



Stanah Primary School



**School Brochure
2015-16**

Dear Parent/Guardian,

It is with great pleasure that I welcome you to Stanah Primary and I would like to thank you for the interest you have shown in our school. We like to think of our school as a large family, including: children, families, staff, governors and the wider community. We aim to make every individual in our team feel valued, whilst showing care and respect for each other and their environment. In this secure and caring environment we hope that each person will grow in confidence, achieving their full potential. This prospectus has been designed to answer some of your questions about Stanah but, to gain a true “feel” for our school, there really is no substitute for visiting us during the school day and seeing us “at work and at play”. So with this prospectus comes an invitation to visit us at a mutually convenient time – you will be made most welcome.

We aim to make Stanah School a place where we progress through partnership with high achievement for all. We pride ourselves on the strong relationships we have built up with parents and other members of the community. We have an “open door” policy which actively encourages communication between home and school. With your help we can make your child’s journey through Stanah an even happier and more successful one.

I look forward to meeting you.

Kind regards,
Hamish Clough, Headteacher

‘The good teaching across the school is the reason behind progress improving rapidly for most pupils. Pupils are eager to work hard and do well.’

(OFSTED 2014)

Where are we?

We are situated on the outskirts of Thornton in an extremely pleasant residential area, surrounded by open fields and farmland, a short distance from the River Wyre. We are lucky to have extensive grounds and a well equipped school, with two halls, an ICT suite, a purpose built library and Music room and two learning support rooms.

School address:
Stanah Primary School
Lambs Road
Thornton
Lancashire FY5 5JR
Telephone number:
01253 825225



Who are we?

The school has a head teacher, deputy head teacher, two teaching staff for every year group, and teaching assistants, clerical staff, welfare and cleaning staff, all of whom play a vital part in making our school the caring, supportive place it is.

‘Pupils’ good behaviour is a strength of the school. Pupils are keen to learn and show respect for each other and staff. They are proud of their school and feel safe and well looked after.’

(OFSTED 2014)

Stanah School Aims

To create an environment that is happy, stimulating and industrious; one in which children can acquire the skills, knowledge and concepts relevant to their future.



To help our children become reliable and responsible pupils who are resourceful and developing in independence.



To help children develop a tolerant and caring attitude, showing respect and understanding of others.

To establish a friendly and trusting relationship between home and school so that we may work together for the good of the children.



Stanah Primary School Motto

Learning and laughter go hand in hand!

Stanah Primary School Mission Statement

At Stanah Primary School we want every child to enjoy learning and develop confidence, independence and a feeling of self-worth which they will carry forward in to their future lives. Within a caring, supportive and stimulating environment, we aim for all our children to achieve their best and develop into caring, thoughtful individuals with a life long enthusiasm for learning.

Staff List – January 2015/16

Headteacher:	Mr. H.Clough, B.Ed (Hons) NPQH
Deputy Headteacher:	Mrs F.Bird B.A (Hons) QTS NPQH
Teachers	Mrs S.Harrison Mr. R.Dreyer Miss J.Shillito Mrs R.Sims Miss S.Woods Mrs H.Price Mrs S.Addison Mrs S.Dewsnap Mrs S.Shuttleworth Mr B.Green Mrs J.Breakwell Miss M. Harrison Miss E.Threlfall Miss V. Smith Mrs L. Hodson Mrs C.Roberts(SENCO)
Special Support Assistants/Teaching Assistants:	Mrs S Wilson Mrs D.Spencer Mrs R.Darlington Mrs P.Eaves Mrs D.Gouldin Mrs S.Greenaway Mrs A.Hargreaves HLTA Mrs S.Lord Mrs J.Rawcliffe Mrs A.Smith Mrs A. Butterworth Mrs C.Cain Mrs V.Stirzaker Mrs V. Bailey Miss A Welsh Mrs A. Pogson Mrs L. Wainwright Miss M. Twentyman
Family Support Worker	Mrs M. Stephens
Reprographics	Mrs M Brough
Office Manager:	Mrs S.Morgan
Office Staff:	Mrs T.Ives
ICT Technician	Mr. K.Proctor
Site Supervisor:	Mr M.Bates
Senior Mid-Day Supervisor:	Mrs A.Smith

Governors

The governing body consists of members of the local community who meet to consider the management and organisation of the school. They are very active and share our desire to move the school forward.

How is the school structured?

The school is housed in two buildings (just a few steps away from each other!) Your child will spend 3 years in the Infant building (in Foundation Stage - sometimes called Reception - Year 1 and Year 2) and 4 years in the Junior building (in Years 3, 4, 5 and 6).

The school day is slightly different for each building:

Infants: Start 8.55

Finish 3.15

Juniors: Start 8.55

Finish 3.20



We provide opportunities for infants and juniors to mix, especially in our weekly whole-school assembly when all 388 of us gather together in one hall!

What will the children learn?

'Teachers and other support staff have very good relationships with the pupils and lessons are conducted in an atmosphere of respect and trust. Pupils clearly enjoy learning because teachers set tasks which usually capture their interests.'

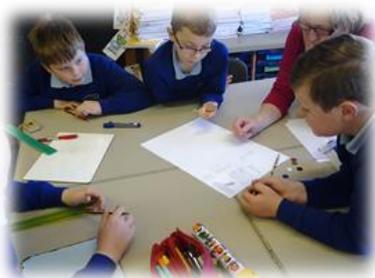
'The curriculum is rich and varied providing a wide range of experiences both in and out of school. There are good links between subjects.'

(OFSTED 2014)

We are rightly proud of the range of activities we offer the children at Stanah, both during the school day and after school in the form of extra-curricular clubs.

In Foundation Stage the children follow a very "hands-on", play-related curriculum which gives them the skills they need to access the curriculum higher up the school.

All children from Year 1 to Year 6 are taught the subjects of the National Curriculum (English, Maths, Science, History, Geography, Information and Communication Technology, Art, Design Technology, Music and Physical Education) as well as Religious Education, Personal, Social and Health Education (PSHE), Citizenship, Sex Education and German. Children in Years 4 and 5 also go swimming at Poulton Pool at various times throughout the year.



Assessment

The prime function of assessment is to give both the child and the teacher a clear picture of what has been learned, what learning strategies have been acquired and what concepts have been understood so that both may see what steps need to be taken in the future. Teachers observe, evaluate, and assess constantly in a wide variety of ways, - from the day to day contact with the children, observing what they do, what they produce and what they say, to the formalised tests used at each key point in a child's school life. Assessment provides formative and summative information for teachers and other professionals, information for parents and contributes towards the pupil's individual attainment profile. Formative Assessment in its widest sense refers to any process by which pupils are made aware of how they can make progress. A system of baseline assessment also operates in school. Children are tested on entry to school in the reception year group and then reassessed annually in order to allow staff to monitor progression.

We assess our children regularly in a variety of ways because this helps us to deliver lessons which best suit them. In Year 2 and Year 6 children are assessed formally using SATs (Standard Assessment Tests), the results of which are reported to parents.

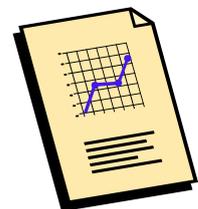
'The progress of pupils is tracked carefully. Senior leaders tackle underachievement more robustly to ensure that more pupils attain the higher levels as well as making sure those pupils who find learning more difficult catch up quickly.' (Ofsted 2014)

Reporting the Curriculum

All parents are given the opportunity to formally discuss their child's progress with the staff at termly parents' evenings. Written reports are issued at the end of the summer term.

Review meetings, to which parents are invited, are held each term for those pupils with Special Educational Needs.

Reporting to parents is intended to give a clear and helpful picture of their child's progress.



Personal Social & Emotional Development

PSED provides planned provision for all pupils to prepare themselves for the opportunities, responsibilities and experiences of life. It promotes their personal and social development through discussion and role-play encouraging them to adopt a healthy life style.

Social and moral awareness are key factors in our 'Circle Time' lessons, where pupils are given the chance to speak freely and outline their concerns and opinions on varied subjects. Through the 'School Council', elected by pupils themselves, they are encouraged to play a helpful part in the life of their school, neighbourhood and the wider world. Health Education is taught at an appropriate level throughout the school and covers topics from the programme of study within the National Curriculum. These include: Healthy Eating, Personal Hygiene, Tobacco, Alcohol, Drug/Solvent abuse as well as SEAL materials.

'Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are taught to value and respect each other...'

'Pupils are very supportive of each other and show kindness and respect to staff and visitors. They are polite and well-mannered in the dining room, in classrooms and when they play together outside.' (OFSTED 2014)

Religious Education

Religious Education is taught daily and reflects a broadly Christian tradition. The school is not affiliated to any particular religious denomination.

The RE syllabus and scheme of work at Stanah Primary School aims to present RE as a living experience and to encourage pupils to explore religious beliefs, values and practices of people and communities of religious faith.

Our aim is to support the children in affirming and developing their own beliefs, values and attitudes through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.

Daily assemblies and collective acts of worship are held in school; parents wishing to withdraw their children from RE lessons or assemblies should notify the headteacher so that alternative arrangements can be made.

Sex and relationship Education

In accordance with the law, Sex Education will be offered in such a way as to encourage the children to understand moral aspects and the values of family life. The Governors are aware that this is a sensitive part of the curriculum which touches upon parents' beliefs about how their child should be brought up, effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It is the first step in a lifelong process of learning about physical, moral and emotional development. Our aim is not to teach sex education in isolation but as part of the framework for Personal, Social and Health education.

We hope, in an informal way, with frankness and sensitivity to help the children:

- Understand and accept the changes taking place in their bodies
- Develop emotionally in an atmosphere of care and confidence
- Learn to take responsibility for their own health
- Develop natural and proper respect between sexes
- Understand, at a level appropriate to their age, the connection between sexual relationships and family life.

Homework

Homework is an essential part of children's learning – it consolidates what they have learned and gives opportunities for extra practice. All our children receive homework. We favour a creative approach, where children have a mix of basic skills, weekly challenges and weekly/half-termly thematic projects that support learning in school with clear objectives, whilst being fun to complete.



Extra-curricular activities

We offer a wide variety of lunchtime and after school clubs, for infants and juniors. A selection of those on offer this year includes: Football, Netball, Cricket, Showstoppers, Environment club, Card games, Drama, Art, ICT, construction club, Maths club and infant music making.

"a wealth of clubs run by staff" (A parent)

Concerts and Performances

All year groups from Foundation to Year 6 put on a performance at some point in the year, from harvest festivals to Christmas nativities, musical concerts and full-blown productions. The children benefit enormously from these and parents love them!



As you can see we squeeze a great deal of learning into a short period of time! The above activities are enhanced by enrichment activities (such as cooking) and visits from organisations such as the Church, historical actors, story tellers etc.



“My child is so keen to learn and being in school is made pleasurable by such a wealth of activities”

(A parent)

Educational Visits

At Stanah we firmly believe that children’s learning can be consolidated and enhanced by educational visits. In an age where many schools are cutting back on trips, we offer a day visit once a year to every child in school and Year 6 go on residential visit every year.



Links with local schools

We have close links with local high schools. The staff and children are regularly invited to use the facilities at our specialist high schools and take part in shared events. We believe that this is a very important relationship for all children and not just children as part of their transition.

Behaviour

Good behaviour is at the very heart of successful teaching and learning – without it children will never reach their potential or become mature, responsible citizens. At Stanah we focus on and reward good behaviour and manners in a variety of ways and we provide the structure and environment that allow our pupils not only to behave appropriately, but also to flourish. We pride ourselves on developing polite, confident, friendly children.

‘The behaviour of pupils is good.’

‘There are consistent systems in place to promote good behaviour which pupils understand. Pupils and their parents say that behaviour in school is good.’ (Ofsted 2014)

Stanah School Rules

- ✓ *I will care for others and value what people say, think and feel.*
- ✓ *When asked to do something by an adult in school, I will listen, and do it first time.*
- ✓ *I will be responsible for all my actions.*
- ✓ *I will always try my best in everything I do.*
- ✓ *I will tidy up after myself and be responsible for my property and the things I use.*

IT IS ASSUMED THAT PARENTS WHO CHOOSE TO SEND THEIR CHILD TO THE SCHOOL, WILL SUPPORT AND CO-OPERATE FULLY WITH THE STAFF IN MAINTAINING HIGH STANDARDS OF WORK AND BEHAVIOUR.

A HOME/SCHOOL AGREEMENT WILL BE ISSUED TO ALL PARENTS FOR THEIR SIGNATURE. THE GOVERNORS OF STANAH PRIMARY SCHOOL WILL NOT TOLERATE ANY VERBAL, PHYSICAL OR EMOTIONAL ABUSE OF THEIR STAFF. FAILURE TO COMPLY MAY RESULT IN LEGAL ACTION BEING TAKEN.

Communication

Good communication is vital. As parents, the more you know the more you can help the children. We host “meet the teacher” evenings at the start of the year, more formal parents’ evenings in the autumn and spring terms and we send home annual reports detailing your child’s progress and pointing the way to further success.

Above all we are a friendly, welcoming school and have an “open door” policy where parents can come and see staff at mutually convenient times to discuss any matters concerning their children.

Newsletters

A weekly newsletter is sent home with the children. It will keep you well informed of what is happening in school and give you details of special events and projects. Please make time to read this important publication. All newsletters are also published on the school web site.

www.stanah.co.uk

Induction

If you choose us to guide your children through the first steps of their schooling, you need not worry about them settling in. Our experienced Foundation Stage staff have developed a thorough induction programme which will introduce your child gradually to Stanah, beginning in the summer term before they start school, with weekly “get to know us” visits, followed by a staggered start to the school year in September to ease them into the routines of school life. By the end of September, everyone is in and settled!

Composition of classes

Reception

Class FT	Miss Threlfall	Class FW	Miss Woods
----------	----------------	----------	------------

Year 1

Class 1HA	Mrs Hodson & Mrs Addison	Class 1S	Miss Shillio
-----------	--------------------------	----------	--------------

Year 2

Class 2S	Mrs Sims	Class 2D	Mrs Dewsnap
----------	----------	----------	-------------

Year 3

Class 3S	Mrs Shuttleworth	Class 3Sm	Miss Smith
----------	------------------	-----------	------------

Year 4

Class 4BH	Miss Harrison & Mrs Breakwell	Class 4C	Mr Cooper
-----------	-------------------------------	----------	-----------

Year 5

Class 5D	Mr Dreyer	Class 5R	Mrs Roberts
----------	-----------	----------	-------------

Year 6

Class 6H	Mrs Harrison	Class 6G	Mr Green
----------	--------------	----------	----------

Children with Special Educational and Physical Needs

At Stanah we are committed to addressing the needs of all our children. Some pupils require extra help with their learning which is provided either through in-class support or in withdrawal groups in our purpose built Learning Support Rooms. We keep a register of children with special educational needs, and children on the register have Individual Education Plans (IEPs) which set out the support they will receive and how it will help them make progress.

As an inclusive school we pride ourselves on our record of including pupils in all activities, irrespective of any disability, taking any necessary steps and making any necessary modifications to ensure access to and beyond the curriculum.

The school serves a recognised area, from which parents seeking admission will normally be offered a place for their children; including children with SEN. If a pupil is transferring from another school or setting, contact will be made to ensure records, information and advice are transferred before admission. To ensure continuity between schools children are welcome to spend time with the school prior to admission to secure a smooth transition. The school curriculum is planned to allow access to all pupils. The school follows policies for SEN, Inclusion, Equal Opportunities and Anti-Bullying, all which can be viewed in school. The children are expected to follow the schools 'code of conduct' and be 'well mannered, respectful, courteous, considerate and friendly at all times, both to adults and each other.'

The accessibility plan: existing facilities to assist access to the school to pupils with special educational needs.

Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. The schools accommodation and facilities support inclusion and are as fully accessible as possible to all. Teaching and social spaces are organised efficiently and the school anticipates and plans for access.

Governing body's policy on pupils with special educational needs.

The school's Inclusion Policy and Special Educational Needs Policy follow the SEN Code of Practice and Lancashire County Council guidelines on Special Educational Needs and Inclusion. Parents will be consulted and kept informed at all stages of provision for their child.

Social and Pastoral Care

At the beginning of a pupil's career in school, parents are asked to supply details of where they can be contacted during the day in case of accident or illness. If an emergency should arise the school will make every effort to contact the parents, or their nominated representative, and inform them of the problem. Please ensure that you inform the school immediately of any change in your emergency contact details.

It is important that your child arrives at school in time for registration each morning. School opens at 08.50 and registers are marked at 09:00. Children arriving at school after that time are recorded as late.

Please do not send your children to school if they are unwell, or you suspect that they may become unwell during the school day. There are no full-time professional medical assistants in school and staff do not normally issue medication to pupils. However, if your child has a chronic medical need and requires medication during the school day, please make arrangements to come into school and discuss the matter with the headteacher. Medical care plans are agreed for pupils with long term medical needs.

It is essential for parents to inform the school if their child is unable to attend school for any reason. If we do not hear from you by 09:30 a member of staff will ring to confirm the reason for your child's absence.

Child Protection

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of the school staff that a child may have been abused, the school **is required** as part of the Education Authority Child Protection Procedures, to report their concern to the Social Service Department immediately.

What do we wear?

School uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. It also serves to foster a feeling of 'belonging' to the school. We want our children to feel proud to be at Stanah School and to be part of its uniqueness. The wearing of a uniform ensures pupils of all races and backgrounds feel welcome, it protects children from social pressures to dress in a particular way and promotes good relations between different groups of pupils. It also serves to initiate children into dressing appropriately i.e. these are my work clothes. The children come to school prepared and with the right attitude for work.

We have found that parents appreciate the removal of extremes of fashion and the daily round of disagreements over what to wear: co-operation is sought from all parents on this matter.

For all children:

Plain black/grey tailored 'school' trousers or skirt

Plain pale blue polo shirt

School royal blue sweatshirt

Plain black or brown shoes (not trainers)

Blue checked school dresses may be worn in the summer if wished. School sweatshirt cardigans may be worn with these if required.

Pupil Voice

We have a very active school council who are elected by the children and who meet regularly. They help and advise on a number of issues and were even involved in appointing the Head and Deputy Head teachers!

Children are also represented by House Captains and every year two Year 6 pupils are chosen to be Guardians (i.e. Head Boy and Head Girl).



Parental Involvement in School

All our teachers believe it is important that parents are involved in school life if they are to be partners in the educational process. We find that when parents are actively involved in, and supportive of, their child's education, there is a beneficial effect on the child's educational development. To us an "open door" policy starts with clear communication between staff and parents. When this is in place we can all achieve the best for each child.

Parent Teacher Friends Association (PTFA)

Our wonderful PTFA work tremendously hard for school and raise a great deal of money, funding the fantastic play equipment in our junior playground and Interactive whiteboards, amongst other things. They organise several events a year that provide enjoyment for adults and children. As a parent you are automatically a PTFA member, so come along and get involved – it's fun, friendly and it benefits your children!

Before and After School Care

Working parents can take advantage of our ever popular Breakfast Club and after school care: Scallywags (for children up to 8) and Homework Club (for over 8s). These are housed on-site and provide fun activities for children in a caring environment, surrounded by staff and children they know and trust. They are often over-subscribed and many children don't want to go home!

Admission Arrangements



The school's admission arrangements are as described by Lancashire Education Authority for all primary schools. The school caters for children between the ages of four and eleven years. The number for admission in September 2016 is 60.

Prospective parents are encouraged to make an appointment to meet the headteacher and visit the school prior to admission.

I hope this has given you a taste of the exciting experience we are building for our children here at Stanah. If you want to know more, don't hesitate to contact the school. If we are the right school for you, make your application using the "Primary School Admissions in Lancashire" booklet.

Perhaps the final word should go to the children who say that

'This is a fantastic school, with fantastic teachers.'

(Child's comment to Ofsted 2014)