



Springwell Park
Primary School

School Prospectus 2024-2025



Welcome to our school

Dear Parents/Carers,

At Springwell Park we are a thriving school community, working together to create a warm, welcoming family atmosphere. Every member of our community is valued and respected. We listen to each other and every voice is heard.

We are committed to offering our pupils a broad and balanced curriculum which provides opportunities to excel academically, physically and artistically in a safe and caring environment. We also take great pride in our work to develop the personal, social and emotional development of our children and dedicate time to exploring issues such as keeping safe, democracy, healthy bodies, healthy minds, the global community and food and fitness.

We instil a positive culture of self-belief and pride in all of our pupils and in doing so we endeavour to create successful learners, confident individuals and responsible citizens who are ready for the next stage of their education.

Children have a voice at our school and they are represented by the school council. Children are chosen to be on the school council after a full democratic election. Our school council work actively with other schools in our STRAND network and have raised money to buy a community defibrillator and have created a website celebrating Bootle history. Most recently, they have worked on a project celebrating equality and diversity.

We love to celebrate our achievements, inside and out of school and we are very proud of our Springwell family.

Please look at our website www.springwellpark.co.uk or follow us on twitter @springwellpark_ to see all of the wonderful things that we do.

Tracy Webley

Head teacher

Our school values

The Springwell Way



We value **Kindness**: we aim to be kind and caring, considerate to each other and to include everyone.



We value **Courage**: we aim to be brave to express our feelings and talk about our problems and to take risks with our learning without fear of failure.



We value **Appreciation**; we aim to appreciate our strengths, our school community and everyone in it



We value **Resilience**; we aim to become independent learners and always try our best even when we find things difficult.



We value **Aspiration**; we aim to set ourselves goals and follow them aspiring to be the best we can be.



We value **Pride**: we aim to take pride in ourselves, our achievements, our work and our school environment.

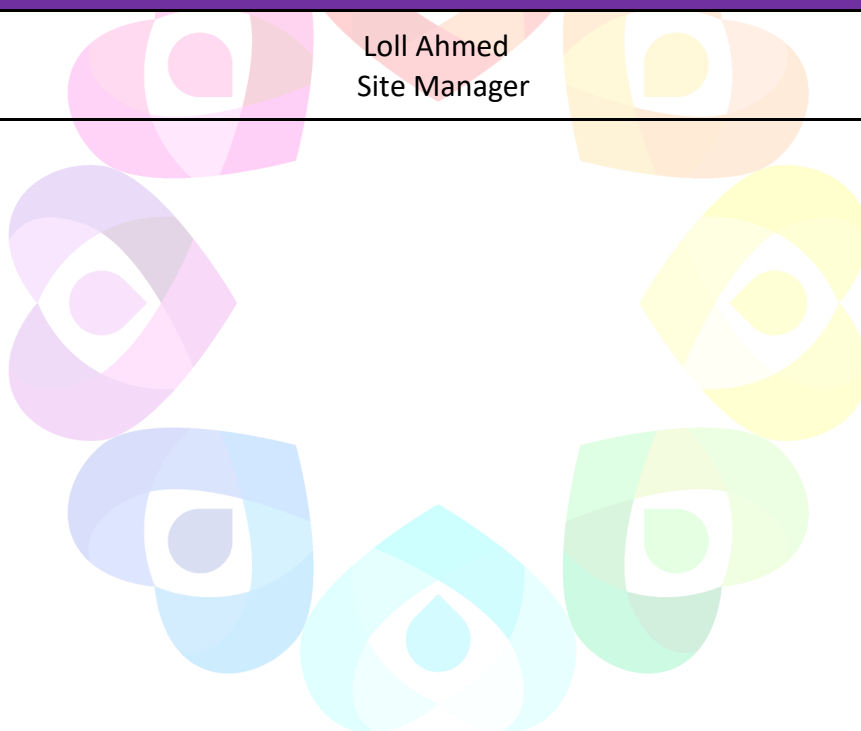
Our school staff

Senior Leadership Team		
	Tracy Webley – Headteacher	
Sarah Coyle Assistant Headteacher DSL / Pastoral	Tom Hanlon Assistant Headteacher EYFS / KS1	Sarah Ellis Assistant Headteacher KS2

Teaching team		
Class	Teacher	Teaching Assistant
Two Year Room	Kerry Dunne	
Nursery	Sarah Blundell	Gayner Connolly
RS	Katie Sefton	Rebecca Hughes
RH	Lisa Hughes	Jo Banner
1S	Alex Smith	Siobhan Powell
1MR	Kerry Molyneux/Gemma Roche	Julie Edge
2LK	Lauren Kirkbride	Tracey Smith
2K	Clare Kearney	Helen Smith/Paulette Sheridan
3K	Laura Kaasikas	Patricia Reynolds/ Carol Jones
3L	Keith Lord	Sarah Curran
4M	Rachel Murray	Jennifer Argent
4LM	Natalie Law/Sandra Mortimore	
5BM	Emma Boyham/Jen Michaels	Julie Johnson
5C	Tracy Carroll	Paulette Sheridan/Jackie Hopwood
6B	Emma Boughey	Lisa Smith
6L	Emma Lenton	Kelly O'Neill
SENDCO	Kerry Molyneux /Jen Patterson	
Intervention	Mark Humphray	

Pastoral Team			
Sarah Coyle Assistant Headteacher DSL / Pastoral Lead	Sharon Murphy Deputy DSL	Gail McCully Deputy DSL	Natalie Sweeney Learning Mentor

Office Team		
Karen Burke School Administrator	Clair Lane School Bursar	Rachael McMahon School Administrator
Premises Team		
Loll Ahmed Site Manager		



Our School Governing Body

The Governing Body of Springwell Park plays a crucial role in the life and work of our school. It is made up of 7 volunteers from the local and wider community, plus the Headteacher and a member of staff.

When we are recruiting for the Governing Body, we use the National Governors Association skills audit to ensure our Governors have a wide range of skills to challenge and support our school.

The school Governing Body holds 6 full board meetings each year.

The Governor role is a strategic rather than operational role. This means Governors do not get involved in the day to day running of the school. Instead they support and challenge the school's leadership team to drive school improvement.

Governors have three core duties:

- Plan the strategic direction of the school
- Oversee financial performance of the school and ensure the money is well-spent
- Hold the school leadership team to account

Governors also have the responsibility to act in a certain way and this is outlined in our Code of Conduct.

Our Governors

David O’Callaghan	Chair
Lindsey Foster	Vice-Chair
Tracy Webley	Head
Tom Hanlon	Staff
Jane Thurgood-Parkes	Co-opted
Sue Green	Co-opted
Charlotte Willshire	Parent
Vacancy	Parent

Our School Organisation

Early Years Foundation stage

This includes the Nursery and Reception classes. They follow a curriculum called Early Years Foundation Stage (EYFS) which is play-based and involves a balance between 'child-initiated' (chosen by the child) and 'adult initiated' (led by an adult) activities.

The areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Key stage 1 & 2 - National Curriculum

Schools are required by law to teach the National Curriculum to all children of five years and over. At the centre are the 'core' subjects of Literacy, Mathematics and Science.

The Foundation subjects comprise of Computing, Religious Education (RE), History, Geography, Art and Design, Design Technology (DT), Music, Physical Education (PE) and Personal, Social, Health and Economic (PSHE) Education (including Relationships Education) and Languages-Spanish taught in KS2.

In both KS1 and KS2 English and Maths is timetabled during the morning and taught daily. Foundation subjects are taught during the afternoon sessions.

Applying for a School Place

Applying for a Reception Place at Springwell Park for September 2025

When can my child start school?

Children start school in the September after their fourth birthday.

If your child was born between 1 September 2020 and 31 August 2021, you can now apply for them to start reception in September 2025.

This year's application window runs from 1 September 2024 until 11.59pm on 15 January 2025. It's important to apply as soon as you can.

The Sefton 'Starting Primary School 2025' webpage has all the information you need to know about making your application.

<https://www.sefton.gov.uk/childrens-services/schools-and-learning/school-admissions/starting-primary-or-secondary-school-in-september-2025/>

When completing your application form please ensure that you tick the relevant box against your chosen schools to indicate any additional priority your child may have for being allocated a place at the school (such as a sibling attends, there is a medical or social reason or your child is a looked after or previously looked after child).

Children who go to a school nursery will not automatically receive a reception place at the school. You would still need to apply.

Applying for a nursery place

We have a 52 place nursery and a 10 place 2 year old room.

To apply for nursery you will need to complete the form on the school website.

<https://www.springwellparkprimary.co.uk/starting-nursery/>

In-year admissions

In-year admissions is when a child is looking for a place during the academic year.

All in-year admissions to school go through Sefton council.

<https://www.sefton.gov.uk/inyearadmission>

Our Curriculum

At Springwell Park Primary we teach The National Curriculum and deliver it in a broad and balanced way. We have made deliberate choices in the way that we balance and structure the curriculum to ensure that all learning is meaningful and memorable for the children in our school.

Liverpool has a unique richness of culture on its doorstep and we have designed our curriculum and curriculum opportunities to connect the children in our school to all that it offers.

What do we teach?

Phonics – We follow the Read, write inc phonics programme to teach our children how to read. This is a daily session throughout EYFS & KS1. Pupils are able to consolidate their early reading skills through the use of phonetically decodable books closely matched to their phonic ability.

Reading - High-quality texts are at the heart of the curriculum and children encounter a rich diet of quality literature throughout their time at Springwell. We strive to instil a love of reading into our children, so reading for pleasure is a huge part of the curriculum. The children will encounter a reading for pleasure text, read by their teacher, every single day. The books chosen will inspire our children and make them reflect. We ability pride ourselves on our dedication to diversity within texts.

Writing - Our writing sessions are high quality text focused and We intend to create writers who have a strong understanding of grammar and punctuation and are able to apply that knowledge to their work. We aim to create children who are not only coherent writers, but also children who thoroughly enjoy the process and receive a great deal of pleasure and satisfaction from creative writing.

Maths – Throughout our maths lessons we integrate fluency, reasoning and problem solving throughout every lesson, using a range of activities to challenge children at every level. Concrete resources are used from EYFS to year 6 to help develop an understanding, which are used alongside pictorial representations to help the children make connections with their mathematical learning. Alongside our daily maths lessons, pupils have a daily arithmetic lesson to secure their understanding of times tables and number bonds. We follow the White Rose Maths scheme and use a mastery approach to Maths.

Science - Our aim in Science is to give children practical experiences of scientific processes by allowing them to experiment and find solutions to questions about the world in which they live. We encourage children to understand the relevance of Science to their present lives and how discoveries made today may have implications on their futures. We want children to experience the wonder of the scientific world and be excited by what they discover for themselves.

History - At Springwell Park, we study History as a series of connected and contrasting stories of how people and civilisations have changed over time, and how events, innovations and changes in the way people have lived and organised their lives have influenced the modern world.

Computing –Our Computing curriculum is designed to equip our children with computing skills that are fundamental in a digital world. Computing lessons encourage the children to develop skills in problem solving and to become critical thinkers. Our pupils are able to use technology confidently and safely as a tool for their learning and to express themselves creatively, whilst keeping themselves safe.

Geography - Our Geography curriculum introduces children to knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We aim to develop and harness a curiosity and fascination about the world and its people, so that children gain an insight into places and lives which are very different from their own.

RE- We celebrate the diversity of religious and human experience. We encourage pupils to grow with the knowledge, skills, sensitivity and understanding needed to develop as confident and productive members of their local multifaith community and the world. Our Religious Education programme encourages children to reflect on their own experiences and voice their views, whilst showing respect for the worldviews of the diverse mix of cultures, faiths and non-religious groups they encounter.

Design and Technology – We encourage the pupils to develop skills that will help them in every day life. Our DT curriculum gives pupils real problems to solve in a variety of different contexts. They research materials and methods and evaluate at every stage of their design.

Art - Our school's vision and purpose for art is to engage and inspire children to develop a love for art, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. This is achieved through pupils having the opportunity to develop their skills over time and work alongside professional artists.

PSHE – Our Personal, Social, Health and Emotional Education curriculum is designed to give our pupils the knowledge and understanding to become independent, confident, healthy and responsible members of their community and of society. The curriculum enables teachers to support and nurture all aspects of a child’s development, allowing them to develop intellectually, morally, socially and spiritually.

PE - We provide a PE curriculum that pupils not only enjoy, but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We believe sport is essential to helping children lead a healthy and active life, increase concentration levels within class as well as developing a range of skills in a variety of sports. As a school we actively promote physical activity with the vision that our children will remain active throughout their lives. Our sports provision is supported by Little Sports coaching.

Music – Our school’s vision and purpose for music is to engage and inspire children to develop a love for music. This is achieved through the many opportunities that we offer our children in order to develop their musical knowledge and capabilities such as performing, learning to play instruments, listening and responding to a broad range of music from around the world and also, exposure to music from different time periods.. In KS2, all pupils are taught how to play the ukulele.

MFL – Spanish - Our aim in Languages is to provide the pupils from year 3 onwards with the language skills that our multicultural world demands. We want all children to be able to speak and write in Spanish with confidence and fluency. We will achieve this by providing lots of speaking and listening opportunities during Spanish lessons and through opportunities to respond to spoken and written language from a variety of authentic sources.

Wider curriculum

At Springwell Park Our curriculum reaches far beyond the classroom. We provide opportunities for children to participate in a number of events and activities designed to both enhance the delivery of the statutory National Curriculum and provide learning opportunities beyond the statutory requirements.

- Sports – We actively participate in a wide range of sporting activities and tournaments across Sefton.
- Bikeability –Y5 pupils have the opportunity to take part in a cycle training programme.
- Tackling the blues programme helps our children to build resilience and talk about how to keep their minds healthy.
- Wally Cain - For many years now we have taken part in the Wally Cain Dance Festival.
- Debt aware - Y5 and Y6 receive financial education from Debt Aware.
- Safe Skills - is a preventative education resource which aims to improve the safety of young people in our community
- Gangs Project - Y6 complete the 'Get Away N Get Safe' gang prevention programme.
- Positive Footprints -Positive footprints is all about raising aspirations and opening up the world of work to young people. It shows children what careers are out there and the skills that they will need to leave a positive footprint wherever they go in life.
- Music week – We hold a music week where we invite a range of artists into school to perform for the pupils
- Science week - Throughout this week pupils carry out experiments and investigations within class.
- Young leaders - All pupils are given the opportunity to nominate themselves to be in the school council, reading leaders, writing leaders or digital leaders.

Assessment

Teachers continually assess each child's progress and achievement in order to plan the next stages in the development of the child's learning according to his/her needs.

The teachers will be assessing your child in a variety of ways:-

- Observations of how the child is learning and undertaking tasks
- Low stake quizzes are used as a way of identifying the knowledge children have retained and can recall.
- Consideration of the child's work
- Specific set tests and tasks used across the Year Group
- End of Key Stage Standard Assessment Tests (Year 6)
- A Phonics Screening Check at the end of Year 1
- A Multiplication Check at the end of Year 4
- Reception baseline assessment

Collective Worship and Assemblies

We use our assembly time to discuss our school values, respect for religious and moral values, and tolerance of other religions, races, cultures and differences

Our assemblies promote the schools' policies regarding spiritual, moral, social and cultural development and seeks to celebrate British values.

We take account of the family backgrounds of pupils and at times assemblies will be held which embrace relevant themes shared by Christians and non-Christians alike and it is a time to discuss key days in the calendar including black history month, world mental health day and keeping safe.

We also have a celebration assembly every term where we celebrate indicial pupil achievements.

Visits and workshops

We offer all of our pupils a termly visit or workshop to enhance what they are learning.

‘wow’ curriculum enhancements 2024-2025			
	Autumn	Spring	Summer
Nursery	Story Teller	Petting farm	End of Year Celebration
Reception	Story Teller	Martin Mere	Ambulance/Fire Engine Visit
Year 1	Superhero Day	Animal workshop	Visit Parkgate
Year 2	Titanic workshop	Great Fire of London workshop Visit to the Walker art gallery	Martin Mere visit
Year 3	Stone Age workshop -	Visit The DEVA Centre Chester	Mad science workshop
Year 4	Visit to the museum and trip on the ferry	Visit to Peel ports	Visit to the Tate gallery
Year 5	WWI workshop	Visit the museum – Ancient Egypt	Ancient Greece workshop
Year 6	Electricity workshop	Mayan workshop - Dr Diane	Eureka museum visit

Our Year 6 pupils also go on a Residential to Coniston Water Park.

Extra-curricular Activities

We have a wide range of after school activities that are affiliated to Children's University. For example; Multi-skills, Lego, Art, Basketball, Book club, Dodgeball, Film, Choir, Yoga, Athletics, football, sewing and board games. These change on a half termly basis.

Breakfast and After school club

We operate a free breakfast club that starts at 7.45am. The children are given breakfast and time to play with their friends. Breakfast club places are booked through the school office.

We have an external provider called Fun4kidz who provide our after school childcare. Please contact Fun4kidz for more information.

Parents/Carers in Partnership

Springwell Park is really grateful for our wonderful PTA. Our PTA work hard to help fundraise to buy resources which will help our children. Our PTA raise funds in various ways across the year, and the money goes to many exciting things with children's academic and emotional success being the end aim. The funds raised have been used over the years to buy many superb things for our school, such as;

- Supporting Christmas events by paying for a whole school pantomime, buying Christmas crackers to have with our Christmas lunch, buying Christmas lights/decorations for our community lights switch on, buying a selection box for every child and funding part food for our Christmas parties.
- Buying resources for classes such as outdoor equipment for Reception, books for class libraries and paying for the coach to our Y6 residential.
- Supporting our community by making food hampers for our most vulnerable families and buying a school washing machine to assist families.
- Funding the 'Springfest' leavers festival for our Y6 pupils by buying food, leavers t-shirts, balloons and autograph books.

We are always looking for parents/carers who would like to join the PTA. If you would like to play a part in our PTA, please speak to Gail McCully.

Special Educational Needs

At Springwell Park we are passionate about inclusive education for all and we are driven by the desire to ensure that all of the children at Springwell Park have the best chance to succeed in life.

We believe that Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.

We believe that that all children are entitled to an education that enables them to;

- achieve their best
- are happy and feel secure.
- are included.
- access a broad balanced and relevant curriculum.
- demonstrate personal development and growth.
- Make good progress.
- Experience wider activities leading to greater independence.
- become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our SENDCO's are Kerry Molyneux and Jen Patterson

Our School Uniform

Our Springwell Park School uniform is as follows;

Clothing

- Plain white polo shirt
- Purple cardigan/sweatshirt with the school logo
- Grey trousers/skirt/pinafore
- Grey shorts
- Black shoes (black trainers can be worn if they are all black)
- Purple gingham/striped dress (summer only)

PE kit

All children will wear their PE kit to school when they have PE.

- Purple t-shirt with the school logo
- Black shorts
- Black pumps

In colder weather the children can wear their school jumper over their t-shirt and plain black tracksuit bottoms over their shorts.

Alternatively, there is an optional school tracksuit. This consists of black tracksuit bottoms and a black hooded jacket with the school logo on.

Uniform assistance

The school provides pupil premium Reception children with a voucher for a free jumper.

The pastoral team also have a stock of preloved uniform that parents can access. Parents can request this uniform from the pastoral team at any time. We also hold open sessions where parents can help themselves to uniform.

Our Pastoral Team

As soon as your child begins their school journey with us, they, and you, become part of our Springwell Family. We place great emphasis on partnership working

with our families and our Pastoral Team is here to support you and your child along the way.

We work closely with our families to support them in many different ways - with emotional health and wellbeing, attendance, support with behaviour and, friendships. We focus on nurturing the individual needs of each child and building strong relationships with all of our families.

We encourage the children to seek help, support or advice from trusted adults when they need it. Supporting the pastoral needs of our children sometimes involves working with external agencies. This is always done confidentially and with sensitivity.

We are always on the school gate at the beginning and end of the school day if you need us.

We are very lucky to have Mrs Gallagher as our Learning Mentor who is able to provide interventions to support with children's mental health and well-being. We offer therapies such as Emotional Literacy Support, Lego therapy and Think Yourself Great, which develops children's self-esteem.

Please come and see us if you feel that we can support you and your family in any way. We are here to support your child to reach their full potential during their time with us at Springwell Park. We want everyone in our Springwell Family to feel well supported.

A Trauma Sensitive Approach

At Springwell Park we are a 'Trauma Sensitive School'. Last year we achieved our Gold Attachment and Trauma Sensitive School's Award.

We pride ourselves in ensuring that all pupils feel safe, welcomed and supported. Taking a trauma sensitive approach enables us to support children who have experienced trauma which can act as a barrier to their learning.

Attendance and Punctuality

At Springwell Park, we believe that regular and punctual school attendance is extremely important. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to them.

Attendance is a critical factor to a productive and successful school career; our school actively promotes and encourages 100% attendance for all of our pupils. We give high priority to communicating with parents and pupils the importance of regular and punctual attendance. We recognise that parents have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance. If there are problems which affect a pupil's attendance we will investigate, identify and strive, in partnership with parents and pupils, to resolve those problems as quickly as possible.

We acknowledge that there are sometimes barriers to good attendance and we work closely with our families to support them in improving their child's attendance. We offer support such as Breakfast Club places, support from our school nurse for any medical issues, help with uniforms and Early Help support for families. Our Pastoral Team have excellent relationships with our families and work hard to ensure that they are in school and ready to learn.

Communication with parents/Carers

How do we communicate with parents?

- A newsletter is sent home every week
- Each year group has their own twitter account
- Staff are outside every morning and after school
- Parents can call or email school

Contact details

Telephone : 0151 288 6054

Email : admin@springwellpark.org.uk

Twitter : @springwellpark_

