

# Buckstones Community Primary School

## Prospectus

Buckstones Primary School has been graded Outstanding by Ofsted. 2014



I love the 'feel' of the school. Everyone seems to know everyone and they respect each other and show excellent behaviour.

Parent

2024-2025

## OFSTED Inspection

Inspection dates:  
15 and 16 October 2024

<b>The quality of education</b>	<b>Good</b>
<b>Behaviour and attitudes</b>	<b>Good</b>
<b>Personal development</b>	<b>Outstanding</b>
<b>Leadership and management</b>	<b>Good</b>
<b>Early years provision</b>	<b>Outstanding</b>
Previous inspection grade	Outstanding

### **What is it like to attend this school?**

Buckstones is a happy school where everyone is welcome. From the start of the Reception Year, children and pupils learn how to look after themselves and each other. Pupils enjoy authentic and respectful relationships with other pupils and staff. They feel comfortable being themselves and everyone is valued.

Pupils benefit from an exemplary focus on maintaining health and well-being. The pupil 'well-being champions' play a pivotal role in ensuring that everyone feels included. Staff have high expectations of the learning, conduct and wider development of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils typically relish the opportunity to live up to these high hopes. They work hard and their behaviour is often very good.

Pupils are fully involved in all aspects of school life. They immerse themselves in an exceptional range of enrichment opportunities. These include musical and sporting clubs, and visits to farms, art galleries and outdoor pursuits centres. These opportunities make a significant contribution to the development of pupils' character. They also support pupils' understanding of diversity and the wider world. Pupils leave the school ready to embrace the opportunities and challenges ahead.

### **What does the school do well and what does it need to do better?**

The school has successfully built its curriculum around the aim of giving pupils a 'love of life and learning'. The school's teaching of reading is high quality and central to the fulfilment of this aim. As soon as they join the school, children learn a well-planned early reading curriculum. Staff deliver this curriculum expertly. Pupils learn different letters and sounds at pace. Pupils who need it receive support that is closely matched to their needs. As a result, almost all pupils gain the knowledge to become accurate and proficient readers. Staff in the Reception class and key stage 1 help pupils to develop their knowledge of early writing and mathematics. Pupils practise their letter formation and spelling of key words frequently. Teachers systematically build pupils' knowledge and understanding of number and counting. As a result, children in the early years and pupils in key stage 1 are exceptionally well prepared for future learning.

The school's curriculum is ambitious. The school has given thought to what pupils should learn. Deep consideration has been given to what children should learn in the Reception class as a basis for learning all subjects well throughout the school. Pupils learn a broad range of subject-specific vocabulary within each area. Teachers typically deliver the curriculum well. They select activities that are well suited to the intended learning. This helps pupils to learn well throughout the school, which is reflected in their consistently high attainment in national tests and assessments.

In a small number of subjects, the curriculum has not been designed with enough thought about how learning builds over time. Staff are less clear about how new learning links to previous learning and what the key knowledge is that pupils need to master. Sometimes, this means that checks on pupils' understanding are not helpful as they do not identify any gaps in learning. This limits teachers' ability to identify and address misconceptions that pupils might have in these subjects.

The school's work to support disadvantaged pupils is exceptional. Staff go to great lengths to meet these pupils' needs and to ensure that they are fully involved in all aspects of school life. Pupils with SEND have their needs identified quickly. The school takes its responsibility to advocate for these pupils seriously. As a result, pupils with SEND, and those who are disadvantaged, typically flourish during their time at the school. The school has effective systems for ensuring that pupils attend regularly. Staff have the same expectations of high attendance for children in the early years as they do of all pupils. Staff do all they reasonably can to improve the attendance of those who attend less regularly. This helps most pupils to keep up with the demands of the curriculum. Pupils benefit from an extraordinary approach to their personal development. Leaders are acutely aware that the school's population does not reflect that of their town or region. They are relentless in providing pupils with opportunities to learn and appreciate the beauty of diversity. The school's curriculum focuses on promoting inclusion and equality. This helps to equip pupils with a strong appreciation of what is right and wrong. It lays the foundations for pupils to thrive as citizens of the world.

Governors are the guardians of the school's ethos and mission. They have a forensic understanding of the school's strengths and how it can improve further. The school ensures that staff receive high-quality training to support improvements, such as those made to early reading and mathematics. Staff feel empowered to contribute to the maintenance of the school's culture of care.

### **Safeguarding**

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- In a few subjects, the curriculum has not been designed to ensure that learning builds effectively over time. The key knowledge that pupils need to master at each stage of their learning is not clear to teachers. This hinders teachers from identifying and addressing any learning gaps or misconceptions that pupils may have in these subjects. The school should ensure that, in these subjects, staff are clear about the essential knowledge that pupils should learn and how this content will be assessed.

Welcome to our school  
**A Message from the Headteacher**

Dear Parent,

Buckstones is a happy, successful and inclusive school and we are extremely proud of our school and everything that we do. This prospectus is designed to give you an introduction to the life at our school and help you to decide which primary school you feel is best suited for your child. However should you require further information you are very welcome to visit our school and experience the wide and varied learning experiences we are able to provide for the benefit of your child.

At Buckstones, through a rich curricular and extra-curricular programme, and strong links with the community, we help each child discover and develop their talents and interests. In addition to gaining language, mathematical, scientific, creative, musical and technological skills, your child will build confidence, develop self-reliance, and learn to make decisions and develop the ability to articulate feelings and ideas. We also attach great importance to the development of the children's social skills and seek to enable them to build relationships with other children and adults and be sensitive to the feelings and needs of others.

Staff are highly skilled at assessing each pupil's individual level of development and then supporting them in moving, at their own pace, towards their full potential. We will make learning vivid and real, and will strive to ensure that the whole school is an excellent learning environment which inspires, excites and celebrates effort and achievement. We work hard to ensure that all children feel good about themselves, and acquire a high level of self-esteem. If you feel successful you will always be successful.

We feel parental involvement in this process is crucial and we will provide frequent opportunities to keep you informed about the ways in which we are working with your child. Childhood, we would all agree, is a very special time and no one gets a second chance at it. You can count on us to do our best to make it as joyous and productive as possible for your child.

Yours sincerely,  
Sarah Healey

# Mission Statement

- At Buckstones School, we aim to promote the development of our children academically, physically, socially, morally and spiritually, by providing a high quality of teaching and varied learning experiences within a well-ordered and stimulating environment, which supports equality of opportunity.
- We teach the National Curriculum, planning for and presenting the children with challenges that support differentiation.
- We aim to nurture individual skills and talents within an environment which values, self worth, confidence, independence, self-motivation and co-operation, and in which our children have respect for each other's differences.
- We aim to give our children a love of life and learning.



## **SCHOOL INFORMATION**

School Name: Buckstones Community Primary School

Address: Delamere Avenue, Shaw, Oldham, OL2 8HN

Telephone Number: 0161 770 5850

Fax Number: 0161 770 5851

**Headteacher:** Miss Sarah E. Healey B.Ed. M.Ed

Website: [www.buckstones.oldham.sch.uk](http://www.buckstones.oldham.sch.uk)

### **Key Stage 1 teachers:**

Mrs Amy Pearson (EYFS Co-ordinator and Reception)

Miss Melanie Platt (Deputy and SENCO) and Mrs Linda Tetlow (Year 1)

Mrs. Katie Littlewood (Year 2)

### **Key Stage 2 teachers:**

Mrs Joanne Charnley (Year 3) and Mrs Phythian (Year 3)

Miss Monica Hughes (Year 4)

Mrs Mark Hazlehurst (Year 5)

Mrs. Karen Adamson (Key Stage 2 Co-ordinator Year 6)

### **Teaching Assistants:**

Mrs. Cathy Hall

Mrs. Elizabeth Lundy

Mrs. Claire Harding

Mrs. Alison Nelson

Mrs. Gillian Leavy

Mrs Christine Buckley

Mrs. Amy Crossley

Miss Beth Ewbank

**Business Manager:** Mrs. Leanne Moulton

**School Administrator:** Mrs. Leanne Bonser

**Site Manager:** Mr. Martin Clarke

**Senior Midday Supervisor:** Mrs. Alison Nelson

**Midday Supervisors:** Mrs. Joanne Dunkerley

Mrs. Liz Lundy

Mrs. Debbie Kershaw

Mrs. Nicola Mills

Mrs Joyce Cook



## GENERAL SCHOOL INFORMATION

Buckstones Primary School was opened as a one-form entry primary school in 1976 and was originally designed as an open plan school. However, over the years the school has had extensive internal alterations and extensions which have resulted in a more traditional classroom layout for the majority of the school. The school has a purpose built I.T. suite, large hall/dining area which also serves as a gymnasium and a centre for extra-curricular activities.

The school has extensive grounds, including three hard surface play areas, a grass field, nature paths and a nature area and pond. We also have covered areas in the Infant playground and the Junior playground. The children have a trim trail, seating areas, fast play area, stage, football walls and nets, and basketball nets to play with.



## **SCHOOL ADMISSIONS POLICY**

Parents of prospective pupils are welcome to view the school by prior arrangement. Please contact the school office to make an appointment.

Children are admitted in the September of the school year in which their fifth birthday falls. Parents need to complete application forms on line and send them to the Local Authority to comply with the co-ordinated admissions arrangements. A pack is sent out by the Local Authority to all parents of children coming up to statutory school age. Reception class places are allocated by the Local Authority and not the school. Our class sizes are a maximum of 30 pupils in each of the seven classes.

During the term preceding school entry, children and their parents are invited to visit the school; for story time, play afternoon, and an introductory meeting.

## **BEFORE AND AFTER SCHOOL CARE**

At Buckstones we have close links with three *independent* Before and After School Providers. Children attend Squirrels' Before and After School Care at Buckstones School and Shore Edge Church. Contact details are available at school.

## **TIMES OF THE SCHOOL DAY**

The school doors will be open from 8.50am and children should arrive punctually at that time as Registration takes place promptly at 9.00am.

The morning session begins at 8.50 a.m.

The Infants and Juniors both have a 15 minute break in the morning.

The lunch break begins:

at 12.05 for Infants

at 12.20 for Juniors



The afternoon session begins at 1.15 p.m. for all children.

The school day ends at 3.20p.m. for all children.

**Please note that the school cannot be responsible for children before 8.50am and for health and safety reasons the play equipment is strictly out of bounds outside the school day.**

**Please ensure you leave the premises promptly as school are not responsible for supervising children after 3.20pm unless they are involved in extra-curricular activities.**

## **LEARNING AT BUCKSTONES**

### **Organisation**

Children who attend Buckstones are placed into age group classes that are fully inclusive and contain a wide range of abilities and skills. Within the classes, children are taught in a variety of ways. They are taught in whole classes, smaller groups and individually. Pupils are grouped in a number of ways: by ability or mixed ability, interest groups, friendship groups depending on the work or activity set.



## The Curriculum

The curriculum is the totality of all learning experiences provided by the school for your child. The school aims to provide a broad, balanced curriculum at all stages through which all children realise their full potential and develop individual talents, interests and skills.

The curriculum is planned through thematic topics and discrete subjects and covers the National Curriculum Programmes of Study. We seek to maximise the potential of all our pupils, including the most gifted and those who find difficulty with some aspects of learning. We continually seek to provide first hand learning opportunities to engage and motivate pupils and thus foster a love of learning. Throughout the year we try to arrange visits to support our topic work and we seek parental support for this through voluntary contributions.

## The Foundation Stage Curriculum

The Early Learning Goals are:

Personal, social and emotional development;

Literacy;

Communication and language;

Mathematics;

Understanding the world;

Physical development;

Expressive Art and Design



These Early Learning Goals are taught through a wealth of first-hand experiences. Children are actively encouraged to become independent, make decisions, interact with their peers and problem solve. We believe that these first steps into primary school are crucial. The children's happiness and personal and social well being is at the heart of Buckstones and is a priority in this first year at school.

## **CURRICULUM INFORMATION**

### **Intent**

We provide a rich broad, balanced curriculum for all classes, including Year 6 and including children with special educational needs and disabilities. The curriculum we have developed provides a wealth of opportunities and appreciation of difference - culturally, socially. This is addressed at a local, national and global level through our curriculum. PSHE curriculum, worship, charities, Geography curriculum, range of visits and visitors including visits to places of worship. The curriculum identifies the knowledge the children need to take with them at the end of the year. The new knowledge builds upon previous knowledge and understanding, which in turn leads to more confident life-long learners who will take this knowledge into the future. We are ambitious for all our children, irrespective of background or academic ability. We know what our children should achieve at the end of each year and we have planned their learning to meet these targets.

The curriculum encourages and supports the pupils to develop their resilience through problem solving, open-ended tasks, celebrating being stuck, teacher questioning, longer tasks which promote stamina. We are conscious of the need to provide as many 'first-hand' experiences as possible and maximise opportunities for pupils to participate in educational visits. Visits, visitors linked to cultural capital e.g. visit to the theatre, art galleries, local visits, music experience and locality.

We have created a vocabulary programme which is built in three sections: improving everyday talk; expanding day-to-day vocabulary and improving subject-specific vocabulary. This also includes improving their spoken English. Reading is at the heart of our curriculum and children are given opportunities to read in school both to each other and adults in school so that the children develop a love of reading which they can take with them into the future.

## Implementation

### English

At Buckstones we feel English is an integral part of the whole curriculum.

Our aims in teaching English are:

- To enable children to develop the skills and competence to express themselves, their thoughts and their opinions in a wide variety of situations and for a range of different purposes.
- To develop enthusiastic, independent and knowledgeable readers seeking enjoyment and information from books and other printed material.
- To encourage children to develop and present their written work in a way that expresses their feelings, ideas and information accurately in a neat and legible handwriting style.
- To develop the children's competence in oracy and literacy so that these skills can be applied to other areas of the curriculum.



We use Oxford Reading Tree as our core reading scheme throughout school, encouraging children to develop their reading skills through understanding and group discussions of fiction and non-fiction texts. This is enhanced by a whole range of other texts - traditional stories, plays from other cultures, humour, myths, encyclopaedias, topic books etc., to broaden the range of reading and develop a love of books. Our chosen Phonics scheme is Twinkl phonics and this is used to teach phonics throughout the school. From Year 1 to Year 6 spelling is taught using the programmes of study from the National Curriculum 2014, including the common exception word lists for each year group, we use Twinkl to support the teaching of spelling throughout the school.

The school also follows the National Curriculum when teaching writing. Children are encouraged to write on a variety of topics developing an increasing ability to express themselves in different and appropriate styles.

We aim to develop neat, legible and joined handwriting alongside correct grammar, punctuation and spelling.

## Mathematics

Basic number skills, real life maths, reasoning and problem-solving remain the focus for our own maths teaching. The Abacus scheme supports our teaching.



Our aims in teaching mathematics are:

- To enable children to enjoy mathematics and to be able to apply the skills they have learnt to all areas of the curriculum.
- To develop mathematical language, skills and understanding.
- To develop number skills and facts associated with the four rules of number and to be able to apply this knowledge to problem solve.
- To be able to investigate mathematical situations logically and with confidence.
- To develop the mathematical skills of prediction, interpretation and communication.

## Science

Children learn science through experimenting, testing ideas and discovering about the world around them.





*It's fun. I like learning*

Reception pupil

In both Key Stages 1 and 2 Science is taught through topics and links are also made to other subjects; for example, in Year 3 children do a topic on food and in this topic they learn about a healthy balanced diet as well as designing healthy sandwiches. Sex education is taught as part of Science topics.

### Computing (I.T.)

The key skills for Computing are taught across the curriculum, enriching as many subject areas as possible. Children are taught to use technology for algorithms and programs, data retrieving and organising, e-safety and communication/presentation.



Children have access to the internet but are taught to use it responsibly and safely. Parents are asked to sign our Acceptable Use Agreement.

The school has a fully equipped computer suite with 18 computers, and the children also have access to laptops and iPads. There are interactive whiteboards in all classrooms.

## History and Geography

Like Science, these subjects are taught as topics with links made to other subjects. Through the teaching of History and Geography we aim to develop a wide range of skills that are transferable throughout all areas of the curriculum.



*I like Geography. I've learned all about the UK. Before I started our UK topic I thought that it was just one big country.*

Year 3 pupil

Children will often go on educational visits or have visitors in school in order to make their learning more meaningful and enjoyable. For example, Year 2 visit the War Memorial in Shaw as part of their 'Remembrance Day' history topic and Year 5 visit Southport Eco-Centre and Formby as part of their geography/science topic.





## Design Technology and Art

Design Technology and Art are carefully planned in line with the new National Curriculum requirements.



In Design Technology, the children are given lots of first-hand experiences in their learning, focusing on practical tasks to develop their skills and knowledge in designing, making and evaluating products. A variety of products are used including Lego, Duplo, wood, paper, food, construction kits and recycled materials. Children are taught to use a range of equipment safely.

*DT is enjoyable. I enjoy learning how to use new materials and tools properly.*

Year 6 pupil

In art and design, children will study the work of artists; for example in Year 4 they look at the work of L.S. Lowry as part of their topic about 'Manchester'. Children are taught about colour, shape, pattern and they use a wide range of techniques and media including paints, wax, fabrics, clay and wood.

*Art just makes me feel happy!*

Year 1 pupil

## Music

Music is taught throughout school. In Years 5 and 6, music is taught by a specialist music teacher, the remaining classes use Music Express. Children are given opportunities to compose, perform, listen to and appreciate lots of different types of music.

'We get to make music  
on the i-pads!'

Year 4 pupil

We also have two extra-curricular music groups: our school choir and our brass band. These groups regularly perform at local community events. Instrumental tuition is also taught by a peripatetic brass teacher. Parents pay for the brass tuition.



## Physical Education

The school has a structured programme (Get Set 4 P.E.) in order to ensure the development of skills in Physical Education, and the understanding of the importance of physical activity to long term health and well being. Children will experience a range of activities in Games, Gymnastics and Dance in both Key Stages, with supplementary work in Athletics, Swimming (Year 3 only) and Outdoor and Adventurous Activities.

*I enjoy PE and Games*

Year 2 pupil



The school also takes part in many sporting activities through the sports partnership we have with Crompton House.

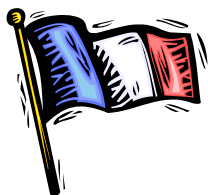
*I enjoy Games because of the range of sports you can do eg. rounders, tennis, hockey and diamond cricket. I've learned lots of new skills!*

Year 5 pupil



## Languages (French)

At Buckstones we enjoy learning another language at an early age. We feel that learning French (our chosen language) provides valuable educational, social and cultural experiences for all our pupils. The study of a foreign language is compulsory at Key Stage 2 so French is taught in Years 3 to 6. Language Angels is the scheme the school follows.



## Religious Education and Collective Worship

The school is not affiliated to any religious denomination. The teaching of Christian beliefs is the main part of Religious Education at Buckstones but the syllabus does also teach about other religious beliefs, in order to develop an understanding and appreciation of the diversity that exists in the society in which the children are growing up.



There is a collective act of worship each day in school, and the agreed syllabus for Oldham is followed. Parents may exercise their right to withdraw their child from Religious Education and collective worship by notifying the Headteacher.

## P.S.H.E. including RSE and Health Education and the Wider World

The core themes for our Personal Social Health and Economic education are:

1. Health and Wellbeing
2. Relationships
3. Wider World Includes:
  - British Values
  - Global Citizenship
  - Economic Awareness:

Our current Relationship and Sex Education scheme of work has recently been updated and now reflects the new Government guidelines. In

consultation with the Governing Body, we have made the decision not to include any further teaching of RSE outside that of which is a statutory requirement.

The purpose of the revised curriculum is to provide knowledge and understanding of safe and healthy relationships based upon respect and to encourage the development of safe and healthy relationships throughout life. The curriculum is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

As we will not teach anything outside which is statutory, there can be no withdrawal from RSE lessons.

We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Buckstones is also a Healthy School which promotes healthy eating, regular exercise and the promotion of good health and emotional well-being.

## **Impact**

### **Assessment**

From their different starting points, all children (including those with SEND and those from disadvantaged backgrounds) will make good progress academically, emotionally, creatively, socially and physically. Knowledge will be secured and embedded so that all pupils are fully prepared for their next stage of learning.

Pupil progress reviews are conducted termly and this provides the leadership team and Governors with an accurate and comprehensive understanding of the quality of education in our school.

Assessment for learning is an important element of daily interaction between teachers and pupils. This means that teachers regularly mark and assess work and use the information to advise children about what they need to do to improve or to reach their next target.

At the end of Year 6 children undertake Standard Attainment Tests (SATs). In Year 4, the children will be tested on their times tables (up to 12x12). Year 2 children, as part of their end of year assessments, will undertake Optional Attainment Tests. At the end of Year 1 children are assessed on their phonics knowledge through the Phonics Screening Check. Pupils are also assessed at the end of the Foundation Stage using the Foundation Stage Profile.

A clear monitoring cycle includes: monitoring of planning, book scrutiny, lesson observations and/or learning walks, pupil voice, parents voice.

### Special Educational Needs and Disabilities (SEND)

The school's ethos is to value every pupil for their contribution to the life of the school and we are committed to developing each child's potential in all areas of the curriculum. The school meets the requirements of the SEND Code of Practice and the Legislation for Disability and Inclusion.

All reasonable arrangements will be made to provide inclusive education and services for all those involved in the school. The school is accessible to wheelchairs via the main doors via ramps in the Junior playground. Due to the school being on a split-level, wheelchair access is not possible between the Infant and Junior departments. The Accessibility Policy and Action Plan are available for inspection by parents. The school also has a comprehensive policy for supporting children with additional educational needs, and parents can have a copy on request.

We believe that working in partnership with parents is the best way to meet the additional needs of each pupil. At every stage we will meet with parents and discuss the child's educational progress or social or emotional needs. We support the child through giving additional adult help, as well as teaching in different ways as indicated in their individual education plans.

Sometimes we may consult with outside services; including Educational Psychologists, Speech and Language Service, Occupational Therapy and Additional Needs Service. We only ever do this after your permission has been granted.

Children who demonstrate exceptional abilities are catered for through enrichment and extension activities.

## **EDUCATIONAL VISITS**

Educational visits and visitors are an extremely valuable part of the educational process at Buckstones and we hope parents support their child in these ventures. Visits and visitors include, amongst others:

- Reception - visit to Cockfields farm and a trip to the Sealife Centre
- Year 1 - visit Gallery Oldham, Oldham, Fireground Museum, Rochdale and a visit to Oldham Library
- Year 2 - visit from Dinostar dinosaur man, trip to a local mosque and Shaw, animal visit to school
- Year 3 - visit from a pirate, trip to the Jewish museum and trip to Bolton Museum and a walk on Crompton Moor
- Year 4 - trip to Murton Park Anglo Saxon and the local Hindu Temple
- Year 5 - residential trip to the Anderson Centre and Southport Eco-centre/Formby
- Year 6 - trip to Chill Factore, as well as outdoor activities at Castleshaw/Dovestones and a visit to the Tower of London

### **Charging for school activities**

The Governors have adopted the Oldham LA Policy with regard to charging for school visits and activities. A copy is available upon request.

At Buckstones we will not make a compulsory charge for any activity that takes place in school time, apart from certain circumstances such as instrumental tuition. The school will however send a letter home and invite parents to make voluntary contributions towards these educational visits or visitors. The school is not in a position to finance or subsidise these costs, and so, if contributions are not forthcoming, visits may have to be cancelled. In cases of genuine hardship or difficulty, the Headteacher should be contacted; such matters will be dealt with sensitively and in confidence.

Buckstones does make a charge for some activities that are provided wholly or mainly outside school hours, for example some extra-curricular activities where an external provider has been used and any residential trip.

## **EXTRA-CURRICULAR ACTIVITIES**

Extra-curricular activities are very important at Buckstones as they enhance children's self esteem, motivation and enthusiasm. We require parental



permission for the children to take part. We expect the children to always adhere to the rules, safely use the equipment, come with the correct clothing and footwear and display high standards of behaviour.



Group of Junior pupils

*We have lots of different after-school activities at Buckstones. Not just sporting clubs, we have other clubs too, like Gardening, French and Choir.*

Below are some examples of the types of extra-curricular activities available at Buckstones:

Football	Years 5 to 6
Band/Brass Lessons	Years 2 to 6
Choir	Years 4 to 6
Cheerleading	Years 1 to 6
Netball/Basketball	Years 5 and 6
Multiskills	Years 3 and 4
Wildlife	Year 3
Wellbeing	Years 3 to 6
French	Years 1 and 2
Art Club	Years 1 and 2



"A good range of learning experiences for my child."

Parent

## **PUPIL WELFARE**

### **Pastoral care**

Each class teacher has the day to day responsibility for the care of your child and at lunchtime the children are cared for by a team of midday-supervisors.

As children learn best when they feel happy and secure, please let the teacher know of any issues which could affect your child's performance at school. We will contact you if we have any concerns. Please contact school at any time to discuss significant issues and/or make an appointment with the class teacher. Please inform the Headteacher where there are custody or access issues.

### **School Security**

When the children have been admitted into the building at 8.50am, the exterior doors are secured and the children will not be allowed to leave school during school hours unless collected by a parent or an appropriate adult. Prior notification from parents is always necessary on these occasions.

The school secretary greets all visitors to school during the day. We have a "Visitor" sign-in and "Visitors" badge system, so that teachers and staff know immediately that a visitor has been properly admitted.

The gates to the perimeter fence are opened at 8.30am and locked at 9.15am in order to secure the playgrounds and are only unlocked at 3.00pm. and will be locked again at 3.30. Admittance during the day is through the front door only and this has a secure entry system.

### **Behaviour and Discipline**

Discipline is based on appropriate principles involving mutual respect, consistent fairness and honesty. Clear guidelines are given verbally to the children to ensure that they know what acceptable behaviour is, and what is not. We encourage high standards of behaviour by praising good examples, and verbally reprimanding poor behaviour.

The children are expected to treat each other, and adults, in school with kindness and respect. Various strategies can be used to avoid disruptive behaviour. For example, we keep children busy and absorbed in their work, making sure that they know what they are supposed to be doing, and that they have the right equipment. We also reward positive behaviour with stickers, house points, certificates and Golden Time.

We are vigilant in our supervision of children, both in the playground and within the building. Sanctions are used to prevent repetitive poor behaviour. Normally, a verbal reprimand by the class teacher is sufficient. Sometimes if bad behaviour persists, or if misdemeanours are more serious, children are excluded from the group, and made to work alone for a short time or be sent to spend their lunchtime in the Reflection Room.

The Headteacher or Deputy Headteacher will be involved in more serious problems, such as bullying. Rare incidents of bullying (which can be verbal as well as physical) are dealt with firmly as they arise.

A good deal of discussion regarding appropriate behaviour occurs in school during assemblies, class lessons and with individuals or groups. Parents of children who are persistently badly behaved will be informed and consulted, so that they can be involved in a suitable programme to help their child improve their behaviour. The Governors' discipline committee may be involved in very rare cases.

### **Healthy Eating**

The school also aims to keep the children healthy and we have achieved Healthy Schools status which includes adopting a Healthy Eating Policy. From September 2014 all children in Reception, Year 1 and Year 2 are entitled to a free school dinner.

School meals are cooked freshly on the premises and the kitchen is now run by the school. The choice includes vegetarian and salad meals. The menu for each day is available to view and parents can choose their child's meal at home. If your child has a particular medical or religious dietary requirement,

please discuss this with the Headteacher so that appropriate meals can be prepared.

#### Fluid/Hydration

- Children have access to free and fresh water throughout the school day.
- Children are encouraged to bring their own water bottles into their classrooms and are allowed to drink water whenever they feel thirsty.
- Children who eat hot lunch have jugs of fresh water on their tables.
- Children are encouraged to drink water during the day as children are able to concentrate better if they are having the recommended fluid intake per day.
- Fizzy drinks are not allowed to be consumed in school and fruit drinks etc are only permitted to be taken at lunchtime. These drinks are not allowed during break times or at any other time of the school day.

A packed lunch may be brought as an alternative to school meals. These should be in a container which is clearly marked with your child's name. Parents are asked to ensure they follow the healthy eating guidelines if they are providing a packed lunch.

Every week a child from each class will be chosen to eat their lunch at the 'Captain's Table' during Wednesday lunchtime. These children are chosen because of their wonderful behaviour at lunchtimes. They are asked to choose a friend to go with them and the 'Captain' is usually a teacher, teaching assistant or Governor from the school. The children will be presented with their certificate during Tuesday assembly.



*Captain's table with Mrs. Joyce*

Children are encouraged to have regular drinks of water. Key Stage 1 children also receive a piece of fresh fruit every morning play and a carton of milk at lunchtime.

Our Healthy Eating Policy means that children are only allowed to eat healthy snacks at playtime; no crisps, sweets, chocolate etc. Also at birthdays we do not hand out cakes, sweets or lollies.

### **School Council**

Pupils in Years 1 to 6 are elected democratically to be members of our School Council and they meet with Mrs. Tetlow to share suggestions from the classmates and discuss and plan for events in school and fund-raising activities.

### **Dog in School**

After the agreement of the staff and Governors we have a dog who visits the school every week. Her name is Fudge and she is owned by the Headteacher. Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a dog. In addition to these benefits, children take great enjoyment from interaction with a dog. A thorough risk assessment has been carried out.



### **Attendance**

Buckstones prides itself on its high attendance record. We have adopted the Local Authority's revised policy for managing requests for all absences from school. Schools are monitored closely on attendance. It is therefore essential that your child attends school at all times unless they are genuinely ill or attending a medical/dental appointment. Please telephone school if your child is ill.

Any holidays taken during term time will be classed as unauthorised. If you take your child out of school without approval the absence will be recorded as unauthorised and Oldham's School Attendance Improvement Service may issue you with a penalty notice of up to £60, per parent, per child. In some cases, you may be prosecuted or your child may lose their place at the school.

**Maximum attendance is crucial to the continuity of learning for your children.**

### **Illness and Injury**

We ask you to give us at least two emergency contact telephone number in case your child is taken ill or has an accident. There are several first-aiders within the school. If children have a fall, we deal with any necessary first aid, but if the accident is more serious we contact parents immediately. Serious accidents are reported to the Local Authority.

If your child becomes ill during the day parents will be contacted so they can go home. The school has information on contagious diseases and the length of exclusion from school. If a child has vomited or had a tummy bug they must remain at home for at least 48 hours after the last bout of sickness.

If your child is fit for school but needs **medication**, you are welcome to come at the appropriate time to administer it. Should your child require regular medication over a long period of time, you should discuss this with the Headteacher. School will not administer any form of pain killers. Medication that will be administered includes: anti-biotics, hay fever medication, medication for diagnosed conditions e.g. allergies or ADHD. These medicines will only be administered if they have been sent in with a signed permission letter giving details of time and dosage.

If your child has asthma, then please inform the school and complete the necessary form. Any child with asthma **must** keep an in-date inhaler in school. Children **must** have their inhalers with them to take part in any out of school activity or sporting event.

It is important to keep our records up to date so if your child has been diagnosed with any illness please inform the school office immediately.

### **Head lice**

Unfortunately, head lice are a persistent problem and are often attracted to the cleanest of heads. To help prevent the spread of head lice please ensure shoulder length hair is tied back. If your child does contract head lice, please inform us and we will send out a standard letter to the members of that class. If you do find head lice in your child's hair, please treat it immediately.

### **Sun Safe Policy**

The children can be outside at lunchtime for a long time and although we do now have some shaded areas, for much of this time the children enjoy playing on our fields.

Children must bring in with them a sun hat to wear but these do not always protect them fully. We recommend that you put a high factor sun cream on your child before they come to school in the morning. Also, children can bring in their own NAMED sun cream, for them to apply to themselves before they play out. Companies now do make long lasting sun creams.

For this to work and cause the least amount of fuss, it is important that you teach the children at home how much to apply and where to apply it. It must also be stressed that they are not to share sun creams. If the children do not have sun creams on them we will encourage them to cover up or stay in the shade.

### **The School Health Service**

The School Health Service visits school on a regular basis to monitor the children's health and to provide support for parents. During the first year at school the nurse will carry out hearing and eye checks with your permission. The school health service continues to carry out regular vision and hearing tests as children progress through school and may also monitor growth and weight. The school health service will also administer the flu vaccine in school for those parents who wish their child to have it. The school health service will be happy to help with any health enquiries you have. Please telephone school to make an appointment.

### **Equal Opportunities**

It is the policy of the staff and Governors of Buckstones to treat all people equally and to provide all children with the same inclusive experiences and opportunities.



### **Safeguarding/Child Protection**

Parents should be aware that we take all reasonable action to ensure the safety of all its pupils. Any photographs or video recordings of school performances or events must be wholly or mainly be of your own child for personal use and must not be uploaded onto the internet.

All Oldham schools follow Oldham's Safeguarding Children Board procedures. The school will, in most circumstances, 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; we will only do this if we have concerns that a child may be suffering ill-treatment, neglect or other forms of abuse. Sarah Healey is the person designated to be in charge of Child Protection and Mrs Susan Gee is our Governor in charge of Child Protection.

## DATA PRIVACY NOTICE

### 1. Your personal data - what is it?

Personal data relates to a natural living individual who can be identified from that data.

Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession.

The processing of personal data is governed by the General Data Protection Regulation (the "GDPR") which came into force on May 25th 2018.

### 2. Who are we?

Buckstones Primary School is the data controller. This means the Data Controller decides how your personal data is processed and for what purposes.

### 3. How do we process your personal data?

Buckstones Primary School complies with its obligations under the "GDPR" by keeping personal data up to date:

- by storing and destroying it securely;
- by only collecting or retaining data which is required to enhance or support your child's education and wellbeing ;
- by protecting personal data from loss, misuse, unauthorized access and disclosure
- by ensuring that appropriate technical measures are in place to protect personal data.

### 4. What we use your personal data for?

- To enable us to provide a responsible and safe school for the benefit of our children;
- To administer pupil assessments, progress and records;
- To manage our staff, pupils, Governors, employees and volunteers;
- To maintain our own accounts and records;
- To inform you of news, events, activities running at Buckstones Primary School;

- To share your contact details with the DfE and Local Authority, as required, so they can keep you informed, and for statistical research activities in which you may be interested.

#### 5. What is the legal basis for processing your personal data?

- Explicit consent of the data subject so that we can keep you informed about school news, events and activities;
- To meet the legal requirements of the DfE;
- Processing is necessary for carrying out obligations under employment, social security or social protection law, or collective agreement;

#### 6. Sharing your personal data

Your personal data will be treated as strictly confidential and will only be shared with others for purposes connected with the school. We will only share your data with third parties outside of the school with your consent.

#### 7. How long do we keep your personal data ?

We keep data in accordance with the guidance provided by the DfE. Details can be found in the full school Data Protection Policy available by contacting the school office.

Specifically, we retain data while it is still current on:

- children's name address and unique identification number
- telephone mobile numbers of those with parental responsibility for contact only
- attendance data
- behaviour/ exclusion data
- medical information
- special educational needs information
- pupil safeguarding information
- Pupil Premium Information re. Free School Meals
- Single Central Record and safeguarding data for Staff, Governors and Volunteers
- assessment data
- records relating to accidents/injury

## 8. Your rights and your personal data

Unless subject to an exemption under the GDPR, you have the following rights with respect to your personal data:

- The right to request a copy of your personal data which Buckstones Primary School holds about you;
- The right to request that Buckstones Primary School corrects any personal data if it is found to be inaccurate or out of date;
- The right to request your personal data is erased where it is no longer necessary for Buckstones Primary School to retain such data;
- The right to withdraw your consent to the processing at any time;
- The right to request that the data controller (Buckstones Primary School) provide the data subject with his/her personal data and where possible, to transmit that data directly to another data controller, (known as the right to data portability);
- The right, where there is a dispute in relation to the accuracy or processing of your personal data, to request a restriction is placed on further processing;
- The right to object to the processing of personal data, This applies where processing is based on legitimate interests (or the performance of a task in the public interest/exercise of official authority); direct marketing and processing for the purposes of educational research and statistics];
- The right to lodge a complaint with the Information Commissioners Office.

## 9. Further processing

If we wish to use your personal data for a new purpose, not covered by this Data Protection Privacy Notice, then we will provide you with a new notice explaining this new use prior to commencing the processing and setting out the relevant purposes and processing conditions. Where and whenever necessary, we will seek your prior consent to the new processing.

## 10. Track and Trace

We may seek to collect, process and share your personal data in response to the recent outbreak of Coronavirus, which is above and beyond what would

ordinarily be done so, about our staff, their dependents and the general public, to ensure their safety and well-being.

The legislative framework supporting data sharing relating to the management of the COVID19 pandemic is the notice under regulation 3(4) of the Health Service Control of Patient Information Regulations 2002 and it is in the interests of public health that we share information where necessary for the purpose of COVID19 management. Such information will be limited to what is legal, proportionate and necessary, taking into account of the latest guidance issued by the Government and health professionals.

#### 11. Contact Details

To exercise all relevant rights, queries of complaints please in the first instance contact the Business Manager at Buckstones Primary School by telephone (0161 770 5850) or email ([info@buckstones.oldham.sch.uk](mailto:info@buckstones.oldham.sch.uk)). You can contact the Information Commissioners Office on 0303 123 1113 or via email <https://ico.org.uk/global/contact-us/email/> or at the Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire. SK9 5AF.

## **PARENT PARTNERSHIPS**

We recognise the importance of parent partnership and welcome parental involvement in many aspects of school life. We are currently running year group meetings to welcome parents into the new year group and to furnish them with some information about the expectations for each year.

### **Parent Helpers**

We are keen to encourage any parents - or grandparents- who have a few hours to spare each week to come into school to assist children's learning. This is a very valuable and rewarding role. If you would be interested, please either contact the class teacher or the Headteacher. Again, in the interests of child protection, we stipulate that all adults working with children must agree to undergo an Enhanced DBS clearance before beginning their voluntary roles in school.

### **Friends of Buckstones**

The Friends of Buckstones is open to all parents and friends and you are very welcome to become an active member or alternatively join in any of the activities they run. A small committee of parents run and organise social and fundraising events. They do a wonderful job and we are very grateful for all their hard work.

An Annual General Meeting is held at the beginning of the autumn term and then regular meetings are arranged throughout the year.

### **Homework**

The homework policy is available on the school website.

- The main purpose of homework is to improve the quality of learning of all children.
- Homework may reinforce and support learning, which has been initiated at school.
- Regular homework indicates to the children the high priority we place on learning.
- Homework forges links between home and school and enables parents and carers to partake in their child's learning and to work together to enjoy teaching experiences.
- For all children it is important to develop a learning partnership with parents or carers and develop active involvement in their child's learning.

- Regular homework helps develop confidence, good study habits and self-discipline in children.
- To consolidate, reinforce and extend skills.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.
- At Key Stage 2, particularly in Year 6, more independent study helps to prepare the children for the requirements of Secondary School.

### **Reporting to Parents**

Parents' evenings are held two times in a year, in the autumn and spring terms. This is when parents are invited to come and look at children's work and discuss their individual progress with the class teacher. You are welcome to speak to staff about your child at other times. Appointments are readily arranged.

Written reports are sent to all parents towards the end of the summer term. These reports detail progress within the National Curriculum, and achievements in general.

### **Complaints Procedure**

If you have any concerns or complaints, we would like you tell us about it in confidence. We welcome any suggestions for improving our work in school. We ask parents and children to complete bi-annual questionnaires. In the first instance most parental concerns can be resolved through discussions with the class teacher or the Headteacher. If the matter is unresolved, a formal complaint should be put in writing to the Headteacher, who will refer the complaint formally to the Chair of Governors.

A copy of the complaints procedure is available upon request.



How much time should be spent on homework?

Year Group	Time
Reception	10 mins reading/phonics per day + key words, ongoing Mental Maths*.
Year 1	10/15mins a day reading/phonics + key words, 5-10 mins spelling practice, ongoing Mental Maths* + 30mins per week Maths/English/ topic related homework.
Year 2** There may be an increase in homework in these classes to prepare the children for SATs.	15 mins a day reading, 5-10 mins spelling practice, ongoing Mental Maths*, 1 hour a week English/Maths / topic related activity.
Year 3	15 mins a day reading, ongoing times tables, spelling practice and 1 hr. English/Maths/Topic homework per week.
Year 4	15 mins a day reading, daily times-tables activities, spelling practice and 1 hr. English and Maths/Topic homework per week.
Year 5	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10 mins a day Mental Maths*, up to 1hour English and Maths per week or a replacement topic related activity. Up to 30 mins spelling activity per week.
Year 6 ** There may be an increase in homework in these classes to prepare the children for SATs.	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10mins a day Mental Maths*, up to 45 mins English and Maths twice weekly or a replacement topic related activity. Up to 30 mins spelling activity per week.

There may be rare occasions when this timetable is amended.

## GOVERNORS

Governors are like a board of Directors and make decisions about how the school is run. They meet at least once a term at school.

### Governors are appointed to help:

Decide what is taught

Set standards on behaviour

Interview and select staff

Decide how the school budget is spent

School Governors have legal duties, powers and responsibilities. They act together, they cannot act individually.

### School Governors are:

Parents

Support Staff

Teachers at the school

Local council representatives

Community representatives

### Why are parents on the Governing Body?

Parent governors bring the views of parents to the Governing Body, but they speak and act as individuals. They have equal status in the work of the Governing Body and have voting rites.

### What can Parent Governors be expected to do?

Parent Governors can make sure that all communications with parents are both informative and easy to read, describe the activities in everyday language and avoid the use of jargon. The Governors can ensure that parents have easy access to information.

### What do Governors do?

The Governors meet at least once a term.

The Head teacher presents a report on all school activities, curriculum, finance and staffing matters. Discussions range over many issues, such as the state of the grounds and buildings, deployment of staff, the progress of learning of the pupils, issues raised by parents.

There is a committee for the curriculum, premises, health and safety, finance and staffing. The Governors have achieved the Governor Mark Award and continue to work on initiatives to improve the school. Copies of

reports and the minutes of meetings are available in school for parents to read, along with the instruments and articles of Government. The governors are all unpaid volunteers and have received no travel or subsistence allowance this year.

**List of current Governors:**

LA Governor Chair	Mr. Stephen Beckley	Appointment date: 01.9.04 Term of Office: 01.09.20 Expiry date:31.8.2024
Co-opted Governor	Mrs. Pauline Whitehead	Appointment date: 17.6.2003 Term of Office: 9.06.2023 Expiry date: 09.06.2027
Co-opted Governor	Mrs. Ann Hanaghan	Appointment date: 20.02.21 Term of Office: 22.02.21 Expiry date: 21.2.2025
Co-opted Governor	Mr. Ian Hartley	Appointment date: 10.06.15 Term of Office: 10.06.23 Expiry date: 09.06.2027
Co-opted Governor	Mrs. Susan Gee	Appointment date: 10.06.15 Term of Office: 10.06.23 Expiry date: 09.06.2027
Co-opted Governor	Mrs Janet Morrish	Appointment date: 27.4.23 Term of Office: 13.6.27 Expiry date: 12.6.27
Co-opted Governor	Mrs. Jill Hudson	Appointment date: 08.10.18 Term of Office: 1.10.22 Expiry date: 30.9.26
Co-opted Governor Vice Chair	Mr. James Woodward	Appointment date: 10.06.15 Term of Office: 10.06.23 Expiry date: 09.06.2027
Parent Governor	Ms. Jenny Allen	Appointment date: 15.10.21 Term of Office: 15.10.21 Expiry date: 14.10.2025
Parent Governor	Miss Liz Rudd	Appointment date: 02.11.20 Term of Office: 02.11.20 Expiry date: 1.11.2024
Co-opted Governor	Mrs. Helen Singleton	Appointment date: 14.10.19 Term of Office: 1.11.23 Expiry date: 31.10.27
Staff Governor	Miss Melanie Platt c/o Buckstones School	Appointment date: 10.3.23 Term of Office: 10.3.23 Expiry date: 9.3.27
Parent Governor	Mr John Starkey	Appointment date: 22.9.23 Term of Office: 22.9.23

		Expiry date: 21.9.27
Co-opted Governor	Mrs. Valerie Joyce	Appointment date: 01.9.22 Term of Office: 01.09.22 Expiry date: 31.8.2026
Head teacher	Miss Sarah Healey c/o Buckstones School	Appointment date: 1.9.2002

## **SCHOOL UNIFORM**

Pupils who attend Buckstones should be proud to belong to the school and should wish to be identified with us by the wearing of our distinctive school uniform. The uniform list is kept as brief as possible and with as much variation within the list as is reasonable so as to avoid undue expenditure on the part of the parents.

Appearance is one of the aspects by which we are judged. This school is proud of its record within Shaw.

Uniform:                Grey trousers / skirt / pinafore / shorts  
                                   Yellow / white polo shirt / shirt  
                                   School sweatshirt / blue jumper /cardigan  
                                   Black **school** shoes - NO TRAINER SHOES  
                                   Blue or yellow checked summer dresses

For P.E.                    Yr. R to Yr. 6 children - blue/black shorts and plain  
                                   white or yellow T-shirt  
                                   Black pumps

For Games:            Tracksuit and trainers.  
                                   **(No football strips)**

Reading folders can be purchased from school.

The only jewellery allowed in school is a wristwatch. **Earrings, necklaces, bracelets and rings are not permitted.** No jewellery is to be worn for swimming and P.E. No earrings are allowed in school, nor are children allowed to wear plasters over their ears to cover earrings. Please ensure that if your child has their ears pierced they do so at the beginning of the 6 week holidays. Children are also not to come to school with the nail varnish on.

## **NATIONAL CURRICULUM ASSESSMENT RESULTS**

Ofsted reports can be downloaded from their website at <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105671>

The latest school performance data is available from the Department for Education website at <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=105671>

The following represents an analysis of SAT's results at Key Stage 2 in 2024, the National results are from 2024 for Expected Standard but from 2023 for Greater Depth Standard.

### **Summary of most recent standards and achievements**

#### **Key Stage 2**

	Reading		Writing		SPaG		Maths		Science	
	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat
Working at the Expected Standard	90%	74%	83%	72%	93%	72%	90%	73%	83%	81%
Working in Greater Depth within the Standard	60%	29%	10%	13%	53%	30%	30%	24%		

## 2024-205 Holiday Pattern

Opening date	Closing date
Tuesday 3 <sup>rd</sup> . September 2024	Friday 25 <sup>th</sup> . October 2024
AUTUMN HALF TERM Monday 28 <sup>th</sup> . October - Friday 1 <sup>st</sup> . November 2024	
Monday 4 <sup>th</sup> . November 2024	Friday 20 <sup>th</sup> . December 2024
CHRISTMAS Monday 23 <sup>rd</sup> . December 2024- Friday 3 <sup>rd</sup> . January 2025	
Monday 6 <sup>th</sup> . January 2025	Friday 14 <sup>th</sup> . February 2025
SPRING HALF TERM Monday 17 <sup>th</sup> . February 2025 - Friday 21 <sup>st</sup> . February 2025	
Monday 24 <sup>th</sup> . February 2025	Friday 4 <sup>th</sup> . April 2025
EASTER Monday 7 <sup>th</sup> . April 2025 - Monday 21 <sup>st</sup> . April 2025	
Tuesday 22 <sup>nd</sup> . April 2025	Friday 23 <sup>rd</sup> . May 2025
MAY DAY Monday 5 <sup>th</sup> . May 2025	
SUMMER HALF TERM Monday 26 <sup>th</sup> . May - Tuesday 3 <sup>rd</sup> . June 2025	
Wednesday 4 <sup>th</sup> . June 2025	Friday 18 <sup>th</sup> . July 2025