

Walmsley C of E School



Prospectus  
2023/2024



**Walmsley C.E. Primary School**  
Where getting better never stops



## Welcome to Walmsley C of E Primary School

Welcome to Walmsley Church of England Primary School. We hope that reading this is the first step to an exciting and positive partnership with our school.

It is my pleasure to give you a warm welcome to Walmsley Church of England Primary School. We have a fantastic staff team, supportive parents, strong community links, including Walmsley Church, and above all, great children who are a joy to be with. I have been Headteacher at Walmsley CE Primary School since January 2023 and can wholeheartedly say that it is a joy and privilege to serve and be part of such a special school community.

As a parent, I know how important choosing the right school for your child is – each child is unique, with different gifts, talents and personality. I am so pleased that as well as strong academic outcomes, with results above national, we focus on the whole child. Working in partnership with our families, Walmsley CE Primary School is a place where each child is able to flourish.

This prospectus is intended to give some background information about our school, its organisation, curriculum and its place in the community. I hope the prospectus will give you a flavour of our school and also provide some practical information to help your child settle into the school.

We appreciate that a child's education does not start and finish as they enter and leave our school each day and we very much look forward to working together in partnership with you, for the benefit of your child. Parents are warmly welcome in school and are encouraged to openly discuss any concerns and to play an active part in the life of the school. In partnership, we aim to develop the potential of every individual. We feel that, using our professional experience and expertise, we can together enable all children to achieve to the best of their ability. All the staff have high expectations of the children in terms of their behaviour and their work and this is within a Christian context of love and care, where each child feels safe and secure. Within a Christian framework we foster caring attitudes, considering and appreciating others.

We consider our school to be a family which includes governors, staff, parents, children, the church and the local community. If you have not yet had the opportunity to visit, we hope that you will accept our invitation to come and see for yourself the wide and varied learning opportunities which we offer. I look forward to meeting you.

Mrs Jo Atherton  
Headteacher

# Walmsley School

Chair of Governors: Mr R Dyson

Headteacher: Mrs J Atherton

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Egerton  
Bolton  
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## School Governors

Chair of Governors:

Vice Chair:

Mr R Dyson\*

Mrs G Smallwood\*

Foundation Governors:

Mrs J Dent\*

Mrs S Rush\*

Mrs L Walsh\*

Diocesan Governor:

Ex Officio

Mrs K Sudworth\*

Reverend Hannah Lane

LA Governor:

Councillor Nadim Muslim

Parent Governors:

Mr M Valli\*

Mrs R Milligan\*

Staff Governor:

Headteacher:

Mrs R Cahill\*

Mrs J Atherton\*



\*Parent or former parent of a child at Walmsley CE Primary School

## School Staff

### Teaching Staff

Headteacher	Mrs J Atherton
Deputy Headteacher	Mr A Catterall
Assistant Headteacher	Mrs R Cahill
SENDCo	Mrs L Bailey

Miss J Brookes	Mrs R Orlinski
Miss K Browning	Mrs N Peplow
Miss E Crompton	Mrs M Ratcliffe
Mrs L Frodsham	Mrs R Saxby
Mrs V Higginson	Miss L Tierney
Miss N Liston	Miss K Worsley
Mr M McGlashan	

Music Teacher	Mr S Martin
Modern Foreign Languages	Senor P Maguire

### Non-Teaching Staff

School Business Manager	Mrs K Greenhalgh
School Administrator	Mr A McDonnell
Clerical Officer	Mrs J Murphy
Site Manager	Mr M Dobson
Catering Manager	Mrs L Calvert
Vicar	Rev Hannah Lane

### Teaching Assistants

Miss S Gill	Mrs D Murray
Mrs S Heppolette	Miss G Shannon
Mrs R Holt	Mrs C Smith
Miss K Leamey	Mrs K Smith
Mrs J Markland	Miss C Stanworth

### Lunchtime Supervisors

Mrs S Dacey	Mrs P Sheridan
Mrs G Jackson	Mrs A Stones
Mrs G Kay	Mrs K Wicklen



## Term Dates 2023/24

### Autumn Term

Term Begins: Tuesday, 5th September 2023

Half Term: Friday, 27th October – Friday, 3rd November 2023

Term Ends: Friday, 22nd December 2023

### Spring Term

Term Begins: Monday, 8th January 2024

Half Term: Monday, 19th February – Friday, 23rd February 2024

Term Ends: Thursday, 28th March 2024

### Summer Term

Term Begins: Monday, 15th April 2024

Bank Holiday: Monday, 6th May 2024

Half Term: Friday, 24th May – Friday, 31st May 2024

Term Ends: Friday, 19th July 2024

**Please note:** School may be closed on Thursday, 2nd May 2024 if school is used as a Polling Station.

### Autumn Term 2024-2025

Term Begins: Tuesday, 3rd September 2024



## **Our History**

The first Walmsley School was built in 1797, at Dimple, and transferred to its present location in 1839. Initially the school was an all age school, becoming a primary school during the 1930's with the creation of Turton School. The name Walmsley is thought to derive from a family of that name, the area's principal landowners in the 16th century.

## **Walmsley As We Know It**

The present building was opened in February 1981. There have been several extensions over the years, most recently our Year 6 Classroom Block, dedicated by Bishop Mark in 2019. During the summer 2022 our Key Stage One (KS1) playground was fully refurbished with new exciting playground markings, trim trail, playhouse and much more.

## **A Church School**

We aim to provide an excellent education in an atmosphere which reflects Christian principles, attitudes and values; where kindness, tolerance, cheerfulness and respect for each other are not only developed but expected and respected as in line with British Values.



## **What is an Aided School?**

Schools fall into two main categories, 'maintained' (owned and run by the Local Authority) or 'voluntary aided'. In the main, church schools were built independently - Walmsley is the second oldest in Bolton.

Aided status maintains the right of parents to have their children educated in a school where the Christian faith is taught, and its values and standards upheld. A majority of the Governors are, whilst representatives of many professions, practising Christians appointed by the church. They appoint and employ the staff and are responsible for ensuring that the school runs not only on sound educational, but Christian principles too. The school has close connections with Christ Church Walmsley. The Governors own the school in trust for the church.

The privilege of Aided status presents the Governors with considerable financial responsibilities, as they were not only required to provide 10% of the cost of our new school but continue to meet 10% of building repairs and maintenance costs. The Education Reform Act 1988 requires Governors to be responsible for

the financial management of the school's share of the Local Authority budget, covering staffing, educational provision and the maintenance of the interior of the school.

The Governors believe this privilege is worth maintaining, and trust that staff, pupils and parents will accept the responsibility to support and maintain the highest Christian principles and standards at the school.

## **Church Services and School Worship**

Our children participate daily in a collective act of worship. This is always a special time to join together as a school community.

We work closely with the church including visiting for major celebrations, where the whole school attend along with parents, families and friends. During our Harvest service we collect gifts to support Urban Outreach and our Lent services provide a basis for our support of a range of charities locally, nationally and internationally.



## **Mission Statement**

### **As a school we pledge to:**

- 🏰 Be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment.
- 🏰 Work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity.
- 🏰 Give ownership of the opportunities presented to the school family, thus enabling them to reflect on their time at Walmsley with pride.

# Admission Policy

## 1. Introduction

Walmsley Church of England Primary School is a Voluntary Aided school. The Governing Board is the admission authority for the school, and the school is required to act in accordance with the Department for Education (DfE) School Admissions Code. The admissions process is co-ordinated by Bolton Council (the Local Authority) and the school liaises with the Local Authority and Manchester Diocesan Board of Education on admissions issues. Responsibility for admissions is delegated to the Governing Board's Admissions Committee.

As required by the DfE School Admissions Code, the admissions arrangements, including the criteria used to determine the allocation of places when the school is oversubscribed, are agreed by the Governing Board following consultation.

## 2. Admission arrangements

### Published Admission Number

The school's published admission number (PAN) agreed for admission to the reception year in September 2024 is 45. If no more than 45 applications are received for admission to the reception year, all applicants will be offered places.

The school will admit all children having a statement of special educational needs or an Education, Health and Care Plan (EHCP) in whose statement or EHCP the school is named.

### Oversubscription criteria

When the number of applications received is greater than the number of remaining places available (after the admission of any pupils with a statement of special educational needs or an EHCP naming the school), the decision on which children will be admitted will be based on the following oversubscription criteria, which will be applied in the order of priority set out below:

1. Children in public care and previously looked after children (Note (a)).
2. Children who with their parent/carer regularly attend Christ Church Walmsley or St Andrew's Bromley Cross (Note (b)).
3. Children who with their parent/carer regularly attend any Christian church and live within the Egerton, Bromley Cross or Sharples areas (Note (c)).
4. Children who already have an older brother or sister (sibling) attending the school at the time of application.  
(‘Sibling’ means a natural brother or sister, a half brother or sister, a legally adopted brother or sister or half-brother or sister, a step brother or sister, or other child living in the same household who, in any of these cases, will be living with them at the same address at the date of their entry to the school.
5. All other children (Note (d)).

## Notes:

### (a) Looked After Children

Includes any "looked after child", "previously looked after child" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order.

A "Looked After Child" (LAC) is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A "Previously Looked After Child" (PLAC) is a child who was looked after but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order immediately following having been looked after.

An "Internationally Adopted Previously Looked After Child (IAPLAC) is a child who appears (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

### (b) Walmsley Church

Regular attendance by the parent/carer and the child at public worship at Christ Church Walmsley or St Andrews, Bromley Cross at any qualifying service as designated by the School Admissions Committee.

Attendance will be established by information provided on the Supplementary Information Form (SIF) available from the school and completed by a member of the clergy or other designated church officer. For the purposes of these admission arrangements 'regular' means attendance at least once per month during the twelve month reference period ending on 30th September in the year prior to admission to the school.

### (c) Any other Church

Regular attendance by the parent/carer and the child at public worship in any other Christian church and live within the Egerton, Bromley Cross or Sharples areas. (A map is available to view at school if required).

For the purposes of these admission arrangements 'other Christian church' means a church which is Designated under the Ecumenical Relations Measure 2018, nationally by the Archbishops of Canterbury and York, or locally by the diocesan bishop, or which is a member of Churches Together in England, or affiliated to the Evangelical Alliance or a Partner Church of Affinity. The list of nationally designated churches can be found at:

<https://www.churchofengland.org/sites/default/files/2019-12/Designated%20Churches.pdf>

Parents/carers wishing to apply against this criterion must complete a Supplementary Information Form (SIF). Attendance at public worship will be established by information provided on the SIF, including verification by the relevant Minister or their designated officer. For the purposes of these admission arrangements 'regular' means attendance at least once per month during the twelve month reference period ending on 30th September in the year prior to admission to the school.

**NOTE:** In the event that during the period specified for attendance at worship the church has been closed for public worship *or has restricted the numbers able to attend* and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been *fully* available for public worship.

**(d) All other children/tie-breaker**

All other applications which have not been allocated on criteria (a) and (b) above will be based on proximity to the school.

We will measure the distance by a straight line. All straight line distances are calculated electronically using a geographical information system.

In the event that two or more children live at the same distance from the school (as can happen with families living in blocks of flats), random allocation determined by the drawing of lots supervised by a person independent of the School will be used to decide which child (ren) will be allocated the remaining place(s) (in accordance with 1.34 and 1.35 of the DfE School Admissions Code).

**Late applications**

Applications received after the closing date and before the Governing Board's admission meeting will be placed last in the criteria in which they fall unless the Governing Board is satisfied that there are exceptional circumstances which reasonably prevented the application from being submitted on time. Supporting evidence, including that provided by the required Supplementary Information Form, must also be supplied by the closing date for applications, unless it is satisfied that there are exceptional circumstances which reasonably prevented it being submitted on time. In the absence of such supporting evidence, the allocation of places will be made on the basis of the application alone.

**In-Year admissions**

From time to time places become available further up the school. The allocation of places is in accordance with the admissions criteria. Preference will be given to children moving into the area from outside the Local Authority area who do not have a school place. Evidence will need to be provided that the child has recently moved in.

**Admission of children outside their normal age group**

Parents may request that their child is admitted to a year group outside their normal age range, for instance where the child is gifted or talented or where a child has suffered from particular social or medical issues impacting on their schooling. All such requests will be considered on their merits and either agreed or refused, on that basis. If a request is refused, the child will still be considered for admission to their normal age group.

The process for requesting such an admission is as follows: With the application, parents should request that the child is admitted to another year group (state which one), and the reasons for that request. Parents will submit any evidence in support of their case with the application, for instance from a medical practitioner, headteacher, etc. Some of the evidence a parent might submit could include:

- information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group; and

- whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

The school will consider each case on its merits, taking into account the individual circumstances of the request and the child's best interests. We will also ensure the parent is aware of whether the request for admission out of age group has been agreed before final offers are made, and the reason for any refusal. Requests for admission out of the normal year group will be considered alongside other applications made at the same time.

### **Waiting List**

The school will operate a waiting list for each year group. Where in any year the school receives more applications for places than there are places available, a waiting list will operate until the end of the first term after the beginning of the school year. This will be maintained by the admission authority and it will be open to any parent to ask for their child's name to be placed on the waiting list, following an unsuccessful application. Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting list will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves it.

### **Appeals Procedure**

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code. Applicants should contact the School Business Manager at Walmsley CE Primary School, Blackburn Road, Egerton, Bolton, Lancashire, BL7 9SA within 20 days of the date of the letter refusing your child a place at the school for information on how to appeal. Information on the timetable for the appeals process is on Bolton Council's website at: <https://www.bolton.gov.uk/admissions/primary-school-places-1>

### **School age**

A full-time school place in the Reception class is available for children from the September following their 4th birthday.

### **Deferred entry for infants**

Parents offered a place for their child have a right to defer entry, or to take a place up part-time, until the start of the term beginning immediately after their child has reached compulsory school age of 5. However, places cannot be deferred until the next academic year.

### **Address definition**

The address is the place where the child is permanently resident with his or her parent or parents or legal guardians. Evidence may be requested to show the address, for example: to which any Child Benefit is paid or at which the child is registered with a medical GP together with recent utilities bill, council tax bill or tenancy agreement. This evidence will be used when reaching a decision on the child's home address for admissions purposes (including where a child lives with parents with shared responsibility for each part of the week). Parents should not assume that a place will automatically be allocated to their child.

## School Organisation

We currently have six classes in Key Stage One (KS1) and eight in Key Stage Two (KS2).

Teachers assess each child as they enter Reception class. Continuous assessment takes place during the first year and all subsequent years in school. The children are very much individuals and require much individual treatment. Their pre-school experiences differ, as does their ability to work with other children. They will learn to read and write at very differing rates, and they will be allowed to develop at a rate suitable to their individual needs. Children are taught for most of the time by their class teacher, but occasionally by teachers who have a special skill to offer. They spend time in their classrooms with the whole class and in areas with a smaller group depending on the activity being undertaken. Teaching assistants play a vital role in the teaching of our children and are used in a variety of different ways to support and enhance the class teaching. All children are encouraged and supported to develop their potential.

EVERY CHILD  
..... IS .....  
GIFTED  
THEY JUST UNWRAP  
THEIR PACKAGES  
*At Different Times*

## The Early Years - An Overview

For our reception children, the early learning goals set out what is expected for most children by the end of the foundation stage. The early learning goals are divided into two areas: prime and specific.

### Prime

- Physical
- Communication and Language
- Personal, Social and Emotional

### Specific

- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding of the World

The Early Years curriculum is carefully structured. It has provision for the different starting points from which children develop their learning, building on what they can already do. It has relevant and appropriate content which matches the different levels of the children's needs and has planned and purposeful activities which provide opportunities for teaching and learning.

Play is an essential part of the Early Years curriculum. Children can explore, experiment, plan and make decisions for themselves. Throughout the Foundation Stage, children are given opportunities to play in a purposeful way, both indoors and outdoors.

Our aims during the foundation stage are to support, foster, promote and develop children's:

- Personal, social and emotional wellbeing: in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted.
- Positive attitudes and dispositions towards their learning: in particular an enthusiasm for knowledge and learning, and a confidence in their ability to be successful learners.

## Core Subjects – An Overview

### English

Our aim is to enable the children to develop the ability to be able to:

- Communicate effectively both in speech and writing.
- Listen and read with understanding and with pleasure.

Reading commences as soon as possible after entry to school. We use a very thorough, phonic based reading programme to develop techniques and confidence. Parental co-operation is sought from the outset, with reading books being sent home for daily reading. Each child's reading development is carefully monitored, until it reaches a desirable level of fluency, after which the emphasis transfers to more advanced reading techniques, and the introduction of a wider variety of texts and authors.



Children are encouraged to discuss their work to enable them to formulate, clarify and express their ideas, and to listen, understand and respond appropriately to others.

We use Supersonic Phonics Friends, Pathways to Read, Pathways to Write and Pathways to Spell to support our English curriculum in school.

### Mathematics

All children are encouraged to believe that by working hard at maths they can all succeed. Pupils are often taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. Support is available for children who need it, such as through the use of equipment, resources, mathematical models or teacher / teaching assistant intervention. Deeper challenge opportunities are available when and as children need them, such as through reasoning and problem solving, being asked to explain their thinking, or asking to provide alternative methods. There are five key or "Big Ideas": Representations and Structure, Mathematical Thinking, Fluency and Facts, Variation and Coherence.

We follow the White Rose Maths curriculum which is designed to provide children with a solid foundation in mathematics. There is a significant emphasis on mathematical skills and the curriculum content is well sequenced in order to promote a depth of understanding.

Our aim is for young mathematicians to become:

- Confident and able to recall and apply mathematical knowledge in different contexts
- Able to explain their methods and thinking processes and apply skills in context



- Fluent in different areas of maths
- Efficient in applying problem-solving and reasoning skills
- Independent thinkers
- Aware of the Maths, concepts and process they are doing

## Science

We aim to provide a range of activities and investigations which will help the children to:

- Develop and progress their working scientific skills.
- Feel confident enough to ask questions and generate their own lines of enquiry.
- Appreciate and recognise the vast amount of science and scientific opportunity in the world around them.
- Understand the 5 key lines of scientific enquiry:
  - ✓ research
  - ✓ identifying and classifying
  - ✓ fair testing
  - ✓ pattern seeking; and
  - ✓ observation over time.

In EYFS children learn about science through 'Understanding the World'. They are encouraged to use their 5 senses to explore the world, ask how and why questions and to try and find the answers through child led approaches.

Throughout KS1 children will investigate the following: materials, animals (including humans), seasonal changes, forces, plants and living things and their habitats. In KS2 children will build on this prior knowledge through similar topics and will also be introduced to rocks, electricity and light. Children will be supported in developing more sophisticated techniques in terms of planning, recording and evaluating investigations as well as growing a deeper understanding of which lines of enquiry to use.

We have developed a substantial bank of scientific resources to support our vision, regularly discussing topical events in science with the children and aim to take them on regular science based trips, such as: Chester Zoo, Imagine That and The MOSI in Manchester.

"The important thing is to never stop questioning." ~ Albert Einstein.

We know our journey through **SCIENCE** is good at Walmsley when our children are...

- **Excited and Engaged**
- Are **inspired** to **ask questions** about the world and beyond
- **Leading** the investigations
- Are **'Hands on'** and involved in **practical** investigations
- Using the 5 lines of **scientific enquiry** to answer their own questions
- Are **developing** and **extending** their knowledge
- Using **scientific language** to explain their findings

## Geography

We aim to enable our children to develop:

- Geographical knowledge and understanding through the study of our locality.
- Principal features of Britain, Europe and other continents understanding of climatic and physical variations in our world.
- How the lifestyles of people are affected by them.



In KS1 children will investigate the locality of the school, a contrasting locality, the quality of the environment in a locality and will be taught to: observe their surroundings, use an increasing range of geographical terms, record what they see, follow directions and routes on maps and plans, use maps and globes to identify major geographical features, e.g., seas, rivers, cities, etc.

In KS2 children undertake more in-depth studies of places, are introduced to more detailed and sophisticated maps and study localities and physical and environmental features in Britain, Europe and other continents.

## History

We aim to encourage the children to develop an interest in historical development by studying events, people and objects in our history.

In KS1 children learn:

- To develop a sense of time and to sequence objects and events about changes that have taken place in the lives of adults around them.
- About the lives of different kinds of famous men and women, past events which have been commemorated by succeeding generations.



In KS2, the children undertake more detailed study of:



- Social developments and important events in British history.
- An ancient civilisation.
- A Non-European society.
- Local history.

## Art & Design

Children are provided with opportunities and are encouraged to develop their creative, imaginative and practical skills from EYFS through to Year 6. We have a varied programme of activities which includes: drawing, painting, colour mixing, print making and pattern making.

At KS2 level, children continue to extend their artistic and creative experiences and will use a much wider variety of artistic techniques. They will plan, design and evaluate a wider and more complex range of art, developing their knowledge further and using more advanced skills.

Children develop their artistic language when looking at the work of others, including classic artists as well as contemporary craftspeople and modern designers.



## Music

At all levels our aim is that children should learn to enjoy and appreciate music of all kinds, by listening and performing and composing. We encourage children to develop their musical talents to their full potential.



At KS1, children are encouraged to play and experiment with a wide variety of instruments. From Year 2, the children have the opportunity to learn to play other instruments through Bolton Music Service who come into school weekly to provide tuition in piano, woodwind, brass and strings. Parents should contact Bolton Music Service direct to sign up for instrument lessons.

<https://boltonmusicservice.com/parents-and-pupils/>

Our children perform regularly, in school concerts and functions and in the wider community. Mr Martin, our specialist music teacher, works across school to enhance music provision.

## Physical Education

All children participate in:

- Gymnastics: where they will learn to practice and refine agility and movement sequences, and use, in accordance with their age and ability, our wide range of gymnastic apparatus.
- Dance: where they will learn to compose and control movement, express feelings and moods, and respond to music or other stimuli.
- Games: where at KS1 they will develop elementary ball and team skills, and at KS2 develop and extend the skills to involvement in such familiar sports as football, netball, rugby, hockey, cricket, rounders, tennis and athletics, utilising indoor and outdoor facilities.



We have a large playing field that is often used for PE lessons as well as for sports days and sports events with other schools. Swimming tuition is provided to all Year 5 children at Turton School. We use outside coaches to provide a wide range of experiences.

## Computing

Children are introduced on entry to the school, and throughout their time in school to a range of technologies such as iPads, laptops, Beebots and Lego. Much of the work is aimed at developing confident usage and an appreciation of the opportunities which technology provides.



Our Computing curriculum encourages the development and acquisition of an increasingly complex range of skills in areas such as word processing, data handling, simulation, information management and coding.

On-line safety is paramount in school. We have Parents' Evenings, assemblies and updates to ensure children are safe on-line.

## Religious Education

Religious Education is an essential part of our curriculum, and we endeavour:

- To engender an understanding of Christian principles and values.
- Encourage children to develop an appreciation of the needs of others.
- Develop a knowledge of our faith, Bible, Christians past and present, and their relevance and application to everyday life.

An act of collective worship is held daily. We maintain our close links with Christ Church Walmsley; during the year services for parents and children are held in church, and the clergy play an active part in our religious development. Reverend Hannah is a regular visitor in school and runs an Ethos Group which meets weekly.



It is assumed that as parents have chosen to send their children to this school for a Christian education, they will wish their children to participate in religious worship and lessons. Parents who wish to exercise their right of withdrawal under Section 25 of the 1944 Education Act, should consult the Headteacher, before completing a formal application for a place at the school.

## PSHE and RSE

Each class has a timetabled Personal, Social and Health Education lesson each week. Through the study of other cultures and religions, we foster the interest, appreciation and celebration of people who are different than ourselves. We continually acknowledge and celebrate the world's diversity. We use Jigsaw to teach PSHE. Our weekly PSHE lessons also give us unlimited opportunities to explore the development of positive relationships and care for others. Throughout the school the children's attention is drawn to the fact that they need to care about their body, hygiene, personal feelings and need to respect those of others.

Science programmes require the children to talk naturally about the bodies of humans and animals, including reference to reproduction and body organs. Human reproduction is a scheduled part of the year 4, year 5 and year 6 curriculum, and we endeavour to treat it as something quite natural. We also provide First Aid Training for our Year 6 children.

## **Modern Foreign Languages**

All children in KS2 learn Spanish, with the focus being on the spoken language. We are very lucky to have our own Modern Foreign Language teacher, Senor Maguire.

## **Special Educational Needs and Disability (SEND)**

We believe that every child is special and brings something unique to our school family. We encourage all of our children to develop to reach their full potential and to take an active role in all aspects of school life. At Walmsley we work together with families to enable all our children to make progress and to feel successful. We know and understand that children may need some additional support at different points in their school life and how important it is that their voice is heard. We have clear policies and systems in place on early identification of additional needs and a graduated response to ensure that support is reviewed regularly.

We offer support within each year group by teachers and teaching assistants leading learning in smaller groups, providing strategies and resources to help our children and by investing time to create a positive attitude towards learning. These groups and resources can and do change year on year as the needs of each child changes. Please see the SEND offer and the SEND policy on the school website for more information.

## **Homework**

Homework is set weekly for all children who attend Walmsley Primary for both maths and English. Children are also required to read on a daily basis and aim for achieving our 100 books award. Parental support, especially in reading development, is recognised as being of great value. We use NumBots, Times Table Rock Stars and Spelling Shed to support homework.

## **Parental Support**

### **Developing Relationships**

It is important for everybody that positive relationships develop between the school and our staff and parents. It is so important for you to feel that you can trust us to care for your child, and for us to know that we have your trust. Parents are extremely welcome at the school.

Staff will be available at the beginning or end of the day to speak with parents. If a problem arises at home, which may affect a child's education or happiness, we would prefer to know about it and to give support. Similarly, a teacher may wish to discuss a problem with parents and seek their support. Hopefully the principle of a caring school runs through all that we do. No question is too small – please speak to us with any questions or concerns.

## Parent Teacher Association

We have a fantastic PTA who raise huge amounts for school funds by organising fun activities for our school family. We jointly hold events such as Christmas and summer fairs, Easter bingo and discos, to name just a few. All parents are automatically members of our PTA and receive details of activities through the school newsletter.

## Reporting

### Formal Reporting

All parents receive an annual written report on the progress of their child/children and are invited to discuss progress with the class teacher(s) each term. There is also a parent's information evening held in September for each year group to explore the curriculum and find out about the activities available and how to support learning at home.

### Informal Reporting

At Walmsley School, we encourage a regular dialogue between staff and parents and view it as an important support tool, as a means of praising, helping and supporting your child; parents are welcome to discuss any matter at **any** time. We have an 'open-door' policy, where parents may come in to discuss anything, at any time.

### Behaviour and Motivation Policy

We have 'Golden Rules' for the classroom, dining hall and playground. These are general rules for life and we would like you to share them with your child at home. Children earn points for good behaviour and good work in school which are exchanged for rewards. Each class also develop their own class promise at the start of every academic year.

#### Our Golden Rules

- We are always gentle
- We are always kind and helpful
- We always listen
- We are always honest
- We always work hard
- We always look after property

#### Lunchtime Rules

- We always line up quietly
- We always finish what we are eating before we speak
- We always remember to say 'please' and 'thank you'
- We always put our rubbish away
- We always put our hands up to ask to leave the hall
- We always talk quietly to the person next to us

## Wider Curriculum Activities

### Extra-Curricular Activities

We are proud to have teams representing school in a range of major sporting activities and matches both locally and further afield. There are opportunities for children to participate in a wide range of sporting



activities led by staff or specialist coaches. We have a number of clubs that operate either before/after school or at lunchtimes such as homework club, fencing, dance, choir, Spanish, sports, mad science and tennis over the course of a school year.

### **Charitable Activities**

These take place during the year, and especially during Lent, when parents and the whole Parish support the children in charitable events. During Lent, our Charity Committee raised £2,400 and this amount was split between the Walmsley Parish Community Hall, CLAPA and Ukrainian Relief Effort.

### **Other Activities**

All year groups benefit from termly trips to enrich their curriculum. Recently our children have visited Smithills Farm, Crocky Trail, Martin Mere, Imagine That, Eureka, Chester Zoo, Alton Towers, and Tatton Park. We also run two residential visits each year for our older children to London and to Willersley Castle. We regularly have drama and musical groups visiting school.

### **Shows**

Walmsley Primary has a thriving creative life. For the past 12 years we have performed an end of year show in July, at our local Walmsley Parish Community Hall.

These productions have involved over 100 children and many staff and parents have helped over the performance evenings. Some of the shows that have been performed include: The Wizard of Oz, Beauty and the Beast, The Little Mermaid, Joseph and the Amazing Technicolour Dream Coat, The Lion King Jnr, Matilda and Frozen.



### **Year 6 School Leavers**

Fifty nine children left Walmsley School in summer 2023 moving on to eight different high schools.

Turton	30	Rivington & Blackrod	1
Canon Slade	16	St Michael's CE	1
Sharples	6	Rumworth	1
Thornleigh	3	Bolton School	1

## School Uniform

Walmsley Primary has a uniform, which is expected to be worn with pride.

School Uniform Items	Colour
Shorts / Trousers / Skirt / Pinafore Dress	Grey
V-Neck / Crew Neck Sweatshirt or Cardigan	Royal Blue
Shirt or Polo Shirt	White
Summer Dress	Blue Checked
Socks	Black, Grey or White
Shoes (not trainers)	Black
PE Uniform Items	Colour
PE Shorts <b>or</b>	Black
Jogging Bottoms	Black
T-Shirt - Embroidered or Plain	White
School Embroidered Hooded Sweatshirt or School Sweatshirt/Cardigan (see above)	Royal Blue
Trainers	Preferably Black

Uniform bearing our school badge may be purchased from Mr Lucas, our uniform supplier, every Friday morning from 8:00am on the school car park.

Our uniform is also available from Whittakers Schoolwear, Harrisons at Astley Bridge and Smart Clothing on Blackhorse Street.

## Coat

Clearly named outdoor coat of your choice (with a loop to hang up on a peg).

## Jewellery

Permitted jewellery that may be worn is:

- One pair of stud earrings – no other piercings are permitted
- A sensible wrist watch (not a Smart watch)

Jewellery is the responsibility of the pupil and not the school. Lost or damaged items will not be refunded. All jewellery must be removed during PE lessons. It is advisable that children do not wear jewellery to school on PE days. If they cannot remove stud earrings then they must come to school with them taped over.

## School Bag

EYFS and KS1 children require a book bag which can be purchased from the school office.

KS2 Children may use an appropriately sized rucksack to carry their books and equipment. School bags featuring inappropriate images, slogans or phrases are not permitted.

## Hairstyles and Makeup

We reserve the right to make a judgement on whether a pupil's hairstyle or hair colour is inappropriate for the school environment; however, we will ensure that any such judgements do not discriminate against any pupil by virtue of their protected characteristics. Pupils with long hair must ensure that this does not impede their vision, cover their face or provide a health and safety risk. Long hair must be tied up during PE lesson.

Children must not wear make-up, nail varnish or false nails for school.

## Lost Property

Any unnamed items that are found in school are placed in a lost property box. Parents are welcome to check its contents. Please however reduce the risks of children losing their uniform by ensuring that every garment or piece of footwear is clearly named.

## Dates and Times

### Morning

School opens at 8:45am, when children may come into class and start a pre-set activity. All children must be in class by the start of registration at 8:55am. It is really important that children arrive at school on time.

Lunchtime is at 12:00pm for our Reception children, 12:10pm for our Year 1/Year 2 children and 12:20pm for our Year 3 to Year 6 children.



As a healthy school, we encourage our children to drink water throughout the day and we ask that all children be provided with a named water bottle. Children have access to a water dispenser to refill their bottles as required. Children in Reception and KS1 are provided with free fruit daily. All children are however able to bring in a snack of their choice from home (nut free).

## Caring for Our Pupils

### Medical

Nurses from the Local Health Service regularly visit the school, including to undertake sight, hearing and weight checks, and are available to perform health checks on request. Parents are informed about any matter requiring attention and will be given support and advice.

### Medical Information

If your child has a serious or recurring medical problem, it is important that this is recorded on their record. There is a section on the admission form for the insertion of necessary information, which will be treated confidentially.

## Illness at School

Should your child become unwell during the school day, we will contact you, or your nominated emergency contact to arrange for your child to be collected from school. We ask that children remain at home for **at least 24-hours** after having had sickness or diarrhoea.

## Medicines

Whilst usually it is preferable for a child in need of medicines to be at home, it is appreciated that some medications run a course which is longer than the child's illness. In such cases, parents may visit school to give medicines at prescribed times or parents will be required to sign a Medicine Permission Form so that we can administer the medicine on the parents behalf. The forms are available from the School Office. **Please note, antibiotics will only be given in school if they are required four times a day.**

Items, such as asthma inhalers or EpiPens, which are required to be used on a regular basis, are of course permitted, but must be clearly marked. Parents will need to complete an Asthma Medication Form / EpiPen Allergy Action Plan before the child is permitted to have the inhaler/EpiPen in school. Asthma inhalers and EpiPens are kept in classrooms in a clearly marked box.

## Telephone Numbers

It is vital that we have up to date telephone numbers for all parents/carers and emergency contacts. Please keep school advised of current numbers: home, mobile (especially if you want to receive texts) and work, plus current email addresses.

## Absences

If your child is absent from school, we must be notified by 9:00am on the first day of absence either by telephone or email. Please keep us informed as to the duration of any absence. If we do not hear from you, school will contact you to ensure that you are aware of your child's absence.

## Lates

School starts at 8:55am prompt. Please ensure that your children arrive at school on time as late arrivals disrupt the morning routine and result in lost learning. Any children who do arrive late must come in through the main entrance and ensure that they are signed in by a parent/carer before going to class.

## Holidays

Holidays in term time will NOT be authorised. If parents do decide to take their children out of school regardless of these regulations, there is a form that is available from the school office and can be downloaded from the school website which must be completed to inform us of the dates your child will be absent from school. The process is that the days of absence will be marked as 'unauthorised' in the attendance register. More than 5 days in total of unauthorised absence will result in a fine from the Local Authority. Unauthorised absences include lates, so as always punctuality is very important. Full details of penalty notices and possible fines are on the school website.

## Medical Appointments

If advance notice of the appointment is given, pupils may be collected from the school office. It is not possible, for security reasons, to permit a child to leave school early to meet a parent at another location.

## Messages

The school office is available to receive telephone messages between 8:00am and 4:30pm (4:00pm on Fridays). Please note that teachers are not permitted to leave classrooms to respond to telephone calls. Messages can be taken, and staff will endeavour to return calls after school.

## Staff Car Park

Undue movement of cars in our restricted access area puts our children at risk. Only in an emergency should parents drive into the school grounds. Please do not drive into the area outside the gates to drop children off, it is extremely dangerous.

**To keep our children safe we have gates on the entrance to school. These are locked from 8:30am until 9:10am and from 3:15pm until 3:40pm. They are locked for safety reasons during the above times and there are no exceptions.**

## School Meals

Our catering team produce delicious healthy school meals daily with 2/3 choices of main meal and a dessert. Alternatively, children may bring a packed lunch. Changes in school meals arrangements may be made at half-termly intervals. Dinner money is payable in advance on Monday morning or at the beginning of each half term. Parents in receipt of certain benefits are entitled to the school meal benefit and further information can be obtained from school.

## Safeguarding

Our safeguarding policy states that anyone entering school must sign in and be issued with a visitors badge after having their photographic ID checked. One of our top priorities in school which is constantly monitored and evaluated is the welfare, well-being and safeguarding of our pupils. We have a number of policies, procedures and practices, to ensure that this is the case including: Child Protection, Anti-Bullying, Inclusion, Equal Opportunities, Race Equality, Health and Safety, Attendance, and Behaviour. These are reviewed by our Governing Board and all staff are aware of the need for up most vigilance in abiding by these. Parents are encouraged to discuss ANY concerns regarding the health, safety, protection and development of their child with the class teacher or the Headteacher who is the school Designated Safeguarding Lead.

We are also signed up to Bolton's Encompass Commitment. This protocol sets out a joint agency procedure to provide support for children and families who have experienced domestic abuse. The police will share information about domestic abuse incidents with school and school will take appropriate steps to support your child. Information shared will be only that which is required to safeguard your child.

We will contact you to enquire of any injuries and report serious concerns. The welfare, safety and happiness of your children is paramount.

## Starting School

Starting school is a very exciting and momentous occasion. We arrange for parents to attend an introductory meeting and for the children to spend part of a day in school prior to commencement. We also issue you with an 'all about me' form, which remains confidential, on which we ask you to give the kind of information that only you as parents know about your child and which we hope you will share with us. The sooner we understand your child, as an individual, the sooner we can support their learning journey in school.

Please help us to make your child's start in school as smooth and happy an experience as is possible. It would be extremely helpful if your child could do the following things:

- Have shoes without laces.
- Dress and undress.
- Remove outdoor clothing and hang them on a peg.
- Use a knife and fork.
- Use the toilet properly and perform other reasonable hygienic requirements i.e. blow nose.
- Wash and dry hands and face efficiently.
- Tidy up after using toys, apparatus, books.

Starting school goes very smoothly for the vast majority of children, but if you are worried about something, please speak to us. Your child's happiness is paramount: your child's success and feeling of achievement will be celebrated and encouraged.

### **Attendance**

The figures in the table below show pupils' attendance at Walmsley School over a two-year period. Walmsley School Attendance Information.

	<b>2021/2022 Attendance Rate %</b>	<b>2022/2023 Attendance Rate %</b>
<b>Walmsley CE School</b>	95.18%	96.01%





## SUPPLEMENTARY INFORMATION FORM FOR PARENTS APPLYING FOR ADMISSION INTO WALMSLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Only forms countersigned by the Church can be considered. The completed form should be returned to Walmsley CE Primary School (marked for the attention of the School Business Manager) **by the closing date for applications.**

NB You may still show Walmsley CE Primary School as your preference even if you do not regularly attend Church / another place of worship. **In such cases this form need not be completed** - your application will be considered on the basis of the other admissions criteria.

The admission criteria are published in our Admissions Policy - this is available via the school website. For further help, please contact the school.

If you are applying for priority allocation of a place on exceptional medical or social grounds you must ensure that supporting professional evidence (e.g. a letter from a doctor, psychologist or social worker) explaining why the child should attend Walmsley CE School rather than any other school - and the difficulties that would be caused if the child had to attend another school - is sent to **Walmsley CE Primary School by the closing date for applications.**

Child's Name: \_\_\_\_\_

Child's Address: \_\_\_\_\_

Which church / place of worship does the child attend? \_\_\_\_\_

Has the child, with parent/carer, attended public worship at any qualifying Church service designated by the School Admissions Committee at least monthly during the 12-month qualifying period ending on 30th September in the year prior to admission to the school? This means to qualify for priority allocation of a place in September 2024 based on monthly church attendance you would need to have attended Church once per month from October 2022 to September 2023.

YES/NO

**\*In the event that during the period specified for attendance at worship the Church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the Church or alternative premises have been available for public worship.**

I declare that the above information is correct and complete.

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the above information is correct and complete. I can verify that the child named has met the church attendance criterion published in the School's Admissions Policy for September 2024 admissions.

Vicar/authorised Official's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (please print): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Tel. No: \_\_\_\_\_

**NB Forms which have not been countersigned by a church official will not be taken into consideration.**