St. Wilfrid's Church of England Primary Academy

St. Wilfrid's Church of England Primary Academy

Prospectus

2026-2027

Our Vision, Mission Statement, Aims, Values, Spirituality and Expectations

Our Vision

'I can do all things through Christ who strengthens me.' Philippians 4:13

At St. Wilfrid's Church of England Primary Academy, we want our children to be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey. We have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ. St. Wilfrid's is a place where children can grow in strength, to be unique and flourish in the presence of God.

Our Mission Statement

- We will ensure that our children achieve exceptionally well.
- We will nurture our children to believe in themselves and each other.
- We will create a culture of love, care and respect for one another.
- At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do. Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.

Spirituality at St. Wilfrid's

At St. Wilfrid's, we believe that spirituality is within all of us, that we are all created in the image of God and valued for who we are. Spirituality is about the way we connect with ourselves (Me), others (You), the World around us and with God, through Love. Spiritual development is nurtured through our daily collective worship, our curriculum, times for reflection, opportunities for creativity, and how we live out our Christian Values. We encourage all children and adults to explore their spirituality and to flourish as individuals who live life in all its fullness (John 10:10). Through collective worship, there are carefully planned opportunities for spiritual development, such as singing, prayer, moments of stillness, and reflection.

Our School Expectations

Our school expectations for all children are to:

- Be responsible for your own choices
- Be respectful towards others and the school environment
- Be kind and caring in your actions
- Be proud in everything that you do
- Be ambassadors of our Christian Values

"Teaching and learning in Religious Education is of a consistently high quality, resulting in excellent pupil outcomes in the subject."
SIAMS Inspection School Report, January 2018

Religious Education, Worship and Celebrating Success

Religious Education and Worship

At St. Wilfrid's Church of England Primary Academy, we believe high-quality Religious Education enables every child to flourish. Our Questful RE syllabus, builds on strong foundations while reflecting the latest best practice. Rooted in Christian teaching yet enriched by the exploration of all major world faiths and non-religious worldviews, the curriculum nurtures wisdom, knowledge, and understanding. In doing so, it equips pupils with the skills and perspectives they need to grow as thoughtful, compassionate individuals, ready to engage with the world today and in the future.

Collective worship is the heartbeat of our school, and our school community enjoys worshipping together daily. Worship is carefully planned and structured. School Leaders and Clergy meet routinely to plan each term's weekly worship themes and scriptures, reflecting the liturgical tradition of the Church, and school community church services.

Dear Lord,

Thank you for our Trust family,

Guide us to do our best in everything that we do,

Let us follow Jesus; to Love and Trust one another,

Make us beacons of Hope in our communities,

For with you, we know that all things are possible.

Amen

Celebrating Success

At St. Wilfrid's Church of England Primary Academy, we celebrate the achievements of all children. Children each have their own talents and we recognise and celebrate successes across our school.

We provide opportunities for children to achieve success through a range of contexts and these are celebrated within school and the wider community. Opportunities include public speaking, choir, music and instrumental performances, computing, performing arts, and sport. Additionally, children have opportunities to become leaders working with leadership teams in school or to develop the wellbeing of others through supportive roles helping other children.

Our sports' teams have enjoyed a wide range of successes over many years and St. Wilfrid's Church of England Primary Academy has an excellent reputation in various sporting activities. The school has won competitions and tournaments locally and regionally, and competed with other schools nationally.

We have been successful in achieving a range of accreditations and awards during the last few years. In 2019, St. Wilfrid's was awarded 'Primary School of the Year' at the Wigan Education Awards, which we are immensely proud of. In 2020, St. Wilfrid's Church of England Primary Academy was named in The Sunday Times 'Top 250' State Primary Schools in England.

We are incredibly proud of the positive feedback from our most recent external evaluations in March 2026, which recognised the care, ambition and commitment that are at the heart of our school. Ofsted highlighted that our outcomes are typically well above national figures and that children build their knowledge securely, preparing them very well for secondary education. Our SIAMS inspection also recognised our strong Christian vision and the way it shapes our daily life. These inspection findings complement our continued national recognition. In April 2025, St. Wilfrid's received a 5-star rating and was ranked the 15th Best State Primary School in England in the Primary School League Table published by 'School Guide'. Furthermore, in September 2025, The Telegraph ranked us 35th in England, placing us as the number one Primary School in the Wigan Local Authority. Finally, we continue to hold a range of prestigious awards and accreditations, including Arts Mark Gold, Platinum School Games Mark, and the Primary Science Mark.

Our Curriculum Offer

Intent

At St. Wilfrid's Church of England Primary Academy, we aim to provide a literacy-rich curriculum that is broad, balanced, and tailored to the needs of the children in our Church community. We aim to motivate and inspire through a curriculum that engages and challenges all learners, regardless of their background, giving them firm foundations to flourish in their primary education and succeed in life.

Our ambitious curriculum is designed to deepen knowledge and develop skills, with literacy at its heart. It ensures effective progression within each subject and across all year groups. We aim to develop the whole child, nurturing individual talents and celebrating achievements both academically and in areas such as the Arts, PE, and Sport.

We implement an inclusive curriculum that meets the statutory requirements of the Early Years Foundation Stage and the National Curriculum. Our curriculum is carefully planned to provide literacy-rich, cross-curricular opportunities, alongside high-quality mathematics teaching that is underpinned by fluency, reasoning, and problem-solving.

Through our broad and ambitious curriculum, we inspire all children to aim high and pursue their dreams; our St. Wilfrid's Spotlight, where former pupils share their journeys and careers, further motivates and encourages our children to see the possibilities for their own futures.

Our Christian values and distinctiveness, alongside our vision of "I can do all things through Christ who strengthens me" (Philippians 4:13), are at the heart of our curriculum and underpin everything we do at St. Wilfrid's.

Implementation

Each term, all year groups have a 'focus theme' that links English to the wider curriculum. Teachers use carefully selected, high-quality focus reading texts connected to the theme in History, Geography, or Science, or in Early Years to 'Understanding the World' and 'Expressive Arts and Design', to deliver elements of the English curriculum.

For each 'focus theme', teachers plan an inspiring stimulus, an exciting home learning project and a celebratory showcase event, to hook and engage children and parents and make learning purposeful and relevant. Parents and carers are provided with 'knowledge mats' at the start of all History, Geography and Science units, to encourage discussion with their child and deepen their knowledge and breadth of vocabulary.

'Related Reads' supplement and enhance the termly focus themes, giving children a wide range of rich reading experiences, including poetry, fiction, and non-fiction, which they can explore independently.

Children also engage with 'Reflective Reads', a collection of texts that reflect the world we live in today. These books are chosen to promote discussion, empathy, and understanding, while celebrating equity, diversity, inclusion and justice. They often address current issues, represent a variety of cultures and backgrounds, and encourage children to reflect on their own experiences and the experiences of others.

"Pupils benefit from an exciting and well-planned range of experiences that support their personal development."
Ofsted 2026

Our Curriculum Offer

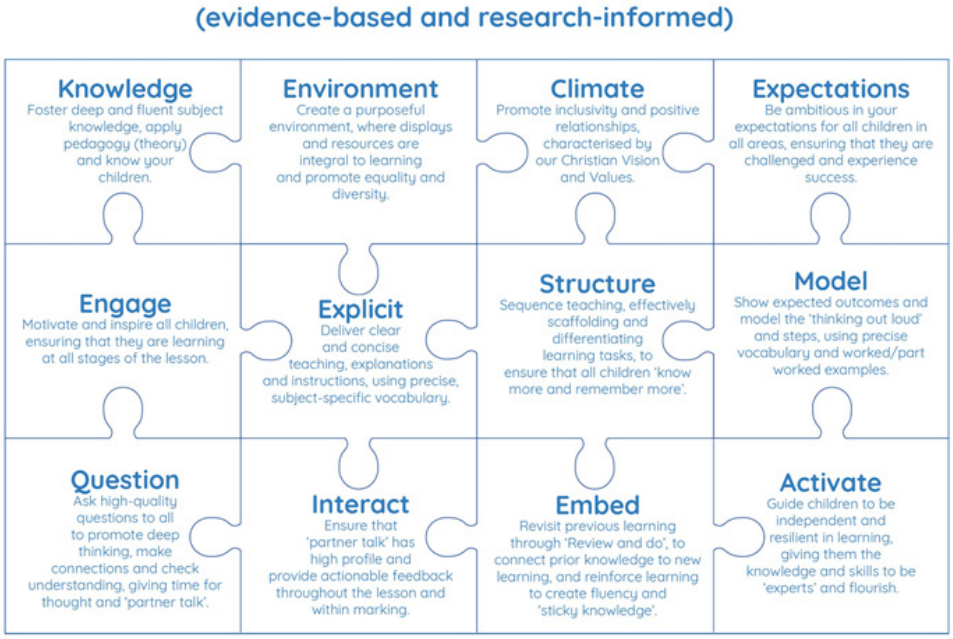
Within the wider curriculum, teachers plan regular opportunities for children to further develop their literacy skills, including cross-curricular reading and writing, to ensure that high standards are maintained across all subjects.

Knowledge and vocabulary are fundamental to our literacy-rich curriculum. Lessons are carefully planned to build upon children's prior learning, deepen their knowledge, and make meaningful connections across subjects. Children are immersed in a rich diet of high-level, subject-specific vocabulary designed to broaden and strengthen their language skills.

Children are taught to "read well, quickly" through the effective implementation of our Department for Education-validated synthetic, systematic phonics programme, Essential Letters and Sounds.

Our curriculum is delivered through highly effective 'quality first teaching', supported by specialist teachers in PE, Music, and Computing.

Teachers apply our 12 Principles of 'Great Teaching' at St. Wilfrid's, which are evidence-based and research-informed.



Knowledge and skills are accurately assessed against 'Age-Related Descriptors' and knowledge-based learning objectives.

Our curriculum is continually reviewed and developed to reflect children's interests and needs, underpinned by practices grounded in credible research.

Our curriculum actively promotes children's Spiritual, Moral, Social and Cultural (SMSC) development, helping them to become reflective and responsible citizens. Fundamental British Values are embedded throughout, preparing children for life in modern Britain and for their future role as citizens in a global world.

At St. Wilfrid's, Equity, Diversity, Inclusion and Justice (EDIJ) are not taught as stand-alone concepts but are threaded throughout our curriculum. We ensure that children learn to respect and value differences, challenge stereotypes, and recognise inequality. Teaching and learning provide opportunities to explore the protected characteristics, fostering an understanding of how to treat everyone fairly, with dignity and respect. In this way, our children develop the knowledge, empathy, and confidence to contribute positively to an inclusive and diverse society.

At St. Wilfrid's, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).

Implementation (continued)

Enrichment opportunities, such as inspirational visitors and exciting educational visits, bring learning to life and help children connect classroom knowledge to the wider world. These experiences deepen understanding, broaden horizons, and show the relevance and purpose of learning. From visits to museums, theatres, and places of worship, to meeting authors, scientists, athletes, and community leaders, children are inspired to think critically, ask questions, and explore new ideas. Such opportunities also develop confidence, cultural awareness, and a sense of belonging, ensuring all children experience learning in ways that are engaging, dynamic, and truly brought to life.

A broad menu of extra-curricular clubs is offered to all children, providing opportunities to explore a wide range of interests and develop new skills. Clubs cover areas such as sport, music, languages, wellbeing, cooking, craft and computing, allowing children to pursue their passions, build confidence, and engage in collaborative and creative activities beyond the classroom.

In addition, carefully chosen experiences provide children with unique and meaningful opportunities to broaden their horizons and develop their Cultural Capital. St Wilfrid's offers opportunities for children to participate in inclusive sporting events, such as cheerleading, Boccia, and aquathlon, as well as residential trips and year group Trust

Experiences, including live music performances, contemporary circus, and winter sports. These activities enrich the curriculum, inspire new interests, and provide memorable, real-world learning experiences.

During their journey through school, all children will have the following experiences, in additional to curriculum related educational visits:

Nursery	A den making experience
Reception	A country walk with outdoor entertainment
Year 1	A visit to a contemporary circus
Year 2	A visit to watch live music
Year 3	A visit to an art gallery
Year 4	An experience of water sports
Year 5	An experience of a Winter sport
Year 6	A University visit.

Impact

Rooted in our Christian Vision, our literacy-rich curriculum ensures that children are knowledgeable and skilled, achieve well, and make excellent progress at each stage of their education. Through the breadth and depth of our curriculum, children have opportunities to grow in faith and spirituality, develop strong character traits, grow in confidence and resilience, and become articulate and enthusiastic learners, creative and physically competent, with high aspirations and ambition. They are ambassadors of our Christian Values, 'Agents of Change' in both the local community and the wider world, and are well-equipped for the future.

Child Protection

The Governors and staff of St. Wilfrid's Church of England Primary Academy have a duty to safeguard and promote the welfare of our pupils by:

- Creating and maintaining a safe learning environment .
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Safeguarding is fundamental at St. Wilfrid's and we have created a vigilance, where pupils' welfare is actively promoted. Staff are trained and follow the key documents: 'Keeping Children Safe in Education' 2026, 'Children and Families Act' 2014, 'Working Together to Safeguard Children' 2023 and 'Children Act—Section 11' 2004.

"From the Nursery class onwards, staff know children well and include them fully in all aspects of school life."- Ofsted 2026

SEND and Accessibility

At St. Wilfrid's Church of England Primary Academy, all children are valued, respected and supported to achieve their full potential through the universal offer to all children and through focused support where it is needed. Some children will require more specific or intensive support which we aim to achieve by providing teachers with the information and expertise they need to support and challenge children allowing all to flourish. Small group working, the use of additional equipment or technology, additional support in lessons or sensory breaks may be included to support children in their learning and development. As a fully inclusive school, St. Wilfrid's aims to provide for all children with any form of special needs.

We recognise the importance of early identification and intervention in order to address special needs and work within the guidance of the SEND Code of Practice 2014 and the Children and Families Act 2014, to share information and work together with parents in decision making to ensure all voices are heard. All teachers are teachers of SEND and quality-first teaching and effective differentiation is used to provide the best possible outcomes. Inclusion strategies, personalising of the curriculum and the following of recommendations from outside agencies may supplement Quality-first strategies as part of the graduated approach and the progress and well-being of children are continuously monitored. Our accessibility plan and equality scheme enables optimum participation in our school community and we collaborate with external agencies to support and guide us in meeting the needs of all children.

Early Years

Our Early Years provision offers every child a nurturing, inclusive and ambitious start to their school journey, rooted in our Christian vision. Inspired by our vision, "I can do all things through Christ who strengthens me" (Philippians 4:13), we encourage children to develop confidence, resilience and a positive attitude towards learning, knowing that they are supported and valued every step of the way. We follow the Early Years Foundation Stage (EYFS) framework, providing a carefully planned and sequenced curriculum that builds on children's starting points, interests and experiences. Through a balance of purposeful play, high-quality adult interactions and carefully planned learning experiences, children develop across the seven areas of learning, with a particular focus on Communication and Language, Personal, Social and Emotional Development and Physical Development. We place a strong emphasis on developing language, vocabulary, independence, positive relationships and a love of learning, enabling children to become curious, confident and motivated learners. Through strong partnerships with families and a commitment to inclusion, we ensure that every child is supported and encouraged to flourish, laying secure foundations for future learning and enabling them to become compassionate, courageous and respectful members of our school and wider community.

General Information

Absence

If your child is going to be absent from school, please phone the school office on 01257 423992 or email enquiries@saintwilfrids.wigan.sch.uk to let us know. Any unexplained absence will be marked as unauthorised in the register.

Holidays

The list of term dates is available in the 'Parent & Carers' area our website: www.saintwilfrids.wigan.sch.uk

School Uniform

Our school uniform consists of the following:

Navy or dark grey school skirt/pinafore (knee length), tailored dark grey, navy or black trousers (not leggings) or tailored shorts (jogging bottoms optional in Nursery), blue and white check dress (summer).

Pale blue polo shirt, navy sweatshirt or cardigan.

Dark grey, navy or black tights, dark grey, navy, black or white socks.

Black school shoes (high-heeled shoes, boots or open-toe sandals are not permitted).

School logo sweatshirts, polo shirts and fleeces are available from Impressions Uniform, Standish and Slaters Schoolwear, Wigan. Unbranded uniform is also acceptable.

P.E Uniform: Children are expected to attend school in P.E. uniform on their P.E. day. This consists of a sky-blue T-shirt, school jumper, cardigan, or hoodie, and navy/black traditional P.E. shorts (not Nike Pro), or navy/black leggings, or navy/black joggers, and a pair of dark-coloured trainers (no bright colours please).

Any form of jewellery is strongly discouraged and will only be permitted for religious or medical reasons (You will be required to request consent from school via email or letter).

For Health and Safety reasons, under no circumstances, are earrings allowed to be worn in school.

Please ensure that all items of clothing have your child's name clearly marked on them, as it can be very difficult to return any lost or misplaced unnamed garments.

Fundamental British Values

The Fundamental British Values of 'Individual Liberty', 'The Rule of Law', 'Democracy', 'Mutual Respect' and 'Tolerance of those of Different Faiths and Beliefs', are firmly embedded in our Curriculum. Living in an ever changing world, children are given opportunities to discuss Fundamental British Values and what they mean, within the Curriculum during lessons and themed events. The promotion of Fundamental British Values has a positive impact on children's attitudes and relationships. As a school we promote and celebrate equity, diversity, inclusion and justice.

Charging Policy

The policy of the Governors of St. Wilfrid's Church of England Primary Academy concerning charges for school activities is as follows:

Voluntary contributions will be sought to support activities taking place during school time. We are not, as a school, in a position to subsidise educational visits. Therefore, should we not receive sufficient contributions, the educational visit may not be able to go ahead.

For activities taking place mainly outside of school time, a charge representing the total cost will be levied. It has always been the practice in St. Wilfrid's Church of England Primary Academy to deal sensitively and compassionately with those in genuine financial difficulty so that no child should be disadvantaged. We shall continue to use discretion with regard to remission of charges, having regard to individual circumstances.

Parents and carers of children eligible for the Pupil Premium Grant may choose to use this funding towards paying for educational visits. From time to time children will also be asked to volunteer to raise funds, both for school and charitable purposes.

Complaints Procedure

Any issues or concerns should initially be addressed to the class teacher or Phase Leader (Senior Leadership Team) and then, if necessary, the Headteacher. In the event of an issue remaining unresolved and you wish to make a complaint, please follow the Complaints Procedure and Policy, which can be found on the school website.

School Day

Nursery

Morning:	8.45am-11.45am
Morning with lunch:	8.45am-12.15pm
Lunch with afternoon:	11.45am-3.15pm
Afternoon:	12.15pm-3.15pm
Full day:	8.45am-3.15pm

Reception to Year 6

Morning:	8.45am-12.00pm
Lunch:	12.00pm-13.00pm
Afternoon:	13.00pm-3.15pm

Kidz Klub

Our before and after provision is led by school staff who are qualified and familiar with the children. We offer Kidz Klub places to children across school and use both halls.

Places are available for children from Nursery to Year 6. Please ask at the school office for more details.

These sessions will be charged at Kidz Klub rates.

From September 2025, the prices for these sessions are:

£4.60 for each hour session.
£3.45 for the 45 minute session.

(Prices are subject to change)

The club is spread over two sites; using the KS1 hall and the KS2 hall.

Sessions available

Morning:	7.45am-8.45am
Afternoon:	3.15pm-4.15pm 4.15pm-5.15pm 5.15pm-6.00pm

Organisation

Learning Together Trust

CEO	Mr. S. Colothan
Head of School Improvement	Mrs. L. Morgan-Hillam
Head of System Leadership	Mr. M. Rigby
Finance and Operations Director	Mrs. R. Crompton
Finance Officer	Mrs. A. Hollingshead
Head of Media	Mr. R. Jones

St. Wilfrid's Church of England Primary Academy

Interim Headteacher	Mrs. K. Newman
Deputy Headteacher	Mrs. E. Prentki
Deputy Headteacher	Miss L. Clayton

	2025/26	Class Teachers	Teaching Assistants
Nursery		Mrs. E. Cunningham	Mrs. L. Atherton Mrs. J. Brokas Mrs. S. Foley
Reception	**RC** **RL** **RMK**	Miss C. Cooper Mrs A. Lochrie Mrs. A. Mullen and Mrs. K. Kohler	Mrs. J. Sutton (HLTA) Miss. C. Yates Mrs. H. Hughes
Year 1	**1QC** **1FM** **1R**	Miss C. Quinn Miss K. Finch and Mrs P. Marwood Mrs. L. Rooney	Mrs. E. Rosental Mrs D. Ashcroft
Year 2	**2CM** **2MC** **2P**	Miss L. Clayton and Mrs. M. Marshall Mrs. L. Mcandrews and Mrs. C. Crawford Miss R. Parkinson	Mrs. R. Lundy Mrs. C. Causey (HLTA)
Year 3	**3C** **3P** **3W**	Miss D. Cowburn Miss E. Prentki Mrs. L. Wilson	Miss. Z. England Mrs. H. Chesney Mrs. S. Ali Mrs K. Woolstoncroft Mrs. S. Aindow
Year 4	**4B** **4ED** **4PD**	Miss R. Bullen Mrs. A. Edmondson and Miss E. Duggan Mrs. H. Pearce and Miss E. Duggan	Mrs. D. Howlett Mrs. S. Edgar
Year 5	**5B** **5CP** **5PD**	Miss L. Beckwith Mrs. L. Cunliffe and Mr. M. Price Mrs. E. Prentki and Miss E. Dudley	Mrs. A. Ormrod
Year 6	**6AB** **6JB** **6M**	Miss A. Broome Mrs. J. Broome Mrs. S. Melling	Mrs. J. Forrester (HLTA)

Inclusion Manager/SENDCO	Mrs. K. Newman & Miss D. Cowburn
Pastoral Lead	Mrs. J. Saggerson
Computing Teacher	Miss T. Hussain
Music Specialist Teacher	Mrs. E. Goulding
PE Specialist Teacher	Mr. M. Price
HLTAs	Mrs. J. Forrester Mrs. J. Sutton Mrs. C. Causey Miss T. Hussain
Office Manager	Mrs. A. Rigby
Admin Officers	Mrs. C. Raoof Mrs S. Smethurst
Site Manager	Mr. A. Green
Caretaker	Miss C. Smith
Cleaners	Mrs. J. Williams Mrs. P. Wylie Mrs. Y. Dawber

Governors

Ex-Officio	Rev'd Canon Andrew Holliday
Chair and Foundation	Mrs. K. Ashton
Executive Headteacher	Mr. S. Colothan
Foundation	Rev'd Cath Gabriel
Foundation	Mr. A. Stokes
Foundation	Mrs. V. Walder
Foundation	Mr. A. Salisbury
Foundation and Vice Chair	Mrs. N. Sinclair
Foundation	Mr. A. Meadows
Foundation	Current Vacancy
Parent	Mr. S. Bedford
Parent	Mrs. A. Smith
Staff	Mrs. S. Melling
Staff	Miss D. Cowburn
Clerk to the Governors	Mrs. H. Carman

Statutory Information

Rates of Absence 2025-26

Overall attendance	96.1%
Authorised absence	2.8%
Unauthorised absence	1.0%

Pupil Routes

In July 2026, 68 Year 6 children left and transferred to the following schools:

Standish High School	61
Shevington High School	6
Burscough Priory Academy	1

Access to Public Documents

Inspection copies of any documents which are required to be made available by or under the Education (School Curriculum and Related Information) Regulations 1989, can be arranged by contacting the Academy Office.

Local Authority

Wigan Metropolitan Borough Council, is our Local Authority. The Director of Education and Belonging is Claire Williamson.

Tel. 01942 489453
Wigan Life Centre South
College Street
Wigan
WN1 1NJ

Staff are available to advise parents about free meals, school transport arrangements etc.

Notes

The information contained in this leaflet was accurate at the time of printing in Autumn 2026, but it should not be assumed that no changes will take place at the academy before the start of the 2026/27 school year, or in subsequent school years.

Environment

The Nursery is divided into areas which each have a specific focus. These include: role play, creative area, music area, maths area and ICT. The children access these according to their own interests and staff support them through free and structured play activities. Our staff engage with the children in small groups and individually, and use every opportunity to encourage development.

Curriculum and Assessment

The learning objectives for Nursery children are specifically designed for their needs. They focus on the skills that 3 and 4 year olds need to learn to be more independent, to create strong bodies and lay the foundations for the Reception year. St Wilfrid's is inclusive and supportive of children at all stages of learning and development and with their own unique needs. It is essential to your child that we start their learning at the stage that they are at, and that provision is led by the needs and interests of the children. We work closely with parents, the Early Years Team and Wigan Speech and Language to identify individual needs early and provide support where needed. We use objective led planning focussing on different aspects of the Early Years and Foundation Stage curriculum and implement this within continuous provision.

Each child records their achievements in their own 'Learning Journey'. This is a unique record of your child's time in Nursery. It includes precious moments captured through examples of work and activities which are shared at Parents' Evenings.

Outdoor Play

Our Nursey is well-resourced with new outdoor equipment to help build strong bodies, develop balance, movement, riding and ball skills. The children have access to their own playground area where they may ride bikes and play games, learn to hop, skip, make marks and remember sequences of movement through play. Our soft-surfaced outdoor area is equipped with a range of resources including a climbing frame, play house and places to dig and create. Children learn to choose tools to carry out their own plans in the sand pit and raised beds. With this in mind, please ensure that your child comes to Nursery with suitable outdoor clothes, as we go outside in all weathers!

Health and Wellbeing

During each session, children have a healthy snack time where they eat and share healthy snacks together. They can bring fruit, peppers, cucumbers ricecakes and toast (grapes must be quartered). They should also bring a water bottle. Staff meet the health needs of all children, as advised by parents through written consent (for example, the administration of asthma inhalers). We also help children to understand how we look after our minds as well as our bodies with wellbeing days, regular yoga lessons, and sessions in our school sensory room, where we can explore using different senses and learn to relax.

Learning about your child

The Nursery team will work to build a secure relationship with your child through communication, shared and guided play and experiences. The nursery team will become familiar with your child's interests and stage of development and will work with them to extend their learning. Where additional support might help your child, the nursery team will discuss with you referrals to speech and language, the Early Years Child Care Team and other outside agencies, who we work closely with. If you have concerns regarding your child's development, please talk to the Nursery team, so that we can work together.

Working in Partnership

At St. Wilfrid's, we believe in the importance of parental partnerships with school. We aim to keep you informed about what your child is doing and offer lots of opportunities for you to become involved. Newsletters are sent home electronically at the beginning of each term. We aim to keep parents and carers as well informed as possible and staff are available to speak to at the beginning and end of every session.

Reading in Nursery

In Nursery, we nurture a love of reading through sharing a wide range of high-quality stories, rhymes, poems and non-fiction books. Children enjoy daily opportunities to listen to and talk about stories, develop their vocabulary and join in with familiar rhymes and repeated phrases. Through a rich language and print-filled environment, we develop children's communication, listening and comprehension skills, laying strong foundations for their future reading journey.

Session Times

Children attend our Nursery on a full or part-time basis. Currently, the universal entitlement for all children is 15 hours. However, we offer an additional 15 hours extended entitlement to parents and carers who are eligible for 30 hours Nursery Provision. Optional paid top up is available in addition to the free entitlement at a current cost of £5.24 per hour (this is subject to change).

Session Options

Morning session	8.45am - 11.45am
Lunch with afternoon session	11.45am - 3.15 pm
Full day session	8.45am - 3.15pm
Morning session with lunch	8.45am - 12.15pm
Afternoon session	12.15pm - 3.15pm.

Each session begins with self-registration and play activities. The children then move on to more focused teaching time with our staff. Within each session, children are involved in a wide range of developmental activities including Literacy, Maths, Dance, Drama, P.E, Music or ICT.

You may also wish your child to attend our wraparound care sessions available in our before and after school Kidzklub. Please see page 8 for further details.

Foundation Stage

Our Foundation Stage provides a nurturing, inclusive and language-rich environment where every child is supported to develop the knowledge, skills and understanding they need to become confident, independent and successful learners. Our ambitious EYFS curriculum is carefully planned and sequenced, building on children's prior experiences and ensuring that learning is purposeful and meaningful. Through a balance of high-quality adult-led teaching and purposeful play, children develop across the seven areas of learning and development.

We place a strong emphasis on the three prime areas: Communication and Language, Personal, Social and Emotional Development, and Physical Development. Children also develop their knowledge and skills across the four specific areas: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Throughout the year, practitioners use their knowledge of each child to identify next steps, address gaps in learning and provide appropriate support and challenge.

By the end of Reception, children work towards the Early Learning Goals, which provide a clear expectation of what children should know, understand and be able to do in the seven areas. These include listening and attention, understanding and speaking; self-regulation, managing self and building relationships; gross and fine motor skills; comprehension, word reading and writing; number and numerical patterns; past and present, people, culture and communities, and the natural world; and creating with materials, being imaginative and expressive. We carefully prepare children for the transition into Year 1, ensuring they have developed strong foundations for future learning.

As a Church of England school, we value every child as an individual. We promote curiosity, kindness, resilience, independence and respect, enabling children to flourish academically, socially, emotionally and spiritually.

The Early Learning Goals are developed through structured and purposeful play in a range of individual, group and whole class activities. The goals include:

Communication and Language: Listening, Attention & Understanding, and Speaking

Personal, Social and Emotional Development: Self Regulation, Managing Self, and Building Relationships

Physical Development: Gross Motor Skills and Fine Motor Skills

Literacy: Comprehension, Word Reading, and Writing

Mathematics: Number and Numerical Patterns

Understanding the World: Past & Present, People, Culture & Communities, and The Natural World

Expressive Arts and Design: Creating with Materials and Being Imaginative & Expressive

School Performance

EYFS – GLD (Good Level of Devlopment: 3 Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development + Specific Learning Goals of Literacy and Maths)

Year	St. Wilfrid's	Wigan LA	Difference	National	Difference
4 Year Average	78%				
2026	79%	69%	+10%	72%	+7%
2025	81%	66%	+15%	68%	+13%
2024	77%	64%	+13%	68%	+9%
2023	77%	63%	+14%	67%	+10%

Year 1 Phonics (WA)

Year	St. Wilfrid's	Wigan LA	Difference	National	Difference
4 Year Average	91%				
2026	92%	81%	+11%	82%	+10%
2025	88%	79%	+9%	80%	+8%
2024	93%	80%	+13%	80%	+13%
2023	91%	79%	+12%	79%	+12%

Year 2 Phonics Cumulative (WA)

Year	St. Wilfrid's	Wigan LA	Difference	National	Difference
4 Year Average	98%				
2026	91%	90%	+1%	-%	+-%
2025	99%	89%	+10%	-	-
2024	97%	90%	+7%	-	-
2023	99%	89%	+10%	88%	+11%

End of KS1

	Att.	4 Year Average	SW 2026	Nat. 2026	Diff.	SW 2025	Wigan. 2025	Diff.	SW 2024	Nat 2024	Diff.	SW 2023	Nat. 2023	Diff.
Reading	EXP	84%	81%	68%	+13%	84%	69%	+15%	84%	70%	+14%	87%	68%	+21%
Writing	EXP	77%	77%	63%	+14%	77%	63%	+14%	77%	63%	+14%	78%	60%	+18%
Maths	EXP	87%	84%	71%	+13%	88%	72%	+16%	87%	73%	+14%	87%	71%	+16%
RWM	EXP	77%	76%	-	-	77%	-	-	76%	60%	+16%	78%	56%	+22%
Reading	GD	36%	41%	16%	+25%	31%	18%	+13%	37%	19%	+18%	36%	18%	+18%
Writing	GD	27%	29%	10%	+19%	23%	10%	+13%	29%	10%	+19%	26%	8%	+17%
Maths	GD	37%	39%	16%	+23%	32%	16%	+16%	40%	17%	+23%	36%	16%	+20%
RWM	GD	25%	28%	-	-	21%	-	-	27%	7%	+20%	23%	6%	+16%

**GD - Greater Depth*

End of KS2

	Att.	4 Year Average	SW 2026	Nat. 2026	Diff.	SW 2025	Nat. 2025	Diff.	SW 2024	Nat 2024	Diff.	SW 2023	Nat. 2023	Diff.
Reading	EXP	90%	88%	75%	+13%	93%	75%	+18%	95%	74%	+21%	84%	73%	+11%
Writing	EXP	92%	91%	73%	+18%	93%	72%	+21%	92%	72%	+20%	91%	71%	+20%
Maths	EXP	92%	88%	75%	+13%	89%	74%	+15%	96%	73%	+23%	95%	73%	+22%
RWM	EXP	85%	84%	63%	+21%	84%	62%	+22%	92%	61%	+31%	80%	59%	+21%
EGPS	EXP	90%	84%	74%	+10%	85%	73%	+12%	94%	72%	+22%	95%	72%	+23%
Reading	HS	48%	51%	31%	+20%	42%	33%	+9%	64%	28%	+36%	36%	29%	+7%
Writing	GD	43%	47%	13%	+34%	42%	13%	+29%	42%	13%	+29%	42%	13%	+25%
Maths	HS	49%	32%	27%	+5%	44%	26%	+18%	68%	24%	+44%	50%	24%	+24%
RWM	HS	28%	26%	9%	+17%	25%	8%	+17%	39%	8%	+31%	21%	8%	+11%
EGPS	HS	59%	47%	30%	+17%	47%	29%	+18%	74%	32%	+42%	68%	30%	+38%

**HS - Standard based on a scaled score of 110*

End of KS2 Scaled Scores and Progress

	Att.	4 Year Average	St. Wilfrid's 2026	National 2026	St. Wilfrid's 2025	National 2025	St. Wilfrid's 2024	National 2024	St. Wilfrid's 2023	National 2023
Reading	Scaled Score	109	109	106	107	106	111	105	107	105
Maths	Scaled Score	109	107	105	109	105	112	104	109	104
EGPS	Scaled Score	111	109	105	109	105	114	105	112	105

Making an application

Applications for admission to the school in September 2027 should be made online on the Primary School Admission page of the Wigan Council website by 15th January 2027.

Parents must complete the Local Authority preference form online, via the Wigan Council website.

Parents who wish their application to this Church school to be considered should complete the supplementary form on the school website, along with the Clergy Reference Form if applicable. These forms must be returned to school.

If the school is oversubscribed, a failure to complete the supplementary form may result in your application for a place in this school being considered against lower priority criteria as the Governing Body will have no information upon which to assess the worship attendance.

Letters informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority on **16th April 2027**.

Parents of children not admitted will be informed of the reason and offered an alternative place by the Authority.

If your child is successful in securing a place, there are online forms to complete in the 'Parents' section on the 'New to St. Wilfrid's' page.

Admission procedures

Arrangements for admission have been agreed following consultation between the governing body, the Blackburn Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

The determined Published Admission Number (PAN) at St. Wilfrid's Church of England Primary Academy is 75. However, an agreement has been made between school and Wigan Council to admit up to 90 pupils to Reception in September 2027.

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need/Educational, Health and Care Plan naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

1. Looked After Children and Previously Looked After Children
   This means a 'looked after child' or a child who was previously 'looked after' but ceased to be looked after because they were adopted or became subject to a child arrangements or special guardianship order, including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted (please see definitions below). A 'looked after child' is a child who is (a) in the care of the local authority or (b) being provided with accommodation by a local authority in exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to the school. An adoption order is an order under the Adoption Act 1976 (see Section 12 adoption orders) and children who are adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014. Section 14A of the of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individual's to be a child's special guardian (or special guardians). A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.
2. Children with special medical or social circumstances affecting the child where these needs can only be met at this school. See note (i)
3. Children whose parents live within the ecclesiastical parish of Standish, St. Wilfrid's. See note (ii)
   (a) Children who have a sibling attending the school on the date of the application and on the date of admission. See note (iii)
   (b) Children with a parent/guardian worshiping in a church in full membership of churches together in England
   (c) Other children.

Admission procedures (continued)

4. Children whose parents live outside the parish
   (a) Children who have a sibling attending the school on the date of the Application and on the date of admission. See note (iv)
   (b) Children with a parent/guardian worshiping in a church in full membership of churches together in England.
   (c) Other children.

Tie Breaker

Where there are more applications for the available places within a category, then the distance between the GIS address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones (iii). This address point is a predetermined point generated from the Local Authority's GIS computer database, which is based on information from an Ordnance Survey to the front entrance of the school. If we offer the last place available at a school to one of twins (or triplets, or so on), our policy is to admit the other twin or triplets too. Where the cut-off point is for addresses within the same building, or within the same distance from the school, then the single measure between the address points will apply and the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Notes

i) Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the only school where these needs can be met and the difficulties which would be caused if the child had to attend another school. Parents must submit this evidence to the school by 15th January 2027, if they wish their application to be considered under this criterion.

ii) The distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used to determine which addresses are closest to the school.

iii) Children who have a sibling attending the school on the date of application and on the date of admission. Siblings include full, step, half, foster, adopted brothers and sisters and children of parent or carer's partner. In all cases both children should be living in the same family unit at the same address.

iv) Churches Together in England is taken as on the 1st September 2025. A list may be obtained from its website "Churches Together in England website at cte.org.uk". Churches in membership of the equivalent bodies to CTE in Northern Ireland, Scotland and Wales are equally accepted. Parental worshipping is normally taken to mean a minimum of monthly attendance at church at public worship for at least the year leading up to the closing date of the application.

The governors will request confirmation of this from the relevant members of the clergy or church officer. Where a family has changed churches, then information about all of them will be required.

Late applications for admission

Applications received after the closing date would be considered late and would be considered after all the others, and placed on a waiting list in accordance with the criteria.

Waiting List

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of the application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose names are at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

The waiting list will operate until the end of the Autumn term 2027 for those applying for a place for the 2027 intake.

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child (1) may choose not to send that child to school until September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than Year 1. Admission authorities **must** make clear in their admission arrangements the process for requesting admission out of the normal age group. Admission authorities **must** make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They **must** also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority **must** set out clearly the reasons for their decision.

Where an admission authority agrees to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and admission authority **must** process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. They **must not** give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

(1) The term summer born children relates to all children born from 1 April to 31 August. These children reach compulsory age on the 31 August following their fifth birthday (or on their fifth birthday if it falls on 31 August). It is likely that most requests for summer born children to be admitted out of their normal age group will come from parents of children born in the later summer months or those born prematurely.

A decision is made on the basis of the circumstances of each case.

The process is as follows:

Stage 1 – request

Parents make a formal request to the Local Authority School Organisation Team in writing with any supporting evidence they wish to be considered.

- A request for early entry into Year 7 should be made before 31 October in the previous academic year in order to give sufficient time for the case to be considered prior to the offer of school places on 1 March.
- A request for delayed entry to reception class should be made at the same time as applying for a place for normal entry (i.e. by the closing date of 15 January) in order to give sufficient time for the case to be considered prior to the offer of school places on 16 April.
- A request for in year admission outside of the normal age group should be made on the normal in year transfer form.

We do not accept requests for early entry to reception class for children who will not be of statutory school age.

Stage 2 – decision

Requests for voluntary-aided, foundation and academy schools will be referred to the school to be considered.

Requests for community and voluntary controlled schools will be considered by the local authority. We will look at the following factors but these are not exhaustive:

- Parent's views
- The needs of the child and the possible impact on them of being educated out of year group
- The child's medical history and views of medical professionals if appropriate
- In the case of children born prematurely the fact that they may have naturally fallen into the lower age group if they had been born on their expected date of birth
- Whether delayed academic, social, emotional or physical development is adversely affecting their readiness for school;
- Any other information which the parent requests the local authority to consider.

Stage 3 – outcome

Parents are notified of the decision in writing by the School Organisation Team.

Request agreed:

If the request is agreed the application will be considered for the year group requested and ranked alongside any other applications. **There is no guarantee that a place will be offered at the preferred school.** Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Where a child has been educated out of their normal age group, the parent may again request admission out of the normal age group when they transfer to secondary school. It will be for the admission authority of that school to decide whether to admit the child out of their normal age group.

Request refused:
There is no statutory right of appeal against the refusal of a request for admission outside the normal age group. However, if the parents are dissatisfied they have the right to complain through the Council's complaints procedure for decisions made by the local authority or under the school's complaints procedure where the decision has been made by the school.

References:

School Admissions Code, December 2014:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf

DfE Advice on the admission of summer born children, December 2014: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389448/Summer_born_admissions_advice_Dec_2014.pdf

Deferred entry

If your child is due to start school during the next academic year, it is important that you apply for a place for September. If your child's fifth birthday is between the months of September and December, then, if you wish it, admission may be deferred until January; if it is between January and April, then admission may be deferred until the start of the summer term though it is likely to be in your child's interest to start no later than January.

Part-time attendance

Parents can request that their child attends part time until the child reaches compulsory school age.

Nursery Classes

The admission criteria for schools are different than those for nurseries. Attendance at the nursery does not guarantee admission to the school. Parents must submit an application for a place in reception class by the closing date.

Address of pupil

The address used on the school's admission form must be the current one at the time of the application, i.e. the family's main residence. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. If there is any doubt about this, then the address of the Child Benefit recipient will be used. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

Non-routine admissions

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine admissions. Parents wishing their child to attend this school should arrange to visit the school. They should then approach the home Local Authority who will co-ordinate the admission arrangements. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no such place, then the Local Authority will advise on how to appeal. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g. exchange of contracts or tenancy agreement with rent book.

Please note that you cannot re-appeal for a place at a school within the same school year unless there has been relevant, significant and material change in the family circumstances.

Appeals

Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. Parents should notify the Clerk to the Governors at the school within 14 days of receiving the letter refusing a place. Parents will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. You will normally receive 14 days' notice of the place and time of the hearing.

If your child was refused a place in Reception or Key Station 1 because of Government limits on Infant class sizes, the grounds on which your appeal could be successful are limited. You would have to show that the decision was one which in the circumstances no reasonable governing body would have made, that the admission arrangements are illegal or that your child would have been offered a place if the governors' admissions arrangements had been properly implemented. Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example a false claim to residence in the catchment's area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of the place. The application will be considered afresh, and a right of appeal offered if a place is refused.

Admission Arrangements

Twins etc.

Where there are twins, etc wanting admission and there is only a single place left within the admission number, then the governing body will exercise as much flexibility as possible within the requirements of infant class sizes. In exceptional circumstances cases we are now able to offer places for both twins and all triplets, even when this means breaching infant class size limits. This may also apply to siblings who are in the same year group.

Admission to Nursery

Application forms will be sent out by the school to all parents who have registered an interest to them in their child attending Nursery. The forms will be sent out in the Autumn term preceding admission.

The number of places available for admission to the Nursery class in the year 2027 will be a maximum of 60.

A range of options are available for attendance with the option to purchase additional sessions if required.

Places will be allocated in accordance with the admission criteria for school.

Notes

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