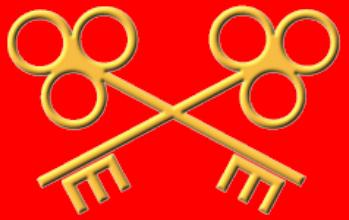


Duddon St. Peter's CE Primary School



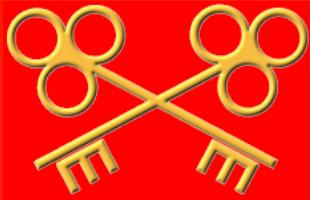
Tarporley Road,
Duddon,
Cheshire
CW6 0EL

Tel: 01829 781366

Email: admin@dstp.cheshire.sch.uk
www.dstp.cheshire.sch.uk

'Be the best you can be.'

MESSAGE FROM THE HEAD TEACHER



**Tarporley Road,
Duddon,
Cheshire
CW6 0EL**

Tel: 01829 781366

Email:

admin@dstp.cheshire.sch.uk
head@dstp.cheshire.sch.uk

Website:
www.dstp.cheshire.sch.uk

Chair of Governors:
Jukia Tillotson

Bursar:
Abigail Langan

Duddon St. Peter's School is a small primary school, nestling in the Cheshire countryside. The school was founded in 1875 by the Church of England. We value the long tradition of providing education here and work from a Christian base which is reflected in all that we do. Close ties exist between the school, St. Peter's Church and the local community.

In September 2025 the governors of Duddon School and Barrow CE School entered an official partnership by establishing a Federation of the two schools. The Governing Body is made up of representatives of both schools. My time as Head teacher is shared between the schools and governors oversee their management. Staff at both schools benefit from a developing relationship to work together and share skills.

The aim of Duddon School is to create an environment where children quickly settle and achieve their best in all that they do. Children are given the opportunity to thrive and be happy. Our staff work hard to ensure that each child in the school is given the chance to realise their full potential. The school provides a happy and caring atmosphere to learn in and we encourage mutual respect of each other and of their school. We expect children to be polite to each other and adults; older children are encouraged to care for younger children.

Pupils love coming to this small, village school. They describe it as kind and welcoming, a place where everyone knows everyone. Pupils feel that the school understands and celebrates them as individuals. Parents and carers appreciate the strong relationships that have been built with school staff. They feel that the school brings out the best in their children. - Ofsted January 2025

Parents help in many ways and offers of such help are always welcome. We have an active Parent Teacher Association, which is of immense importance, not only in raising considerable funds for the provision of additional resources in the school, but also as a forum in which parents are able to meet and support each other. A parent governor is elected to the Governing Body of the school.

Please visit our website to view further information about all of our activities and the work which the children do in school. I extend a warm welcome to you and your family and look forward to working with you all.



Paul Hudson

Head teacher

GENERAL INFORMATION

| | |
|-----------------------------------|---|
| Number of children on roll | 64 (September 2025 + 8 Nursery children) |
| Standard Admission Number | 18 |
| Age range | 3 - 11 |
| Head teacher | Paul Hudson B.Ed., NPQH |
| Chair of Governors | Julia Tillotson |
| Session times | 9.00 to 12.00 1.00 to 3.30pm (Year Three - Year Six) 1.00 to 3.30pm (Reception - Year Two) |

Before and After School Care



A Before School Club operates from 7.45am each day, and staff deliver children to their classes when the school opens to pupils.

Children take part in a range of activities, from quietly playing board games, to watching a video, playing indoor ball games etc.

After School Clubs run until 4.40pm. These include sporting activities which vary each term.

An After-School Care Club runs from 3.30 until 6.00pm, managed by Mrs. Lynne Barlow, who plans a variety of interesting activities, ranging from playing games, art activities, cooking, computer use and craft.

OUR SCHOOL AIMS

- ◆ Recognise and encourage Christian values, acknowledging our Church of England foundation.
- ◆ Provide a happy, caring and safe environment where children are stimulated to enjoy learning and achieve success.
- ◆ Provide a broad, balanced and creative curriculum.
- ◆ Develop children's self-confidence, self-motivation and self-discipline.
- ◆ Promote equal opportunities and encourage children to develop as individuals.
- ◆ Encourage high expectations and celebrate excellence, achievement and effort.
- ◆ Provide opportunities for pupils to learn beyond the classroom.
- ◆ Promote links with the wider community and encourage respect and appreciation of our multi-cultural society.
- ◆ Promote a healthy lifestyle.
- ◆ Develop children's co-ordination and agility by helping them to enjoy a range of physical activities.
- ◆ Prepare pupils for their lives as citizens and give them the foundations for their future economic well-being.
- ◆ Encourage all stakeholders to be partners in the education of children.
- ◆ Facilitate the smooth transition of pupils through every stage of their education, particularly in their transition to High School.



ADMISSIONS

- ◆ Parents of potential pupils are welcome to visit the school by appointment or on our Open Days to see the children and staff at work.
- ◆ In accordance with the LA's policy children are admitted to school in September of each year. Children must be four before 31 August in the year of entry.
- ◆ Children are invited to join us for some afternoons during the term prior to their admission; this provides an opportunity for the child to meet the teachers and other children.
- ◆ There are eighteen places available at the Reception stage each year. The Governors have adopted the LA's criteria for admissions:

Note: 'Cared for children': a child who is in the care of a local authority, or children with exceptional medical or social criterion automatically take precedence over admissions.

- 1. Siblings:** pupils with elder brothers or sisters including half brothers and sisters and unrelated children living together as part of one household already attending the preferred school or in the case of an infant school, a partner junior school, and expected to continue at the school in the following school year.
- 2. Pupils resident within the designated catchment zone** of the school. This can be found on the local authority's website.
- 3. Pupils not resident within a school's local catchment zone but attending a partner infant/junior school**, as out-of-zone pupils.
- 4. Pupils living nearest to the school**, measured by straight line distance from the address point of the school to the address point of the place of residence.

Teaching organisation

Our Nursery children work in our vibrant Foundation Stage, enjoying a range of stimulating activities, planned and led by a highly qualified EYFS specialist teacher.

Reception children follow the EYFS curriculum and undertake a range of practical and stimulating activities. These are planned and differentiated appropriately to extend and support their learning and development in all areas of the EYFS including phonics, maths and writing.

There are three further classes through the school: Year One plus Year Two; Year Three + Year Four; Year Five + Year Six. This allows all children to be taught within a more even class size and maximise our use of space.

Children with special educational needs are identified through observation and staff/parent discussion; such discussion includes the medical and educational psychology service when appropriate. The SENDCo is responsible for making these arrangements and parents are consulted when a child is experiencing difficulties at school. Wherever possible, additional teaching is made available when required for a child with a particular difficulty; individual programmes of work are devised to address the particular problem being experienced by the child. Some of our children exhibit exceptional abilities in certain areas of work. The needs of these children are addressed in the planning of classroom work.

Educational records are kept for each child. Such records contain essential personal details together with copies of written reports and personal assessments; you will receive the original documents of the reports on an annual basis. You may make an appointment to see these records.

Safeguarding your children



Every member of staff has a key role in the prevention of harm, early identification, intervention and support for pupils at risk of significant harm and the school will provide an environment where children are valued and know that their concerns will be taken seriously. It aims to provide an environment where young people are safe and feel safe, and are encouraged to talk and be listened to.

All children, staff and visitors to the school understand that the school is committed to safeguarding and any activities which undermine this commitment will be dealt with seriously.

The school is committed to safe recruitment practices; staff undergo DBS checks, as do other adults who have contact with children in school. Security of the building is under constant checking and review. Outer doors are locked throughout the school day and adults enter through the main doors, under a signing in system which uses visitors' passes for identification.

Parents should be aware that they are responsible for their children before 8.45 in the morning when the doors are opened and after staff hand them back to their care at the end of the day. Parents can also assist in safeguarding their children by talking to them about 'Stranger Danger' and issues concerning e-safety.

The Foundation Stage

The Foundation Stage has a dynamic and focused team which aims to excite and inspire the class. The primary focus is learning through play and exploration. Staff strive to create a warm and stimulating environment where learning is fun. They engage in activities that promote and extend children's curiosity and awareness of their world and we encourage children to grow in confidence, self-esteem and independence. Every child receives an enjoyable yet challenging experience, tailored to meet their own individual needs. Staff feel very strongly about this and communicate regularly with parents or carers, so they can deliver personalised learning suited to each child's individual development.

Planning is based on the children's interests and follows the Early Years Foundation Stage, which is the statutory curriculum for all children up to five. The curriculum not only sets the educational criteria for the learning and development of children up to the age of five years but also shapes the high standards of practice.

A high value is placed on the teaching of reading, writing and phonics. Alongside a taught daily phonics session, the children work on activities to develop their understanding and application of their phonic skills. This manifests itself in their writing and their individual and guided reading activities.

Mathematical activities are planned into the daily teaching and are often practical and fun. The children are taught key skills and concepts which they then apply in their own child initiated play.



The children are given the experience of Forest School all year round as part of the curriculum. Through the Forest School activities staff teach a lot of science, art and language skills. They also develop maths and literacy skills through fun and engaging activities in the woods.

Children spend some of their time in the main school in addition to Treetops, which assists with their transition into Class One in Year One.

The EYFS team includes:

Mrs Claire Knight – Specialised Early Years Teacher. Claire is a highly experienced teacher who has a PGCE specialising in Early Years teaching and a Masters in Education, focusing on early literacy and writing development. Claire works closely with her team and our parents to ensure the smooth running of the unit.

Arabella Hill—Teaching Assistant

Sports and Extra-Curricular activities



A variety of sporting fixtures is arranged each year; parents are invited to help in the provision of transport for away fixtures. The school is committed to the promotion of an interest in **Physical Education** amongst the pupils. A wide range of sports is taught, including basketball, netball, cricket, football, rugby, rounders, athletics, swimming, dance and short-tennis.



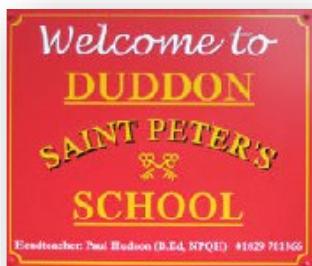
The school is fortunate in having a large, well-drained field for sports, together with a tarmac area for team games. Access to these facilities is available for organised community use; at the present time a football club uses the field on Saturday mornings throughout the year. Children throughout the school take part through the year in a variety of external sporting competitions and tournaments, some of which take place at Tarporley High School. They frequently combine teams with children from Barrow School which increases their opportunities to create more friendships and to play together in team sports.



There is a range of opportunities for children to participate in daily after school activities, for example: football and other sports. Some of these activities are held throughout the year and others are seasonal; generally these clubs are available for a range of age groups.



School meals



School meals are provided by an outside catering service and cooked fresh on the premises each day by our experienced cook. The cook is always keen to listen to the views of the children about the meals that they enjoy. Local produce is used wherever possible.

Vegetarian options are available and staff cater for specific dietary requirements and allergies.

Meals are supervised by our midday assistants and children are encouraged to develop good table manners and socialise in conversation during their lunch. Children may bring their own packed lunches if they wish, and we discuss healthy contents.

School Council



Children from Year Two to Year Six are elected during each autumn term, to represent their year groups on the School Council. They undertake to gather opinions from their peers and to discuss projects together at their meetings. The Council elects a Chairperson, to help them to fulfil their duties and have regular meetings to plan and discuss progress with their projects.

They also help to run a Bookswap session, to encourage all children in school to bring their books in and swap them for others to read. Projects have included the school garden, play equipment, and consulting all the children in school about litter bins, as well as organising a cake sale to raise funds to buy library books and starting a lunchtime cross-country club.

The school benefits from a wonderful outside area which is used to its full potential. Younger children enjoy a weekly Forest School session which takes place in the wooded area on the field. Activities are planned to develop the children's awareness of their environment and the wildlife which lives alongside us. Phonics, science, maths and other curriculum work is also incorporated into the forest sessions.

Sometimes a fire is lit and children enjoy hot chocolate and sometimes toasted marshmallows as part of the experience! Children are asked to wear weather appropriate clothing on the days that they take part in Forest School activities.

Forest School



PTA

We have a very active PTA in the school and they are always very pleased to have new members. Many parents first become engaged with the PTA when their children start in the Foundation Stage, and friendships are formed between parents and children which last through school and beyond.

The school is lucky to benefit from the funds raised by all the events which are arranged, as they finance resources and equipment which provide wonderful extras for all the children.



Governing Body

The school is very fortunate to have a committed and supportive Governing Body which is responsible for both schools in the Federation. It is made up of staff, parents and the local communities of both Duddon and Barrow. Governors have different responsibilities such as Safeguarding, Health and Safety, Pupil Premium and EYFS. Information about the Governing Body can be found on the school's website.

Governors meet regularly, as a whole Governing Body, and as members of different committees. Parents are kept informed of governors' work through newsletters and on our website.

Church links

Duddon Saint Peter's is a Controlled Church of England School which functions within the partnership of the Church and the Local Authority.

We seek to recognise and encourage Christian values, whilst appreciating the multi-cultural nature of our society.



Religious Education forms part of the curriculum. Collective acts of worship are held each morning; services are also held in Saint Peter's Church and parents are invited to join us. The Vicar holds weekly acts of worship for the children.

Arrangements can be made if parents wish their children to be withdrawn from the daily Collective Worship and Religious Education.

Charging policy

The school invites parents to make voluntary contributions towards the costs of school visits. Families receiving Income Support or Family Credit may have fees paid, according to the type and time of visit.

Music is an important aspect of school life and we are able to provide good quality, peripatetic music tuition. A scheme for the group teaching of all instruments has been introduced; this scheme is run by 'Music for Life' and is endorsed by the Cheshire School of Music. Payments for individual lessons with Music for Life are made to them.

Payments

Payments to the school can be made through the ParentPay site, enabling payments to be tracked and made easily. These include school lunches, trips, or any other payments which are required.



Absence

Please inform us as soon as possible by telephone, text, letter or email if your child is absent from school, preferably before 9.00am in the morning; the nature of absence has to be recorded in the attendance registers. Requests for holiday absences should be completed either online or in school. It is not advisable to arrange family holidays during the school term and the school will not authorise time out of school which is not in school holidays, unless there are exceptional circumstances.

Complaints

The Governors have adopted this policy on complaints: In the first instance the school should be contacted to discuss the matter. If this informal approach cannot resolve the problem then parents should formally complain in writing to the Chair of Governors. The Governing Body will investigate the complaint. A full copy of the Complaints policy is available from school or from the website.

SCHOOL UNIFORM

The wearing of school uniform is encouraged and a uniform exchange scheme is operated. All major items of clothing must be labelled please. School uniform can be ordered for delivery at home or school from: www.kidsbiz.co.uk/ Red-checked summer shirts, red sweatshirts, cardigans, bearing the school logo, red T-shirts for P.E. and Games are available from the site.

School ties and bookbags are available from the school office.

Girls

Grey skirt/pinafore dress or grey school trousers, white blouse and tie, red cardigan or pullover. In summer the girls wear red/white gingham dresses.

Boys

Grey trousers, white shirt with tie; red sweatshirt. In summer the boys wear red checked shirts.



P.E./Games

You will be advised of the clothing needed by pupils.

Track suits can be worn in winter but should avoid advertising labels.



Nursery & Reception children: School jumper, red or white polo shirt, grey skirt or trousers. (No shirt or tie.)

Duddon St. Peter's School National Curriculum results summary 2023

Percentage of the year group attaining expected standard in Key Stage One tests

*6 Year Two pupils in the group; each pupil represents 16.7%

| Subject | Expected | | | Greater depth | | |
|-----------------------------------|----------|-------|----------|---------------|-------|----------|
| | Duddon | CWaC | National | Duddon | CWaC | National |
| English Reading | 83.3% | 69.2% | 68.3% | 0% | 17.9% | 18.8% |
| English Writing | 16.7% | 59% | 60.1% | 0% | 5.7% | 8.2% |
| Maths | 50% | 69.8% | 70.4% | 0% | 15.1% | 16.3% |
| Science *Teacher assessed only | 83.3% | 80.7% | 78.7% | - | - | - |
| Reading, Writing & Maths combined | 16.7% | 54.7% | 56% | 0% | 3.9% | 6.2% |

Percentage of the year group attaining expected standard in Key Stage Two tests

*18 Year Six pupils in the year group; each pupil represents 5.55%

| Subject | Expected | | | Greater depth | | |
|--|----------|-------|----------|---------------|-------|----------|
| | Duddon | CWaC | National | Duddon | CWaC | National |
| English Reading | 72.2% | 73.3% | 72.6% | 16.7% | 30.7% | 29% |
| English Writing *Teacher assessed only | 55.6% | 70.6% | 71.5% | 0% | 11.5% | 13.3% |
| Grammar, punctuation & spelling | 72.2% | 72.1% | 72.3% | 11.1% | 28.9% | 30.1% |
| Maths | 72.2% | 71.2% | 72.9% | 16.7% | 21.8% | 23.8% |
| Science *Teacher assessed only | 72.2% | - | - | - | - | - |
| Reading, Writing & Maths combined | 55.6% | 57.6% | 59.5% | 0% | 6.8% | 8% |

STAFF LIST

Paul Hudson, Head teacher

Time is divided between Duddon and Barrow

Claire Entwistle / Claire Knight deputise in the absence of Paul Hudson

Foundation Stage:

Claire Knight

Pre-School + Reception - Foundation Stage
(Monday, Tuesday, Thursday, Friday)

Arabella Hill

Teaching Assistant: Foundation Stage

Main school:

Claire Entwistle

Class Two: Years Three and Four : Monday to Thursday

Kathryn Rees

Class One: Years One and Two

Lesley Garnham

Teaching Assistant: Class Three (+ ELSA work and Nurture group)

Holly Tench

Class Three: Year Six Monday—Friday
SENDCo—Thursday

Lynne Barlow

Class One Teaching assistant and After-School Care

Midday assistants

Ree Withe
Karen Fernyhough
Gail Farrell

Cook:

Tracy Bourne

Office:

Abigail Langan School Bursar

“Music for Life” Staff

Dan Gooch-Peters Managing Director

