



OUGHTRINGTON PRIMARY SCHOOL

School Prospectus

THE **BEAM** TRUST



Headteacher: **Gillian Marsland M.Ed.**

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SCHOOL MISSION STATEMENT

‘Aspiring to Greater Heights’

VISION

To provide high quality learning in a dynamic, stimulating and caring environment.



OBJECTIVES

We are committed to provide this through:

- excellent teaching and learning
- superb pastoral care
- a vibrant, stimulating and caring environment
- exceptional leadership and management
- establishing great relationships with parents and carers.



‘Oughtrington offers a supportive, nurturing and positive learning environment, which is key to our child achieving their full potential and gaining the most rewarding experience from primary school.’

(Parent)

‘We concentrate on our learning and discover new things every day.’

(Year 2 child)

‘Pupils and staff are incredibly proud to be part of this school. Members of ‘Team Oughty’ champion one another and recognize each other’s strengths.’

(Ofsted, 2024)

‘The school nurtures pupils’ talents and interests to an exemplary level.’

(Ofsted, 2024)

‘Our lessons are so well planned that we learn a lot and it’s always fun.’

(Year 5 child)

‘We love the family feel of Oughtrington and the facilities are truly incredible’

(Parent)

‘Oughtrington has a clear, strong track record of supporting children’s academic, social and emotional development.’

(Parent)

‘Pupils are eager to come into school and live up to the motto of ‘aspiring to great heights’ by rising to the expectations that the school has of their achievements.’

(Ofsted, 2024)

‘I love our school.’

(Year 1 child)

‘They blossom into confident individuals who are ready for their lives beyond school.’

(Ofsted, 2024)



WELCOME

Welcome to Oughtrington Primary School. We hope that this prospectus will give you a flavour of school life. However, nothing beats coming into school to get a real taste. We actively encourage visits: if you want to know more, please arrange to come and have a tour.

We are all immensely proud of our school; it is an extremely welcoming and vibrant learning community.

All of our staff are exceptionally caring, skilled and work hard to ensure that each child reaches their full potential. Our children thrive on the positive atmosphere and creativity within school, and take full advantage of the great opportunities made available to them.

We believe that happy children work to fulfil their potential. We place high emphasis on achieving this through close links between home and school and fostering a mutually respectful, caring and secure environment in which all children can prosper.

We are proud of our curriculum which encompasses a wide variety of teaching and learning styles. We promote individuality, diversity and inclusion. Our school values are at the heart of everything that we do.

Additionally we are a community school. We invite parents into productions and special assemblies. We participate in a range of local events. Our Year 6 children help at Luncheon Club every week and we have very close links with local pre-schools, other schools within our Trust and Lymm High School. We hold regular PTA events, have strong links with local churches and our pupils fund raise for various charities.

Head Teacher

G. Marsland

DEPUTY HEAD TEACHERS

Helen Smith
Val Forrest



ORGANISATION OF OUR SCHOOL:

EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2



Early Years Foundation Stage

Children start our school in the September of the academic year they will turn five years old. They join our Reception classes, during which they complete their final year of the Early Years Foundation Stage curriculum. Before children start school, our Reception team work closely with all of our feeder preschools, nurseries, childminders and families to ensure that all children have a smooth transition into school life. Before children start school, parents are invited to attend our Information Evening which provides a warm welcome to our school community, ensures that parents have a good understanding of how their children will be taught and how they can best support their child's learning.

Once children start school, our Reception classrooms provide a high quality, stimulating and caring environment. Our Reception curriculum is carefully designed and sequenced with lots of opportunities for purposeful learning, exploration and enrichment experiences that excite and engage children. The Early Years Foundation Stage is organised into 7 areas of learning :

Prime Areas

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

'The youngest children sustain high levels of concentration on the task at hand. Pupils across the school build on this flying start.'

(Ofsted, 2024)



None of these areas of learning and development are delivered in isolation. They are all equally important and depend on each other to support a rounded approach to children's development. All learning is delivered through planned, purposeful play in both the indoor and outdoor learning environment, with a balance of adult-led and child-initiated learning.

We are passionate about developing the whole child and have a strong focus on ensuring that all children develop the personal, social and emotional skills they need to be happy and healthy individuals. Speaking and listening skills are developed in every aspect of our provision and, through high quality adult-child interactions, we support all children to develop the characteristics of effective learning that will give them the skills to become life-long learners. On-going assessment is used to ensure that children's next steps are identified and planned for. This, together with early identification of areas that might need extra support, helps us to ensure that our Reception children begin their Key Stage 1 journey in Year 1 as resilient, confident and self-motivated learners.

Key Stage 1 (Years 1 and 2)

Prior to the start of children's transition to Key Stage 1, our Year 1 teachers work closely with Reception staff to ensure that they have a strong understanding of what children already know and can do. In Year 1, children continue to experience a carefully planned and sequenced curriculum. Learning becomes more subject-specific with lots of practical, purposeful learning taking place in English, Maths, Science, Relationships Education & Health Education, P.S.H.E, Art & Design, Computing, Design & Technology, Geography, History, Music, P.E. and R.E. Children further develop their independent learning skills as well as their personal, social, emotional and vocabulary skills. As in all year groups, assessment is continuous and is used to adapt learning sequences to ensure that all children make progress. Towards the end of Year 1, children undertake the National Phonics Screening Check to ensure that they have developed age-appropriate decoding skills and that any gaps in their knowledge and skills can be addressed.

In Year 2, children complete their Key Stage 1 journey. Children work with increasing independence as they continue to experience a broad and balanced curriculum. At the end of Year 2, careful summative assessment measures where children are in their learning journey and this information is used to ensure that their start to Key Stage 2 is as seamless as possible.



Key Stage 2 (Years 3 to 6)

Year 3 marks the start of the Key Stage 2 curriculum. Children continue to experience a well-planned, carefully sequenced curriculum that covers all of the National Curriculum subjects. Children's skills, knowledge and understanding are developed both in subject-specific ways and across the curriculum. Vocabulary development remains a high priority and enrichment experiences, such as expert speakers and educational visits, help children to put their learning into a real-life context. Factors such as OPAL Play, School Council, our School Values and residential visits further promote character development. Children are encouraged to take on responsibilities, such as becoming reading ambassadors and digital leaders. These roles prepare them to become active citizens who make a positive contribution to the school and wider communities.

Assessment continues to take place in every lesson to ensure that children's learning is progressive and that any gaps can be quickly identified and addressed. End of year assessment information is used by subsequent class teachers to ensure a smooth curriculum journey where prior learning is revisited and built upon. Towards the end of Year 6, children undertake formal SATs Tests in English and Maths. Throughout the summer term, our Year 6 team liaise closely with high schools to help our pupils make a positive transition to the next stage of their education.



THE SCHOOL DAY

SCHOOL HOURS

The school gates are opened at 8:40am and children are welcomed into the classroom by a teacher or teaching assistant at 8:50am. The classroom doors are closed at 8:55am. If arriving after this time please report to the school office.

School finishes at 3:20pm for all year groups. At this time children exit their classrooms onto the playground supervised by a teacher or teaching assistant.

All children have a break for 15 minutes in the morning and have an hour for lunch.

PUNCTUALITY

Arriving at school on time is very important to enable your child to settle into class and start lessons promptly. If you are going to be late, please call the school office. Children should be accompanied to and from school by an adult and supervised before and after school. If someone else is collecting your child from school or you are going to be late for pick up please contact the school office.



OUGHTRINGTON AND THE CURRICULUM

Our school ethos is to place the children at the heart of everything we do. Our curriculum is designed to be ambitious and inspire an enthusiasm for learning in all of our pupils. Our curriculum seeks to engage children, to challenge them academically and to help them to develop as a whole person. It is designed to give all children, including our most disadvantaged children and children with Special Educational Needs, the knowledge and cultural capital they need to succeed in life. Our aim is to build children's substantive and disciplinary knowledge within a subject with a clearly designed and sequenced curriculum which enables the children to know and remember more.

We place emphasis upon developing a love of reading. This key skill is essential to enable children to reach their full potential and to develop their imaginations whilst accessing our curriculum. This starts in the first days of Reception and continues throughout all year groups.

Our curriculum has been designed to provide our pupils with experiences and opportunities which best meet their needs. The acquisition of substantive and disciplinary knowledge is carefully planned to create a purposeful and exciting learning journey for every child. In order to do this, we provide a broad, balanced curriculum which is full of opportunities such as trips, visitors, experiences and activities that create awe and wonder and enable children to know and remember more. We also support our pupils to discover and develop their own talents and interests.



Our school values run through our curriculum, so that life in our school continually enhances pupils' social and relationship skills. This includes developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance.

Through quality first teaching, our curriculum provides a strong foundation and a wide range of opportunities to prepare our pupils for transition into the next stage of their learning. During their time at Oughtrington, we hope our pupils will become respectful, creative, ambitious, resilient, responsible and kind individuals.



We are successful when our pupils are:

- Effective team workers who are confident and capable in all areas of communication
- Creative and critical thinkers
- Resilient, responsible, respectful, self-motivated and reflective learners who aspire to greater heights
- Active, responsible citizens who make positive contributions to society and are aware of local and global issues
- Healthy, happy, kind and emotionally intelligent

Progress and success are measured in many ways at Oughtrington. This could be through meeting individual learning targets or personal aspirations, meeting expectations for academic attainment or increased self-awareness and understanding of themselves and others.





EDUCATIONAL VISITS

In order to enrich the curriculum for our children, we organise educational visits or invite visitors to come into school.

We may ask for a voluntary contribution towards the cost of the trips/experience. When costs are substantial (e.g. residentials), payment by instalments will be available.

Children in Year 4 and 6 have the opportunity to go on residential trips. The focus for these residentials ranges from cultural experiences to team building and adventurous activities.

‘A strength of Oughtrington is the extra time that staff give in running clubs, attending sports events and taking children on residentials. As a parent it is appreciated. Thanks’ (KS2 parent)



EXTRA-CURRICULAR ACTIVITIES

At Oughtrington we offer lots of extra-curricular activities. This includes: netball, French, ukulele, chess club, karate, tennis, football, multi sports, cooking and street dance.

Further information on clubs can be obtained via our school newsletter which is available on our school website.



OUGHTY OWLS

At Oughtrington, we are happy to be able to offer our own Before and After School Care provision, called Oughty Owls, as part of our extended hours. We aim to provide continuity and security for children through a range of fun activities and opportunities. Oughty Owls is for all children from Reception to Year 6, within the familiar setting of the school building. The provision is run by high quality and qualified staff, who supervise and care for the children in ways that reflect outstanding practice and enable the children to have fun and develop skills according to their individual need and abilities.

Times And Costs

(Term Time Only)

Morning session 7:30am - 8:50am

£7.00

Afternoon session 3:15pm - 6:00pm

£13.50

Combined sessions

£18.00



OTHER MATTERS

UNIFORM

Oughttrington Primary School has a uniform which the children are proud to wear. We believe the uniform looks smart and gives children a sense of belonging to school. Uniforms are ordered online to school or home via various shops, online suppliers and Touchline or Warrington School Wear Centre. Secondhand uniform is also available via the school office.

UNIFORM OPTIONS
Grey school trouser, not 'jean type'. Knee length grey skirt, shorts or culottes
Maroon school sweatshirt or cardigan
Maroon polo shirt
Plain grey, white or black socks with no patterns or grey, white or black tights with no patterns
Smart plain black school shoes. No trainers, canvas or sport type shoe
SUMMER VARIATIONS
Grey shorts or yellow checked dresses or pinafore

Please note that the colour of our polo shirts has changed from white to maroon since these pictures were taken. In order to maintain our standards regarding uniform, there are some things that are not acceptable:

- Hairstyles must not be extreme and haircuts must not be less than number 2
- Make up, jewellery and nail varnish/gel nails should not be worn
- Long hair must be tied back with suitable hair accessories
- Earrings (if worn at all) must be small studs. These have to be removed on PE days



PE CLOTHING FOR BOYS AND GIRLS

On your child's PE Day they come to school in their PE kit for the full day. The PE kit comprises of an Oughtrington PE top and shorts, both are available from Touchline and Warrington School Wear Centre. During the colder months children may wear maroon, black or grey joggers or leggings. They can also wear an Oughtrington hoodie. Please note that branded sportswear, cycling shorts and football kits are not permitted in school.

SWIMMING

We are delighted to be able to offer Y3, 4, 5 and 6 swimming lessons in partnership with Lymm High School. For these sessions children will require appropriate swimming costume or trunks, a swimming cap and towel. These must be brought to school with the child on their designated swimming day. More details about sessions will be provided when necessary.

SCHOOL BAGS

Due to restrictions on space, we ask that you use either a drawstring bag or the book bags available from Touchline and Warrington Schoolwear Centre. These bags fit neatly into the children's trays and in the cloakroom areas. Most other rucksacks are too big and thus can pose as a trip hazard.

PLEASE ENSURE THAT ALL ITEMS OF CLOTHING, BAGS AND LUNCH BOXES ARE NAMED SO THAT IF THEY DO GET LOST THEY CAN BE RETURNED, THANKS.

LUNCHES

We are very proud to be a healthy and nut free school.

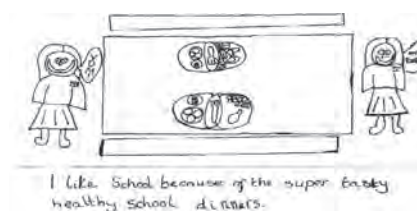
'The Kitchen staff are friendly and helpful, encouraging children to try new foods and fruits regularly. My child really enjoys school dinners.' (KS1 parent)

Parents/carers have the choice of either school dinners or packed lunches for their children.



All school meals are cooked on site and provided by Warrington BC. School meals cost £3.05 per day and provide children with a varied choice from a healthy and nutritionally balanced menu, including a vegetarian option. Currently all EYFS and KS1 children are entitled to free lunch. However, KS2 children need to pay. Payment is made, via Parent Pay. There should always be sufficient funds to cover the cost of a meal.

Alternately, your child may choose to have a packed lunch. To reflect the healthy eating policy, all packed lunches should be nutritionally balanced and contain a drink. Please note that drinks must not be fizzy or in a glass bottle.



Please note that due to allergies we are a nut free school.



Play is an essential part of a happy and healthy childhood. As a school, we provide consistently high quality, sustainable play opportunities for all children.

‘Pupils benefit greatly from the school’s unwavering focus on the wider curriculum. The opportunities that the school provides for pupils at lunchtimes are vast. The plethora of activities means that there is something for each child. This might include reading in the magical teepee, climbing trees, balancing on the adventure warrior course or digging to find clay pots.’

A large outdoor sandpit in a park, bordered by a ring of old tires. The sand is filled with colorful plastic toys. The surrounding area is grassy with trees and a small building in the background.



BREAK TIME SNACKS

As we are a healthy and nut free school, children may bring in a piece of toast, fruit or vegetable and a healthy drink for morning break time. Alternatively, children can purchase a slice of wholemeal toast for break time provided by the school kitchen at the cost of £1.50 a week. Please pay in advance of the week ahead. In the afternoon break, EYFS and KS1 children are provided with a free piece of fruit or vegetable.



HOMEWORK

We believe that homework is a very important part of a child's education. It allows children to consolidate learning already completed in class or to prepare work/discuss the learning due to happen. It also helps to develop the independent study skills children will need for high school and provides an opportunity for parents/carers to monitor, on a regular basis, the progress that their child is making.

MEDICINES IN SCHOOL

If your child needs to take medication during the school day, you will need to complete a permission form. This can be collected from the school office and is also available on the school website. If your child has on-going medical needs such as diabetes or severe allergies, please ensure that your child's class teacher is aware so that appropriate arrangements can be made.

Short term medicines will only be administered in school if absolutely necessary i.e if the dosage is more than three times per day. All prescribed medication, including inhalers must have the dispensing chemists label on it and be within it's used by date.

All inhalers need to be named and are kept in the children's classrooms (or with the teacher in PE) so that they have instant access should they be needed.

ACCIDENTS

Sometimes accidents do happen. Parents/carers are always informed as soon as possible if a child has an accident in school. This may be by telephone, Class Dojo message or in person after school, depending on how serious the accident is. We have a number of trained first aiders within school and their training is always kept up to date.

SECURITY

We make every possible effort to ensure the safety of our children at all times. Parents/carers entering school should do so via the school office. All visitors are asked to sign in and wear a visitor's badge.



Before school opens, access to the office, for Oughty Owls and before school clubs is via the main pedestrian gate (opposite the office). The remaining pedestrian gates are opened at 8.40am and once the children are in school all pedestrian gates are locked, the carpark gates are closed, the only access then is through the main gate (directly opposite the school office).

At the end of the school day, children should be collected from one of the playgrounds. Staff always ensure that a recognised adult collects our younger children. Many of our KS2 children walk home with friends or independently meet with parents/carers. Children are taught to stay with their teacher or return into school if no one is there to collect them.



‘One of Oughttrington’s strengths is that it is a very close community, very safe and with an excellent standard of education.’ (KS1 parent)

PARKING

People who need to bring their child to school by car are asked to either park away from school (beyond Church View) and walk a short distance or use the turning circle.

For our children’s safety, we ask that you do not park in the school car park as parking is limited and only just adequate for staff (who due to the limitations have allotted spaces).

Additionally, as we would like to see as many children as possible on bikes/scooters or walking. There are bike sheds on each of the playgrounds.

ABSENCES

If your child is ill, please inform the school office before 9am.



Parents/carers are asked only to take holidays during school holiday time. Should a holiday during school time be necessary, an absence form needs to be completed before the holiday. The office needs to sign these forms and retain the information for audit purposes.



PARENTAL INVOLVEMENT

Oughtrington is keen to encourage parents/carers to participate in their child's learning in a number of ways. At home, parents/carers can support the development of reading, writing and maths skills, ensure that homework is completed and more generally, develop children's powers of observation, discussion, questioning and resilience skills. Year groups will keep parents informed of the children's learning via information evenings, weekly homework, ClassDojo and the school website. As we live in a digital age it is vitally important that parents set strict guidelines and actively monitor children's social media use at home, discuss online safety and take action where necessary. Ensuring that children are navigating the digital world responsibly and securely.

If you are interested in helping within school, we would be delighted to welcome you. Initially, you need to see the school office who will organise for you to see the teacher in charge of volunteers to discuss the type of help you could offer. All helpers in school must have a full DBS check.

'One of Oughtrington's strengths is its warm, friendly atmosphere and its strong links with the community.' (KS1 parent)



ARRANGING MEETINGS WITH STAFF

Parents/carers are welcome to see their child's class teacher about any issues regarding their child's progress or any other matters. For a quick discussion, it is usually possible to see the class teacher for a few minutes at the end of the school day. If you need to discuss something in more detail please contact the class teacher via Class Dojo to arrange a mutually convenient time.

Additionally, you may want to make an appointment to see a Team Leader or Deputy Head, again at a mutually convenient time. If you would like a meeting with the Head, please make an appointment through the school office.

REPORTING TO PARENTS

We have two Parents' Evenings and a written report each year. However, parents are welcome to discuss their child's progress with the teacher at any point in the year.

THE PARENT TEACHER ASSOCIATION

We are very fortunate in having a thriving PTA who meet regularly to organise a wide range of events for both children and adults. The PTA is open to all parents / carers and staff.

Fundraising is one of the main aims of the PTA and we have recently purchased many computing resources, an outdoor gym and a vast array of reading books. Additionally the PTA subsidise many school trips and Christmas presents for each class.

The PTA is always looking for new ideas and additional help to run and organise events. If you would like to be involved, please contact the school office or the Chair of the PTA.

The PTA have a Facebook group, please search 'Oughtrington C Primary PTA' to join and find out more about the events taking place.



THE LOCAL GOVERNING BODY

The Governing Body is made up of representatives from the staff members, community members and parents. In addition to their collective responsibilities, each governor has specific roles, responsibilities. If you wish to contact a governor, please do so via the school office. Details of the Governing Body can be found on the website and at the school office.

The Beam Trust Board is accountable for the strategic leadership of all schools within the Trust. The Local Governing Body is a committee of The Beam Trust Board.

CONCERNS AND COMPLAINTS PROCEDURE

If a parent / carer is unhappy with any matter, they should initially discuss this with the class teacher who will endeavour to deal with the issue as soon as possible. If the concern is regarding individual children's progress or behaviour, a meeting with the class teacher, sooner rather than later, usually resolves any issue.

If the matter remains unresolved, the Team Leader and / or a Deputy Head may need to be involved. If there is still no resolution, the Head Teacher will endeavour to respond to their concern or complaint as quickly as possible.

If, after meeting with the Head, a parent / carer feels that a complaint has still not be dealt with correctly, then the Chair of Governors and /or The Beam Trust can be contacted. A copy of our Complaints Policy can be found on our website.

POLICIES AND GUIDANCE

Oughtrington has a number of policies, procedures and guidelines to provide a secure, happy learning environment for our children. Copies of all the policies are available to parents upon request from the school office and many are also available on our website.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special education needs sometimes need additional support and planning within school. In consultation with parents / carers and the child's class teacher, our Special Educational Needs Coordinator (SENCo) will decide upon the support needed, referring to external support or experts when necessary. Our Special Education Needs Coordinator (SENCo) is ably supported by an Assistant SENCo.

The Head Teacher is the Designated Senior Leader for Safeguarding, along with the Deputy Heads and our Pastoral Lead.

One of Oughtrington's strengths is its inclusiveness and the care it provides in making a positive environment.'

(KS2 parent)



EQUALITY OF OPPORTUNITY

At Oughtrington, we value everyone, regardless of race, religion, cultural background, gender or disability. We will not tolerate discrimination within our school. Our Equality Statement and Policy can be found on the school website.

Pupils benefit from an extremely well-thought-out set of experiences which help them to understand the wider world. Pupils take their responsibilities seriously. They know that it is up to them to make a difference in society'

(Ofsted, 2024)

BEHAVIOUR AND DISCIPLINE

We are fortunate to have an extremely happy and caring environment at Oughtrington where self-discipline is encouraged. We have a carefully structured behaviour policy, which emphasises the rights of all individuals to expect courtesy, kindness and cooperation. We also promote a Values Based Education throughout school, which we interweave through our curriculum.

We encourage our children to be responsible for their own behaviour and aim to create an environment where the achievements of excellent standards both academically and socially are valued by all.

To achieve this we follow a Restorative Practice approach to behaviour management. This approach encourages children to reflect on their own behaviour and its impact on others as well as to take responsibility for making amends. We will always inform parents of any behaviour issues that occur in school and will work with families to ensure issues are resolved quickly and effectively. We greatly appreciate parents' support in this aspect of our work as a collaborative and consistent approach at school and at home is vital for success.

We always focus on positive behaviour, and good behaviour or effort will always be praised and rewarded. Our praise systems include: dojo points, stickers, Star of the Week certificates, postcards home and much more. Parents are able to instantly access their child's dojo rewards, which gives them a great insight into how their child is behaving and the effort that they are putting into their learning. Eventually some children will earn enough dojos for a bronze pin badge, followed by silver, gold and maybe even a platinum badge. A few children may also earn 'Ambassador' status.

'Pupils' behavior is praiseworthy. They are excellent role models for their school'

(Ofsted, 2024)

'Pupils behave exceptionally well in school. They listen attentively in lessons'

(Ofsted, 2024)



CHARGING POLICY

At Oughtrington, one of the ways that we enhance the curriculum is with visits and visitors, hence from time to time will ask for voluntary contributions for trips and residentials in and out of school. No child will be excluded from an activity due to a parent's inability to make a voluntary contribution. However, if there is insufficient funding the trip may not go ahead.

ADMISSIONS POLICY

Children from the surrounding area are admitted to our school in the year that they are 5 years old. We follow the admission policy of Warrington L.A. Further details can be found in Warrington's Primary Education - A Guide for Parents document and on Warrington's website and our school website. Looked After Children are first priority, followed by siblings and then distance from home.

All parents/carers are very welcome to visit Oughtrington before deciding whether to request a place for their child. If you wish to visit our school, please contact the school office where staff will be pleased to organise your visit.

TRANSFER TO HIGH SCHOOL

We have long established links with Lymm High School. 'The majority of our pupils transfer to Lymm High, with some parents / carers deciding upon other secondary provision within Warrington and Trafford. Again, further details are available in Warrington's Primary Education - A Guide for Parents document and on Warrington's website and our school website. Information about schools outside Warrington is available from the schools themselves.







