Inc. programme. We use a combination of whole class teaching and group or individual work.

The National Curriculum is used as a guide not a straight-jacket; work is also taught thematically to reinforce and link to other areas of the curriculum.

We encourage children to use a variety of types of writing for different purposes and audiences.

We have a systematic approach to the teaching of phonics, spelling, and handwriting throughout infant and juniors. We aim to teach children a clear and simple style. There is an expectation that the majority of children will be using cursive (joined) handwriting by the end of KS1. Literacy homework linked to spelling and sentence level work is set formally from Year 1 along with reading using our 'Home Activity' book. We emphasize the importance of working closely with

Core Subjects

parents to develop Literacy skills throughout the school. Children apply their knowledge creatively in Big Write lessons and are expected to apply their literacy knowledge in all subjects.

We highly value the importance of speaking and listening and engage in discrete teaching of speaking and listening. It is also embedded in all we do.

Computing

In addition to computers, the curriculum incorporates a range of technologies including CD and video recorders, digital cameras and programmable toys.

The computing curriculum focuses on progress and attainment in:

- coding, connecting, communicating, collecting

Computing is a powerful tool that is developed as a subject in its own right. It is used to support and enhance teaching and learning across the whole curriculum. As a small village Primary School we are very fortunate to have a bank of computers, and interactive whiteboards in each teaching area. We have also introduced the use of i-Pad's and online homework such as Purple Mash.

Collective Worship

Being a Church of England school gives St. Oswald's links with the local Church. The Vicar Rev Anne, (pictured here) and the Ministry Team maintain a real and active interest in the school, with regular acts of collective worship led by the Vicar supported by Methodist Ministers and Lay Readers. The daily assembly time provides an opportunity to celebrate our distinctive Christian nature.

Collective Worship has a central position in our school, being held daily as a whole school. It is carefully planned through half termly themes that provide valuable opportunities for spiritual, cultural, moral, and social development.

We aim to provide high quality worship that is stimulating and enjoyable for all participants. Worship sessions include opportunities for sharing experiences, singing, prayer, and quiet reflection.

Parents are entitled to withdraw their children from Collective Worship and should contact the Head Teacher if they wish to exercise this right.



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Religious Education

We aim to provide a Christian school community by example and by religious teaching. We wish to encourage social and spiritual growth, fostering consideration and responsible attitudes. We use the Diocesan Agreed Syllabus and Revise Cheshire RE scheme of work linked to QCA, and the Understanding Christianity resources for teaching Religious Education. Children learn within the context of our relationship with our Church and other Christian organisations. Both the Diocesan Syllabus and the nature of the school ensure that much attention is given to the Christian tradition.

We also explore other world faiths such as Hinduism, Islam, and Judaism. Our Church links enable our children to participate in Diocesan events at the Chester Cathedral, such as Pilgrimage Days, contributing to Mystery Plays and visits to the Cathedral.

The RE curriculum enable the children to develop their knowledge and understanding of the main features and teaching of Christianity and other principal religions and starts the children on their own spiritual journey through life.

History

The children develop their knowledge, understanding, and skills relating to chronology, significant events in British and world history, significant people, interpreting and investigating the past. The children learn that the past is represented in different ways and how to find out about the past from an appropriate range of sources of information. The children are encouraged to ask and answer questions, and to organize and communicate their feelings in a variety of ways. The breath of study includes local, British, European, and worldwide history.

Geography

The Geography curriculum enables the children to study the local and surrounding environments, world geography, climates, maps and human geography. The children develop their geographical knowledge, understand, and skills through practical fieldwork and the use of class based sources information.

Design Technology

Aims to develop both practical and creative skills. The subject combines elements of art and craft, and science and technology. It is designed to challenge the children to find a solution to set problems. Children are taught a range of skills through focused and practical tasks, which are then put to use in a variety of 'Design and Make' assignments. These include puppets, sandwiches, a troll, and items to sell in enterprise projects. Cooking and nutrition are also included.

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Art and Design

Work aims to stimulate creativity and imagination and to encourage pupils to design, make, evaluate and use their technical knowledge. Pupils use colour, form, texture, pattern, and different materials and processes to communicate what they see, feel, and think.

Pupils are also encouraged to identify different kinds of art through the work of artists, craftspeople, and designers in both contemporary life and in different times and cultures.

An aesthetically pleasing environment for learning encourages children to value their own work and the work of others; display around school is therefore an important feature.

Music and Drama

The Music curriculum aims to develop pupils' ability to listen and appreciate a wide variety of music whilst encouraging active involvement in performing, recording and creating music individually and in groups. We believe that music plays an important role in the spiritual and emotional development of young minds. We have a specialist Music teacher who teaches our junior choir and provide opportunities for private instrumental tuition within school hours.

We believe that Drama is a powerful tool for supporting and enriching learning across the curriculum. Through drama we aim to develop self-expression and the ability to empathise with the thoughts and feelings of others.

We encourage performing arts as a means of ensuring the development of self-confidence and self-esteem.



Foundation Subjects

Physical Education

Children experience six areas of activity: Games Gymnastics, Dance, Athletics, Swimming, and Outdoor Activities.

Necessary skills are taught for Football, Netball, Rounders, and other team games.

Participating in team games is encouraged in order to develop appropriate social skills. Being a small school allows every child to have the chance of representing the school at events. All KS1 and KS2 non-swimmers children go swimming for one term and we employ a Gymnastics coach to work with all children for another term.

The PTA organized various sporting events throughout the year including a Marathon and Rounders nights. We also hold a 'Sports Day' every year to which parents are invited.

We have a hall, PE apparatus, a playground, and a large field. We run a variety of extra-curricular clubs for sport throughout the year. As a member of the School Sport Coordinator cluster we are also able to offer additional experiences to the children, e.g. indoor athletics, tag-rugby, and Paralympic sports.

Emphasis is placed on the value of exercise as a means of enjoyment as well as promoting a healthy way of life.

PSHCE

Personal, Social, Health, and Citizenship Education helps to give the pupils the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives and to become informed, active, responsible citizens.

We support our teaching using Heartsmart and KiVa teaching methods. The programmes extend across both Key Stages. Sexual and Relationship Education is linked to the Science curriculum, and is appropriate to the age of the children.

These aspects of the curriculum are supported by the provision of regular 'Circle Time' and the activities of the School Council and Ethos Group. Circle time meetings in each class promote self-esteem, self-discipline, and responsibility towards others.

The School Council is made up of pupil representatives from each year group selected by their peers. In addition our Head Girl and Head Boy work closely alongside the Head Teacher.

The school Council meets weekly to discuss and present ideas and suggestions that the pupils feel would benefit the school. They are also involved in running our 'house system'.

Circle Time and School Council suggestions have resulted in improvements to the school, such as our 'house system', new school logo and motto, class and lunch time rules. Our Ethos Group lead on wellbeing and Christian distinctiveness; their role has included writing a new school prayer, and selecting additional extra-curricular activities; leading and planning Rights Respecting days for all pupils.



Extra Curricular Activities

Trips and Residential Visits

Every term, teachers plan a number of local trips to stimulate interest and to support topic work within their class. This gives children hands-on experience on which further learning can build. We believe strongly that children benefit educationally and socially from spending time together on residential trips. The children in KS2 go on an annual residential trip to undertake a programme of activities like abseiling and field studies. Such opportunities are primarily funded from parental contributions, without which we could not take the trips. If this proves to be difficult you are invited to discuss the matter with the Head Teacher in complete confidence and we will make arrangements to subsidize the cost of your child's visit.

After-School Clubs

We are keen to develop and extend learning through a wide range of after-school clubs. Private providers and staff offer these clubs every term. The school Council ensures that there is a sufficient selection of clubs to choose from so that all Year 1-6 children attend at least one physical activity club. Past and present clubs have included:

- Art
- Rounders
- Cricket
- Drama
- Zumba
- Football
- Lego
- Mad Science
- SATs club
- Gym
- Netball
- Minecraft
- French
- Athletics
- STEM

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Homework

We believe that children should be encouraged to be creative and to develop independent working practices. The activities we set for pupils out of school revolve around 'The Learning Log'.

The Learning Log: a child's own journal of their work

Each half term children are given tasks which are closely linked to the work taking place in the classroom. We encourage the children to take

responsibility for their learning and the open-ended nature of the tasks develops the creativity and independence we seek in our children. The Learning Log enables children to take ownership of their learning and allows them to approach tasks in their preferred learning style. It provides parents with a valuable insight into the work being undertaken in

Our virtual learning environment allows children access to homework and the opportunity to interact with staff wherever they are.

school as well as enabling parental support and encouragement at home.

Our website's VLE also shows the Learning Log.

The All About Me Too Book

For children in EYFS, the All About Me Too Book is an opportunity for parents and children to work together practically. It provides opportunities for parents to make comments on their child's experiences which support the development of a full picture of the child's achievement. At the beginning of each half term a class Curriculum Newsletter is published on our website that provides parents with information about what they will be learning during the half term. Regular updates are made to the website.

Our homework policy provides more detailed information about requirements for particular year groups.

Communication between Home and School

Our partnership with parents is crucial to the success of the school and for this reason it is very important to us that you are fully informed about child's progress and events at school. We do this in the following ways:

- Weekly updates from the school
- Curriculum forecasts and letters from your child's class teacher at the beginning of term
- Celebration assemblies each half term
- Annual reports issued in July
- Parent Meetings in the Autumn, Spring, and Summer terms. The Summer term meeting is our STAR day, when parents are encouraged to come into school and to review their child's progress and targets alongside them.
- Urgent messages or reminders sent by text messages to your mobile
- Regular talks on the curriculum to explain how we work and how you can help support your child- Our website informs parents of events and has a class page, Virtual Learning Environment and a virtual office
- Meetings and consultations are available with the Head Teacher most days
- Class Teachers available for brief messages at the beginning of the day
- We welcome parents into the school. There are many ways in which you can help in the classroom, for example, reading, cooking, and making. Many parents also help by transporting children to various events. All parents who help regularly are checked with the Criminal Records Bureau and a DBS check is undertaken.
- Appointments with the Special Needs Coordinator to discuss concerns are available
- Annual Parent Survey are undertaken to collect and hear your views

Enabling every child
to fulfill their unique
potential

The UNICEF Rights Respecting School Award



Unicef is the world's leading organisation working for children and their rights. Unicef works to protect and promote children's rights.

"A better life for every child. Help keep the promise."

Unicef has identified 45 rights as their promise to children. As a Silver Mark Rights rights and respect. Below is a link to a summary of the UN Convention on the Rights of the Child.

https://www.unicef.org.uk/UNICEF_Conventions/documents/publication-pdfs/betterlifeleaflet2012_press.pdf

St Oswald's C of E Primary School aims to be a school where all our pupils feel happy, safe and respected. This year, we secure recognition as a "Rights Respecting School". This is an award which is given to schools on behalf of UNICEF.

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (CRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. We are aiming to make the UN Rights of the Child at the heart of our policies, planning, practice and ethos. The 'Rights Respecting School' award (RRSA) will help our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our pupils also learn about the importance of respecting the rights of others.

St Oswald's C of E Primary School pupils are encouraged to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school grounds. If you would like more information about the work of UNICEF or a Rights Respecting School then please visit: [Unicef – Rights Respecting Schools](#)





The School Day

Punctuality

Registers are called punctually each day at 8.50am and 1pm (1:15pm for KS2). Children arrive from 8.30am and are expected to be on the playground for when the bell rings at 8:45am. If a pupil arrives late they must report to the school office to be signed into the 'late register' which is monitored by the Educational Welfare officer along with the registers. If a pupil arrives after 9am they will then be registered as 'late' for that session.

Absence

If your child is ill and unable to attend school please notify us by telephone or in person at the beginning of the first day of absence. The school has a policy of ringing parents if children have not arrived at school at the designated time without a notification of absence. This ensures the safety of your children.

Any request for absence must be detailed on an absence form and sent to the Head Teacher. The Governors will consider requests that involve 'exceptional circumstances'. Parents may then be invited to meet with the Head and Governors to discuss the possible need for term time absence. In line with other schools in the locality, the Governors and Staff will not allow holidays in term time because they seriously disrupt the children's learning programmes. Holidays during term time will not be authorised unless there are significant extenuating circumstances. As we are governed by Cheshire East Council we follow their guidance on fining parents who take their children out of school.

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Timetable

- 7:45am Breakfast club opens for pre-booked children
- 8.30am School opens
- 8:45am Bell rings
- 8:50am Register and Group Time
- 9.05am Collective Act of worship
- 9.25am Learning Time
- 10.45am Morning Break
- 11am Learning Time
- 12noon Infants Lunch
- 12.15pm Junior Lunch
- 1pm Register (1:15pm for KS2)
- 3.15pm Home Time

Lunches

Children either bring a packed lunch or are provided with a hot meal. School hot meals must be paid for via the school office, please see the school office for more information. All Infant and KS1 children are entitled to a Universal Free School Meal. However if you are receiving income support you may also be entitled to apply for Free School Meals, please contact the school office. Packed lunches should be brought to school in a lunch box that is clearly labeled with the child's name. Non-Fizzy drinks may be brought to school in a non-breakable, leak-proof bottle, although water is always available. We aim to create a calm, well-mannered atmosphere in which our children can enjoy their meals together since we believe that it is an excellent opportunity to help children to develop social skills and good manners. Morning snack can be purchased from the kitchen or a healthy alternative can be brought in from home.



We are a healthy school and we actively encourage the children to eat healthily and adopt a healthy lifestyle. The EYFS receive free milk, fruit, and vegetables. Whenever we eat in school we always consider the nutritional value of the food, e.g. Christmas Lunch and Food Technology. However we do have sweets occasionally as treats, like on our Easter Egg hunt, at fund raising events, and occasionally for end of term rewards.

Medical Welfare

Parents are asked to ensure that the school has up-to-date telephone details of three contacts in case of illness or emergency. If a child is taken ill at school or has an accident we will always make every effort to contact you immediately. If we are unable to do so your child will be cared for at school until you arrive or, if necessary, taken to hospital.

Parents are always notified by phone/letter if a child has had an injury that requires treatment, and the child wears a sticker so that all staff and parents are aware of the incident. Whenever a child is badly hurt the parents are notified immediately. Parents must sign a form to administer any medicines that have been prescribed by a doctor. Inhalers may be administered by the children and are stored securely in each child's classroom. They should be clearly marked with the child's name and, where possible, dosage. Special arrangements are made for children to be given their prescribed medicines on residential trips.

School Uniform



We try to encourage children to develop a sense of belonging and a sense of pride in being smartly dressed in suitable clothes for school. **Our school uniform consists of:**

Girls EYFS

- Tartan Skirt/Pinafore or black trousers
- White Polo shirt with red trim & school logo
- Red sweatshirt/cardigan with the school logo
- Black or dark, sensible, flat shoes (no trainers)
- Summer: Red and white gingham dress

Girls Year 1 to 6

- Tartan Skirt/Pinafore or black trousers
- White shirt & Tie
- Grey Jumper/cardigan with red stripe & school logo
- Black or dark, sensible, flat shoes (no trainers)
- Summer: Red and white gingham dress

Boys EYFS

- Grey or black trousers (no jeans)
- White Polo shirt with red trim & school logo
- Red school logo sweatshirt
- Black or dark, sensible, shoes (no trainers)
- Summer: Black Shorts

Boys Year 1 to 6

- Grey or black trousers (no jeans)
- White shirt & Tie
- Grey Jumper with red stripe & school logo
- Black or dark, sensible, shoes (no trainers)
- Summer: Black Shorts

From 2018 blazers (grey with red stripe & logo) will be worn by KS2 children and may be worn by KS1 children if they choose.

PE

- Pumps for Key Stage 1, Trainers for Key Stage 2
- Black cotton shorts
- Red polo shirt (no logo)
- Black jogging bottoms
- Dark sweatshirt/fleece (no logos)
- Small PE bag clearly labeled that is kept in school and washed half termly

All clothing should be **clearly labeled** with the child's name, especially jumpers, and jewelry should not be worn. Children should have another pair of shoes, preferably black pumps, in school at all times to change into in wet or muddy conditions. Trainers should not be worn at school except during PE by the older children.

Special Educational Needs and Gifted and Talented Children

We are very committed to meeting the needs of every individual whatever their individual needs are.

The availability of small classes, where there are good pupil/teacher ratios, and the flexible use of class, group and individual teaching methods enables us to make provision for children with Special Needs or talents.

Children with SEN have specific interventions which are closely monitored under the guidance of our Special Needs Co-ordinator, appropriate and specific targets are identified by staff and the children themselves are worked on. We take great care to bolster the self-esteem of these children. We encourage parents of children with SEN to become involved with the support programmes. The parents, class teacher and SEN Coordinator regularly meet with these parents to discuss progress of individual children.

We identify Gifted and Talented children and arrange for them to have extra provision both in and out of the classroom.

Our locality of schools has just launched a very successful and programme of special events for our Gifted & Talented children and several of our children have attended these. We plan activities for our most able children to ensure that they regularly receive the additional challenge they need.

Safeguarding Children

We are committed to the safeguarding of the children, young people, their families and staff. All recruiting panels include somebody who has undergone Safer Recruiting Training and we operate a vigorous recruiting procedure to ensure that risks are minimised. All staff and people who come into regular contact with the children are DBS checked.

www.stoswald-wor.cheshire.sch.uk

Looking After Your Child's Needs

Due to day-to-day contact with children, schools are particularly well placed to observe signs of abuse, changes in behaviour or failure to develop.

Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required as part of the DFE "Keeping Children Safe in Education" procedures, to report their concerns to Social Services.

There may be occasions when we are unable to immediately inform parents because of the procedures, to take account for the welfare of the child. The Head teacher is the designated Child Protection Teacher in the School.

We have a nominated Child Protection Governor, Mrs Shelia Loughlin who can be contacted via the school office.

Equality of Opportunity

The school promotes equality of opportunity and is pleased to discuss the needs of all its pupils, including those with disabilities, and will endeavor to meet their requirements. Our Accessibility Plan, available from the school office, outlines ways in which the school plans to develop accessibility for pupils with disabilities. The school's Special Needs Policy and register of pupils with special needs are reviewed regularly.

Parent Council

"The effect of parental engagement over a student's school career is the equivalent of adding two to three years to their education." John Hattie, 2008.

Parent voice is key in helping build parental engagement in schools. Research has shown that when parents and schools work in true partnership, pupils can thrive.

Our Chair of the Parent Council, Jane Cooke, encourages all parents to join in at our regular meetings so that we can work together in the best interests of our pupils.

Our Parent Council is a body that:

- Enables parents to meet, share ideas and feed back to school
- Gives parents a voice and enables them to contribute to school decision making
- Helps develop a partnership between parents and school
- Consults parents and advises school leadership and/or governing body of parents' views.

Our Parent Councillors represent the views of parents in each year group. They have:

- An important role in improving links between **all** parents and the school; the Parent Council should report to parents at least once a year (at the AGM) but it is good practice to do this on a regular basis.
- Make sure that parents get the information they need in an accessible way and that the school staff gets feedback on parents' views.
- Discuss any issue that's of interest to parents

PTA: St Oswald's Worleston

It is our policy to involve parents, grandparents, friends and the community in children's education and social events. All parents are members of St Oswald's PTA. The committee group is made up of parents who aim to promote and support the school, not only financially but also by contributing to the overall family atmosphere. Many events are organised throughout the year such as The Easter Egg Hunt, family quizzes, Car Derby and cinema night to name just a few.

A message from the Chair of St Oswald's Worleston PTA

"As the chair of the PTA I would like to extend a warm welcome to existing, new, or prospective children and their parents. St. Oswald's is fortunate to have a group of Friends that really understand the value of the school and it's integral place in the local community. It is fully inclusive and open to anyone who feels they can support the school. Our fundraising activities help to subsidise various trips and purchases such as leaving gifts for all Year 6 children and the annual Christmas theatre trip. We also fundraise for particular items; including a new outside trim trail next to the playground which was our last big project.

As members of the PTA we believe our role is not just about fund raising but also to create social events that place the school in the heart of the community. Many events are organised throughout the year and we are eager to hear of any new ideas or suggestions.

We are always looking for new members and welcome anyone who's interested in helping!"

Charging Policy for School Activities & Uniform

In line with Government Policy, we ask for donations towards the cost of school visits undertaken wholly or mainly within the school day. As a school we also choose to fund some visits and experiences at a substantially reduced cost. However many visits can only go ahead if parents are willing to contribute. Parents acknowledge the importance of these by continuing to make voluntary contributions.

After school activities provided by external companies are generally chargeable (although parents can apply for financial assistance confidentially).

Where financial hardship exists, support can be given either in full or in part. We are grateful for the support from the Church and 'PTA' who contribute generously to many of our trips and extra-curricular events.

We are proud of our school uniform and believe that it supports the atmosphere of excellence at St Oswald's, however, we are aware that the cost may be prohibitive for some of our families, so parents can apply for financial assistance confidentially via the school office or our Principal.



Complaints and Compliments

We do our very best to educate your children properly, but part of our commitment is to continually work to improve standards. If you think that we have not maintained our high standards, or if your child has a problem at school, we want you to tell us so that we can put it right together.

To resolve issues or concerns about any aspects of their children's education or wellbeing in school, parents should first discuss the matter with their class teacher. Any unresolved problem may then be taken to the Head Teacher. If no resolution is found the matters may be referred to the Governors' Complaints Committee.

The complete policy document is available from the School Office or website.

Compliments are also gratefully received!





Staff

All our staff and governors are passionate about their work, and everything we do stems from our unshakable belief that every child is special.

Executive Head Teacher

Mrs Nicola Badger

Principal

Mrs Louise McDonough

EYFS Teachers

Mrs Alison Tomlinson

Key Stage 1 Teachers

Mrs Alex Evans

Mrs Liz Agnew

Lower Key Stage 2 Teachers

Mrs Shelley Stephenson

Mrs Alice Croft

Upper Key Stage 2 Teacher

Mrs Fiona Fields

PE Teacher

Mr Dylan Milne

Teaching Assistants

Mrs Alison Pink

Mrs Julie Lycett

Miss Georgina Bourne

Mrs Teresa Shaw

Mrs Lizzie Hislop

Mrs Sarah Elkington

Miss Zoe Blood

Miss Tina Brookes

Miss Katie Ollerton

Mrs Alison Kaziewicz

Mrs Anna Robinson

Miss Abigail Wilcox

Midday Assistants

Mrs Susan Adams

Ms Kathy Harris

Site Manager

Mr Jim Kelleher

Office Manager

Mrs Claire Jordan

Kitchen Supervisor

Mrs Karen Robinson

School Business Manager

Mrs Joanne Jones

Finance

Mrs Lynne Davies

SENCO

Mrs Joanne Cliffe

Governing Board

Chair

Piers Bostock

RCSAT Governors

Rebecca Alexander

Anne James

Shelia Loughlin

Tim Boote

Malcolm Gate

Rev Anne Lawson

Andrew Denton

Nicola Badger

Brenda Brockbank

Rev Tim Hayward

Charlie Ashworth