



Goostrey Community Primary School

**A rural, one form entry school in
Cheshire**

**Headteacher
Miss Lyndsey Atkins
BA(Hons) PGCE, NPQH**





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Headteacher: Miss L Atkins B.A. (Hons)
PGCE NPQH

Dear Parents,

Welcome to Goostrey Community Primary School. This prospectus is intended to provide you with information about our school. Should you wish to know more you are always welcome to visit or get in touch with us at school.

Goostrey School is a community primary school for pupils 4-11 years of age. The staff is very professional, caring and dedicated, ensuring your children grow as confident, healthy individuals.

By providing a balanced education and giving equal value to each child Goostrey School aims to impart values and skills that will last beyond their years with us. I believe if a child feels safe and happy at school then they will learn.

We are very proud of our school, its community, its personnel and all our achievements.

Yours,
Miss Lyndsey Atkins BA PGCE NPQH

Learning and Achieving Together

Main Road, Goostrey, Crewe, Cheshire, CW4 8PE
Telephone: 01270 918940
E-mail: admin@goostrey.cheshire.sch.uk
Website: www.goostrey.cheshire.sch.uk
Twitter: @goostreyprimary



Goostrey Curriculum

Intent

The aim:

Our curriculum lies at the heart of the school. Its aim is to develop the whole child and encourage a love of learning within the environment of a supportive, school community.

Each curriculum subject has its own intent

Our school ethos is based on four school rules for all to follow:

- **Always Try Your Best.**
- **Be Friendly and Polite.**
- **Care for Others and the Environment.**
- **Work Hard.**

Underpinned by – Always treat others as you would like to be treated yourself.

These rules support the pupils so they:

- Feel safe and valued within their environment
- Reach their academic potential.
- Have the tools for future learning.
- Develop the skills to be analytical, evaluative and reflective.
- Engage with the wider community, through an inclusive and tolerant outlook.

The Curriculum - the vehicle – how we will get there

Underpinning the teaching and learning in school, to reach our aims, are the following drivers:

**Excellence Inclusivity Community Diversity Challenging
Reflective**

Our Pupils – end of the journey – what we aim to achieve

The learning experiences of all our pupils have been optimised
Each individual child has been developed through a well-rounded school experience

Every pupil feels successful and ready for the next stage

If we get this right, then our pupils will be:

**Knowledgeable Motivated Curious Healthy Resilient Independent
Creative**

Implementation

The National Curriculum is the framework within which we develop our school's curriculum.

Alongside the formal lesson structures for learning there are key enrichment elements to help to elaborate and enhance the learning experience.

How will we implement the main drivers?

Excellence -ensure a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of knowledge built up over a period of time

Inclusivity -ensure accessibility of the learning experience for all

Community - engage a broad range of members of the community

Diversity - understand a wider world view

Challenging - develop resilient strategies to achieve learning goals.

Reflective –positive learning from challenges

Our Pupils

Knowledgeable - through deep learning – building on prior knowledge

Motivated and Curious - through the way they are developed and supported upon their learning journey

Healthy - through developing the capacity to make healthy choices in lifestyle, diet and mental health.

Resilient and Independent -as a learner be able to transfer analytical, evaluative and reflective skills to future learning tasks

Creative –through the structured challenges of a stimulating environment.

Our school's aims and values, curriculum drivers, and the National Curriculum inform the content and expectations of the teaching and learning in school.

We structure this for each year group to have:

1. A clear list of what must be covered (curriculum map).

In addition, year plans are available on each of the year group class pages.

2. The 'threshold concepts' pupils should understand (Essentials Curriculum Key Objectives).
3. Criteria for progression within the threshold concepts (Essentials Curriculum Milestones).

Impact

At Goostrey Community Primary school, assessment is ongoing through all lessons which helps the teacher plan the next steps to be taught.

Knowledge is built on through the years as pupils recap previous learning. At the end of the term (half term for English and maths) assessment data is gathered and progress is evaluated. Relevant support or challenge is tailored to children's requirements.

Some elements of the curriculum are measured against standardised criteria, whereas other parts can only be determined through observation of the behaviour of and interactions with our pupils and other stakeholders.

That every child:

- Feels safe and valued within their environment
- Reaches their academic potential.
- Has the tools for future learning.
- Develops the skills to be analytical, evaluative and reflective.
- Engages with the wider community, through an inclusive and tolerant outlook.
- Is **Knowledgeable** **Motivated** **Curious** **Healthy** **Resilient**
Independent **Creative**

What the school does well

Goostrey School is a popular school where children are happy, safe and make very good progress.

Academic achievement is excellent. All children are tracked, academically, as they progress through the school. This enables us to identify pupils who need extra support or extension work.

The headteacher and all staff are committed to sustaining and raising standards for all pupils

Overall, the teaching is outstanding, every member of staff is keen to continue to improve their performance.

There is excellent support for children with SEN

The headteacher leads by example and creates an ethos that strongly supports achievement and learning

The pupils have a very good attitude towards learning: they work very hard and enjoy school

Specialist teachers / coaches deliver music and sport.

Attendance, well-being and morale are very high for pupils and staff.

We have an excellent relationship with our twin school.

Communication

From a first expression of interest in our school to year on year communication, we pride ourselves on the way we communicate with families.

These are our key lines of communication with families (school does not have an official Facebook page):

- **Weekly newsletter** which is put on the school website and School Spider App (under News Items) every Friday with current information. This is an excellent way to keep up to date with all the news from the school and our local community. Any families who do not have internet access can always request a paper copy.
- **School website and School Spider App:** Our website contains a host of information for families; including holiday dates, relevant policies, school meal information and links to the on-line safety site CEOPS. We are always happy to consider any improvements to the website you may have. If you can't find what you need please get in touch.
- **Class pages** on the school website which are updated every week. You will find a lot of information on these pages about your child's class and the teaching and learning that takes place throughout the year.
- **School Spider App messaging** service for information and notifications including after-school clubs, reminders about forthcoming events and request for absence details when no notification has been provided.
- **Emails** – staff have a school email address and are happy to reply to any queries during the school week. Please see class pages on our website for relevant email addresses. Other useful email addresses:
 - admin@goostrey.cheshire.sch.uk (School Business Manager)
 - head@goostrey.cheshire.sch.uk
 - mr.campion@goostrey.cheshire.sch.uk SENCo
 - mrs.carroll@goostrey.cheshire.sch.uk for reception desk.
- **Open door policy**, where class teachers are available on the playground at the end of every school day to liaise with families and carers. The Head also welcomes open door communication. If you are unable to drop into school with any concerns, we are always happy to arrange convenient appointments.

Some Facebook pages, e.g. PTA or class pages, can be useful for information. However, they are not officially run and operated through school personnel. We do not therefore take responsibility for their content.

We provide many opportunities throughout the year for families to join the school and embrace all we have to offer. These include a variety of pupil performances, annual exhibition, parent evenings, a meet & greet morning every autumn term for prospective new families, a new starters' meeting in June, half day visits for new pupils in the summer term, a getting to know your teacher evening in September for all year groups, and a Reception Class parents' social evening early in the school year. We publish Start of Year packs for all classes every September on the class pages, on our website, as well as the curriculum overview for your child's class.

Should you be joining our school mid-year, we offer tours of the school and on the offer of a place, we will do all we can to ensure your child has a happy and successful transition to our school.

To ensure families are aware of our procedures and that they are working effectively, we produce surveys for families and pupils to complete. We also hold termly meetings with Parent Governors to discuss parental comments.

Pupils are allowed to bring mobile phones/smart devices into school with permission from home. **However, while on school premises the phone/smart device must be switched off and remain in the child's bag.** If the phone/smart device is used at any point during the school day, it will be kept by the Headteacher until an adult comes in to school to collect it.

Our School Environment

Our governors have a Building Plan; to ensure we are continually improving our school facilities.



Junior Building

This traditional building, which dates from 1857, houses the junior children. Extensions in 1967 added further classroom facilities which now accommodate four year groups. IT equipment is available for all classes to utilise and support the curriculum.

This building also contains the main reception desk, Head teacher's office and School Business Manager's office.

The outdoor environment offers the children a shaded and relaxing atmosphere at playtimes and functions as an outdoor learning environment.

There is a dedicated room for music tuition.



Infant Building

Within the grounds of the infant site, there are a number of outdoor initiatives, including an adventure playground to promote the development of children's gross motor skills; an environmental garden which includes a pond and wildlife area to be used for scientific enquiry and geographical/environmental studies.










The area outside the Foundation Stage classroom has been extensively remodelled, and has a stimulating and exciting outdoor curriculum area for our very youngest children.



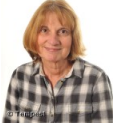




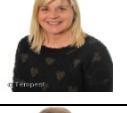


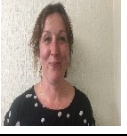



An extension to the infant building is a fantastic multi-use room, called the Sunshine Room and is used by adults and children throughout the week.

There is a substantial school field which incorporates a woodland area, a willow tunnel and a children's garden.

Ofsted say - Goostrey school encourages the pupils' very good attitude to learning through an enriched curriculum.

Staff List

| Name | Responsibilities | Class | |
|--|---|----------|---|
| Miss Lyndsey Atkins Headteacher | Senior Management Team Designated Safeguarding Lead Teaching & Learning Assessment Mathematics | |  |
| Mrs Rebecca Cowell Deputy Head | Senior Management team Curriculum Assessment Education Visits Coordinator Art & Design History IT | Year 4/6 |  |
| Mrs Linda Flint Head of Infants | Senior Management Team Early Years PE | EYFS (R) |  |
| Mrs Jacqui Schurer-Lewis School Business Manager | Senior Management Team 2nd Designated Safeguarding Lead | |  |
| Mrs Nicola Carroll | Reception Desk –First Contact Clerical Assistant Before School Club Mid-day Assistant | |  |
| Mrs Louise Timmins Teacher | English Drama | Year 6 |  |
| Mr Keith Campion Teacher | SENDCo | Year 5 |  |
| Mrs Sonia Sant Teacher | Music | Year 3 |  |
| Mr Matthew Warhurst Teacher | Science | Year 2 |  |
| Mrs Gemma Carew Teacher | Design & Technology Geography | Year 1 |  |

| | | | |
|--|---|--------------------|---|
| Mrs Stephanie Riddell Teacher | PPA cover Mathematics | KS2 |  |
| Mrs Emily Beardsworth Teacher Teaching Assistant Mid-day Assistant | Y4 | Year 4 |  |
| Mrs Lyndsey Saxton Teacher (PPA cover) | | PPA cover |  |
| Mrs Linda Ashbrook Teacher (supply) | SEN | Specialist support |  |
| Mrs Carol Cooper Teacher (supply) | | |  |
| Mrs Wendy Cuttle Teaching Assistant Mid-day Assistant | General support / Class Cover SENCO support MFL advisor | KS1 and KS2 |  |
| Mrs Janet Raven Teaching Assistant | General support/Class Cover | EYFS |  |
| Mrs Charlotte Hughes Teaching Assistant Mid-day Assistant | General support/Class Cover | |  |
| Mrs Suzie Fairhurst Teaching Assistant Mid-day pastoral | General support/Class Cover | |  |
| Mrs Sarah Greene Teaching Assistant Mid-day Assistant | | |  |
| Ms Leanne Booth Teaching Assistant Mid-day Assistant | | |  |
| Mrs Martine Nicholson Teaching Assistant Mid-day Assistant | | |  |
| Mrs Victoria Hirst Teaching Assistant Mid-day Assistant | | |  |
| Mrs Sarah Pacitto Before School Club Teaching Assistant | | |  |

| | | | |
|--|--|--|---|
| <p>Mrs Kate Davie Teaching Assistant Mid-day Assistant</p> | | |  |
| <p>Mrs Jo Richmond Teaching Assistant Mid-day Assistant</p> | | | |
| <p>Mr Louis Groves Mid-day assistant</p> | | |  |
| <p>Ms Alyshia Ryder Mid-day Assistant</p> | | |  |
| <p>Miss Amy Keeling Before School Club play worker</p> | | |  |
| <p>Mr Andrew Lawton Site Maintenance Officer</p> | Morning cover | |  |
| <p>Mr David Moore Site Maintenance Office Mid-day assistant</p> | Afternoon Cover | |  |
| <p>Mrs Kath Latham Catering Supervisor</p> | Cheshire East Catering | |  |
| <p>Mrs Christine Hardern Catering Assistant</p> | Cheshire East Catering | |  |
| <p>Mrs Liz Holland Catering Assistant</p> | Cheshire East Catering | |  |
| <p>Miss Sophie Perrie</p> | Cobwebs First Ltd. cleaner (Junior site) | |  |
| <p>Mrs Dorothy Moore</p> | Cobwebs First Ltd. cleaner (Infant site) | |  |

Safeguarding Children

At Goostrey School we take our duty of care towards our pupils very seriously.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

All staff are kept informed about child protection procedures through staff meetings, designated training and access to relevant information.

We follow strict safeguarding procedures and the welfare and protection of pupils in our care is an integral part of all our working practices.

Our full Safeguarding Policy, with supporting appendices, are available on the school website.

Safeguarding Information for pupils

The school is committed to ensuring that pupils are aware of behaviours towards them that are not acceptable, and how they can keep themselves safe. Miss Lyndsey Atkins, Head Teacher, is the Designated Safeguarding Lead and Mrs Jacqui Schurer-Lewis, School Business Manager, the deputy Safeguarding Lead, and both who are easily accessible to pupils. Pupils know they can talk to any adult who will always listen.

The safeguarding governor is Mrs Sarah Boardman.

Our school ensures that pupils are made aware of relevant information e.g. through teaching sessions, visitors to school, posters, newsletter items etc.

School's arrangements for consulting with and listening to pupils are through School Council, on-going surveys, suggestion boxes, thought catchers and general discussions – whole class, group and individual.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Useful websites include:

www.nspcc.org.uk; www.ceop.gov.uk

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with the class teacher, the Headteacher or the School Business Manager.

Goostrey School is committed to ensuring the welfare and safety of all children in school. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Cheshire East Safeguarding Children Procedures).

Goostrey Buddy System

The buddy system is a special relationship between pupils in Year 6 and reception class. When children enter their first class they 'buddy up' with a child from the oldest class. This partnership lasts all year during which time the two buddies meet to read and talk together, play and engage in exciting projects. In Summer the two classes take part in an educational day out, which is a valuable experience for all the children. The buddy system at Goostrey School means that our very youngest children have a guide and special friend from the beginning - someone who can help and support them during their early days with us. For the year 6 this allows them to have a responsibility that helps them to mature and gives them a great sense of pride and satisfaction.

Children who join us in the older years will be given a buddy from their own year group so they have a friend who can help and advise them in their early days with us. Often when a new pupil begins the children in the class will write to them, before they start, to tell them a little about our school and introduce themselves. We always want new children to settle quickly and feel they belong from the beginning.

Joining Our School

Admission To School

Children whose fifth birthday falls between September 1st and August 31st will be admitted to school at the beginning of the Autumn Term (September) after securing a place by applying to the Admissions and Transfers Team for Cheshire East Council. Further details can be found at www.cheshireeast.gov.uk, by telephone; 0300 1235012 or by e-mail to admissions@cheshireeast.gov.uk

In order for children to settle in confidently, during the first two weeks of term, they will attend school for half days only.

It is our professional opinion that a staggered intake is most beneficial to our very youngest children for a variety of reasons. School is very different to pre-school or nursery and children do settle quicker if they start with a smaller child/adult ratio in a calm and quiet environment. The children have more chance to talk with the adults and become familiar with class and school routines, they get individual attention and the adults can assess the pupils quickly, ready for the best start possible.

However, if you wish to discuss the admission arrangements for your child and feel he/she would benefit from full time education from the beginning you are very welcome to make an appointment to see us.

Your child will be invited to spend a half-day in school during the term preceding admission. It will help her/him to get to know us and the other children in the class, and feel at ease in the school environment. In addition, you are welcome to come into school at any other time with your child.

Our Admission Policy is available to view on our website or in school, and is in line with the Admissions Code and the Appeals Code, details of which can be found at; www.dfes.gov.uk/sacode

Getting Ready For Starting School

The following suggestions are to help you prepare your child for school in the most effective way. However, it is important to realise that all children do not develop and learn at the same rate. If your child does not like or cannot carry out a task, leave it for a while before he/she is asked to try again. He/she may not yet be ready for it just yet.

Social Training

It will be helpful if your child can attempt the following for her/himself when he/she comes to school:

- Remove and hang up outdoor clothing
- Remove and put on shoes
- Dress and undress, doing up buttons and zips
- Use cutlery correctly
- Use the toilet properly by her/himself
- Wash and dry hands efficiently
- Tidy up after using toys, books etc.

Success will give confidence to the most reticent child and will help both you and the teacher. Please be patient and allow him/her time to complete the task.

Language development

Developing, using and extending vocabulary is the basis of our work in school. Include your child in conversations which concern him/her e.g. arrangements for shopping, trips to friends. Point out and name interesting things around her/him e.g. trees, flowers, cars.

Mathematical understanding

The language of maths must be learned. Talk to your child using words such as few, many bigger than, wide, deep etc... Let her/him sort, match, count and compare collections of everyday objects such as buttons and shells, in an enjoyable environment.

Creative activities

These will give opportunities for conversation and help your child develop skills needed in school:

- Cutting with scissors

- Threading beads

- Using pencils, crayons, felt tip pens etc.

- Using sand, water, Lego etc.

- Helping with washing up, baking and gardening etc.

Talk about what you are doing and what happens when things are mixed or heated. This is the beginning of scientific understanding. Encourage your child to question and perhaps find an answer for her/him.

Start of Year Packs

Start of Year packs are available for each year group, on their class pages, on the school website. These give families an insight into the teaching and learning, as well as practical information for the year ahead.

Medicines in School

We follow strict guidance on the voluntary administration of prescribed medicines by staff to pupils. We do not allow pupils to have any medicines in school, with the exception of inhalers. Request forms for the voluntary administration of prescribed medication are available on the school website.

Transfer to Secondary School

Parents will be requested by the Local Authority to express a preference for their choice of Secondary School, usually in the September as their child starts Year 6, for when their child leaves Goostrey. At the end of Year 6, the majority of our pupils transfer to Holmes Chapel Comprehensive School. During Year 6, they participate in a transition programme between us and their chosen secondary school.

To assist the children with their transition from Year 6 to Year 7, Mrs Schurer-Lewis facilitates a special weekly programme for small groups of Year 6 pupils. During this time, they look at areas around resilience, fears and challenges ahead. This group is called 7UP and runs throughout the whole of their Year 6.

Authorised and Unauthorised Absences

The Department for Education has directed that all absences must be accounted for. If a pupil is ill, a telephone call is required before 10 am, to the dedicated absence line, **(please do not report via e-mail, as staff are not always available to access their emails due to other commitments)**. Unexplained absences will be recorded as unauthorised.

Notification of any medical appointments should be sent in writing/via email to the class teacher, in advance.

TAKING CHILDREN ON HOLIDAY DURING TERM TIME

A guide for parents and carers

Frequently asked questions

Am I entitled to take my child out of school for a family holiday?

- **No.** Parents have a legal duty to ensure that their children attend school or the alternative provision on a regular basis
- The Education Act 1996 makes it a criminal offence for a parent to *“fail to secure their child’s regular attendance at the school”*
- The amendments to the 2006 Regulations remove any reference to *family holidays, extended leave and the statutory threshold of ten school days*.
- The amendments make clear that **Head Teachers may not grant any leave of absence (holiday) during term time unless there are exceptional circumstances**
- The amendments give **parents no entitlement** to take their child out of school for a holiday in term time
- The Head Teacher will determine what the exceptional circumstances are

If we decide to take a holiday during term time what should we do?

- The parent/carer with whom the child resides must apply in writing to the school
- The letter/application must explain the exceptional circumstance surrounding the request for the leave of absence

What will the school do then?

- The Head Teacher will determine whether the exceptional circumstance ruling applies, if not the application will be declined
- Only the Headteacher (or the Deputy) has the power to approve leave of absence applications. When making the decision the protocols and criteria laid down in the school’s attendance policy must be followed.
- Each academic year, schools inform parents/carers via a letter, newsletter or some other communication; that they may receive a Fixed Penalty Notice if their child has unauthorised absences in term time
- You will receive a written response from the Headteacher (or the Deputy) letting you know if your application has been approved

If the holiday goes ahead after the application has been declined the absence will be recorded as unauthorised

What will happen if the absence is unauthorised?

- The school will decide if a Penalty Notice should be issued. If the school decides that a Penalty Notice is to be issued you will receive a letter from the school advising that it has referred the matter to the Local Authority and that a Penalty Notice may be issued.
- The school will inform the Local Authority that a Penalty Notice needs to be issued
- A Penalty Notice will be sent to you, accompanied by an explanatory letter; the Notice gives you the opportunity to pay a penalty fine instead of being prosecuted in the criminal courts

| Penalties for unauthorised absence | | |
|---|---|--|
| Timeline | One child | Two children |
| Paid within 21 days | £60 per parent | £60 per child = £120 per parent |
| After 21 days and before 28 days | £120 per parent | £120 per child = £240 per parent |
| After 28 days | You will receive a summons to appear before the Magistrates' Court on the grounds you have failed to secure your child's regular attendance | You will receive a summons to appear before the Magistrates' Court on the grounds you have failed to secure your children's regular attendance |

National assessments, across most year groups, are ongoing throughout both the late spring and summer terms until the end of June. It is vital that your child attends school for the whole of this period

Teaching and Learning

Teaching and learning is delivered to all children through appropriate Programmes of Study based on schemes of work, themes and projects. Core subjects are Maths, English, Science and Information and Communication Technology. Foundation subjects are Design and Technology, Geography, History, P.E., Music and Art. Religious Education, Personal, Health, Social and Cultural Education, and Citizenship are also taught. Many lessons are cross-curricular and subjects are integrated. Some subjects are blocked.

School follows the statutory National Curriculum.

Every maintained school in England must provide a basic curriculum (Religious Education, Relationships and Sex/Health education and the National Curriculum). Parents/carers have the right to request that their child be withdrawn from RE lessons and/or collective worship; as well as some or all of sex education delivered as part of statutory RSE but not the relationships and health education. If a parent wishes their child to be withdrawn from any of the above lessons they should discuss this with the Headteacher or class teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

It is not the intention of religious education in maintained schools to promote the beliefs or practices of any one religion or denomination.

Curriculum, Organisation and Teaching Methods

As teachers and learners at Goostrey, we are committed to:

Providing the best quality learning experiences for all
Developing a creative and reflective environment which enables us to understand learning as a process
Develop a love of learning and cultivate skills in order to become independent learners
Encourage a sense of respect, the capacity to live as independent, self-motivated individuals with the ability to function as contributing members of co-operative groups
Preparing our pupils for a life of learning.

Effective teaching at Goostrey is characterised by:

Motivated teachers
High expectations in a carefully constructed atmosphere – “no fear of failure”
Good subject knowledge
Enthusiasm for personal development
Enjoyable lessons set within a stimulating learning environment
Quality resources

The taught curriculum is comprised of at least 80% National Curriculum plus up to 20% of teaching of non-specified curriculum. Subjects may be taught discretely, either as continuing work or in a block, or as part of a topic or project. Curriculum overview for the year can be found on each class page on our website.

Homework

Homework is set for all year groups as appropriate. Guidance on homework is given in the Start of Year packs available on our school website, and each September when teachers meet with the parents of the children in their class. The homework policy is available in school.

Organisation

Organisation of classes is by age of the children. Teaching methods encompass whole class, group work or working with individual pupils. Teachers match the work to the ability of all the children.

Provision for Special Educational Needs

Goostrey Primary is a community school and we are fully committed to an inclusive approach to education. We have a SENCO teacher, Mr Campion, who can be contacted on mr.campion@goostrey.cheshire.sch.uk Mr Campion has overall responsibility for addressing the needs of individual children and ensuring that a range of support programmes is established, and is reviewed and monitored on a regular basis. SENCO is supported by a Governor with responsibility for SEN. All children are welcome in our school and no child is discriminated against for any reason. We have a Special Needs Policy, Inclusion Policy, Single Equality Scheme, Anti-Bullying Policy and Discipline Policy. All these policies are available under the provisions of the Freedom of Information Act 2000.

School Times

The school sessions are as follows:

| | | | |
|----------------|---|---|---------|
| Infant Classes | 8:55 am | - | 12 noon |
| | 1:00 pm | - | 3:15 pm |
| | (afternoon break between 1 and 3 15 pm) | | |
| Junior Classes | 8:50 am | - | 12 noon |
| | 1:00 pm | - | 3:25 pm |

Parents are welcomed into school to collect children, as it gives an opportunity for a chat with the teacher, should there be anything to discuss. However, as your child grows older and gains in confidence, we encourage families to let him/her enter and leave the school without your supervision. An important part of his/her education is to develop independence.

Parking Arrangements

Governors have decided that the gate to this car park will now remain open at drop off and pick up times, for families with Infant children. This arrangement is reviewed regularly by the Governing Board. **Please stick to our 5MPH speed limit.** We request that families bringing junior children to school continue to use the Crown car park.

If you have children in both the infants and juniors, then we prefer that you also park on The Crown. We remind parents that there is a one-way system in operation in the Crown car park to ensure the safety of all users.

We are very grateful to The Crown for allowing us to use this parking facility, and we ask all families to be courteous and respectful and not to use The Crown car park when attending school events as this could seriously affect their trade.

For pupils coming to school by bicycle or scooter, we have cycle stores. Bicycles and scooters are left at the owner's risk. While school takes no responsibility for items left in these stores, we do recommend that cyclists wear helmets and that bicycles are padlocked to the rail.

In the interest of safety bikes and scooters are not allowed on the school playground.

Broadened Learning Experiences

Swimming

Children in KS2 have swimming lessons as part of the national curriculum. We aim for every child to reach the minimum standard by the time they leave Goostrey School.

Sports and Games

We offer a great variety of sports.

We employ high quality sports coaches who work with the children delivering outstanding sports provision and intra-school sports competitions.

We also enter our children for local school competitions and tournaments, working with sports staff from the local high school.

School receives a Sports Grant from the DfE, details of this can be found on our website.

Out of School Activities

Extra-curricular activities vary according to the seasons with a range of both indoor and outdoor activities throughout the year. Clubs are led by both the school's teachers, sports professionals and other outside providers.

Activities can include: art, computers, football, tag-rugby, cricket, rounders, cross country, chess, singing, drama, sewing, reading, homework, additional curriculum tuition, mental wellbeing, gardening club and a wide range of musical tuition and group instrument work.

Residential Visits

Currently, our older pupils participate in a range of visits to Local Authority approved Outdoor Education Centres.

These visits:

- support and enhance the children's curricular experiences
- develop their social, physical and initiative skills
- establish a good team spirit.

These outdoor visits are very active and the children come back feeling a great sense of achievement (but also very exhausted!!!)

Cost of School Visits

School trips other than residential visits are generally self financing.

Parents/guardians are asked to make a voluntary contribution towards the cost of day trips, but there is a charge for residential visits. Further details can be found in our Charging Policy available on our website.

All pupils registered as eligible for Free School Meals/Pupil Premium are funded for curriculum time school trips. Our generous PTA provides a donation for each class each year to reduce the cost of transport for trips.

Should you have concerns regarding charges or contributions for trips, please speak to the School Business Manager, Mrs Schurer-Lewis, in confidence.

Modern Foreign Languages

Pupils throughout the school learn French. This gives our pupils the chance to learn and practise conversational French, providing a sound basis for their studies at secondary school.

Exhibitions

We are all very proud of our annual exhibition – it is the flagship for our teaching and learning. The whole school works towards a common theme and the children's work is put on display before the half term break in October. The Mayor opens our exhibition and the whole school community is invited in to share our work and experiences. This provides the pupils with an opportunity to showcase their considerable talents and skills in a variety of ways.

Samples of some of our past exhibitions can be found on our website.

Other Opportunities

We are proud to offer children the opportunity to develop their skills and musical talents. A number of peripatetic teachers visit the school throughout the week, with pupils able to learn in individual or group situations. Pupils are able to take one instrument lesson during school hours. If you are interested in individual instrument tuition for your child, please contact the school for more information or if you would like to know more about the extended curriculum we offer. An exciting and stimulating range of activities take place throughout the year.

Many pupils take part in our Friday assemblies, which are dedicated to pupils to share their talents with the rest of the school and celebrate their achievements. Children are given the opportunity to perform in front of an audience throughout the year. This may be in a whole school assembly or it may be in a whole class or school production.

Regular performances include: Infant Nativity, Junior Carol Service, performances by our musicians, small musical ensembles, Sunshine Singing, poetry readings, Hat Walk, Wider Opps. at the Halle, Year 6 end of year performance, performances at the annual exhibition. The Choir perform with Young Voices in Manchester every year.

School Meals/Universal Infant Free School Meals/Free School Meals

There are currently two free school meal schemes; Universal Infant Free School Meals and Income Related Free School Meals.

The Universal Infant Free School Meals initiative provides meals to all children attending Reception, Year 1 and Year 2. You may see the abbreviation UIFSMs used.

Income Related Free School Meals

It is vital that families register their eligibility for Income Related Free School Meals, if they meet the criteria set out below, even if their child is in Rec/Y1 or Y2, as this generates a specific fund called Pupil Premium, which is currently £1320 per eligible pupil. This funding is invaluable to school and makes a real difference to our pupils through additional equipment or resources.

A full report on Pupil Premium can be found on our website.

Please be assured that staff do not receive information about individual circumstances. We are simply notified of eligibility and start and end dates.

Children cannot be identified in any way to other pupils. If you have any queries regarding this information please speak to our School Business Manager, Mrs Schurer-Lewis.

Please register eligibility for IRFSM if you meet the criteria below:

Income Support

- Income based Jobseeker's Allowance
- Income related Employment Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit - as long as you have a yearly household income of less than £16,190 (as assessed by HM Revenue and Customs) and do not get Working Tax Credit
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit with no earned income or with net monthly earnings less than £616.67

Phone: 0300 123 5012 Claim on-line:

http://www.cheshireeast.gov.uk/schools/free_school_meals.aspx

We are very pleased to offer excellent school meals, which are prepared on site and meet statutory nutritional requirements. Menus, which rotate on a 3 weekly cycle, are available on our website. **Please note, we are not able to provide meals which differ from the set menus, so please take some time in advance to help your child in making menu choices.** The only exceptions to this are where pupils have a diagnosed allergy, have religious dietary needs, or have a diagnosed medical condition requiring dietary monitoring, and can all be catered for under special dietary procedures. Please liaise with our SBM and catering supervisors.

The price of school meals for children in years 3 to 6, who are not registered as eligible for Free School Meals, is currently **£2.40 per day**. This has not increased over the last three years, therefore a small increase is expected in October 2023. The UIFSM offer is not compulsory and your child may have a packed lunch if you wish. You may also set up a meal pattern for meals/packed lunches on set days of the week.

Should you wish to alter from school meals to packed lunches or vice versa, please provide one week's notice to allow Mrs Latham to adjust her supply orders.

If you prefer to provide a packed lunch, please consider using ice packs to keep food at the correct temperature, as we do not provide chilled storage for lunch boxes. **We do not allow fizzy drinks in school.**

Pupils must bring a fresh water bottle to school each day, which can be filled at our chilled water coolers.

May we please remind you that children should only bring healthy snacks into school for break. We do not consider crisps or chocolate to be healthy snacks.

On-Line Payments

We would encourage on-line payments wherever possible, to reduce admin time and the chance of payment envelopes being lost at the bottom of school bags! Should you wish to use this payment option, for school meals or trip payments, you will need to register to open an account and add pupil details. Please note, that when entering a year group for your children, the field can only take 2 characters (Y1 etc. or R for Reception class). The school name on the system is **Goostrey Primary School**. Your account will need updating with the change of year group each September.

Payments can be made by following the link www.cheshireeast.gov.uk/schoolshop
Should you have any queries about this system please contact our School Business Manager.



Uniform List

FULL UNIFORM

| | |
|------------------|---------------|
| School Trousers | Black or Grey |
| or | |
| Skirt | Black or Grey |
| or | |
| Pinafore Dress** | Black or Grey |
| | |
| Polo Shirt** | White or Red |
| Sweater** | Red |
| or | |
| Cardigan** | Red |
| or | |
| Sweatshirt** | Red |

Red & white striped or checked dresses may be worn during the summer term.

Hair must be tied back, for both girls and boys, once it reaches shoulder length.

Black school shoes, not trainers. (No flashing lights please)

Pupils should not wear any jewellery in school other than a watch (not a smart watch) and small stud earrings if their ears are pierced. They should not wear makeup or have painted nails.

SPORTS UNIFORM

Sports tops must be plain with no logo and no football shirts – they are either plain red or plain white (there is an official Goostrey sports top, available through our official supplier (details below), although any plain red or white top is suitable)

As well as the list below pupils will be allowed to wear their usual Goostrey sweat shirts or their plain red jumpers / cardigans.

| | |
|---------------------------------|--|
| Goostrey sports top with logo** | Red |
| Or a plain T-shirt | White or red |
| Shorts | Black |
| Socks | White |
| Plimsolls | Black |
| Or trainers | Plain black or white – no other colours or logos |
| | |
| Jogging bottoms | Plain black |

A painting overall or overshirt is also required (not Reception class pupils)

PLEASE LABEL ALL ITEMS OF CLOTHING

You are free to purchase uniform from **any supplier** in the above colours. Should you wish to purchase uniform bearing the school logo**, please visit www.myschoolstyle.com/school/goostrey Purchases from this site generate commission for our P.T.A.

Any family who has difficulty in financing school uniform is asked to speak in confidence to the Head teacher or School Business Manager.

Any family who would like to access our recycled uniform can contact school and choose items of clothing available from PTA stock. The PTA will also hold sessions throughout the year when recycled uniform is available for sale at minimal cost.

If you require stick-in labels for your child's clothes, the Goostrey P.T.A . is affiliated to a company called Stikins. If you order from the company and quote the fundraising number, the P.T.A. receive up to 30% commission. To order visit: www.stikins.co.uk The School Fundraising Number Is **8148**

On the days that your child has a sports lesson they will be allowed to wear their school sports uniform for the whole day. This does not apply to when they have a before or after school sports club. The class teacher will tell you which days the class are able to wear the sports uniform, at the start of each new half term and this information will stay on the class pages FYI. Wearing the sports uniform means the children do not have to get changed in school, and saves a lot of time. However, we also expect our pupils to look smart and wear their school's official colours, whether it be in the full or the sports uniform.

Parents & the Community

Parent Teacher Association

At Goostrey Community Primary School, we are extremely fortunate to have an enthusiastic and committed P.T.A, of which you will automatically become a member(s) once your child joins our school. Our P.T.A. has raised fantastic amounts of money through a variety of activities which bring all members of the school together as a community. The monies raised have provided the pupils with a wide range of curriculum-enhancing resources. The PTA are always looking for ways to enhance the provision for all children in the school and are valuable stakeholders.

Complaints Procedure

At Goostrey Primary School we encourage all pupils, parents and staff to talk through any problems they may have. We expect everyone to listen carefully and respectfully to each other.

We operate an open door policy, with teaching staff available at the beginning and end of each school day. If there is a problem, you are encouraged to come into school and discuss it with your child's class teacher. If the matter cannot be resolved with the class teacher, then the Headteacher will meet concerned parents, to discuss issues and resolve difficulties.

If you are unhappy about anything, please contact us at once. We will always try and resolve any issues you may have.

Your complaint will be listened to but if you feel you do not get satisfaction from either the class teacher or the Head, then complaints can be addressed to the Chair of Governors.

There is a full and comprehensive Complaints Policy in school, which is available from the school website.

Suggestions for improvement are always welcome and considered.

Home - School Agreements

We request that all parents/guardians sign the Home School Agreement, and the ICT Acceptable Use Agreement; both of which relate to the philosophy, aims and objectives of our school. These agreements are available to download from our website and should be completed and returned to school at the start of each academic year.

Publication Scheme

This scheme follows the model approved by the Information Commissioner and sets out the classes of information which we publish or intend to publish; the format in which the information will be made available and whether the information is available free of charge or on payment.

1. Classes of information

Information that is available under this scheme includes:

- Who we are and what we do
- What we spend and how we spend it
- What are our priorities are and how we are doing
- How we make decisions
- Our policies and procedures
- Lists and registers
- The services we offer

Information which **will not** be made available under this scheme includes:

- Information the disclosure of which is prevented by law, or exempt under the Freedom of Information Act, or is otherwise properly considered to be protected from disclosure.
- Information in draft form.
- Information that is no longer readily available as it is contained in files that have been placed in archive storage, or is difficult to access for similar reasons.

2. Legal framework

- This policy has due regard to legislation, including, but not limited to the following:
- The General Data Protection Regulation (GDPR)
- The Freedom of Information Act 2000
- The Education (Pupil Information) (England) Regulations 2005 (as amended in 2016)
- The Freedom of Information and Data Protection (Appropriate Limit and Fees) Regulations 2004
- The School Standards and Framework Act 1998

3. How to request information

Requested documents under this scheme will be delivered electronically where possible, but paper copies can be provided by contacting the school using the below contact details.

To enable us to process your request quickly, please mark all correspondence:

“FREEDOM OF INFORMATION REQUEST”

Documents can be translated under disability legislation into accessible formats where possible.

4. Charges

Documents contained in this scheme are free to view on the school website.

Single paper copies are also available free of charge to parents and prospective parents of the school.

5. Feedback

We welcome any comments or suggestions you may have regarding this scheme. Please contact the governing board using the below contact details.

The following pages detail school data 2022/23.

Early Years Foundation Stage Profile 2023

School / National Comparison Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2023 and the percentage of pupils nationally at each level in 2022.

Percentage of all pupils at each level for each Early Learning Goal

| | School Emerging | School Expected | National Emerging | National Expected |
|---|-----------------|-----------------|-------------------|-------------------|
| Communication and Language | | | | |
| Listening, Attention and Understanding | 3.33 | 96.67 | 17.8 | 82.2 |
| Speaking | 6.67 | 93.33 | 17.4 | 82.6 |
| Personal, Social and Emotional Development | | | | |
| Self-Regulation | 0 | 100 | 14.9 | 85.1 |
| Managing Self | 6.67 | 93.33 | 12.9 | 87.1 |
| Building Relationships | 3.33 | 96.67 | 11.4 | 88.6 |
| Physical Development | | | | |
| Gross Motor Skills | 0 | 100 | 7.9 | 92.1 |
| Fine Motor Skills | 0 | 100 | 14.2 | 85.8 |
| Literacy | | | | |
| Comprehension | 6.67 | 93.33 | 19.7 | 80.3 |
| Word Reading | 6.67 | 93.33 | 25.3 | 74.7 |
| Writing | 6.67 | 93.33 | 30.5 | 69.5 |
| Mathematics | | | | |
| Number | 6.67 | 93.33 | 22.2 | 77.8 |
| Numerical Patterns | 6.67 | 93.33 | 22.8 | 77.2 |
| Understanding the World | | | | |
| Past and Present | 6.67 | 93.33 | 18.3 | 81.7 |
| People, Culture and Communities | 6.67 | 93.33 | 18.7 | 81.3 |
| The Natural World | 6.67 | 93.33 | 14.7 | 85.3 |
| Expressive Arts and Design | | | | |
| Creating with Materials | 3.33 | 96.67 | 12.8 | 87.2 |
| Being Imaginative and Expressive | 6.67 | 93.33 | 13.1 | 86.9 |
| Achieved a Good Level of Development | | 86.67 | | 65.2 |

Percentage of pupils not assessed: 0

- Calculations of percentages are based upon the number of results, not the number of pupils in the group.
 - Percentages may not add up to 100 due to rounding.
- GLD Children are defined as having reached a Good Level of Development (GLD) if they have achieved at least the expected level for the ELGs in the Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Mathematics areas of Learning.

Year 1 Phonics Screening Check 2023

SCHOOL RESULTS

National Results

The following table compares the percentages by phonics result for the school in 2023 with the national results for 2022.

| | | Wa | Wt | A | D |
|------------|----------|-----|----|---|----|
| All Pupils | National | 75 | 23 | 0 | 2 |
| | School | 93 | 0 | 0 | 7 |
| Boys | National | 72 | 25 | 0 | 3 |
| | School | 88 | 0 | 0 | 12 |
| Girls | National | 79 | 19 | 0 | 2 |
| | School | 100 | 0 | 0 | 0 |

Figures may not add up to 100 because of rounding and because percentages for L and Q marks and missing marks are not included.

Assessment Grades

| Grade | Description |
|-------|---|
| Wa | Took the phonics screening check and met the required standard |
| Wt | Took the phonics screening check and did not meet the required standard |
| A | Absent |
| D | Did not take the phonics screening check |
| L | Left the school |
| Q | Maladministration |

Printed: 04/08/2023

Year 2 Phonics Screening Check 2023

SCHOOL RESULTS

School Results

The following table contains the 2023 phonics results by the percentage of Year 2 students who achieved the marks in Year 1 and Year 2.

| | | Wa | Wt |
|------------|--------|-----|----|
| All Pupils | Year 1 | 90 | 10 |
| | Year 2 | 6 | 3 |
| Boys | Year 1 | 87 | 13 |
| | Year 2 | 9 | 4 |
| Girls | Year 1 | 100 | 0 |
| | Year 2 | 0 | 0 |

Figures may not add up to 100 because of rounding and because students with no results or with A,D,L and Q marks are not included.

National Results

The following table contains the 2022 phonics results for students nationally in England at the end of Year 2.

| | Wa | Wt |
|------------|----|----|
| All Pupils | 87 | 11 |
| Boys | 85 | 13 |
| Girls | 89 | 9 |

Figures may not add up to 100 because of rounding and because students with no results or with A,D,L and Q marks are not included.

Assessment Grades

| Grade | Description |
|-------|---|
| Wa | Took the phonics screening check and met the required standard |
| Wt | Took the phonics screening check and did not meet the required standard |
| A | Absent |
| D | Did not take the phonics screening check |
| L | Left the school |
| Q | Maladministration |

Printed: 04/08/2023

KS1 Results 2023

KS1 TEACHER ASSESSMENT COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2023) and nationally (2022) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 31 Figures may not total 100 per cent because of rounding.

| Reading | | | | | | |
|---------|--------|----------|--------|----------|--------|----------|
| Result | All | | Boys | | Girls | |
| | School | National | School | National | School | National |
| GDS | 32 | 18 | 35 | 16 | 25 | 20 |
| EXS | 55 | 49 | 48 | 47 | 75 | 51 |
| WTS | 10 | 23 | 13 | 24 | 0 | 22 |
| PK4 | 0 | 4 | 0 | 5 | 0 | 3 |
| PK3 | 3 | 3 | 4 | 3 | 0 | 2 |
| PK2 | 0 | 1 | 0 | 2 | 0 | 1 |
| PK1 | 0 | 1 | 0 | 1 | 0 | 1 |
| EM | 0 | 1 | 0 | 1 | 0 | 0 |
| A | 0 | 0 | 0 | 0 | 0 | 0 |

| Writing | | | | | | |
|---------|--------|----------|--------|----------|--------|----------|
| Result | All | | Boys | | Girls | |
| | School | National | School | National | School | National |
| GDS | 6 | 8 | 4 | 6 | 13 | 10 |
| EXS | 81 | 50 | 78 | 46 | 88 | 54 |
| WTS | 10 | 31 | 13 | 34 | 0 | 28 |
| PK4 | 0 | 5 | 0 | 5 | 0 | 3 |
| PK3 | 3 | 3 | 4 | 4 | 0 | 2 |
| PK2 | 0 | 2 | 0 | 2 | 0 | 1 |
| PK1 | 0 | 1 | 0 | 2 | 0 | 1 |
| EM | 0 | 1 | 0 | 1 | 0 | 0 |
| A | 0 | 0 | 0 | 0 | 0 | 0 |

| Mathematics | | | | | | |
|-------------|--------|----------|--------|----------|--------|----------|
| | All | | Boys | | Girls | |
| Result | School | National | School | National | School | National |
| GDS | 29 | 15 | 35 | 18 | 13 | 12 |
| EXS | 58 | 53 | 48 | 50 | 88 | 55 |
| WTS | 10 | 24 | 13 | 22 | 0 | 26 |
| PK4 | 0 | 4 | 0 | 4 | 0 | 4 |
| PK3 | 3 | 2 | 4 | 2 | 0 | 2 |
| PK2 | 0 | 1 | 0 | 1 | 0 | 1 |
| PK1 | 0 | 1 | 0 | 1 | 0 | 0 |
| EM | 0 | 1 | 0 | 1 | 0 | 0 |
| A | 0 | 0 | 0 | 0 | 0 | 0 |

| Science | | | | | | |
|---------|--------|----------|--------|----------|--------|----------|
| | All | | Boys | | Girls | |
| Result | School | National | School | National | School | National |
| EXS | 97 | 77 | 96 | 75 | 100 | 79 |
| HNM | 3 | 23 | 4 | 25 | 0 | 20 |
| A | 0 | 0 | 0 | 0 | 0 | 0 |

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return, and which met the statutory standards for assessment and moderation.

Key to Teacher Assessment Results:

Note: not all results are valid for all Areas of Learning

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard.

HNM is awarded if the pupil has not met the standard (Science only).

PK4 is awarded if the pupil is working at a Pre Key Stage Standard 4.

PK3 is awarded if the pupil is working at a Pre Key Stage Standard 3.

PK2 is awarded if the pupil is working at a Pre Key Stage Standard 2.

PK1 is awarded if the pupil is working at a Pre Key Stage Standard 1.

EM is awarded if the pupil is working at the engagement model or below pre-key stage standards.

A is awarded if the pupil was absent.

KS2 Results 2023

KS2 TEACHER ASSESSMENT and TESTS COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each outcome in 2023, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2022.

The number of eligible children is: 31

Figures may not total 100 per cent because of rounding or where grades overlap.

| Teacher Assessments | | | | |
|---------------------|---------|----------|---------|----------|
| | Reading | | Writing | |
| Result | School | National | School | National |
| GDS | - | - | 3 | 13 |
| EXS | - | - | 84 | 56 |
| WTS/HNM | - | - | 6 | 24 |
| PK6 | 6 | - | 0 | 2 |
| PK5 | 0 | - | 3 | 1 |
| PK4 | 0 | - | 3 | 1 |
| PK3 | 0 | - | 0 | 0 |
| PK2 | 0 | - | 0 | 0 |
| PK1 | 0 | - | 0 | 0 |
| EM | 0 | - | 0 | 0 |
| A | 0 | - | 0 | 0 |

| Teacher Assessments | | | | |
|---------------------|-------------|----------|---------|----------|
| | Mathematics | | Science | |
| Result | School | National | School | National |
| GDS | - | - | - | - |
| EXS | - | - | 100 | 79 |
| WTS/HNM | - | - | 0 | 21 |
| PK6 | 0 | - | - | - |
| PK5 | 3 | - | - | - |
| PK4 | 3 | - | - | - |
| PK3 | 0 | - | - | - |
| PK2 | 0 | - | - | - |
| PK1 | 0 | - | - | - |
| EM | 0 | - | - | - |
| A | 0 | - | 0 | 0 |

| TEST RESULTS | | | | | | | | |
|---------------------------------|----------|-----------------------|----|----|-----------------|--|---|---|
| | | Percentage at outcome | | | | | | |
| | | B | NS | AS | HS ¹ | | U | A |
| Grammar Punctuation & Spelling* | School | 6 | 3 | 35 | 55 | | 0 | 0 |
| | National | 3 | 23 | 44 | 28 | | 0 | 1 |
| Reading | School | 6 | 6 | 26 | 61 | | 0 | 0 |
| | National | 3 | 21 | 46 | 28 | | 0 | 0 |
| Mathematics | School | 6 | 3 | 48 | 42 | | 0 | 0 |
| | National | 3 | 24 | 49 | 22 | | 0 | 1 |

National figures include all schools with pupils eligible for assessment at Key Stage 2. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return, and which met the statutory standards for assessment and moderation.

¹The % of students achieving a High Score (HS) a Scaled Score of 110 or more, has been separated from those who Achieved the Standard (AS), a Scaled Score of between 100 and 109, so the total of students including this figure will total 100%.

Key to Teacher Assessments

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard.

HNM is awarded if the pupil has not met the standard (Science only).

PK6 is awarded if the pupil is working at a Pre Key Stage Standard 6.

PK5 is awarded if the pupil is working at a Pre Key Stage Standard 5.

PK4 is awarded if the pupil is working at a Pre Key Stage Standard 4.

PK3 is awarded if the pupil is working at a Pre Key Stage Standard 3.

PK2 is awarded if the pupil is working at a Pre Key Stage Standard 2.

PK1 is awarded if the pupil is working at a Pre Key Stage Standard 1.

EM is awarded if the pupil is working at the engagement model or below pre-key stage standards.

A is awarded if the pupil was absent.

Key to Tests

B is awarded if the pupil is working below the standard of the test.

U is awarded if the pupil is unable to access the test.

A is awarded if the pupil was absent.





NS is awarded if the pupil has Not Achieved the Standard.



AS is awarded if the pupil has Achieved the Standard without a High Score.

HS is awarded if the pupil has Achieved the Standard with a High Score.

Goostrey Community Primary School

Governing Board 2023-24

| | | | |
|--|---|--------------------------------|---|
| Mrs Tracey Goodwin Co-Opted Governor | CHAIR OF GOVERNORS Finance & Premises Personnel & Curriculum Mathematics Safeguarding Data British Values HT appraisal EYFS Link Governor | 01477 532903 |  |
| Miss Lyndsey Atkins Headteacher | Finance & Premises Personnel & Curriculum Village Hall Management | 01270 918940 |  |
| Ms Alex Thompson Co-Opted Governor | Personnel & Curriculum Data RE Music Wellbeing | 01270 918940 |  |
| Mr R Northwood Local Authority Governor | Finance & Premises (Vice Chair) SFVS | |  |
| Mr Kevin Few Parent Governor | VICE CHAIR Finance & Premises (Chair) SFVS Data Geography/History ICT | 07887620548 01477 535034 |  |
| Mr Hugh Adams Parent Governor | Finance and Premises Personnel and Curriculum Pupil Premium PE Mathematics | 07736796449 |  |
| Mr David Solan Parent Governor | Finance & Premises Personnel & Curriculum Science | | |
| Mrs Linda Flint Staff Governor | Personnel & Curriculum | 01270 685658 |  |

| | | | |
|--------------------------------------|--|---|---|
| Mrs Jacqui Schurer-Lewis Co-opted | Finance & Premises Personnel & Curriculum Village Hall Management Governor Training Liaison | 01270 685658 Emergency Contact 07932 093022 |  |
| Mrs Rebecca Cowell Co-opted | Personnel & Curriculum Finance & Premises | 01270 685658 |  |