

Why a 'Prospectus on a Page'?

The government, along with OFSTED, have suggested that they'll be going down the route of producing a 'report card' of sorts, so that parents are getting a more accurate idea of what life might be like for their children at school, so we thought we'd try to give that info, and what we really value, on a page! Finding the right school for your child is so, so important, and quite often you might be bombarded with so much information that you don't know what to do with it! So we thought we'd try to fit as much as we can on a page, signposting where needed, so that you can make the best possible decision for your children. But not really just for your children...for you too. We really do believe that it is the whole of the school community that draws together to make our school a special place and, rather than take our word for it on this one page document, we'd urge you to ask around to find out about how our families feel about UPS and whether we stick to our motto of 'Growing Together. Empowered to Be More.' or whether it's just all words and no substance! You may want to visit our website for more info or, even better, pay us a visit! Either way, we hope you find what you're looking for!

What do Ofsted say?

Well, change is clearly afoot, but in our last inspection, they told us that we were good and that our provision for the early years was outstanding. How much emphasis we place on these judgements is up for debate, but if you fancy a closer look at the report, you can do so via our website at: <https://www.urmstonprimary.com/information/ofsted>

What parents say...

Parents know their children best and so we place great emphasis on listening to them. Indeed, it is fair to say that such an approach has made our school better. The yellow quotes dotted around are taken from parent surveys and Ofsted's parent view (Note: again, whilst these are true comments, we'd always urge you to get these views validated by talking to parents!). Go to: <https://parentview.ofsted.gov.uk/parentviewresults/survey/result/4557/13> for some stats and comments!



We respect each other's uniqueness,
take responsibility for our actions,
and thrive through resilience.

We're happy.
We're kind.
We're proud.

Growing Together • Empowered to be More

Inclusion: belonging, equality, equity and diversity

We pride ourselves in being inclusive. We regularly talk to our children about how we can follow our school values to show respect and kindness towards everybody, regardless of their background, race, faith or belief, family type, gender or the myriad needs that somebody might have. Our children are respectful of each other's needs and are fully aware that those needs, be they neurodiverse, physical, sensory or mental, social or emotional, might need to be treated differently in order to create equity and fairness. We have a rich array of interventions to support our children whenever needed and we have regular SEND forums to listen to our parents' opinions and ideas, as well as a proactive, supportive and challenging 'SENDaware' community, not to forget our new pupil inclusion team! Our curriculum celebrates diversity and promotes belonging, something that we hope everyone in our school community feels a sense of. We are also a UNICEF Rights Respecting school to reinforce that feeling of respect for all. Please go to the webpage: <https://www.urmstonprimary.com/information> for further info on all of the above.



It's a place where everyone is included and a place where everyone is happy. You go on a journey.

Prospectus on a page!

Straight from the mouths of babes...pupil voice...

We have a pupil council and communication team who feed back to us on what their peers say about life at our school and how we can make it better. The democratic approach allows our children to vote on various topics every week and have their voices heard. The orange quotes dotted around the page are straight out of their mouths about what life is like at UPS...



'Being More'

'Being more' is our thing – we are constantly inspired by how our children display our values of happiness, kindness, pride, respect, responsibility and resilience both in school and out, and we love to hear from families who tell us about it! It is particularly inspirational when our children have the urge to raise money for their year group charities of UNICEF, The British Red Cross, Water Aid, The Woodland Trust, Place To Be, and our whole school charity, WWF.



Extracurricular activities!

We try to ensure that our children have all manner of opportunities. Our clubs range from a number of prominent and not so prominent sports such as skateboarding and breakdancing to Mr Smith's Parent and Me fitness club, to Art, to Science, to bookbinding, and many more. Our children have plenty of opportunities to learn instruments through our collaborations with the Trafford Music Service, which include the Djemba drums, guitar and brass, with tuition available in piano, recorder, guitar and ukulele. Trips vary from Chester Zoo, to Formby, to the Liverpool Museum, to numerous places of worship. We are pleased that the list is too long to mention everything here, but our treasured links with Urmston Manor Residential Home, where a different class visit the residents each week, to talk and play, is really lovely and hugely beneficial for all involved.



Every single member of the team at UPS contributes to making the school so brilliant, I couldn't have asked for a better start to my son's education. Thank you!

It is a kind, thoughtful school that never leaves anyone out. Everybody here is happy, kind and healthy. The teachers are helpful, compassionate and are always there when people need something.

The staff at UPS do their utmost to support our children. We can't fault their communication as it is frequent and informative. Our kids love their school and we are grateful for this. Thanks to everyone who contributes to the wellbeing of our children.

School 'Performance' Data

Well, if you're a data person, you may want to know how our school 'performs' in terms of reading, writing and maths. We work within one of the highest performing local authorities in the country and our aim is obviously to do the very best for our children to support and challenge them to do the best that they can with these core skills. To find out about our school's performance go to <https://www.compareschoolperformance.service.gov.uk/school/106315/urmstonprimaryschool/primary>. Previous years' data can also be found on our website at: <https://www.urmstonprimary.com/information/performance>. We still await for validated data for this year.



Personal Development, pastoral care, mental health and wellbeing

There are a host of ways in which we support our children's mental health and wellbeing. Our Senior Leadership Team, including our Mental Health Lead and SENDCo, work closely with all staff to ensure that our culture is one which has our children's mental health and wellbeing engrained within it. Our curriculum, including our RSHE policy, compliments this, as do the important extras that some of our children may need, be that through our ELSA (Emotional Literacy Support Assistant), play therapy, lego therapy, drawing and talking therapy, Forest School, and all manner of small nurture groups aimed to support our children with anxiety, promote positive self esteem, and just help them to be in the best place to learn. Of course, often our families need support too and we work closely with Trafford Team Together to signpost support in any way it is needed.

School Development priorities

We are always working on what we can do better. This year, our core priorities are to support our children in how they can be more resilient and independent both in the learning, and personally and socially. With an increasingly diverse set of needs, we'll also be aiming to further enhance the way we teach and the ways our children learn through being progressively more adaptive in our efforts to support and challenge all of our children.



Curriculum

We've worked hard to ensure that our 'Being More' curriculum is engaging, relevant, and also promotes our school values and those of equality, equity and diversity. Children learn from inspirational characters from Parks and Pankhurst to Latimer and Turing and our classes are named after such inspirations. Our year group charities are linked to our curriculum too! Go to: <https://www.urmstonprimary.com/curriculum> for more details.

Leadership and governance

We have a dedicated Senior Leadership Team (consisting of the Head, Deputy, Assistant Heads and Phase Leads) and a governing body passionate about supporting and challenging them to do the best for our wonderful children. The governing body are always available to talk about anything school related and you can find a little more about them at: <https://www.urmstonprimary.com/aboutus/governors>



Communication

We are a very open school and welcome comments and questions. Like any school, we'll get things wrong sometimes and we always welcome opinions on what we can do better – you can catch us on the gates before or after school, or send us an email. We also have regular forums to discuss all manner of issues and these are always a place of openness and honesty and a desire to do the very best for our children.

Wraparound Care

We understand that we all have busy lives and we work with three excellent providers to ensure that as you head off to work, your children are well looked after. We've been working with School of Play now for a number of years and they are our onsite provider, here from 7 in the morning for breakfast club and until 6 in the evening for after school club. We work with Playworks and Kidsmix too, who are fantastic as well.

You can find more info at: <https://www.urmstonprimary.com/parents/wraparoundcare>



PTA

We have a brilliant, proactive PTA who put on a host of fantastic events to ensure that our children not only have a great time, but that funds are raised for all sorts of enhancements to their experience at school. More information can be found on their Facebook page – Friends of Urmston Primary.



Relational Behaviour and Regulation

We use a PLACE approach with our interactions with children which means we consider how we might be playful, loving, accepting, curious and empathetic, whilst maintaining positive and high expectations for the way that they communicate and the choices that they make. This enables them to feel safe, happy and more open to learn well! We have a variety of ways to support our children in reflecting on their behaviours and whether their choices are the kind, respectful, responsible ones. Taking a restorative approach enables us to support all of our children, including those with special educational needs, to regulate their emotions and be more independent in the choices that they make. Sensory circuits, 'regulation' stations, zones of regulation, and many other strategies, help us to add to a calmer atmosphere conducive to allowing our pupils to be in the best possible mindset to learn, learn from their mistakes, and to put things right. Of course, we have our super pupil VIPs ('Values In Practice') to remind us to follow our values! Go to: <https://www.urmstonprimary.com/information/policies> for our Relational Behaviour and Regulation Policy.

"We are very proud of the school which we have been part of for 8 years due to our son leaving 2 years ago – our daughter loves school and thrives here – she is happy, safe and valued. She loves learning and regularly shares her experiences. She loves the variety of events each week. Thank you!"

"There are kind people and there is lots of resilience. All the teachers are kind and I love them."