

CHEADLE HEATH PRIMARY SCHOOL

Caring Happy Pupils Succeed



PROSPECTUS

2017 – 18 CONTENTS

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PROSPECTUS 2017 - 18

Headteacher's Introduction

Dear Parents and Carers,

On behalf of the staff and Governors I welcome you to Cheadle Heath Primary School where we aim to provide a happy, stimulating, safe and secure environment for all our children; an environment in which they will develop into independent and life-long learners. Cheadle Heath Primary School has a long standing reputation for its caring, child-centred approach to the education of children.

This prospectus aims to give you information about our school and the educational opportunities that we offer to pupils here. Our aim at Cheadle Heath Primary School is to help prepare your children to value and embrace their future. We believe that the children are our richest resource and we seek to foster a love of learning and of life. Our School is a vibrant, dynamic learning community, building positive relationships with all children, staff, parents and the wider community. We are committed to working in a close partnership with parents to provide a high quality of education and have an open door policy which means that you are always welcome to come and talk to us if you have any concerns or issues that you would like to raise. We adopt a child-centred holistic approach to the planning and delivery of the curriculum, ensuring that all our children receive their entitlement of a broad and balanced education. We endeavour to create an open and friendly environment where individual children's needs are met. This will enable them to flourish in our School and achieve their full potential.

Our school motto is 'Caring Happy Pupils Succeed' and we pride ourselves on having a happy, caring, well disciplined community where every child is valued and respected. Our aim is to establish quality education and learning for all children and consequently to strive for high standards in all aspects of school life. We have high, but realistic, expectations of each child recognising each individual's strengths and weaknesses. We expect every child to enjoy their education by working hard and developing self-confidence and self-discipline. You will find a warm and welcoming environment in our school and excellent relationships between adults and children. Education is a serious business - it is important to get it right for your child as he/she only has one chance. However, learning is undoubtedly more effective if it is enjoyable and fun for children, and we try to reflect this in our school.

However comprehensive, a prospectus can only contain a certain amount of information, and I am always pleased to meet prospective parents to show them around during the school day so that you can see for yourself the wide and varied learning opportunities that we offer. Please contact the school office if you would like an appointment on 0161 428 2476. You may also like to look at our [website](#).

Thank you for your interest in Cheadle Heath Primary School. I look forward to a happy and successful relationship with you.



Christine Meekley

Headteacher
Cheadle Heath Primary

About our school

Cheadle Heath Primary School is a Community Primary (3 -11yrs) co-educational day school with an attached Nursery. The number of children on role in April 2017 is 263 including Nursery, with 60 places available for Reception children each year. Children move to a wide variety of secondary schools when they leave Cheadle Heath Primary School including Cheadle Hulme High School, the Kingsway and Stockport Academy. A few children take independent sector examinations and transfer to independent schools. Class arrangements are conditioned by numbers of children admitted to a particular age range.

In 2014 the school underwent major refurbishment in order to provide our children with modern facilities, including classroom redecoration, a purpose built music room, food technology room and a five classroom extension to house Foundation Stage and Key Stage 1. Improved outdoor facilities and toilets, including disabled facilities, have also been developed.

All classes from Reception to Year 6 are supported by teaching assistants and we have additional part time teachers who support throughout the school. Our class sizes average 26 and most children are taught by one teacher who remains with the class for the academic year. The class teacher is also responsible for the immediate pastoral welfare of the pupils.

Admissions

FOR ADMISSION AT THE START OF OUR RECEPTION YEAR:

In order to secure a place at Cheadle Heath Primary for your Reception child, you will need to apply to the local authority directly. The application process for admission is identified below. If your child is due to begin school in September 2018, you can apply online from September 2017 and before the January deadline. The local authority offers places in March and parents have the right of appeal against a decision not to admit their child to the school of their choice.

Child's date of birth	When they start Reception
Between 1 September 2012 and 31 August 2013	September 2017
Between 1 September 2013 and 31 August 2014	September 2018
Between 1 September 2014 and 31 August 2015	September 2019
Between 1 September 2015 and 31 August 2016	September 2020
Between 1 September 2016 and 31 August 2017	September 2021

FOR ADMISSION AT ANY OTHER TIME:

If your child is currently attending a school and you wish to apply for a transfer to Cheadle Heath Primary then please contact the Admissions Team at Stockport Town Hall.

The Curriculum

Our children are taught all of the subjects of the National Curriculum. This provides them with a strong grounding in a full and balanced curriculum across all subjects from English, Maths and Science, to the range of foundation subjects. Our Ofsted inspection (July 2017) highlighted that Cheadle Heath Primary is a "Good" school with "an outstanding curriculum". The curriculum aims to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, and prepare them for the opportunities, responsibilities and experiences of adult life. The basic curriculum comprises of Religious Education and the Collective Act of Worship for all pupils, the National Curriculum and the development of British Values

At Cheadle Heath Primary the curriculum we offer is

- **Broad:** a wide range of knowledge, understanding and skills being taught
- **Balanced:** with sufficient time being allocated to each area of learning
- **Rich:** covering many areas of learning that create enjoyment
- **Relevant** to your child's own experience, to today's world and the society in which we live
- **Differentiated:** matching your child's aptitudes and abilities to what is taught

Staff aim to deliver the curriculum through a dynamic, structured, themed approach which appeals to children and excites their interests. Four inspiring topics are taught over the year for approximately nine weeks each. The topics give the opportunity for cross-curricular learning so that children can see the connection between subjects. Our curriculum provides many opportunities for enrichment experiences, parental involvement and further learning at home.

CURRENT CURRICULUM OVERVIEW (subject to change & annual review)				
	Theme 1	Theme 2	Theme 3	Theme 4
Year 1	Towers, Tunnels & Turrets	Land Ahoy	Book Factor	Going for Gold
Focus	D&T	Geography	Science/ English	PE
Year 2	Towers, Tunnels & Turrets	Land Ahoy	Book Factor	Going for Gold
Focus	D&T	Geography	Science /English	PE
Year 3	Scrumdiddlyumptious!	Tremors	Tribal Tales	Flow
Focus	D&T	Science	History	Geography
Year 4	Blue Abyss	Potions	Book Factor	I am Warrior Traders and Raiders
Focus	D&T	Science	Geography/ English	History
Year 5	Stargazers	Pharaohs	Book Factor	Allotment
Focus	Science	History	Art & Design/ English	Geography
Year 6	Frozen Kingdom	Darwin's Delight	The Life & Times of William Shakespeare	Hola Mexico
Focus	Geography	Science	History / Drama / English	Art

Early Years Foundation Stage (EYFS)

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.” EYFS 2012

Children in the EYFS follow the Early Years Foundation Stage Curriculum (2012) working towards the Early Learning Goals. At the beginning of Reception, children are assessed using a baseline assessment – in September 2015 this was the Early Excellence Baseline. At the end of Reception, children are assessed using the Early Years Foundation Stage Profile.

Most children entering Reception will have already experienced some pre-school education. In our Reception classes we aim to build on these experiences by providing a well-planned and well-resourced curriculum. Purposeful play is a very important part of this curriculum and is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environment. By providing a variety of learning experiences, we aim to help all children develop a positive attitude towards their learning within a caring environment. We recognise that parents are children’s first educators and we seek to develop an effective partnership between home and school.

Our Nursery and Reception classes are housed in spacious rooms that have excellent resources. Each class has its own teacher and teaching assistant. The Nursery offers part time places (15 hours a week) for up to 40 children. Foundation Stage prepares children for learning in Key Stage 1 and begins to make links with the National Curriculum.

Key Stage 1 & Key Stage 2

Children in Year 1 and 2 are referred to as being in Key Stage One of the National Curriculum. Children in Years 3 - 6 are at Key Stage Two. For children in Years 1 – 6 we implement the required objectives outlined in the Revised Curriculum for each year group. In line with Government guidance we place emphasis on teaching a wide range of skills to prepare children for each transitional phase, including secondary education and their future role in society.

For each subject of the national Curriculum there are age related expectations which set out what each child should know and be able to do at each stage of their time at school. To achieve these age related expectations each child is carefully monitored and tracked.

Assessment

All schools are required to work towards certain year group objectives in each of the core and foundation subjects. Children are assessed continuously by teachers who carefully monitor progress over time and adjust their teaching as appropriate. Samples of children's work are kept so that assessments can be made of the progress which children make, and each teacher keeps careful records.

When the children are in Reception a *Foundation Stage Profile* is built up which records a child's skills and abilities as they progress through school. Children take a National Phonics Screening test at the end of Year 1 and Standard Assessment Tasks (SATs) at the end of Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2). The children in each year group are assessed on a regular basis through careful observations of their work on a daily basis and through regular assessments at the end of a block of work. Teachers discuss the next targets for learning with children on a regular basis so that they know their next steps in learning. The results of assessments are discussed with parents during Parents' Evening and are issued to parents with the annual report.

2017 - 18 Assessment			
Child's Age	Key Stage	Year	Assessment
4 - 5 years	Foundation Stage (EYFS)	Reception	Assessed on arrival and at the end using baseline assessment
5 - 6 years	Key Stage 1 (KS1)	Y1	Y1 Phonics Screening Check
6 - 7 years		Y2	National tests (SATs)
7 - 8 years	Key Stage 2 (KS2)	Y3	School's own testing – PIRA / PM Benchmarking/ Snappy Science
8 - 9 years		Y4	School's own testing – PIRA / PM Benchmarking/ Snappy Science
9 - 10 years		Y5	School's own testing – PIRA / PM Benchmarking/ Snappy Science
10 - 11 years		Y6	National tests (SATs) in Reading, Grammar/Punctuation/Spelling and Maths and Teacher Assessment in Writing

Reporting to you

Communication between home and school is essential. We start the year by having a welcome meeting with the new class teacher and hold Parents' Evenings twice a year, one in the Autumn Term and one in the Spring Term. We also have an open evening towards the end of the school year. The main purpose of the first Parents' Evening is to meet the class teacher, see whether the child has settled down in his/her new class, and resolving at the outset any difficulties or problems which may have arisen. At the second Parents' Evening of the year the child should have done a considerable amount of work, which is seen by the parents prior to the meeting and discussed with the teacher. Book shares take place between parents and pupils prior to Parents' Evening. A written report is sent prior to the summer term open evening. This can be used to determine how much progress has been made during that year, and what your child needs to do next in order to improve.

We must stress that if any problems do arise, please do not wait for an open evening but contact school immediately.

Equal Opportunities for all

All children have their own individual needs, which may be long or short term, and at Cheadle Heath Primary School we try to cater for these needs, whether they are academic, physical, behaviour or emotional. We have an ethos of inclusion, and provision has been made to accommodate children with physical, learning or behavioural difficulties. We are required by law to state whether there have been any changes to the Governing Board's policy in the past year, and there have not. The parents of any potential pupil who has a disability should contact the school so we can plan how to meet the needs of the child. Parents will be involved in all aspects of their child's education. Meetings with school staff and other professionals take place on a regular basis to evaluate progress and plan for the future. The school have toilets adapted to support children with additional needs and wheelchair access is available to all parts of the building.

We cater for children of various ability levels and children are encouraged to proceed at their own rate, being given the opportunity to both extend and consolidate concepts in order to reach their full potential. Our SENCO / Deputy Head, Mrs Vallance, works closely with class teachers, parents and support services devising individual learning programmes in accordance with the statutory guidance set down in The Code of Practice for Special Education Needs. Children with specific medical needs may have an Individual Care Plan written by the School Nurse. Please ask to see our policy, also available on our website. Please ensure you update school of any changes to your child's medical needs. For more details of how Cheadle Heath School supports children with additional needs, please see The School Offer (SEND) on our website [here](#).

Equality

Our school is opposed to any form of racism and homophobia and will take appropriate action to deal with it. We wish to work with parents to ensure that children accept and respect others, whoever they are. As with a behaviour incident, our response to racism or homophobia depends on the nature of the incident, the age of the child, their understanding and whether they have committed racist behaviour previously. However, we make it very clear that our school is opposed to any form of inequality and will take appropriate and clear action to deal with it. We wish to celebrate the wondrous variety of people on our planet and their different cultures and lifestyles. We work with parents to ensure that children accept and respect others, whoever they may be. The school reports racial and homophobic incidents, though you should be reassured that such incidents are rare at Cheadle Heath.

Pastoral Care

We hope that a stable, secure, friendly relationship will prevail between the teacher, the child, and the home. All staff have a caring approach to their work with the children. The Headteacher or class teacher is always available to discuss family matters, which may affect the child's progress at school. You should always approach the class teacher first as he / she knows your child best. As a school we work in partnership with a number of external agencies. The Educational Welfare Officer is attached to the school and the School Nurse visits to carry out health checks and screen the children's vision and hearing.

Behaviour

We are proud of our school's reputation, both for its friendly atmosphere, and for the good conduct of our pupils. We aim to provide a supportive environment in which children receive care and stability through promoting good behaviour and to establish an atmosphere throughout the school in which children feel secure, happy and have the maximum opportunity to learn. To ensure that this is maintained, we work hard to impart high standards of behaviour with regard to good manners, honesty, care and respect for other people and their property, and for the school building and equipment. There are clear expectations for good behaviour, which are shared with the children through the appropriate use of strategies, rewards and sanctions. These provide an opportunity to discuss appropriate behaviour and to raise self-esteem. Staff have a shared responsibility for maintaining discipline and ensuring appropriate behaviour is encouraged at all times and in all areas of the school. We have a consistent behaviour policy that we follow, so children always know what is expected of them and the rules we have.

Code of Conduct

Cheadle Heath School Rules		
1	Always treat others, as you would wish to be treated.	
2	Do be gentle	Do not hurt anybody
3	Do be kind and helpful	Do not hurt people's feelings
4	Do work hard	Do not waste your or other people's time
5	Do look after property	Do not waste or damage things
6	Do listen to people	Do not interrupt
7	Do be honest	Do not cover up the truth

In order for good behaviour to be achieved, forms of sanctions are necessary on occasions. These are of a positive, constructive nature, and within the child's comprehension such as:

- verbal reprimand and counselling - the child should understand why the action was wrong
- removal of privileges (e.g. playtime or lunchtime)
- sending the child to a senior member of staff

For more serious matters, we will inform parents. The ultimate sanction available to us is to exclude the child either for a fixed period or permanently. This step will only be taken in cases of serious or persistent misconduct, or where the safety or welfare of other members of the school community is threatened. Charges may be made to parents for the loss or damage of school equipment by their child.

See policies section of the website for further information.

Home Learning

Why do we set homework?

As a staff, believe that children need time outside school to pursue their own interests, play and rest. They don't benefit from being pressurised by excessive amounts of work each night which they see as a stressful chore of little benefit.

However, an effective home/school partnership can greatly assist a child's learning and home learning can play an important part in this relationship. We want to use every opportunity to extend children's development, skills and knowledge and it is our belief that some work set for home can be an invaluable addition to this learning process, provided it is underpinned by a number of important principles.

Setting work at home –

- gives the opportunity to practise, reinforce or extend a skill or activity currently being taught in school including reading, writing, maths and other skills such as the ability to research information
- reinforces the partnership between home and school and helps your child recognise that parents and teachers work together for his/her benefit.
- extends children's interests
- gives opportunity to challenge and develop children's thinking and to help them achieve more of their potential, whatever their ability
- promotes learning as an enjoyable and fulfilling activity, wherever it takes place
- ensures that primary school leavers at Year 6 have had some experience of completing work at home and so will be better prepared for the challenges of secondary school education

We expect children to –

- Always do their best work
- Present their homework in the same high standard that is expected at school
- Complete their homework and hand it in on time

We believe that setting work at home involves parents in the learning process which is critical to success, so we ask that parents involve themselves by monitoring home learning tasks are completed to the highest standard your child can do. We encourage you to assist, but not do it for them! If there are problems, or you are unsure how to help or what to do, then please let your child's teacher know as soon as possible.

READING: We regard daily reading at home as critical to a child's success. By Key Stage 2, we expect each pupil to read for ten to fifteen minutes per night. We encourage school reading books to be taken home, and we happily provide advice to parents on how to share books with children, or on choice of reading material. All children are encouraged to appreciate books and enjoy reading and parental co-operation is vital to achieving this.

SPELLINGS, NUMBER BONDS AND TIMES TABLES: Teachers will ask your child to learn these as soon as they feel an individual is ready. Regular practise is key!

The School Day

The school day runs as follows:

Nursery	Morning 09:00 – 11:30
	Afternoon 12:45 – 15:15
Reception / Key Stage 1 (Reception – Year 2) <i>Children can arrive from 8.45am and go directly into their classrooms for response (sometimes called 'Fix It') time.</i>	Morning 08:55 – 12:00
	Afternoon 13:00 – 15:15
Key Stage 2 (Years 3 – 6) <i>Children can arrive from 8.45am and go directly into their classrooms for response (sometimes called 'Fix It') time.</i>	Morning 08:55 – 12:30
	Afternoon 13:20 – 15:15

Children should not be at school in the morning before 8.40 a.m. unless they are attending Early Risers breakfast club. **It is, however, vital that they arrive promptly, and we expect children to be in class ready for registration.** Repeated late arrivals by a child means that he or she is missing part of their entitlement to a full day's education. It also causes disruption and delay for the class. Any child who arrives after the doors are locked must enter through the main entrance and record their attendance on the computerised screen. For these reasons, punctuality is closely monitored by the school in conjunction with Education Welfare Service. Persistent lateness will be followed up and action taken where necessary.

Morning registration is completed by 9.05 am. Children arriving after this are marked 'late' in the register. After 9.10 am, lateness is recorded as 'unauthorised absence'. In the case of persistent lateness, parents will be contacted as we feel it is the parents' role to ensure that the children arrive in school on time.

Neighbouring roads can become very congested in the morning and afternoon as parents drop off and collect their children. We ask parents to treat our neighbours with respect and not to park across their drives or on the pavement. **Under no circumstances must vehicles be parked on the yellow zigzag lines at the front of the school gates on Edgeley Road.** As a 'Healthy School', we try to encourage walking to school if at all possible and we encourage parents to park and stride from Morrisons.

Absence from school

If your child is unable to attend school during term time you should inform school at the commencement of absence by telephone. If school does not receive any information your child will be classed as having had an unauthorised absence. These absences will be reported to parents in the Annual Report. All absence is tracked by the school in partnership with the Education Welfare Service and statistics are given to the Governors (DCSF Regulations). Persistent absence or absence causing concern will also be followed up and action may be taken.

Please keep your child off from school if he or she is genuinely ill and/or is infectious - 48hrs after any diahorrea and vomiting please! Children cannot learn if they are poorly.

Holidays in term time

In 2013 the Government took further steps to discourage holidays in term time. It passed legislation abolishing the right of schools to authorise up to ten days a year specifically for holidays if special circumstances exist. This meant that from September 2013 leave of absence for any reason, including for holidays, can only be granted if the school is satisfied that exceptional circumstances exist. Even then, schools may still refuse to give permission i.e. if a child has a poor attendance record, or if the holiday is at a particularly important time, such as in the run up to exams or at the start of a new school year.

What should I do if I wish to request leave of absence?

*You should complete a request for absence form from available from the school office. **We strongly recommend that you do this before planning any leave of absence.***

Who should make the request?

The request should be made by the parent / carer with whom the child lives even where it is another person who wishes to take the child out of school.

What happens if my child goes on holiday in term time or takes leave of absence for other reasons without permission from the school?

The absences will be marked in the school register as unauthorised absences and this may result in fixed penalty fines of £60 (rising to £120) per parent per child being issued by the Local Authority. In some cases, parents may be prosecuted for the offence of failure to ensure regular attendance at school.

All requests for leave should be made in writing at least 4 weeks before the proposed start date. A letter explaining the reasons for this holiday must also be attached, as requested by the Local Authority and the Education Welfare Officer.

Extended School

We have extended schools status in recognition for providing, or signposting, the elements of extended services for the children at our school. There are a number of elements to this award, and here are brief details about how we meet each area:

- **Access to wrap around childcare 7.45am – 6pm:**
 - ❖ We run an 'Early Risers' breakfast club in the school hall. Breakfast Club is open from 7.45am until the start of the school day whereupon the children are escorted to their classrooms. Bookings encouraged.
 - ❖ After school childcare is provided for our pupils by Kids Childcare Stockport from 3.15pm – 6pm each day in term time.
 - ❖ A list of other extended school providers is available on our website and from the school office
- **A variety of after school activities**
- **Parenting support, including information at transition points** We do this through newsletters, our school website, meetings with parents regarding issues such as reading and induction into school.
- **Swift and easy referral to a wide range of specialist support agencies** which can be done efficiently through the school, please see the Head teacher or SENCO

Personal Property

Pupils are responsible for the security of their personal possessions. Children are not allowed to bring toys, games or electronic equipment including mobile telephones, into school unless specifically asked by the teacher. This is to ensure children are not disappointed if their special toy or piece of equipment is lost. Apart from essential money, for example for trips, dinner money, charity days etc., no money should be brought into school. Lost property found in school is collected and stored centrally.

It is the responsibility of each child to keep their property safe. The school or the Local Authority cannot accept any liability for loss or damage.

School Uniform

We promote a sense of pride in the school and we insist on the support of parents in upholding our dress code, supporting school uniform, and ensuring that children should arrive ready to learn. Jewellery, makeup, nail varnish and earrings are not acceptable. Children should be provided with a suitable bag for keeping their equipment safe and tidy. P.E kit can be left in school during term time.

It is strongly recommended that the following clothing should be worn:

- Black pinafore dress / skirt / classic cut trousers
- Summer dress in green / white gingham
- Emerald green embroidered sweatshirt / cardigan (available from Gooddies online)
- Short sleeved plain white polo shirt (available from any retailer)
- Black / grey tights
- Black / grey / white socks
- Black shoes (not trainers)
- Jewellery is not permitted at school with the exception of stud earrings but these must be removed during PE lessons. Watches are permitted but are the responsibility of the child.
- Year 6 wear royal blue jumpers to identify them as having additional responsibility

PE kit (kept in a drawstring bag on cloakroom peg)

- **Indoor** – Plain white t shirt, black shorts (no logo)
- **Outdoor** – Plain white t shirt, black shorts (no logo), trainers, tracksuits for colder weather
- **Swimming** – Swimwear which are not loose fitting. All girls, and boys with long hair, must wear a swimming cap. Goggles should not be worn unless there is a medical need.

All items MUST be clearly marked with your child's name.

Jewellery is discouraged in the interests of safety as necklaces, earrings and rings can easily be snagged in the playground or P.E. lessons causing injury both to the wearer and other children. Small studs are permissible in school but must be removed for P.E.

Educational Visits

Education visits are organised for the children to link in with topics being taught in the classrooms. Educational visits enhance the curriculum and all pupils are encouraged to participate in them. Parents are asked to make voluntary contributions towards the costs of visits. However, if a decision is made for a visit to go ahead no child is excluded because the parent has not made a voluntary contribution. For residential visits, parents are charged the cost of the accommodation and activities. The headteacher is always happy to discuss hardship cases in confidence. The Year 6 annual five day residential trip to Stanley Head Outdoor Education Centre near Leek offers the children the opportunities to participate in outdoor adventurous activities such as orienteering, bouldering, archery and canoeing. In May 2017, Y3 / 4 also went on a two night residential to Robinwood in Todmorden.

Medical Matters

If it is obvious that a child is not well and is not likely to cope with the rest of the school day we contact parents to come and collect their child. If a child suffers an accident in school, we contact parents immediately. **It is vitally important that the school has a contact telephone number where parents and/or a neighbour can be reached in an emergency.**

A number of staff have paediatric First Aid training and care for children who have minor accidents or who may be unwell at school. If a child suffers any type of head injury that we feel does not require immediate treatment, parents will be contacted via text and by letter in order that any ill effects can continue to be monitored at home.

Certain childhood illnesses such as chickenpox, impetigo or measles mean that a child must remain off school. Please consult your G.P. or contact the school office for guidance about the length of time the children should be absent for recovery.

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office and complete a form. **Under no circumstances should medicines be sent into school without notification.** Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered or parents are welcome to come and administer this themselves.

Communication

We pride ourselves on our communication and our relationship with parents. We are always willing to meet parents to discuss any aspect of their child's education. Please make an appointment if the matter is not urgent.

- At the beginning of each topic parents receive a curriculum newsletter which outlines details of the work to be taught in their child's class. This outlines the work to be covered and may indicate ways in which parents can help their child at home. Teachers are always pleased to discuss aspects of the plan with individual parents.
- Regular newsletters are sent to parents and uploaded onto the school website. They contain details of events happening in the school and convey important information to parents.
- Curriculum Evenings for parents when we have an opportunity to share what is taught in school.
- Curriculum workshops give opportunities for you to come and find out more about specific curricular area and undertake some simple 'hands on' activities.
- Parent teacher consultations take place in the Autumn and Spring Terms when parents / carers have the opportunity to discuss their child's progress with the class teacher.
- In the latter part of the Summer Term parents receive a written report on their child's progress.
- Welcome meetings take place early September are intended to give parents / carers the opportunity to meet their child's new teacher and discuss routines, expectations and the curriculum within your child's classroom. Individual appointment times are not available as this meeting is for all parents in the class.
- Website – lots of information and news can be found on our school website which is updated weekly at www.cheadleheathprimary.co.uk or follow us on twitter @CHPSchool
- Informal stay and play sessions are held termly in Foundation Stage
- Termly coffee mornings / afternoons
- Reception parents are invited to come and have a school lunch with their child in September.
- Each class uses Class Story via Class Dojo to share information with parents

School Meals & Healthy Eating

We have our own kitchen and our school meal provider, Dolce, provide well-balanced and nutritious meals. A choice of hot meal is available each day, with a vegetarian option, as well as a dessert, fresh fruit or yoghurt. Currently, all KS1 pupils are entitled to a free school meal under the Government universal school meals initiative. Some children prefer to bring their own packed lunches, which are eaten in the school hall at the same time as the school dinners. Lunch boxes should be clearly labelled and any drinks should be in a leak proof container. We ask parents to provide lunches that are balanced and nutritious and encourage a healthy diet. During lunchtime, children are supervised by a team of experienced Midday Assistants.

At break times the Free Fruit Scheme provides fruit for all children from Nursery to Year 2. Milk is provided free of charge to the children in Foundation Stage, Key Stage 1 and pupil premium pupils. Key Stage 2 pupils can bring a healthy snack for morning playtime.

Free School Meals

Children from families in receipt of Income Support/Income-Based Jobseekers Allowance are eligible for free school meals. However, with effect from September 2014 all Reception and KS1 pupil receive free school meals under the Government's universal free school meals policy. Application forms and further information are available from the Children's Services Welfare Benefits Team (Tel: 0161 217 6015).

Child Protection & Safeguarding

Children's safety is our absolute priority at all times. Changes in the law, notably the Children Act (1989), mean that staff in schools have a duty to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. It is a DFE requirement that each school in the country nominates a senior member of staff who will have special responsibility for Child Protection and this is Ms Meekley. The school has a policy on Safeguarding which has been agreed by the Governing Board. As a school, we have close contacts with the School Health Service, Family / Community Services and the Police, any or all of whom may become involved if abuse is suspected or alleged.

As a school we have a responsibility to collate basic information such as who has parental responsibility for a child, and to pass this information to the relevant agencies if so requested. In the event of an investigation into possible child abuse, the school has a duty to co-operate with the investigating agencies to the best of their ability to promote the welfare of the child. Whilst the school will always attempt to work in partnership with parents, and try to ensure that parents are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest, the welfare of the child must be the paramount consideration. Should you wish to discuss Child Protection and the safety of your child, or indeed, any other topic involving your child, please contact us.

Designated child protection officer: Christine Meekley Second designated officer: Tracey Vallance

School closure

We use Teachers2parents text messaging service as a form of communication to parents. In the event of an emergency or school closure, we text parents, update the website and broadcast information on local radio stations. Severe weather would not usually be, in itself, sufficient reason to close the school but difficulties in staff arriving in school to teach children may make it impossible for school to stay open.

Governing Board

The Governing Board act as a "critical friend" to the School to support and challenge the Headteacher and staff on strategic issues. They do not run the school on a day to day basis. The full Governing Board meets 3 times a year and is made up of local authority governors, (appointed directly by the LA), community governors (local people interested in the school), school staff and parent governors who stand for election and serve each time for a 4 year term. There are 2 committees which meet termly – 'Resources' who monitor the school budget, premises and staffing issues and 'Teaching, Learning & Assessment' which covers all matters affecting the Curriculum. The current Chair of Governors is Ms Louise Skelhorn.

Some policies ...

• **Charging Policy**

Part of our broad, rich curriculum means children take part in many educational visits, and a range of musical and creative activities. Usually it is necessary to ask parents for voluntary contributions for the costs of materials, tuition or events for them to take place. We aim at keeping these costs to a minimum, but should parents experience any difficulties in paying for these activities they should contact the Headteacher in confidence. **We never make a profit on any charges to parents and contributions are sought purely to recover costs and to ensure your child gets the exceptional provision we deliver.**

- ***Freedom of Information***

The school is committed to the spirit of the Freedom of Information Act, which gives parents the right of access to information held regarding their child and to certain other information in the school (policies, etc.) Please contact us for details.

- ***Complaints Procedure***

Complaints are rare at Cheadle Heath Primary as we try hard to have an open culture and the majority of concerns expressed by parents are dealt with on an informal basis within the school. We hope that working partnership with parents means that the natural anxiety that all parents feel about their children's schooling can be discussed and resolved before it turns into a complaint.

However, there is an official complaints procedure set out through our policy, which is available to any parent at any time on request and is on our website [here](#). In essence, this says that minor complaints should be raised directly with the class teacher. If you are not satisfied with the outcome, this should be raised with the senior manager for your key stage or directly with the Headteacher. The complaint will be investigated and a meeting arranged to try to resolve the problem.

If you feel that the complaint has not been dealt with satisfactorily by the Headteacher, you have the right to complain to the Governing Board (via the Chair of Governors at school). The appropriate subcommittee of the Governing Board will hear your complaint as soon as possible. Complaints may also be made to the L.A. by contacting the Education Officer (Schools' Management) at the Children's Services, Town Hall, Stockport. SK1 3XE (telephone 474 3842). All complaints will be referred back to the Headteacher / Governing Board if they have not already been involved. If complaint is about the curriculum and related matters, there are statutory arrangements established under section 23 of the 1988 Education Reform Act, but these broadly follow the pattern outlined above.

CHEADLE HEATH PRIMARY SCHOOL

STAFFING 2017 - 18

Headteacher	Ms C. Meekley M. Ed, NPQH
Deputy Headteacher	Mrs. T. Vallance NPQH
Nursery 1 / 2	Mrs. T. Vallance / Mrs. F. Carding
Pearl Class – Reception	Miss J. Vallance
Sapphire Class – Reception	Mrs. CA Hulbert
Key Stage 1 teaching staff	Miss B. Archer
	Miss J. Mason
	Mrs. A. Iqbal (phase leader)
	Mrs. L. Murphy / Mrs. D. Howarth
Key Stage 2 teaching staff	Mrs. N. Ismail
	Miss C. Mansfield
	Miss K. Dickson
	Mr. R. Foster
	Mrs. S. Ralph
	Miss M. Harrison (phase leader)
Learning Support Service Teacher (LSS)	Mrs. S. Whalley
School Business Manager	Mrs. F. Haskayne
School Administrator	Ms. E. Stronach
Foundation Stage Teaching Assistants	Mrs. L. Staples (R) (f/t) Miss C. Selby (N) (f/t) Mrs. K. Beynon (R) (f/t)
Teaching Assistants	Ms C. Stonier (p/t)* Mrs. Y. Withnall (p/t) Miss J. Wade (f/t)* Mrs. A. Brooks (f/t)* Mrs. S. Pierce (f/t)* Mrs. A. Burgess (p/t)* Mrs. C. Williams (p/t)* Mrs. E. Kennedy (f/t)* Ms S. Hampson (f/t)* Mrs. C. Martin (p/t)*
SEN Teaching Assistants	Mrs. A. Carney
Caretaker	Mr. J. Henderson
Cleaners	Mrs. P. Bernhard Miss K. Bernhard
School Cook	Mrs. K. Maskrey
Kitchen Assistant	Mrs. D. Bancroft
Breakfast Club	Mrs. E. Kennedy * Miss S. Hampson* Mrs. P. Bernhard Mrs. A. Brooks Mrs. T. Steele* Mr. J. Henderson
Midday Assistants *	Mrs. A. Clare Mrs. T. Steele Mrs. S. Davies
After School Club Manager	07563 065073

School terms & holidays 2017 – 18

September 2017						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2017						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2017						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2017						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2018						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2018						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2018						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2018						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2018						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2018						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2018						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

INSET
School closed on –

- 1 Monday 4th September
- 2 Friday 20th October
- 3 Thursday 3rd May
- 4 Monday 30th July
- 5 Tuesday 31st July

DATA PROTECTION ACT

Basic information about pupils is held on computer to assist with the efficient organisation of the school and the individual's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes but this will not enable any individual to be identified. The school and the County Council have registered with the Data Protection Registrar details of persons to whom they wish to disclose information. By law, under the provisions of the Data Protection Act 1984, information may only be disclosed to other persons in accordance with this registration. It is the policy of the Governors and Stockport Metropolitan Borough Council that such information is confidential and that, even where a need to disclose information has been registered, it will only be divulged in exceptional circumstances and will be kept to the minimum necessary to achieve the purpose. This policy is, of course, subject to any law, which imposes a duty of disclosure on the Governors or Stockport Metropolitan Borough Council. Pupils may also use computers in the classroom as part of their education but they do not have access to the personal information records. If you are concerned about any aspect of personal information held on computer please contact the Headteacher in the first instance.

DISCLAIMER

The information published in this prospectus was that known at the date of publication in April 2016. It must not be assumed that there will not be subsequent changes in part, or whole, of any arrangements described here within.