

Alderley Edge Community Primary School



An Inclusive Community Inspiring Life Long Learners
Making a Difference



School Prospectus 2025 - 2026

Head Teacher: Mrs Lindsey Walsh BA (Hons) QTS MA NPQH



Welcome to Alderley Edge Community Primary School

Alderley Edge C.P. School
Church Lane, Alderley Edge
Cheshire SK9 7UZ

01625 704 510
admin@aecps.org
www.aecps.org

Dear Parents and Carers

Many thanks for expressing an interest in Alderley Edge Community Primary School. We have written this Prospectus to give you some information about school life and the wide range of opportunities that we offer to the children. The school's aims and philosophy are outlined in our Mission Statement, which reflects our commitment to effective learning in a happy, trusting environment.

Our School works as a team in which parents, children, staff and governors are all involved in the education of our children. We believe that children learn best in a positive, encouraging, safe and secure atmosphere.

You are most welcome to come along and visit, or ask any questions. Please telephone to make an appointment, I will be delighted to help.

I look forward to meeting you and working with you.

Yours sincerely

Lindsey Walsh
Head Teacher

Our School

Contents

- Welcome to our school
- Our school - Mission Statement and Aims
- Ofsted
- Our school - Background
- Joining our school and secondary education
- General Information
 - ✓ Parent Partnership
 - ✓ Staffing
 - ✓ Governors
 - ✓ School Organisation
 - ✓ Absence, sickness and lateness
 - ✓ School Uniform
 - ✓ School meals
 - ✓ Snacks
 - ✓ Illness and medication
 - ✓ Safety
 - ✓ Payments
 - ✓ Complaints
 - ✓ Newsletters
 - ✓ Visits and visitors
- Curriculum
 - ✓ Overview
 - ✓ Subjects
 - ✓ RE and Collective Worship
 - ✓ Special Needs
 - ✓ Homework
- Pupil Support
 - ✓ Behaviour and discipline
 - ✓ School and Class Council
 - ✓ Child Protection
 - ✓ Pastoral Care
 - ✓ Pre-School Provision
 - ✓ Before/after school care
 - ✓ Holiday club
- School Policies
- School Improvement

Mission Statement

An Inclusive Community Inspiring Lifelong Learners

Aims

Academic Excellence

We aspire to deliver an outstanding education for all our children regardless of need.

We will provide a broad and balanced curriculum to inspire all our children to maximise their potential.

Life-long Learning

We will deliver an enriching curriculum to enable all our children to continuously learn and succeed in an increasingly technological world.

We will strive to foster an ethos of teamwork to ensure continuous improvement and the highest standards of achievement and behaviour.

Possibilities and Risks

We will nurture the physical, mental and emotional wellbeing of all the members of our school community in a safe environment in which our children can feel happy.

We seek to enable all our children to develop independence, self-confidence and resilience and to be adaptable to meet the challenges of an evolving world.

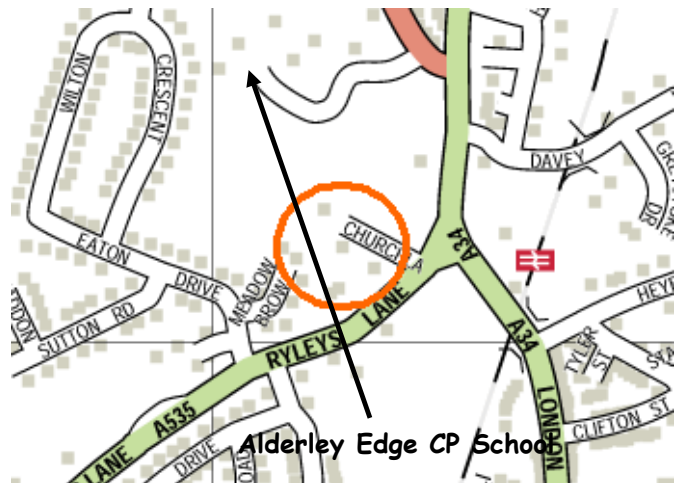
Social Intelligence

We will promote mutual respect and compassion to enable our school community to embrace diversity and to ensure the wellbeing of every member of the community.

We intend to keep our school at the heart of our local community, collaborating with the community stakeholders to create and sustain involvement and opportunities for all.

Produced by School Governors, Staff, Parents and Volunteers

Where are we?



Our School

Below are some examples of how we achieve our School Aims

We aspire to deliver an outstanding education for all our children regardless of need.

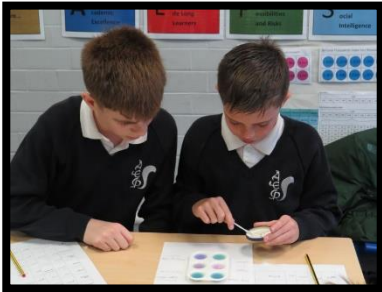
We...

- Know our children well
- Work closely with families, external agencies, and support services to remove barriers to learning
- Promote high expectations for every child, regardless of background, ability, or circumstance
- Support children's emotional wellbeing alongside academic achievement to help them maximise their full potential
- Ensure high quality staff training to ensure outstanding lessons are delivered consistently
- Adapt learning for our children with Special Educational Needs and challenge for our more able
- Celebrate diversity and foster a culture of respect, belonging, and achievement for all pupils

We will provide a broad and balanced curriculum to inspire all our children to maximise their potential.

We...

- Deliver a rich and varied curriculum that includes academic, creative, physical, and practical learning opportunities.
- Provide engaging lessons that promote curiosity, creativity, and a love of learning.
- Offer enrichment activities such as educational visits, clubs, performances, and sporting opportunities.
- Encourage children to take risks, solve problems, and think independently.
- Actively promote reading, communication, and oracy skills across the curriculum.
- Use real-life experiences and cross-curricular learning to make learning meaningful and relevant.
- Celebrate achievement in all areas of school life, not only academic success.





We will deliver an enriching curriculum to enable all our children to continuously learn and succeed in an increasingly technological world.

We...

- Plan engaging learning experiences that promote curiosity, independence, and resilience.
- Embed technology meaningfully across subjects to enhance teaching and learning.
- Teaching pupils how to use digital tools safely, responsibly, and effectively.
- Provide opportunities for coding, research, digital creativity, and problem-solving.
- Offer enrichment opportunities such as STEM projects, educational visits, clubs, and competitions.
- Develop pupils' adaptability and confidence in using new technologies.
- Ensure professional development for staff in curriculum innovation and educational technology.

We will strive to foster an ethos of teamwork to ensure continuous improvement and the highest standards of achievement and behaviour.

We...

- Foster positive relationships with our child. Staff know children well.
- Promote a whole-school culture of collaboration, respect, and shared responsibility.
- Celebrate individual and collective achievements to build motivation and a sense of belonging.
- Have consistent expectations for behaviour and learning across the school using our 3 school rules - Be Kind, Be Safe, Be Responsible.
- Reward positive attitudes and behaviours.
- Provide leadership opportunities for pupils to develop responsibility, confidence, and teamwork skills such as School Councillors .
- Encourage peer support and collaborative learning among children such as Reading Buddies.



We will nurture the physical, mental and emotional wellbeing of all the members of our school community in a safe environment in which our children can feel happy.

We...

- Provide a caring, inclusive, and supportive school culture where everyone feels valued and respected.
- Promote positive mental health and wellbeing through dedicated curriculum opportunities, assemblies, and pastoral support.
- Provide safe spaces and trusted adults for children to share concerns and seek support.
- Encourage healthy lifestyles through physical activity, healthy eating, and wellbeing initiatives.
- Teach children strategies for resilience, emotional regulation, and positive relationships.
- Celebrating diversity, kindness, and inclusion to foster a sense of belonging and happiness.
- Offering extracurricular activities and enrichment opportunities that support confidence, teamwork, and self-esteem.
- Monitoring attendance, behaviour, and wellbeing closely to identify and support individuals who may need additional help.
- Have staff training in Emotional Literacy - ELSA
- Have a safe space - Chill Zone, for children to access when needed

We seek to enable all our children to develop independence, self-confidence and resilience and to be adaptable to meet the challenges of an evolving world.

We

- Encourage children to take responsibility for their own learning through structured opportunities for independence in class.
- Teach problem-solving skills that require pupils to think critically and persevere when faced with challenge.
- Provide regular opportunities for pupils to reflect on their learning, set goals, and evaluate their progress.
- Promote a growth mindset culture where mistakes are seen as learning opportunities.
- Build resilience through appropriately challenging tasks that require effort, persistence, and adaptability.
- Offer leadership roles such as school council, house captains, or buddies to develop confidence and responsibility.
- Creating a safe environment where pupils feel confident to express ideas, take risks, and ask questions.



We will promote mutual respect and compassion to enable our school community to embrace diversity and to ensure the wellbeing of every member of the community.

We...

- Teach pupils about diversity, equality, and inclusion through the curriculum, assemblies, and discussion. We are a 'No Outsiders' school
- Celebrate different cultures, backgrounds, beliefs, and identities through events and learning activities.
- Ensure all pupils and staff feel valued, heard, and supported within the school community.
- Provide a safe and welcoming environment where differences are respected and celebrated.
- Encourage empathy through role-play, stories, and opportunities to consider different perspectives.
- Work closely with families and the wider community to strengthen mutual understanding and respect.
- Support pupil voice so children can contribute to shaping an inclusive school culture through School Council and Safety Ambassadors
- Delivering high-quality pastoral care to promote emotional wellbeing and a sense of belonging through our class systems and ELSA support

We intend to keep our school at the heart of our local community, collaborating with the community stakeholders to create and sustain involvement and opportunities for all.

We...

- Invite community members into school to share expertise, lead workshops, and support curriculum enrichment.
- Take part in local events, initiatives, and projects that strengthen community links.
- Provide opportunities for pupils to contribute to the local community through volunteering and outreach activities.
- Develop links with other schools and educational settings to share good practice and resources.
- Use local environments and facilities to enrich learning through trips, fieldwork, and outdoor education.
- Promote parental engagement through workshops, celebrations, and regular communication about school life.
- Support community cohesion by celebrating local culture, history, and diversity.
- Collaborate with external agencies (e.g. health, social care, police) to support pupils and families effectively.
- Ensuring the school acts as a hub for community support, learning, and opportunity creation.
- Support our very active PTA who hold community events such as the local Fireworks Night



Our School

Alderley Edge Community Primary School is member of the Halliard Trust. The School was built in 1854 and is set in attractive surroundings. The Church of St Philip and St James is situated on Church Lane, and the school is situated at the end of Church Lane. This building, of old Cheshire brick, houses Key Stage 1 and 2 comprising of five classrooms.



It also includes the Headteacher's office, the admin office and a well stocked school library. The Year 1 and 2 classes has been recently remodelled and updated. In 1990, a new octagonal shaped hall was built, which is used for a wide range of activities including a daily act of worship, gymnastics, music, dance, drama, PE and games. It is also used as our dining hall.

In 2000 and 2003 additional classroom areas (currently used by the Reception children and Pre-School), toilets and cloakrooms were built. We have a large playground marked out for team games and playtime activities. A new playground area was added PTA fundraising and additional playground equipment has been installed since this period, with many additional items in the last 5 years including an extensive and excellent early years learning area. We also have a very large playing field maintained to the highest standards which enables us to offer a wide range of activities including football, cricket, rounders, athletics and tag rugby.



The Reception class has a designated safe and secure playground and artificial grassed A new covered outdoor play area was added. The playground has been remodelled and we have had a new multi-use games area (MUGA) built in 2022.



One of the oldest areas in school was completely remodelled and now provides individual work areas for supporting children's learning and emotional well-being.

The school also has a very exciting environmental area and woodland with a pond which provides us with a first class resource for learning across the curriculum.

The school recognises the value of music and is committed to provide opportunities to learn a musical instrument. We also have our own choir and the children participate in a range of the performing arts.

The entire site benefits greatly from its pleasant location, and the school building is full of character.



Joining Our School

Children are usually admitted to school into the Reception Class in September of the school year during which they become five.



Starting school for the first time is a very important step for the both the child and the parent/carer. We feel it is important that you get to know us and the school. For this reason we would always like you to visit our school before your child starts school. Please contact school to make an appointment to meet Mrs Walsh (Headteacher) who will explain the school's core values, aims and the way we operate on a day to day basis. He will also give you an opportunity to tour the school during the school day.

For an appointment contact the school on...

Tel: 01625 704 510

Email: admin@aecps.org



In addition to looking around the school with the Head Teacher, new Reception Parents are invited to an evening meeting during the Summer Term prior to children starting school. We will also ask you to complete a child profile which helps us to gain additional information about your child. Information is also sought from your child's pre-school setting.

Arrangements are made for your child to make pre-school visits in June/July to promote as smooth and trouble-free induction as possible.

Reception parents are also invited to attend a 1:1 meeting with the class teacher in the first couple of weeks of September to support the transition process.

Cheshire East Council are responsible for admission procedures. Information can be gained from them by telephoning the Cheshire East Admissions Team. Their telephone number is 0300 123 5012

The closing date for admissions is mid-January in the year before the child joins school.

Further information can be accessed at www.cheshireeast.gov.uk



Joining Our School in Year Groups Other Than Reception

Sometimes children join the school when the Autumn Term has already started or later on in their school life. We make every effort to make sure they are welcomed, looked after, and monitored so that they quickly make new friends and can easily find their way around school.

We do this a number of ways depending on how much notification we get of their starting date. Examples of induction include...

- ✓ one or two day visits prior to starting full time
- ✓ one or two class buddies assigned to supporting your child
- ✓ arriving early on the first few days
- ✓ regular contact between parent and class teacher

This list gives you an indication of what can be done but is by no means complete. We take each child and each situation into account to ensure that every child settles quickly and easily.

Teachers will also give your child time to settle before making any formal assessments of their academic ability. However, assessment is important and together with records from your child's previous school it will allow your child to quickly make progress.

Home - School Partnership

The partnership between home and school is vital to your child's success and well-being. We therefore encourage parents to keep us informed of any worries or concerns your child may have in school.

Unless in an emergency we ask parents to make contact with the class teacher at the end rather than at the start of the day. This allows the teacher more time to listen to your concerns and deal with any issues more easily.

If you want to speak to Mrs Walsh (Head Teacher) it is usually best to make an appointment but this is not always absolutely necessary.



Moving on - Transfer to Secondary Schools

At the end of their primary school career, children will transfer to the secondary sector. Most of our children transfer to Wilmslow High School. This is a mixed school in the heart of Wilmslow.

Wilmslow High School
Holly Road
Wilmslow
Cheshire
SK9 1LZ

Tel: 01625 526 191
Fax: 01625 536 858

Email: reception@wilmslowhigh.cheshire.sch.uk

Website: www.wilmslowhigh.com

Some children do not go to the High School. These children and their parents have opted for other schools in the South Manchester area including Manchester Grammar, Manchester High for Girls, Withington Girls School, The Kings School Macclesfield as well as other schools in the Altrincham, Cheadle and Stockport areas.

Whichever school you wish for your child post-primary stage then please make contact with the Head Teacher, Mrs Walsh, to discuss the options that you are considering for help and advice.

Sometimes families leave our school for other parts of the country or world due to work or family commitments. If this occurs then please contact the school as early as possible so that we can aid and support the transfer process. This will ensure that all relevant material and documentation is sent to your child's new school which will help ensure continuity and progression in their new school.



Parent-School Partnership

We warmly welcome all parents, carers and their extended family into our school because we believe that we are partners in the education of your children.



There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of our work. Parents time and expertise can be used in many ways in school and is greatly valued.

Some parents are able to make themselves available to help on a regular basis whilst others are only able to help on odd occasions. Regardless of the commitment you are able to make you are most welcome to join us.

An Enhanced Criminal Record Bureau (CRB) check now known as a DBS check is required for all helpers in school to ensure that helpers are safe to work with children. The forms needed for this check are available from the School Office.

Communication with Parents/Carers

We communicate with parents/carers in a variety of ways including - newsletters, website, questionnaires, informal and formal meetings, etc. We have three formal parent-teacher meetings each year but as stated earlier parents can make contact with their child's teacher between these meetings if required. We also host concerts and services during the year at Harvest time, Christmas, Spring and in the Summer.

The school has a Home-School Agreement.

Parent Teacher Association (PTA)

We have a very active PTA that not only provides the school with additional income but acts as a very important social and community organisation. The school's PTA organisation has funded many important projects from providing funds for visiting children performers to playground extensions and playground equipment to computers and iPads.

Every parent is automatically part of the PTA organisation.



General Information



School Staff

Head Teacher

Mrs Lindsey Walsh BA Hons (QTS) M.A NPQH

Deputy Head Teacher

Miss Lyndsey Platt

Teaching Staff

Miss Lyndsey Platt

Mrs Lesley Sym

Miss Louise Hilton

Mrs Nikita Salt

Mrs Ruth Lewis

Miss Elsha Rushe

Miss Julia Burnett

Mrs Angela Aiken

Mrs Emma Gallimore

Miss Suzie Wallace

Miss Laura Hibbert

Teaching Assistant

Mrs Rachel French

Mrs Kathryn Reynolds

Mrs Karen Stanbury

Mrs Siu Lau

Miss Hannah Rowson

Mrs Julie Jackson

Miss Vanessa Beech

Miss Leona Heeney

School Business Manager

Mrs Suzanne Broadrick

Clerical Assistant

Mrs Anna Shotton

Site Maintenance Officer

Mr Tibor Balogh

Squirrel Club Managers

Mrs Lindsey Walsh

Squirrel Club Deputy

Mrs Ruth Share

Play Workers

Miss Joanne Gregory

Mrs Ann Singh

Midday Assistants

Miss Joanne Gregory

Miss Helen Fitchett

Mrs Ruth Share

Mrs Anne Fearn

Miss Diane Booth

Mr Balint Balogh



General Information

Governance

Role of the Local Governing Body (LGB)



The Head Teacher is a Governor and she is responsible for the management of the school. The Head Teacher is accountable to the CEO of Halliard Trust and is responsible to the LGB who are in turn, as a body, responsible to the Trustees of Halliard Trust and the parents of the school.

In an academy, the Local Governing Body (LGB) acts as a committee for the overarching Academy Trust. Its role is to provide school-level oversight, acting as the "eyes and ears" of the trust board. The LGB provides strategic local direction, challenges school leaders, and monitors academic performance and student wellbeing.

It is the governors' responsibility to monitor the management of the school and the education of the children based on the requirements of the National Curriculum.

School governors work with the Head Teacher and are responsible, jointly, for the strategic direction of the school. They consult with the Head Teacher to manage the budget, to appoint staff and ensure the quality provision of equipment, books, buildings and environment as well as health and safety issues.

LGB Meetings are held every half term with a focus on resources or teaching and learning.

The is made up of a number of people from a variety of backgrounds. Some of the governors are staff, some are parents and some are members of the local community.

The LGB are a group of individuals who are nominated, elected or co-opted on to the Governing Body.

Further details of the members of the Local Governing Board can be found on the school website.

<https://www.aecps.org/page/governors/113539>



General Information

School Organisation

Broadly speaking, children are organised into groupings as follows:

Reception	4-5 year olds (Foundation Stage)
Year 1	5-6 year olds
Year 2	6-7 year olds

The year groups/classes above are known as Key Stage 1 (KS1) and Foundation Stage (FS) - previously Infant Department.

Year 3	7-8 year olds
Year 4	8-9 year olds
Year 5	9-10 year olds
Year 6	10-11 year olds

The year groups/classes above are known as Key Stage 2 (KS2) - previously Junior Department.

School Hours

School opens at 8.45am - children are expected to be on site by this time ready for registration shortly afterwards.

Morning Session	8.55 am - 12.00 noon (KS1/FS)
	8.55 am - 12.15 pm (KS2)

Afternoon Session	1.00 pm - 3.15 pm (KS1/FS)
	1.15 pm - 3.30 pm (KS2)

All children have a morning break in addition to the lunchtime break. Foundation Stage and Key Stage 1 also have an afternoon break.

The children enter school from 8.45 am to allow them time to do many practical things e.g.: hang up coats, chat to friends and teachers, hand in letters/homework, etc. During this time the teachers will register the children so enabling the first lesson to start promptly at 8.55 am.

We encourage children and families to arrive at school on time.

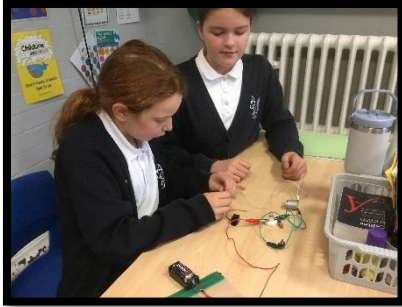


General Information

Lateness

It is very important that your child arrives in school on time.

However, we recognise that from time to time children are late for school for a variety of reasons. If you are unable to arrive on time and are likely to be considerably late for school then please ring the school. If you arrive late (after 8.50 am) then your child will need to be registered in the school office and not in the classroom.



Please come to the school office so the children can be signed in and a late mark will be recorded. Younger children will then be taken to their classroom and older junior children will make their own way to their class.

It is very important to get children into good routines and therefore develop good habits for life. Being punctual is very important and helps the day to get off to a good start.

All lateness is recorded and monitored by school and checked by the local authority. If lateness occurs on a regular basis then a referral will be made to the Attendance Officer.



Collecting your child at the end of the day

Key Stage 1 and Reception children are collected from their classrooms using their exterior doors. The teacher will only hand your child over to a responsible adult or named person. If someone else is to pick up your child please let the class teacher know - preferably in writing. Do please try to be punctual as children can get quite upset if they feel left behind.

Key Stage 2 children leave the school via the lean-to building on the main playground.

Absence

If your child is absent through sickness or any unavoidable cause, please could you inform school by telephone and/or email as early as possible that morning. This absence constitutes an authorised absence.

Holidays in term time will not be authorised - please ensure all holidays are taken during the school holidays.



General Information

Absence (cont.)

The school is required by law to collect and report details of absence. Attendance is seen as a school performance indicator and is looked at by Ofsted.

School Uniform



Children should come to school appropriately dressed. The standard uniform is listed below. The children's T-shirts and sweatshirts come complete with the Alderley Edge Community Primary School logo.

The school logo is:



In winter, we encourage the children to wear:

- navy sweatshirts - AECPS logo if desired
- or navy sweater/cardigan
- grey trousers or shorts
- grey skirts
- grey pinafore dress
- white shirts or T-shirts
- sensible dark shoes (not trainers)



There is also a waterproof 'fleece' available, in navy blue, bearing the school logo as well as a school tracksuit and other items such as beanie hats.

In summer, we encourage the children to wear:

- as winter, or
- short sleeved white collared shirts/blouses [including polo shirts]
- blue and white striped/gingham dresses
- sensible dark shoes or sandals



General Information

PE Kit

PE kit should include:

1 pair of blue shorts

Navy PE t-shirt with logo (if desired)

Pumps [or trainers for outdoors]

Tracksuit or joggers/top for outdoor activities in cold weather

PE bag - drawstring type

All items of clothing must be named.

All branded uniform is available from:

ClassWorx via the following weblink:

<https://classworx.co.uk/>

Jewellery and other adornments

The only items that are considered appropriate are watches, and studs or sleepers worn in pierced ears.

The school does not approve of either jewellery or cosmetics unless for cultural/religious reasons, and then only if approved by the Headteacher.

Jewellery must not be worn for sporting activities and therefore there will be a need to remove items before the lesson.

Please note - staff are not allowed to remove or look after jewellery or other such items for children. The safest place is at home.

Long hair (boys and girls) **must** be tied back for PE and Games lessons. It is also preferred that long hair is tied back in the classroom too.



General Information

School Meals

Over the last few years we have moved to a far more nutritious home-baked menu. Every day a salad bar is offered to the children along with fresh vegetables. There is a wide selection of main courses and sweets available daily including a vegetarian option. However, if your child requires any special dietary requirements for health, religious or other reasons then that can be arranged. Further information is available on the school website.



Payment is made online.

If you have any queries regarding school dinner money then please contact the school office and speak to the office. If you have any queries regarding the school meals then please get in touch with the school's cook.



Packed Lunch from Home

Children who do not have a school dinner may bring a packed lunch from home. Please ensure that your child's lunch comes into school in a secure named container with appropriate food hygiene precautions taken e.g.: ice pack.

Water is available in the dining room for your child but alternatively you can supply a drink from home for your child. These drinks are best supplied in plastic flasks or bottles or other safe containers. In the interests of health and safety, we would ask that you do not give your child fizzy drinks, sweets/lollies or use glass containers.



If your child forgets his/her packed lunch we will try and contact you. If we are unable to do so then will supply a school lunch and ask you to reimburse us later.

Children who usually have a packed lunch can opt for a school dinner on a Friday - this is known as 'Friday Special'. Payment for the 'Friday Special' can be paid weekly, half-termly or termly.



General Information

Snacks

It is a good idea to give your child a small snack for morning break time.

We have a healthy snack policy on Monday to Thursday and a 'Treat Friday'. However, do not give your child sweets or chewing gum, etc.

We have a 'No Nuts' policy on site as we have individuals who are allergic.

Key Stage 1 and Foundation Stage children are given a piece of fruit or a vegetable daily.

Headlice

It is possible that from time to time there will be an outbreak of headlice in school which may affect your child. We will try to notify parents when there is an outbreak in your child's class.

There is no longer any stigma attached to headlice and effective treatment can be accessed quickly from your local pharmacist. We have a leaflet available in school regarding the effective treatment and prevention of headlice.

Please note - school is not responsible for the identification or treatment of headlice.

Illness

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution if in any doubt.

If your child suffers from a bout of sickness or diarrhoea then you should keep your child off school for a minimum of 48 hours.

If you are in any doubt - please contact the school before returning your child to school.

First Aid

Simple First Aid will be applied in school and in such cases your child will bring home a 'Bump Note' explaining why. If we have any concerns about your child following an accident then we will contact you immediately.



General Information

Medicines

If your child needs to receive medication during the school day then you must make contact with the school prior to your child needing it. As a general rule we do not administer medication but in certain circumstances we are able to do so. If your child has self-administering medication then this must be discussed with the school too. Whatever the situation - a letter of authorisation will be required by the child's parent or carer.

Emergency Contact information

We ask parents to renew emergency contact details at the start of each academic year. Please ensure that your contact details are correct. Should you, or your child's circumstances change, or your child develops an allergy, please contact school so that your child's details are updated.

Dogs

Please do not bring dogs on to the school premises - this includes the playground, field, car park and all pedestrian access routes. Please do not tie your dog to a fence or allow them to obstruct a footway. No matter how gentle your dog might be - some children can easily be scared.

Smoking

Smoking or vaping is not permitted anywhere on the school grounds.

Road Safety

We actively encourage families to walk to school. Greater caution is needed on bikes as the roads in the area are often very busy. If your child does cycle to school please note that cyclists are not allowed to ride their bikes on the school grounds - the playground, the field or the car park. We encourage families to walk into school using the footpaths and try to avoid walking in front of the main school building.

Parking - The school car park is for staff only. Please park sensibly on the local roads, giving due consideration to other road users and pedestrians.



General Information

Money

We are cashless school and have an online payment service for all transactions.

Complaint

If you have a complaint about a school matter then it should be brought to the attention of the head teacher. If the complaint cannot be resolved then a formal complaint can be made following the Halliard Trust's agreed Complaints Policy. This is available on the school website or on request.

Hiring the School

It is possible for individuals or groups to hire the school, multi-use games area or the school grounds. Please contact the school office for details.

Newsletters

Newsletters are sent out on a regular basis to help keep everyone informed about what is happening in school. See also the Gallery Section on the School website -

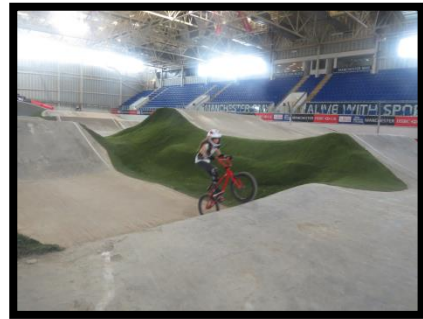
www.aecps.org

Visits and Visitors

An essential part of primary school life is having visitors in school or making day or residential visits out of school. We are dedicated to providing a rich source of first hand experience for all the children. For some of these there is no cost, but for others the school will incur a charge.

School cannot bear the total cost of these trips and therefore voluntary contributions will be required to ensure that the activity takes place.

The school has a policy for charging and remissions for such activities - this is available on request.



Curriculum

Overview

Our School's Curriculum combines high standards with a broad and rich curriculum. Great emphasis is placed on planning the curriculum so that there is continuity and progression, in knowledge and learning skills, yet with challenge and pace.

A major part of the school's curriculum is the National Curriculum which consists of different subjects: English, Mathematics, Science, Computing and Religious Education, History, Geography, Design Technology, Art and Design, Music and PE. We also include Personal, Social, Health and Economic Education (PSHE) and Relationships Education in our curriculum. In KS2, we teach Modern Foreign Languages (MFL), mainly French.



We place great emphasis on developing children's skills for life long learning. At our school we have identified three core skills that underpin learning in all other areas of the curriculum. We call these our 'Core Curriculum Values'. These are:

- **Academic Excellence** – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
- **Life Long Learning** – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
- **Possibilities and Risks** – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
- **Social Intelligence** – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.



English

English includes Speaking and Listening, Grammar, punctuation and spelling, Reading and Writing. English is an integral part of the whole school curriculum.

Speaking and Listening (including Oracy)

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

Grammar, Punctuation and Spelling

Children are taught the fundamental building blocks of English in a structured and systematic manner. All children in KS1 have daily phonics to support spelling and children in KS2 have regularly spelling lessons. Grammar and punctuation are taught on a daily basis so that they can be applied in their independent writing.

Writing

Children are helped to develop the ability to express their thoughts, ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English and accurate letter formation.

We believe it is important that children see their work as having purpose and that they regard themselves as authors of their own work. Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences.

Poetry

Children are encouraged to develop a love of poetry. They learn significant poems by heart and write their own poems.





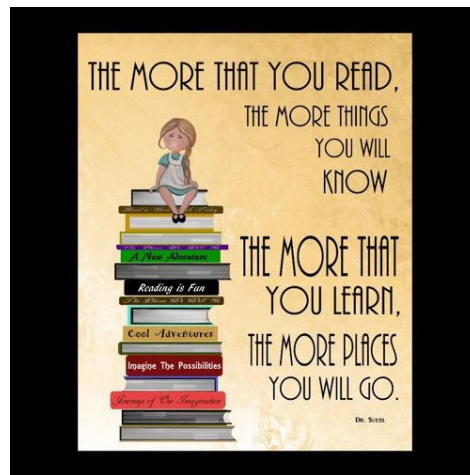
Curriculum

Reading

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity.

At FS/KS1 there is great emphasis on the teaching of reading using a structured phonics programme known as Read, Write, Inc. and a variety of reading schemes. At KS2 we extend and develop each child's reading skills to enable them to be confident, independent and skilled readers.

We aim to develop a love of reading and therefore encourage our children to take books home and share them with you. Children need to be able to read with understanding, for pleasure and for information. The children's reading is structured in KS1 and pupils are helped and guided towards suitable reading material. As the pupils go through the school, they are given more responsibility for this choice in reading.



Mathematics

From the time the children first come into school, they are introduced to the world of mathematics, its language, use and meaning. Whenever appropriate, the children learn from practical approaches in which they are actively involved. Through this, their understanding of the basic rules of number, pattern, shape and relationships is developed, as well as how to apply their mathematical knowledge.



The school currently uses Maths No Problem as a scheme of work to teach a mastery approach to mathematics. Every class has a daily Maths lesson lasting approx. 60 minutes depending on the age of the children.

Science

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. The children work in small groups allowing them the opportunity to hypothesise and develop their own ideas and thoughts.



Our curriculum sets out to develop enquiring minds, and children are encouraged to ask questions and attempt to solve them. The staff and children have access to our environmental area which is a unique resource to enhance learning.

Design Technology

Children are given opportunities to develop their 'design and make' skills by investigating and researching different prototypes and then designing their own. Through these lessons children are taught basic construction skills. Afterwards, our models are evaluated for their effectiveness. We have a variety of construction materials that will help children to design and make models and prototypes in both 'free play' and problem solving situations.



Computing



Emphasis is placed on the development of:

- Communication skills e.g. word processing, graphics and art
- Handling information e.g. databases
- Modelling e.g. spreadsheets
- Programming e.g. creating own sequences and controlling events

We have invested heavily in IT ensuring that every child in KS2 has access to a netbook in every lesson in the classroom. KS1 children have access to at least one laptop between two and the Reception class have fixed PCs in their classroom. In addition, each class base is also equipped with an interactive whiteboard. All children have supervised access to the internet and e-mail. All children and parents are required to sign an acceptable use agreement. Safe use of the Internet Policy is available on request.



All children have access to Office 365 and Microsoft Teams (*restrictions are in place for safe access*). We provide a safe, effective way to support your child's learning and allow them to develop the skills necessary for the wider world.

We recognise the importance of keeping children safe online and, on a regular basis, actively teach the children strategies for keeping safe.

History

History fires children's curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

As they do this, children develop a chronological framework for their knowledge of significant events and people. Children will develop skills, through researching, sifting through evidence and engaging in active discussion - skills that will prepare them for adult life.

Through the course of their school life children will also make visits to museums and local historic sites as part of their studies.



Geography

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom.

We hope to stimulate pupil's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface. We wish to develop an informed concern about the environment.

Field work is an important part of a child's learning and children have plenty of opportunities to be involved in field work and experience residential trips in key stage two. Outdoor orienteering activities enjoyed here, also encourage reinforcing geographical skills.



Art and Design

Through art and design, we study the work of artists and visit galleries, providing the children with a range of stimuli. There is a range of media for the children to develop and extend their artistic skills in line drawing, colour, pattern and texture. Children's work is carefully displayed throughout the school.



PE

PE is mainly taught by Mrs Lewis. We aim to develop agility, co-ordination and confidence through physical activity. All pupils have two sessions of P.E. a week as well as having access to after school clubs that may include gymnastics, football, netball, tag rugby, cross country, rounders and cricket for which there is no charge. We encourage a competitive spirit but recognise the value of cooperation with others. We compete with other schools in team games.

In addition to this the children have access to a football club and multi-sports activities after school and in the early evening on site, for which there is a charge.

We have been awarded the Sport Mark Platinum Award in recognition of the great work we do in Sport and PE. This is a national award.



Music



Music is an important part of the curriculum at our school. We have specialist music teachers, who works with each class. Children learn to play the an instrument and read music. We also have visiting peripatetic teachers who teach the violin, trumpet, clarinet, flute, saxophone and other instruments in school - there is a charge for these additional services.

The school has its own junior choir which rehearses weekly. Each child is offered the opportunity to learn to play an instrument, and there are opportunities to perform and play to an audience - both in and out of school.



Every child is involved, be it by singing, drama, dance or instrumental playing in our Christmas Nativities. The same is true for the summer productions. The school also takes part in the local Schools' Music Festival, Alderley Edge Festival and other local events.

Personal, Social, Health and Economic Education (PSHE)

PSHE helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own learning.

Our school has achieved Healthy School accreditation for the work we are doing to encourage healthy lifestyles in our children.



Curriculum

Religious Education and Collective Worship



We follow the Cheshire East Syllabus for Religious Education and present Religious Education in a balanced way as part of the children's learning experiences; utilising outside church leaders where possible. Multi-faith topics are introduced and taught from a non-biased perspective. Children are actively encouraged to share their faiths.

We have a daily assembly, or act of collective worship where we sing both traditional and modern hymns. Our Friday assembly is where we share all the good work that has taken place during the week; our orchestra can play and positive behaviour and caring attitudes are shared and celebrated. Through our religious education we try to explore human feelings and characteristics, and we hope to encourage children to develop positive attitudes towards themselves and others.

Parents have a right to withdraw their children from Religious Education and from the daily collective worship if they wish to do so.

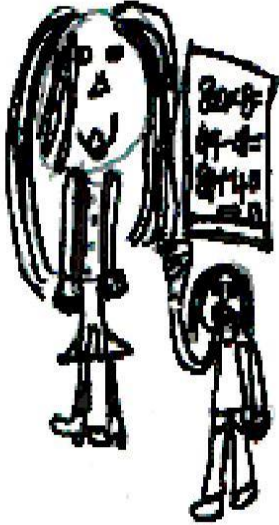


Modern Foreign Languages (MFL)

Modern Foreign Languages (French) are taught in school. Foreign languages are learnt in a fun, non-threatening way. Children learn about the similarities and differences between the cultures using songs, rhymes, native language recordings (visual and audio), games, cookery and much, much more. Children have opportunities to gain a greater understanding of numbers, some simple grammar, weather, likes and dislikes, sports, amongst many other things.

The emphasis is always on building children's confidence along with having fun. MFL is also a wonderful way of giving parents an opportunity to share their knowledge with the pupils in school and parents are warmly welcomed.





Additional Needs (including Special Educational Needs and Disability - SEND)

If any child has additional needs, the Special Educational Needs and Disability Coordinator (SENDCO) in consultation with teaching staff, parent and child will formulate ways to meet the child's needs. These plans and the needs of individual child are regularly reviewed and modified where necessary with consultation with parents, child and outside agencies if necessary.

The teachers at this school are committed to providing a curriculum to match the range of learning needs in every class. However, it is sometimes beneficial for a child to spend some time with a teacher or teaching assistant on a one-to-one basis, outside the classroom context. This is not done on an ad-hoc basis, but as part of a carefully designed programme of support. Parents are kept fully involved in this process. The Additional Needs Policy is available on request or can be located on the school website.

We liaise with the Local Authority's Learning Support Staff, as well as with the Educational Psychologists, and advice is sought from appropriate outside agencies when necessary. Children requiring specialist help (speech therapy or physiotherapy for example) can be assured of sensitive provision in school.

Our SENDCo is Mrs Nikita Salt

Homework

Children are encouraged right from the early years to supplement and continue school work at home. We encourage parents to become involved in this activity, especially in the reading skills acquired in the early years. Appropriate tasks to be completed at home are regularly set as the children grow older. It is particularly important to encourage children to read regularly both for knowledge acquisition but also for pleasure. The school has an agreed Homework Policy that has been shared with parents.



Tracking Your Child's Progress

At Alderley Edge Primary, we recognise how vital it is for your child to maximise their progress whilst at school. In order to do this we have a robust tracking system that is used by the teachers, on a daily basis, to assess and record progress in all curriculum areas. For each learning opportunity, a judgement is made as to your child's attainment in this area. These judgements are collected, collated and stored electronically for analysis. This information is then used to inform future teaching and learning so that next steps are taught and progress enhanced.



Positive Behaviour Management

The school follows a system of discipline which is based on Positive Behaviour Management strategies. Staff are in 'loco parentis' and all the children in Alderley Edge Community Primary School are cared for. In a properly organised and supervised framework they are encouraged to be caring and polite, courteous, helpful and considerate, responsible and busy, occupied, independent and happy.

The system of behaviour management is constantly reviewed and school training sessions ensure continuity across the school.

School Council

Our school recognises the importance of the child's voice and making them part of the decision making process. The school has a School Council made up of elected class council representatives. The Council represents the children and puts forward new ideas, suggestions and ways of solving problems. Recently the School Council has made decisions on a range of issues including the school's house system to the development of the playground. They have also helped review of rules, rewards and sanctions as part of the school's behaviour management review.



Child Protection

As a school we have trained and designated Child Protection teachers who has overall responsibility for child protection issues in school. The Headteacher is the designated Child Protection Officer and is supported by three colleague who has been trained to a high level in Child Protection matters. All staff have regular training in issues relating to Safeguarding children.



"The School is committed to promoting the health and welfare of all pupils and if staff see signs that suggest that one of the pupils may have been the victim of abuse (or is at risk of abuse) staff will follow the procedures laid down by the Area Child Protection Committee."

N.B. Such action in no way infers that any parent/carer or other individual is being accused of wrongdoing. A full version of the School's Child Protection Policy is available on request and is also available on the school's website."

The school has a Child Protection and Safeguarding policy that is intended to ensure that all children are protected. It is available on request.

If your child has a worry - From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support within school. This will always be dealt with in the strictest confidence and sensitivity.



The Squirrel Club (Out of School Service)

Our children are able to be dropped off at school from 7:45 am each morning and can remain in The Squirrel Club until 6:00 pm from Monday to Friday throughout the school year.

The Squirrel Club also organise full day care between 7:45 am and 6:00 pm in school holidays.

The Squirrel Club is able to make use of all the school's facilities including the baking area, the main hall as well as the playground and extensive field area so ensuring quality activities for the children.

The Squirrel Club is managed by Mrs Lindsey Walsh and Mrs Ruth Share. They can be contacted on 01625 704 513 or at thesquirrelclub@aecps.org





School Policies

We acknowledge the requirements for policies and understand that they should reflect the school's beliefs and philosophy. Our school has an extensive range of policies that are reviewed regularly by a range of different people including staff and governors. All policies are ratified by the Governing Body.

School policies are available on the school website - <https://www.aecps.org/page/school-policies/113813>



Preschool

Currently, the school has an independently run pre-school on site offering either morning or afternoon sessions in the classroom adjacent to the Reception classroom.

Playgroup can be contacted on 01625 599 300

School Improvement

We are always seeking ways of ensuring that we are doing our best in school. This involves a lot of work in ensuring that standards are maintained but also that plans are made for the future development of the school. This is done through a series of action plans within the School Strategic Development and Inclusion Plan (SSDIP).

We gather information from a number of sources to aid the formation of this plan - these include both formal (interviews, questionnaires, etc.) and informal (dialogue with individuals, observation, events in school, etc.) processes.

A summary of the SSDIP can be found on the school website.



In a recent parental survey all parents invited to comment on key issues relating to school. This has helped show areas where we are achieving well but at the same time highlighting areas where we can improve.

There were many positive comments and some of those are listed below...

'We are so pleased with our son's scholastic achievements and our daughter has just joined pre-school - 10 out of 10.'

'It's a friendly community of parents and pupils.'

'I am a new parent at school and so far found it to be a very happy sociable environment which I am delighted my daughter is part of.'

'I love the school - it has prepared all my children effectively for high school and for life.'

'We are very happy with the school... the school teachers have a deep knowledge about the children.'



Many thanks for taking the time to read this document and I hope it has given you a flavour for what our school can offer you and your child.

You are most welcome to come along and visit, or ask any questions. Please telephone to make an appointment, I will be delighted to help.

Lindsey Walsh BA (Hons) QTS MA NPQH
Head Teacher

