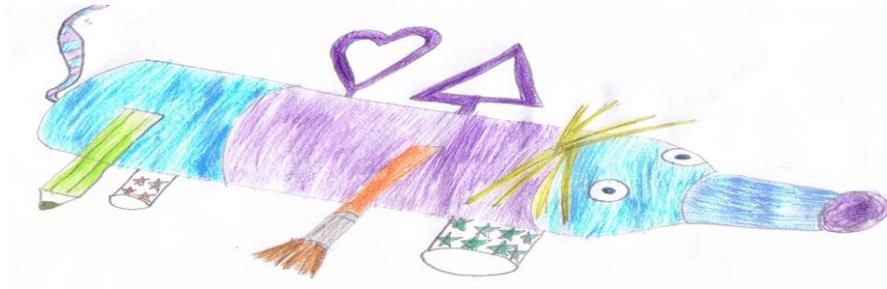




'Making Memories Magical'

Prospectus

2022 – 2023



Headteacher
Mr. Paul McDowell



Artsmark
Gold Award
Awarded by Arts
Council England

Welcome to Prospect Vale Primary School From the Headteacher



Dear Parents and Carers,

On behalf of the staff and Governing Body I wish you a very warm welcome to Prospect Vale Primary School. Within this prospectus, we hope to give you a taste of the exciting curriculum and enrichment opportunities that our children experience.

This booklet aims to provide information you may need and signpost you to key representatives of the Prospect Vale community.

The staff at Prospect Vale work hard to create a warm, friendly and safe atmosphere whereby all community members experience a sense of belonging. We pride ourselves on catering for the individual needs of each and every one of our pupils, helping them to reach their potential and celebrate their unique personalities and successes.

We believe that creativity in our approach promotes the development of skills and a true passion for learning as the children engage in fun and stimulating activities. We strive to 'make memories magical' throughout the school, preparing our children for a meaningful and rewarding 'learning journey.'

Should you require further details of school life or wish to view our school for future admissions, then please do feel free to contact us.

School Performance data can be found on our website, alongside our positive report from OFSTED inspectors (July 2018)

I look forward to a vibrant partnership and working with you to provide the very best education for your child.

Kind regards

Paul McDowell
Headteacher



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CONTACT US



School Office Opening Times

8:30am to 4:00pm

Telephone: 0161 437 4226

Email: schooladmin@prospectvale.stockport.sch.uk

www.prospectvale.stockport.sch.uk

Address

Prospect Vale Primary School
Prospect Vale,
Heald Green,
Cheadle,
Cheshire,
SK8 3RJ

Headteacher

Mr P McDowell
headteacher@prospectvale.stockport.sch.uk

School Business Manager

Mrs P Cron
schooladmin@prospectvale.stockport.sch.uk

School Overview

Prospect Vale is a co-educational primary school with approximately 210 pupils, with an additional 40 part-time pupils in the nursery. The school was built in 1963 and is set in attractive grounds with extensive playing fields and playgrounds for sporting and leisure activities. We are still in the process of updating our Early Years area with planting and we also have a 'courtyard garden' where our children are encouraged to grow vegetables. This is used for culinary activities and as a stimulus for extra-curricular learning. In 2018 a range of additional playground equipment was added.

In 2020 the school further enhanced its outdoor facilities by purchasing several large canopies – these allow for outdoor learning and play to take place in all weathers.

Over the years the school has undergone refurbishment including sound insulation, double glazing, new ventilation and lighting systems and carpeting/lino throughout. Additional car parking and a teaching extension were also added.

During the spring of 2018, we re-furbished our ICT Suite (The E-Zone) with 30 new workstations with updated software. Since then we have also purchased sets of iPads and Chromebooks for use in the classroom. Our dining room was refurbished in 2017 and we continue to develop the courtyard garden for the children. In 2012 staff and pupil toilets were refurbished and classrooms were decorated. All remaining toilets were refurbished in the summer of 2017.

We have reinstated showering facilities for staff well-being. Zig-Zag lines to promote pupil safety were added in February 2012. We have worked with Stockport Homes to improve the rear entrance path to school off Brandon Avenue. Our EYFS Department and hall were transformed in 2013 to coincide with the 50th Anniversary Celebrations. In 2016 we have spent funds re-surfacing our playground. This now also has attractive markings that encourage play and learning.

The pupil intake is from a large area and comprises of children from a range of cultural backgrounds. Generally, pupils leave Prospect Vale and go to The Kingsway School, Laurus Cheadle Hulme & St. James' High School. Some pupils take entrance examinations and attend a variety of secondary schools in the independent sector.

The school has received five successful OfSTED inspection reports in recent years with the very successful last inspection having taken place in July 2018. Currently, the school performs well when compared to all schools on a national basis, and especially so when compared to similar schools nationally in regard to SATs results.

The Headteacher, Mr Paul McDowell, was appointed in September 2009. The Deputy Headteacher, Mrs Nicola Gaulton was appointed in September 2018.



A Message From The Chair Of Governors

Dear Parents and Carers,

I am delighted to be able to introduce you to the Governing Body of Prospect Vale Primary School. We are made-up of representatives of the Local Education Authority, parents, staff, the local community and industry. We are legally responsible for the policy and finances of the school.

But that sounds impersonal, whereas in reality we are a dedicated group of people who are deeply proud of Prospect Vale School and its achievements. We know that each child at our school is respected as an individual and helped to gain the knowledge, skills and attitudes to fit them for adult life.

The governing body is here to give support to the school and work alongside both parents and the children. We have a detailed School Development Plan, which is both strategic and operational in its content and areas of monitoring to support school performance and staff endeavours.

You can contact me via the school office should you need to. Should you wish to become a parent governor please ask if there are any vacancies.

We hope your association with the school is a long and happy one! I look forward to meeting you throughout your journey with us!

Yours sincerely

Chair of Governors

Our Governing Body

Miss R Meacher – Chair of Teaching & Learning (Vice Chair of Governors)

Mrs E Morgan – Chair of Resources

Miss M Cochraine – Parent Governor

Mrs N Shafique – Parent Governor

Mrs K Corall – Parent Governor

Mr J Ali – Local Authority Governor

Mrs L Burston – Community Governor

Mr P McDowell – Headteacher

Mr W Dudley – Staff Governor

Associate Members:

Mrs N Gaulton – Deputy Headteacher

Mrs P Cron – Business Manager

(Governors are elected periodically. There are three full governing body meetings per year, plus sub-group meetings on a termly basis.)

The School Staff



TEACHING STAFF

Headteacher	Mr P McDowell
Deputy Headteacher	Mrs N Gaulton
Nursery Teacher	Miss B Duckett
Reception	Mrs L Smithson (4 days) Miss S Hampson (1 day)
Year 1	Mrs N Gaulton / Mr D Nixon (2 Days)
Year 2	Mrs C Turnbull-Mills (SENCO)
Year 3	Mrs J Novacki (Curriculum Lead)
Year 4	Mrs Z Pammenter (4 days) Mrs F White (1 day)
Year 5	Mr D Gray
Year 6	Mr W Dudley
Support Teachers	PPA currently covered by Mrs S. Hall (Higher Level Teaching Assistant)
Music/PPA Cover Teacher	Mrs F White

SUPPORT STAFF

Business Manager	Mrs P Cron
Administrative Assistant	Mrs C Howell
Higher Level Teacher Assistant	Mrs S Hall
Learning Support Assistants	Ms C O'Grady Mrs P Cron Miss D Aimson Miss L Jones Mr D Nixon Mx Sivyer

MIDDAY ASSISTANTS

Supervisor	Mrs N Jackson Mrs A Ghaznavi Mrs F Shoib Mrs J Azzabi Mrs S Aqeel
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CARETAKER

Mr A Grix

CLEANER

Adept Contract Cleaning

CATERING

Taylor Shaw.

The School Day

Nursery

Nursery age children are entitled to 15 hours per week. We offer various options following consultation/personal parental preferences. Now some parents may be entitled to 30 hours of free care.

Part Time AM

Monday to Friday Mornings – Start 8:45am Finish 11:45am

Part Time PM

Monday to Friday Afternoons – Start 12:15pm Finish 3:15pm

Full Time Start of Week

Monday & Tuesday – Start 8.45am Finish 3:15pm

Wednesday – Start 8.45am Finish 11:45am

Full Time End of Week

Wednesday – Start 12:15pm Finish 3:15pm

Thursday & Friday – Start 8.45am Finish 3:15pm

*Extra hours may be available for an additional cost. Please speak to the office staff.



Staff are available from 8:40am for supervision of children arriving on the playground. The bell goes at 8:55am and the children immediately enter school and go to class.

If you arrive after 8:55am please make your way to the main entrance and sign your child in the pupil late book. This is imperative to ensure we can update the register with the correct mark.

On receipt of your child's school report, you will receive an attendance report showing any absences and the total number of late sessions recorded.

The School day starts at 8:45am and finishes at 3:15pm

We ask that children are collected promptly and the school office is informed if you are running late.

Before / After School Club

Our Breakfast and afterschool club (JETS) is currently operated by an external provider.

For further information please visit:

<https://progressive-sports-manchester.class4kids.co.uk/camp/264>

Extra-Curricular Activities



A variety of extra-curricular activities are offered during lunchtimes and after school so as to encourage pupils to participate in as broad a curriculum as possible. These activities include a range of musical, physical & creative activities. More information can be found on the school website and will be advertised as and when available throughout the school year. A charge is issued for additional activities.

Educational Trips and Visits

As part of the broad curriculum of the school the children take part in educational study visits and a range of musical and creative activities (as well as observing invited art/theatre groups).

It is necessary to ask parents for contributions to the cost of the materials, tuition or events in order that they can take place. We aim at keeping these costs to the minimum but should any parents experience any difficulties in paying for these activities they should contact, confidentially, the Headteacher. Unfortunately we may have to cancel enrichment opportunities if insufficient funds are raised. Occasionally, school is able to fund trips to support families.

Residential Opportunities

Alongside the extra-curricular activities which take place during term-time, children in Year 6 are given the opportunity to participate in a residential experiences. This has been to the Robinwood Centre in Alston, Cumbria. This is a wonderful opportunity and provides super, ever-lasting memories. We also have a school sleep-over in the Autumn Term for our Year 6 pupils to help them prepare for their residential visit.

Admissions

To apply for a place in our school please contact Stockport Metropolitan Borough Council (SMBC);

Admissions Support & Advice Team

Services to People 3rd Floor Stopford House Stockport SK1 3XE

E: admissions.support@stockport.gov.uk

T: 0161 217 6028 **c**

W: www.stockport.gov.uk (search for school admissions)

If you would like to visit our school or enquire about Open Days, please contact the school office on **0161 437 4226**.

You can download an application form from the SMBC website, request one by phone or collect one from the school office.

In year transfers & admissions excluding Reception & Nursery

Please contact the school to enquire if there is a place in the desired year group. If there is you will need to apply to SMBC (details above).

If you are not offered a place at the school you are able, as previously outlined, to appeal to an Independent Appeal Panel. This must be made in writing to Stockport Metropolitan Borough Council, Education Division, Admissions Section, Town Hall, Stockport, SK1 3XE. Please contact admissions if you require further information.

Free School Meals

Application forms and further information regarding entitlement are available from the SMBC.

Free School Meals and Clothing Grants Team

Stockport Council Benefits Section P O Box 70, Stockport. SK1 3ZY

E: benefitsfm@stockport.gov.uk **T:** 0161 217 6015

School Uniform

All children are expected to wear school uniform. You can order your school uniform from <http://www.monkhouse.com/> or by visiting the local store at:

F.R. Monkhouse Ltd.
The Shopping Centre
Cheadle Hulme
Cheshire
SK8 5BE
0161 488 3410

Please note: we only require the jumper/cardigan to be branded with our school logo – all other items can be purchased from supermarkets etc

At Key Stage 2 level, a swimming costume and towel will be required. Children who are involved in playing football will need boots.

Year 6 wear a purple sweatshirt giving them higher profile in preparation for High School – one jumper per child is provided free of charge at the end of Year 5.

Footwear

Please ensure that suitable black shoes (no boots) are worn during school. During bad weather we ask that if children walk to school in boots or wellies, they change to school shoes on arrival.

Suitable footwear for PE (plimsolls or trainers) is required. For younger children, please provide footwear that they can manage themselves; plimsolls with elastic tops or trainers with Velcro fastenings may be better than laces. No 'designer' or team sportswear please.

Please ensure that all items are clearly marked with your child's name. It is the responsibility of each child to keep their property safe and if the garment named, it can be returned if lost. The school or the L.A. cannot accept liability for loss or damage.

Jewellery

Apart from small studs worn in pierced ears, the wearing of jewellery by pupils in school is forbidden on health and safety grounds. Valuable items should not be brought into school. We encourage children to wear a watch to assist them in learning to tell the time.

Nails/Makeup

Make Up in school is not required unless for theatrical productions. Nails should be natural or painted clear. No vibrant colours/false nails should be seen in class. If your child has attended a special celebration please ensure nails are removed in a timely fashion.

Mobile Phones

The school's policy is to prohibit the unauthorised use by pupils of mobile phones while on school premises, grounds or on residential visits. The only exception to this would be in an emergency, health and safety grounds, or with the express approval of a senior member of staff. We ask that visitors don't use phones inside the school building (Please see posters around school.)

CCTV

In the summer of 2018 CCTV was added to our site. This is to further promote personal safety and security for all members of the school community. There are signs around the school as a reminder of recording and a policy has been uploaded to our school website.

Parents in Partnership

To promote the full development of children and achieve a high quality of education it is essential that the home and school work closely together and share joint concern for individual pupils. Becoming part of our school community comes with its own responsibilities; working in partnership with us to support your child's learning and to benefit the journey we go on together while you, as families, are a part of our school.

Our '**Focus Five**' agreed actions are as follows:

- Attendance and punctuality
- Reading and Phonics
- Times tables and basic number skills
- Home school support and learning
- Trust and empathy

Committing to the success of these actions as a school and at home will help us to work together and involve parents more in the curriculum we offer at Prospect Vale.

We welcome parental interest and support and encourage participation in the life of the school by representation on the governing body, parents' meetings, class assemblies, class and Headteacher newsletters and induction programmes. Many parents assist the staff with classroom activities, extra-curricular activities, transport and educational visits. We also regularly invite parents to after school workshops to help families further understand aspects of school life and the curriculum. Details of these can be found on the website calendar of dates.

Parents' Evenings are held during the year to discuss progress, but parents are also welcome to enquire about their child's progress at any time. Appointments can be held with the relevant staff to discuss progress or problems.

In the past few years we have updated our communication systems with a fresh new website with online calendar that is regularly updated. The school website

underwent a further refresh in October 2021. We also e-mail correspondence and text alert parents with information and helpful reminders.

In 2018 we were re-awarded L.P.P.A. (Leading Parent Partnership Award) status for our strong relationship with members of the community.

Curriculum Statement

The whole school curriculum, incorporating the National Curriculum (2014) is offered at Prospect Vale. It aims to promote the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life. We take our children on a Creative Learning Journey, starting with the grass roots of the Early Years and Foundation Stage.

The National Curriculum consists of a range of subjects which all pupils must study at school, plus the provision of religious education and collective acts of worship. The subjects are English, mathematics, science, information and communication technology, design technology, history, geography, music, art, physical education and PSHE (Personal, Social & Health Education, which includes Relationships and Sex education). English, mathematics, science, information and communication technology and religious education are known as the 'core' subjects whilst the remaining subjects are known as the 'foundation' subjects.

For each subject there are objectives or goals setting out what each child should know and be able to do at each stage of their time at school. These objectives are called 'attainment targets'. So as to achieve these targets each child will be encouraged to learn information and to develop skills and attitudes.

The curriculum has a 3-fold thread focussing upon widening geographical context, the development/history of transport and safety.

Pastoral Care

We envisage that a stable, secure and friendly relationship will prevail between our staff, pupils and the home. All staff, both teaching and non-teaching, have a caring approach to their work with the children. Through this policy we hope to encourage close links between the home and school.

The Headteacher, Mr P.McDowell, is available to discuss both everyday and confidential matters which may affect your child's progress at school.

There is an Educational Welfare Officer attached to the school via the LA who will be pleased to visit your home should any specific problem arise. Additionally, we may be able to access the support of a P.S.A (Parent Support Advisor.)

Provision for Pupils with Special Educational Needs and Disabilities (SEND)

The School Inclusion Manager is Mrs C Turnbull-Mills

At Prospect Vale we pride ourselves on being inclusive and giving all children the same opportunities regardless of race, gender and identity, ability, faith or family background. Individuals are celebrated for their own unique qualities and own successes.

Within our daily classroom organisation, we plan for and cater for children with a diverse range of differing abilities. We are ambitious for all pupils but understand that some children will have barriers to their learning and progress will be made at different rates and at different levels.

At Prospect Vale, we endeavour to offer as much targeted support as possible for those children who find learning tricky. This may take the form of carefully differentiated work, specific intervention programmes, working with our highly experienced Learning Support Assistants, or additional time with the class teacher. Additionally, Stockport Local Authority offer a comprehensive range of support services, including specialist teachers and advisors and Education Psychologists, which school can engage with.

The school has a comprehensive SEND Information Report which is available on the school website. This documents how Prospect Vale approaches and manages SEND within our school setting. The SEND Information Report includes how the school identifies that a child has additional needs and the procedures that follow. There is also a SEND policy which is updated regularly and published on the school website, once ratified by our Governors.

As a school we follow Stockport's Entitlement Framework (available on the school website) which outlines the graduated approach to each of the four areas of SEND. There are 3 tiers to this approach; *Universal Provision*, *Targeted Provision* and *Personalised Provision*. In addition to this, **all** our learners have a One Page Profile, which they produce.

All our learners have access to Universal Provision, but where there may be slow progress or an area of difficulty, specific measures and reasonable adjustments within Universal provision is noted on a personal provision pyramid. Following this, if progress remains slow, through discussion with parents and carers, class teacher

and SENCO, a child can access the Targeted Provision. This involves co-producing a support plan with parents which contains agreed focussed targets. It may be at this point that Stockport's support services become involved to carry out assessments or in some cases carry out direct work with a child if necessary. At this level, Support plans have a cyclical nature of 'Assess, Plan, Do, Review'. We are also soon to offer our children a dedicated calm and quiet space as and when is needed in our 'Thrive Hive' which is currently under development. This will give all pupils a quiet and calm space to work, chat and play when everyday school life can get a little overwhelming.

All parents and carers of children who have a support plan, will have the opportunity to review and discuss their child's progress made towards the targets and contribute to generating new targets at least 3 times each year; usually termly. We believe these reviews should be child-centred and as such, the child will take part in these reviews in an age-appropriate manner.

If, after at least two cycles of 'Assess, Plan, Do, Review', progress is exceptionally slow, it may be necessary to consider requesting a Needs Assessment for an Education, Health and Care Plan (EHCP). This forms the Personalised Provision element of the graduated approach. At all stages of this process, input and co-production with parents and carers is considered as essential to meet the needs of the child.

Parents and carers of pupils with additional physical needs are encouraged to meet with the Head teacher and SENCO to establish whether their child's physical needs could be met at Prospect Vale. This is solely due to the current layout of the school building which has a first floor with two flights of stairs, narrow doorways in some areas, two mobile classrooms and a variety of internal steps. These factors do not lend itself to being fully accessible. *However*, all best endeavours and reasonable adjustments would be made in order to accommodate any child with additional physical needs.

Sporting Achievements

Prospect Vale has a great reputation for success in many different types of sport. We are part of the Stockport Schools Partnership (SSP.) This includes:

- Inter school competitions to win house group points. For example – Key Stage 2 football and rounders tournaments and whole school sports day.
- Local cluster groups competitions including athletics hosted by The Kingsway and Year 5/6 football tournament involving 10 schools.
- National competitions – 'PV Flyers' cheerleading squad have successfully competed and remained in the Top 6 at the UKCA National Schools Cheerleading Championship 3 years on the run!
- Full Day (Wednesday) of specialist teaching as part of our SSP buy – back with the Local Authority.
- In 2021 we won 5 SSP awards.
- In 2022 we won Schools Mark Gold.

Our Year 6 Sports Leaders are given the opportunity to not only lead our own Prospect Vale children in different physical activities, but have previously been invited to go into other local Schools to plan and deliver PE sessions to younger pupils at other schools. This encourages sportsmanship and team work as the Sports Leaders from Prospect Vale can work alongside the Sports Leaders from cluster schools.

All our pupils have had the benefit of receiving extra sports coaching from experts in speciality fields including netball, dodgeball, Ultimate Frisbee and Capoeira. Local sports clubs are invited into school to introduce themselves and offer trial sessions and the school have excellent links with some local clubs such as Rising Stars Cheerleaders.

There have been extensive opportunities offered for pupils to participate in afterschool and lunchtime clubs including Cheerleading, athletics, netball, dance, football and racket sports. Please check the school website for clubs that are on offer.

Our pupils are encouraged to share their sporting achievements gained outside of school. We celebrate these by displaying them on our 'Sporting hall of fame' wall.

Behaviour

Of vital importance is a proper sense of responsibility. This can only be fostered when children feel a sense of freedom and are able to play a part in decision-making. At the same time, they must see that life in a community demands personal reliability and a willingness to accept that other people have rights.

In the rare circumstance of an exclusion being undertaken, after the initial 5 days of parental supervision in the home, we have a reciprocal agreement with Cheadle Primary for tuition.

Self-discipline and common sense are therefore encouraged at Prospect Vale. Rules are few in number and children will be expected to demonstrate courtesy, consideration, good manners and respect for property.

If problems arise, all children will be dealt with fairly and consistently. Discussion of behaviour or withdrawal of privileges is often sufficient but for more serious occurrences consultation with parents will be considered. Parental support is sought constantly so that a troubled child receives wise counsel both at home and at school. The child can only benefit when we work together.

As a staff and Governing Board, we regularly revisit training and our commitment to Restorative Approaches to support us in dealing with difficult situations and preventing and/or resolving conflict. We have trained staff at all levels and Y6

pupils as RA Champions. We hope to embed this philosophy further in the new academic year and aim to invite parents to learn more about the Restorative Approach, enabling school and home to work in partnership further.

Further information can be found in the school's Discipline and Behaviour Policy (available upon request).

Positive behaviour is modelled, celebrated and awarded by all staff. Our Snakes and ladders system is used across school for a continuous approach.

Assessment

Reception and Nursery Assessment

Assessment plays an important part in helping parents/carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Upon entry to the school, in Nursery and Reception, the pupils undertake a Baseline Assessment to establish each pupil's level of ability, this is carried out by observations in the classroom, completion of more formal adult-led tasks (in Reception in particular) and talking to the parents/carers.

This information is then used by the teaching staff to inform the planning of appropriate learning activities and experiences. This is also the first stage of a detailed on-going electronic pupil tracking process (known as SIMS) which will identify strengths and areas for improvement through to Year 6.

Pupils are continually assessed by teachers in all areas of the National Curriculum. Statutory assessment is scheduled to be made twice during each pupil's primary school career. This is through the Standard Attainment Tests (SATs). These tests in English, mathematics and science are administered in Years 2 and 6. Additionally, Year 1 children have a statutory Phonics screening test in the summer term and as of 2022, all Year 4 children take a multiplication tables check, also taking place in the summer term.

In Years 1, 3, 4 and 5, the pupils undertake termly formal assessments in reading, writing and maths and this information is again utilised to track pupil progress.

We have reviewed how we report levels and have updated parents/carers.

Reports

An annual report is issued to the parents/guardians of each pupil in the school. This provides written comments on the child's progress and overall performance in the school. We also set targets in English, mathematics and pastoral development for each pupil in these reports. There is an opportunity for both pupils and parents to comment on these reports and visit the school to meet the class teacher at a specific Parents' Evening. We have two formal meetings, and we also have an end of year 'Open Evening' to celebrate our

Curriculum Subjects



English

English is the study of the use of language through listening, speaking, reading and writing which are all interactive and complementary. It is the tool through which each of the other curriculum areas are accessed.

Through teaching English at Prospect Vale we aim to develop:

- proficiency in listening and speaking;
- proficiency in standard English (Spelling and Grammar), both verbal and written;
- appreciation of a variety of literature, including poetry;
- the ability to understand, use, modify and adapt language for particular contexts;
- the understanding and use of appropriate linguistic terminology.

In Nursery and Reception the 'Early Learning Goals' provide the initial framework for the teaching of English. The National Curriculum for English informs the teaching English for Years 1 to 6 and provides structured and progressive objectives for learning through which reading and writing skills are developed.

Speaking and Listening: The emphasis in the Early Years on speaking and listening builds on the pupils' existing knowledge and experience of language and is sustained and maintained throughout every section of education.

Reading: The teaching of reading is ongoing in all classes throughout most of the curriculum. Daily English lessons are the main tool for the teaching of reading and children's learning is supplemented by sessions using whole class, group and individual approaches. Each class has a writer (author) focus.

Throughout the school pupils and parents are encouraged to take part in a 'shared reading' approach which is a simple and flexible technique for encouraging reading development whilst helping to nurture a love of books in children.

There are a wide range of materials used in the teaching of reading in school. The core schemes, The Oxford Reading Tree, Tree Tops, Oxford Literacy Web (Oxford University Press) are supplemented by other schemes and a range of non-fiction, poetry and 'free choice' fiction material. In 2021/2022 we also

chose to use Floppy's Phonics (Oxford University Press) as our Systematic Synthetic Phonics (SSP) programme. This Phonics scheme compliments our existing library and is now becoming embedded across EYFS and KS1.

The pupils are also encouraged to borrow books from collections supplied by fiction and non-fiction libraries within each classroom.

Writing: Writing is the medium for communication, a means of creativity and an aid to learning in all subjects. The beginning of the writing process begins in Nursery with mark making and culminates in Year 6 with the ability to write enthusiastically, confidently and independently for a range of different purposes and audiences. Grammar and spelling are focus areas.

In the academic year 2017/18 the school were in a position to spend £10,000 on library books. We are delighted with this as this enriches the curriculum for the children.

In 2020 we also spent a considerable amount of money improving our reading resources and resourcing our SSP, Floppy's Phonics.

Mathematics

The National Curriculum for mathematics describes what must be taught in each key stage. Prospect Vale follows the White Rose planning and framework whilst applying the Numicon approach for multi-sensory learning. This ensures continuity and progression in the teaching of mathematics and the opportunity for all learners to develop by using concrete, pictorial and abstract resources. In the early years' curriculum teaching is guided by Early Learning Goals, which mirror the Reception Learning Objectives in the National Curriculum. Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic mindset towards mathematics that will stay with them.



As part of our commitment to developing mathematics in our school, we are a Numicon Advocate School. There are many benefits to being an advocate school such as support with resources, training and sharing practise with other professionals. In addition to this, we are part of the NW1 Maths Hub where we access professional development through the Mastery Readiness work groups which allows us the opportunity to work with like-minded professionals in our area to develop the delivery of maths in our school further.

We aim to provide the pupils with a mathematics curriculum which will produce individuals who are literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and suitable resources so that pupils can develop their mathematical skills to their full potential.

Lessons follow the White Rose planning and Numicon approach with the opportunity to investigate open ended questions, develop mathematical discussion/vocabulary, access greater depth of thinking through challenge and develop a growth mindset to maths through provision for all learning styles.

The teaching of mathematics at Prospect Vale provides opportunities for:

- Group work
- Individual work
- Paired work
- Whole class teaching

Pupils engage in:

- The development of mental strategies
- The development of written methods
- Practical work
- Investigational work
- Problem solving
- Mathematical discussion
- Consolidation of basic skills and number facts

Teaching time: To provide adequate time for developing numeracy skills each class teacher delivers a daily mathematics lesson. This may vary in length but usually lasts for about 45 minutes in key stage 1 and 50-60 minutes in key stage 2. Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills

ICT plays an important role in the teaching of mathematics and is used in various ways to support teaching and motivate pupils' learning. ICT will involve the use of interactive whiteboards, computers, calculators and audio-visual aids. They will, however, only be used in a daily mathematics lesson when it is the most efficient and effective way of meeting the lessons objectives. Our children have access to '**Mathletics**', '**Times Table Rockstars**', I-PAD APPS, enrichment on our school website and a range of interactive resources provided by Numicon too.

We are also fortunate to give our KS2 children individual access to the Century programme; an online tuition tool that, through diagnostics, creates bespoke practice activities for children in English, maths and science. The programme provides tailored opportunities for each child to practice and consolidate skills or concepts that they may find particularly challenging in core subject areas. This has been particularly beneficial in our post-covid recovery.



Science

Science is about exploring, discovering and investigating the world around us. At Prospect Vale it is taught in all year groups, in ways appropriate to the age of the pupils. There are four areas of study - *scientific enquiry, life processes and living things, materials and their properties* and *physical processes*. Each area of the curriculum is covered in each year group. In key stage 1 there may be a more topic based approach to the subject whilst in key stage 2 it is taught as a separate subject when necessary, though it is preferably linked with other areas of the curriculum. Pupils learn about ways of carrying out investigations and how to record their findings. We seek to stimulate the pupils' curiosity and imagination as well as encouraging safe and efficient use of practical apparatus.

Information and Communications Technology (Computing)

The study of ICT takes place in each year group. All pupils have access to our suite of networked computers and a range of other multi-media PCs situated in classrooms. The school has a comprehensive range of software which covers the National Curriculum expectations and is aimed at developing word processing skills, presentation and data handling skills. We place much emphasis on using ICT to develop skills in, and learn about, other subjects. Pupils have controlled access to the Internet to investigate information and programs which support their learning in all curriculum subjects. The computer suite was completely updated in August 2010. In the Autumn term of 2018 the suite was further updated with brand new computers. Mobile devices are increasingly being used. Children increasingly use mobile technology to support the Computing Curriculum. In 2020 we also purchased 30 chromebooks.



Religious Education

R.E. forms part of the core curriculum for all pupils and conforms to the Stockport LEA Agreed Syllabus for Religious Education - 'Learning for Life'. In EYFS, children learn about People, Culture and Communities. Children learn to recognise and celebrate similarities and differences between different religious and cultural communities around us. At Key Stage 1, the religion studied is predominantly Christianity, with elements of other religions. At Key Stage 2, Christianity, Islam and Judaism are studied. Across all phases, big questions are used to encompass and draw in aspects from all faiths.

A daily Collective Act of Worship takes place either as a whole school or in smaller groups. Children contribute to an environment where they are able to

share mutual respect and positive values in modern day Britain. To encourage community links and share different thoughts and values, members from local churches and faiths are invited to take part in the leadership of collective worship. Trips to churches, synagogues and mosques take place.

**Parents have the right to withdraw their child(ren) from religious worship or teaching in the school after discussions with the Headteacher.*

Personal, Social & Health Education and Citizenship

Our Policy and Scheme of Work has recently been revised to consider the new Government guidelines on citizenship and the statutory changes to the RSE (Relationships and Sex Education) curriculum. PSHE is covered informally as issues arise and also in designated time which may include assemblies and 'circle time'. Where appropriate, PHSE is linked with other areas of the curriculum. We use the Jigsaw Scheme of Work and subject matter falls into four areas:

- developing confidence and responsibility and making the most of their responsibilities;
- preparing to play an active role as citizens;
- developing a healthy lifestyle;
- developing good relationships and respecting the differences between people.

A whole school commitment to the above areas of learning has helped us gain both Eco Green Flag and Rainbow Flag Award status in the last academic year. Through further work this year, including the involvement of our Pupil Parliament school council, we aim to achieve RRSA Silver Award from Unicef.

All issues encompassed in PSHE & RSE are dealt with sensitively and in the context of family life, following a widely used national scheme, approved by the PSHE Association.

More information regarding the Jigsaw scheme, the PSHE and RSE curriculum and our commitment to inclusion and diversity can be found on the school website under the **Diversity** tab.

Music

The aim of music at the school is to develop the pupils' ability to listen to and appreciate a wide variety of music and to make judgments about musical quality. Pupils are actively involved in different forms of music making and enjoy singing and performing, both individually and as a school, as well as listening to recorded music, performances by other pupils and visiting musicians.

The work of the curriculum is supported by optional instrumental tuition provided by teachers from the LEA's Peripatetic Music Service and by voluntary extra-curricular activities. Each class has a composer focus.

Children in KS2 have the opportunity to learn and play a brass instrument. Many play at the Bridgewater Hall with the Hallè orchestra. Children also learn to play the Ukulele and the recorder.

Art

Creativity/ Topic work forms the core of the art curriculum in key stage 1. In key stage 2 there is a more flexible approach utilising both *artistic and technical* strands and a thematic approach. The art scheme of work is currently being reviewed focusing upon skills.

A central store has been established for specific occasionally utilised resources to supplement the good level of key resources which are located in each classroom. Each class has an artist focus.

Geography

At Prospect Vale pupils will develop their knowledge, skills and understanding of Geographical enquiry, Physical Geography, Human Geography and Geographical Knowledge.

They learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They gain an appreciation of life in other cultures. Geography teaching also motivates pupils to find out about the world and enables them to recognise the importance of sustainable development. They learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem-solving. Younger pupils learn about their immediate home and school environment and begin to make comparisons between hot and cold places. They learn about the Jungle and the seaside then explore the local area and make comparisons with a village locality in China. Older pupils learn about geographical features such as canals, rivers, volcanoes and earthquakes, and study the town of Stockport, the North West and its coast line then regions of Europe and North and South America.

History

Pupils at Prospect Vale will undertake historical studies according to the requirements of the National curriculum. The teaching of history helps to provide a sense of time sequence, change and chronology. A transport theme links many of the topics.

In the foundation stage pupils learn about how they and other animals have grown and changed since birth, their families, old and new, and past and present events in their own lives. Pupils in Key stage one learn about changes within living memory, events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements. They also learn to make comparisons and focus on changes within the locality. In Key stage two, pupils learn about the changes and impact of the Stone-Age to Iron-Age times, the

four ancient civilisation civilisations- with a specific focus on Ancient China and Ancient Greece, The Romans, Anglo Saxons and Vikings, the transport system from canals through to railways and roads and a study of the history of Stockport – with a particular emphasis on the 1940s and the impact of World War II.

Physical Education

All Prospect Vale pupils participate in a wide variety of physical activities. This includes carefully planned PE lessons in curriculum time and activities lead by our Year 6 sports and playleaders in playtimes and lunchtimes.

Throughout their time at Prospect Vale, pupils take part in PE lessons involving gymnastics, dance & musical movement, athletics and a large range of ball games involving netball, hockey, cricket, football, tennis and lacrosse. Key Stage 2 children have swimming lessons.

The School is extremely well resourced with excellent quality equipment and has good facilities including a large indoor hall, outside hard court playgrounds and a very large field.

In 2014, 2 'Activity walls' were permanently installed in our upper playground therefore allowing our children to always have access to cricket, football and netball goals.

In 2020 we decided to purchase a buyback which gives us 1 full day per week of professional sports coaching – this has continued into 2022.

Design and Technology

In Design Technology at Prospect Vale, we provide opportunities for each child, in each topic, to design, make and evaluate their final product. Design Technology also includes the designing, making and evaluating of different foods.

Children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. All teaching of D&T follows the design, make and evaluate cycle. The design process is rooted in real life and relevant contexts to give meaning to learning. While making, children are given choice and a range of tools to choose freely from. To evaluate, children will consider existing products as well as evaluating their own products against a design criterion. Each of these steps will be rich in technical knowledge and vocabulary. DT is taught to a good standard, where each of the stages should be given equal weight. Evidence of these stages can be found in the children's books. DT is assessed against the objectives set for the lesson following our detailed curriculum program.

Intent

Here is our Statement of Intent for the Design Technology curriculum:

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. It requires children to be active learners with the confidence to 'have a go,' and the resilience to persist with a project when challenges occur.

At Prospect Vale the Design and Technology curriculum combines skills, knowledge, concepts and values to enable children to tackle real problems. It can improve critical analysis, problem solving, and practical capability and evaluation skills. We aim to, wherever possible, link work to other subject areas such as mathematics, science, engineering, computing and art thereby enabling pupils to notice connections and patterns in their learning. We also aim to, wherever possible, build relationships with local businesses and members of the school community.

Through Design Technology children are encouraged to become innovators and risk-takers. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Our In DT curriculum aims are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose in designing and making;
- To use ICT software to assist our designing and learning.

Foreign Language

Pupils at Prospect Vale Primary School will explore and experience a rich language curriculum. In the EYFS and KS1 they will become familiar with using simple terms from a broad range of international languages. Pupils in Key Stage 2 will engage in structured French Language lessons that align with the requirements of the National Curriculum. Through Foreign Language learning, pupils at Prospect Vale Primary School will enhance their language skills and develop an intercultural understanding. They will experience themed events that will bring their language learning to life as well as opportunities to learn from our links with a school in Toulouse.

The foreign language curriculum is further strengthened by our ERASMUS funded project, the 'Carcassonne Curriculum Collaboration.' This is a programme of development for the staff at school who take part in an immersive experience in Carcassonne, France. During their visit, staff have the opportunity to refine their language teaching skills and embrace a variety of cultural activities. This learning is then brought back to school where the pupils really benefit from deeper curriculum links.

Linking Projects

As an outwardly facing school we are keen to link with other settings within our cluster community and globally. These include:

- An Ambassador link with Cheadle Primary;
- A global link with a primary school in Datong, China. This project was initiated when the Headteacher visited Beijing and Datong in October 2018;
- Includes a proposed link with a French community in Carcassonne. This is an MFL link to promote language in school.

Child Protection

Due to the frequency of 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 school staff that a child may have been abused, the school is required, as part of the Stockport Child Protection and Safeguarding Procedures, to report their concern to the Social Services Department immediately.

The Child Protection Officer is Mr P.McDowell (Headteacher)

Medical Screening

The School Nursing Team carries out a health screening programme for height, weight, vision and hearing for pupils in their first year at Prospect Vale. Some pupils are then offered a Health Interview with the School Nurse. Where necessary, some pupils are offered a School Medical with the School Doctor. Parents are always invited and consent is required.

The School Nurse is happy to support parents with advice and information on any health or school related issue.

Medical Policy

Medicines will not be administered by members of staff to children except in exceptional circumstances and with the permission of the Headteacher. If permission is given, a letter from the parents is also required and an appropriate form is to be filled in by the parents. **This form is held in the school office.**

Inhalers are retained by the class teachers and children will administer treatment to themselves as required. If the asthma attack is serious we will ring for an ambulance and inform the parents immediately. A trained first aider will accompany the child to hospital.

Parents of children who develop an allergy must inform the school. Any child with an unusual condition or serious allergy (anaphylactic reaction) must have their medication stored in a cupboard in the teacher's workroom or with the class teacher.

- **ONLY prescribed medication can be administered to children on residential visits.**

The teacher in charge of Medical Needs is Mrs N Gaulton. She liaises with Mrs P Cron(School Business Manager.)

Several members of staff have received medication training.

School Travel Plan

For the purpose of this Prospectus, the main points from the Plan for new parents is that our preference is walking to and from the school by using the pedestrian gateways either on Brandon Avenue or Prospect Vale. For many of our families this mode is not viable, in light of this we ask that you either car share or park the car some distance from school in a safe, responsible manner and walk the rest of the way. Please show consideration and care for both members of our school community and local residents. We have worked with Stockport Homes to make improvements to the rear path. This has helped to alleviate congestion.

Please avoid parking in the turning circle on Prospect Vale to allow emergency access at all times to our School and for our neighbours.

Please be aware of the restrictions imposed by the zig-zag lines outside our school. Police/Wardens do regularly visit our school.

A Final Note

Having read this document I am sure that you will be more informed about our school, its philosophy, our active, yet caring atmosphere and its breadth of opportunities. If you need to know more, please contact the school and any additional queries or concerns will be answered.

The information included in this prospectus is written in good faith and is correct at the time of production. You will appreciate that many changes take place at the school during the year which may make some of the information out-of-date.

We look forward to sharing in the development of your unique and talented child. Together we will endeavour to prepare all young individuals in our care, for a worthwhile life of exciting adventures!

Paul McDowell

Headteacher