

St. Wilfrid's Church of England Primary Academy



Prospectus

2024-2025

Our Vision, Mission Statement, Aims, Expectations and Values

Our Vision

'I can do all things through Christ who strengthens me.' Philippians 4:13

1. Our children will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our staff will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our school will be a place where children can grow in strength, to be unique and flourish in the presence of God.

Our Mission Statement

- We will ensure that our children achieve exceptionally well.
- We will nurture our children to believe in themselves and each other.
- We will create a culture of love, care and respect for one another.
- At St. Wilfrid's, we can do all things through Christ who gives us strength.



at St Wilfrid's we can

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our School Expectations

Our school expectations for all children are to:

- Be responsible for your own choices
- Be respectful towards others and the school environment
- Be kind and caring in your actions
- Be proud in everything that you do
- Be ambassadors of our Christian Values

"The Christian Distinctiveness is in the DNA of the school and is driven by strong Christian leadership and the vision for every child to achieve and believe."

DBE Associate Adviser Visit, September 2018

Our Values

At St. Wilfrid's Church of England Primary Academy, our Christian Values represent everything that we do.

As a whole school community we carefully selected our eight Christian Values, that we felt were important, with Love underpinning them all.

Together, as a school community, we use these values as the basis for our decisions and our behaviour in our school, and live them out in our daily lives.

We promote these Christian Values to families of our pupils and encourage the children to remember them as they move through life.



"Teaching and learning in Religious Education is of a consistently high quality, resulting in excellent pupil outcomes in the subject."
SIAMS Inspection School Report, January 2018

Religious Education, Our Trust Prayer and Celebrating Success

Religious Education and Our Trust Prayer

As a Church of England Primary Academy, our RE curriculum is based on the syllabus of Blackburn Diocese, which incorporates a wide range of topics centred on Christian teaching.

Lessons include many aspects of the Christian faith including increasing the knowledge of the Bible; relating religious teaching to current society and understanding the significance of main events in the church's calendar. The syllabus also provides opportunities for children to explore Christianity around the world and in other cultures; a multi-faith approach. We support our children to apply their beliefs and values to international issues, to have a greater awareness of their lives in a global context and to develop the skills and confidence to be courageous advocates for themselves and others. RE also develops pupils' knowledge and understanding of other principal religions, other religious traditions and other world views.

We are a worshipping community and have a collective act of worship each day. Worship takes place in church, the school hall or garden chapel. It offers opportunities for personal reflection and spiritual development and is led by different people including the clergy, staff and children. We regularly attend St. Wilfrid's Church. Parents have the right to withdraw their children from the Act of Worship and may do so by arrangement with the Governing Body. All parents wishing to take this option are asked to discuss the matter with the Headteacher.

Dear Lord,

Thank you for our Trust family,

Guide us to do our best in everything that we do,

Let us follow Jesus; to **Love** and **Trust** one another,

Make us beacons of **Hope** in our communities,

For with you, we know that all things are possible.

Amen



Celebrating Success

At St. Wilfrid's Church of England Primary Academy, we celebrate the achievements of all children. Children each have their own talents and we recognise and celebrate successes across our school.

We provide opportunities for children to achieve success through a range of contexts and these are celebrated within school and the wider community. Opportunities include public speaking, choir, music and instrumental performances, computing, performing arts, and sport. Additionally, children have opportunities to become leaders working with leadership teams in school or to develop the wellbeing of others through supportive roles helping other children.

Our sports' teams have enjoyed a wide range of successes over many years and St. Wilfrid's Church of England Primary Academy has an excellent reputation in various sporting activities. The school has won competitions and tournaments locally and regionally, and competed with other schools nationally.

We have been successful in achieving a range of accreditations and awards during the last few years. In 2019, St. Wilfrid's was awarded 'Primary School of the Year' at the Wigan Education Awards, which we are immensely proud of. In 2020, St. Wilfrid's Church of England Primary Academy was named in The Sunday Times 'Top 250' State Primary Schools in England, where there are nearly 20,000 Primary Schools. In 2022 St. Wilfrid's was judged 'Outstanding in all areas' with no areas for development by Ofsted.

Ofsted Inspection: January 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding



Our Curriculum Offer

Leaders' extremely high ambitions for every pupil are reflected in the excellent curriculum that children in the early years, and pupils in Year 1 to Year 6, enjoy. Much thought has gone into shaping a curriculum that meets pupils' needs and interests. The careful construction of the curriculum means that pupils continually build on their learning until they secure a deep body of knowledge across all subjects.

Ofsted 2022

Intent

At St. Wilfrid's Church of England Primary Academy, we aim to provide a 'literacy-rich' curriculum that is broad and balanced, and meets the needs of the children in our Church Community. We aim to motivate and inspire children through a curriculum that engages and challenges all learners, regardless of their background, giving them the firm foundations to flourish in their primary education at St. Wilfrid's and succeed in life. Our ambitious curriculum is designed to deepen knowledge and develop skills, with literacy at the heart, ensuring effective progression within each subject discipline and across all year groups. Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes, both academically and in areas such as 'The Arts' and 'PE and Sport'.



Christian Values and Distinctiveness are central to every aspect of our school life, deeply embedded within our curriculum and the way we interact as a community. These values guide our approach to education, fostering an environment where faith, love, respect, and kindness are foundational. Our Christian Vision, rooted in the biblical verse "I can do all things through Christ who strengthens me" (Philippians 4:13), inspires and empowers both children and staff to reach their full potential. This vision is not just a statement, but a daily affirmation that encourages perseverance, resilience, and confidence, knowing that with faith, anything is possible.

Through this guiding ethos, we strive to create a nurturing, inclusive, and spiritually enriching environment where every child feels valued and supported. Our curriculum is thoughtfully designed to reflect our Christian Distinctiveness, promoting moral development, social responsibility, and a strong sense of community. By integrating Christian principles into learning, we encourage children to grow not only academically but also spiritually and emotionally, equipping them with the skills and character to make positive contributions to the world around them.

St. Wilfrid's aims to develop compassionate, reflective learners who embody our Christian values in all they do, both inside and outside the classroom. Our Christian vision and values serve as a constant reminder of the strength we draw from our faith and the potential within each individual to achieve greatness with Christ's support.

Implementation



At St. Wilfrid's Church of England Primary Academy, we implement an inclusive curriculum that meets the statutory framework for the Early Years Foundation Stage and National Curriculum. Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities, and high-quality implementation of mathematics teaching, underpinned by fluency, reasoning and problem solving.

Each term, all year groups follow a 'focus theme' that integrates English with the wider curriculum. These focus themes are aligned with subjects like History, Geography, or Science. To support this integration, teachers use carefully selected, high-quality reading texts that relate to the specific focus theme, ensuring that the content not only enhances children's literacy skills, but also deepens their understanding of key concepts in other areas of the curriculum. This approach helps create a more cohesive and enriched learning experience across subjects.

Our Curriculum Offer



In the Early Years Foundation Stage (EYFS), areas such as 'Understanding the World' and 'Expressive Arts and Design' are used to deliver key elements of the English curriculum. These areas encourage young learners to explore, create, and develop language skills through hands-on activities, imaginative play, and real-world experiences. 'Understanding the World' helps children build vocabulary and comprehension by engaging with their environment, while 'Expressive Arts and Design' fosters creativity and communication, enabling them to express ideas and emotions through various artistic forms. Together, these areas support the holistic development of literacy and language in early education.

"Related Reads" supplement and enhance the termly focus themes, offering children a diverse and enriching range of reading experiences. These texts, which include poetry, fiction, and non-fiction, provide children with opportunities to explore the term's themes more deeply, encouraging them to engage with literature both within and beyond the classroom. Through independent exploration of these related texts, children can develop a love for reading while expanding their comprehension, vocabulary, and critical thinking skills.

In addition to this, children are introduced to 'Reflective Reads,' a collection of books that reflect contemporary society and celebrate values of equity, diversity, and inclusion. These texts encourage children to understand and appreciate the world around them, promoting empathy, respect, and awareness of different cultures, perspectives, and experiences. By engaging with 'Reflective Reads,' children are empowered to think critically about societal issues and to embrace the richness of human diversity, helping to shape them into thoughtful, inclusive citizens.

Within the wider curriculum, teachers ensure that there are opportunities planned for children to further develop their literacy skills, including regular cross-curricular reading and writing, ensuring that standards are consistent across the curriculum.

Knowledge and vocabulary are fundamental components of our literacy-rich curriculum at St. Wilfrid's. Our lessons are well-planned to develop and expand children's knowledge by building on their prior experiences and making meaningful connections across their learning. Central to this approach is the immersion in and exposure to a diverse range of high-level, subject-specific vocabulary, which significantly enhances the breadth and depth of their language skills.

Children are taught to 'read well, quickly' through the effective implementation of our Department for Education validated, synthetic, systematic phonics programme, 'Essential Letters and Sound'.

For each 'focus theme', teachers plan an inspiring stimulus, an exciting home learning project and a celebratory showcase event, to hook and engage children and parents and make learning purposeful and relevant.

The stimulus is planned to capture children's imaginations and sets the stage for the learning journey ahead. To extend this engagement beyond the classroom, we set an exciting home learning project that allows children to explore and apply their knowledge in creative and meaningful ways. This project encourages family involvement and reinforces the connection between school and home, making learning more coherent, relevant, and impactful for our children.



Our Curriculum Offer

Implementation (continued)

Parents and carers are provided with 'knowledge mats' at the start of all History, Geography and Science units, to encourage discussion with their child and deepen their knowledge and breadth of vocabulary.

At the end of each focus theme, the celebratory showcase is an opportunity for children to share their learning experiences, and take pride in their accomplishments.

Our curriculum is delivered through highly effective 'quality first teaching', including the use of specialist teachers in PE, Music and Computing. Teachers apply our 12 principles of 'Great Teaching' at St. Wilfrid's, which is evidence-based and research-informed. We use a range of strategies to accurately assess children's progress against clearly defined learning objectives, ensuring that both knowledge acquisition and skill development are measured in a balanced and effective way.

Enrichment, including inspirational visitors and exciting educational visits, enhances teaching, learning and knowledge, ignites curiosity, broadens perspectives, and deepens understanding of curriculum content by connecting learning to the wider world.

A broad menu of Extra-Curricular clubs is provided to children across school, which includes sport, music, languages, wellbeing, computing and media.

Carefully selected Experiences provide our children with unique and rich opportunities to develop Cultural Capital.

Our curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in order to prepare the children for life in Modern Britain and in their journey to become citizens in a global world.

Our curriculum is continually shaped and developed to meet children's interests and needs, and is supported by practices based on credible research.



Impact



Our literacy-rich curriculum ensures that children are knowledgeable and skilled, achieve well and make excellent progress at each stage of their education. Through the breadth and depth that our curriculum offers, children have strong character traits and are rounded and grounded, confident and resilient, and well-equipped for the future. By offering a diverse and engaging curriculum, we foster a love of learning and encourage children to become articulate, curious, and enthusiastic learners, who are creative and physically competent, with high aspirations and ambition.

General Information

Child Protection

The Governors and staff of St. Wilfrid's Church of England Primary Academy have a duty to safeguard and promote the welfare of our pupils by:

- Creating and maintaining a safe learning environment .
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Safeguarding is fundamental at St. Wilfrid's and we have created a vigilance, where pupils' welfare is actively promoted. Staff are trained and follow the key documents: 'Keeping Children Safe in Education' 2024, 'Children and Families Act' 2014, 'Working Together to Safeguard Children' 2023 and 'Children Act—Section 11' 2004.

'Pupils enjoy excellent relationships with their peers and the staff. Staff are trained to help pupils to deal with any of their worries or concerns. This helps pupils to feel safe.' Ofsted 2022

SEND and Accessibility

At St. Wilfrid's Church of England Primary Academy, all children are valued, respected and supported to achieve their full potential through the universal offer to all children and through focused support where it is needed. Some children will require more specific or intensive support which we aim to achieve by providing teachers with the information and expertise they need to support and challenge children allowing all to flourish. Small group working, the use of additional equipment or technology, additional support in lessons or sensory breaks may be included to support children in their learning and development. As a fully inclusive school, St. Wilfrid's aims to provide for all children with any form of special needs.

We recognise the importance of early identification and intervention in order to address special needs and work within the guidance of the SEND Code of Practice 2014 and the Children and Families Act 2014, to share information and work together with parents in decision making to ensure all voices are heard. All teachers are teachers of SEND and quality-first teaching and effective differentiation is used to provide the best possible outcomes. Inclusion strategies, personalising of the curriculum and the following of recommendations from outside agencies may supplement Quality-first strategies as part of the graduated approach and the progress and well-being of children is continuously monitored. Our accessibility plan and equality scheme enables optimum participation in our school community and we collaborate with external agencies to support and guide us in meeting the needs of all children.

'All pupils, including children in the early years and those with special educational needs and/or disabilities (SEND), achieve exceptionally well.' Ofsted 2022

Early Years

The Early Years Foundation Stage (EYFS) covers both Nursery and Reception and provides the children with a wide range of experiences, to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



General Information

Absence

If your child is going to be absent from school, please phone the school office to let us know. Any unexplained absence will be marked as unauthorised in the register.

Holidays

The list of term dates is available in the 'Parent' area our website: www.saintwilfrids.wigan.sch.uk



School Uniform

Our school uniform consists of the following:

Navy or dark grey school skirt/pinafore (knee length), tailored dark grey, navy or black trousers (jogging bottoms optional in Nursery), blue and white check dress (summer).

Pale blue polo shirt, navy sweatshirt or cardigan.

Dark grey, navy or black tights, dark grey, navy, black or white socks.

Black school shoes (high-heeled shoes, boots or open-toe sandals are not permitted).

School sweatshirts, polo shirts and fleeces are available from Impressions Uniform, Standish and Slaters Schoolwear, Wigan.

P.E Uniform: Children are expected to attend school in P.E. uniform on their P.E. day. This consists of a sky-blue T-shirt, school jumper, cardigan, or hoodie, and navy/black shorts, or navy/black leggings, or navy/black joggers, and a pair of dark-coloured trainers (no bright colours please).

Any form of jewellery is strongly discouraged and will only be permitted for religious or medical reasons (You will be required to request consent from school via email or letter).

For Health and Safety reasons, under no circumstances, are earrings allowed to be worn in school.

Please ensure that all items of clothing have your child's name clearly marked on them, as it can be very difficult to return any lost or misplaced unnamed garments.



Fundamental British Values

The Fundamental British Values of 'Individual Liberty', 'The Rule of Law', 'Democracy', 'Mutual Respect' and 'Tolerance of those of Different Faiths and Beliefs', are firmly embedded in our Curriculum. Living in an ever changing world, children are given opportunities to discuss Fundamental British Values and what they mean, within the Curriculum during lessons and themed events. The promotion of Fundamental British Values has a positive impact on children's attitudes and relationships. As a school we promote and celebrate equity, diversity, inclusion and justice.

General Information

Charging Policy

The policy of the Governors of St. Wilfrid's Church of England Primary Academy concerning charges for school activities is as follows:

Voluntary contributions will be sought to support activities taking place during school time. We are not, as a school, in a position to subsidise educational visits. Therefore, should we not receive sufficient contributions, the educational visit may not be able to go ahead.

For activities taking place mainly outside of school time, a charge representing the total cost will be levied. It has always been the practice in St. Wilfrid's Church of England Primary Academy to deal sensitively and compassionately with those in genuine financial difficulty so that no child should be disadvantaged. We shall continue to use discretion with regard to remission of charges, having regard to individual circumstances.

Parents and carers of children eligible for the Pupil Premium Grant may choose to use this funding towards paying for educational visits. From time to time children will also be asked to volunteer to raise funds, both for school and charitable purposes.

Complaints Procedure

Any issues or concerns should initially be addressed to the class teacher or Phase Leader (Senior Leadership Team) and then, if necessary, the Executive Headteacher. In the event of an issue remaining unresolved and you wish to make a complaint, please follow the Complaints Procedure in the 'Compliments and Complaints' Policy, which can be found on the school website.

School Day

Nursery

Morning:	8.45am-11.45am
Morning with lunch:	8.45am-12.15pm
Lunch with afternoon:	11.45am-3.15pm
Afternoon:	12.15pm-3.15pm
Full day:	8.45am-3.15pm

Reception to Year 6

Morning:	8.45am-12.00pm
Lunch:	12.00pm-13.00pm
Afternoon:	13.00pm-3.15pm

Kidz Klub

Our before and after provision is led by school staff who are qualified and familiar with the children. We offer Kidz Klub places to children across school and use both halls.

Places are available for children from Nursery to Year 6. Please ask at the school office for more details.

These sessions will be charged at Kidz Klub rates.

From September 2024, the prices for these sessions are:

£4.40 for each hour session.

£3.30 for the 45 minute session.

The club is spread over two sites; using the KS1 hall and the KS2 hall.

Sessions available

Morning:	7.45am-8.45am
Afternoon:	3.15pm-4.15pm 4.15pm-5.15pm 5.15pm-6.00pm



Organisation

Learning Together Trust

Executive Headteachers	Mr. S. Colothan and Mrs. J. Woodcock
Head of School Improvement	Mrs. L. Morgan-Hillam
Head of System Leadership	Mr. M. Rigby
Finance and Operations Director	Mrs. R. Crompton
Finance Officer	Mrs. A. Hollingshead

St. Wilfrid's Church of England Primary Academy

Executive Headteacher	Mr. S. Colothan
Deputy Headteacher	Miss L. Clayton
Deputy Headteacher	Mrs. K. Newman
Deputy Headteacher	Mrs. E. Prentki
Phase Leader	Miss E. Bradburn

2024/25

Class Teachers

Class Teachers

Nursery

Mrs. E. Cunningham

Mrs. L. Atherton
Mrs. J. Brokas
Mrs. S. Foley

Reception

**RH
RM
RMK**

Mrs. C. Horton
Miss E. Massey
Mrs. A. Mullen and Mrs. K. Kohler

Mrs. J. Burns
Mrs. R. Lundy
Mrs. E. Rosental

Year 1

**1B
1FS
1R**

Miss E. Bradburn
Miss K. Finch and Miss R. Stretch
Mrs. L. Rooney

Mrs. H. Chesney
Mrs. L. Dickinson
Mrs. H. Hughes
Mrs. J. Stokes

Year 2

**2C
2M
2P**

Mrs. C. Crawford
Mrs. L. Mcandrews
Miss R. Parkinson

Mrs. S. Ali
Mrs. S. Edgar
Mrs. J. Sutton

Year 3

**3L
3M
3MW**

Mrs. A. Lochrie
Mr. L. Miles
Mrs. P. Marwood and Mrs. L. Wilson

Miss Z. England
Mrs. C. Raouf

Year 4

**4Be
4Bu
4CP**

Miss L. Beckwith
Miss R. Bullen
Miss L. Clayton and Mr. M. Price

Mr. B. Pearce

Year 5

**5BP
5M
5PC**

Miss A. Blackledge and Mrs. H. Pearce
Mrs. S. Melling
Mrs. E. Prentki and Mrs. L. Cunliffe

Mrs. S. Smethurst

Year 6

**6AB
6C
6JB**

Miss A. Broome
Miss D. Cowburn
Mrs. J. Broome

Mrs. J. Forrester
Mrs. L. Harrop
Mrs. A. Ormrod
Mrs. L. Wood

Organisation

Inclusion Manager/SENDCO	Mrs. K. Newman	Senior Admin Officer	Mrs. P. Jackson
Pastoral Lead	Mrs. J. Saggerson	Admin Officers	Mrs. K. Flynn Miss A. Moffitt
Computing Specialist Teacher	Mr. R. Jones	Site Manager	Mr. A. Green
Music Specialist Teacher	Mrs. E. Goulding	Caretaker	Mr. G. Murphy
PE Specialist Teacher	Mr. M. Price	Cleaners	Mrs. J. Williams Mrs. P. Wylie Mrs. L. Deluce
PE Professional	Mr. B. Pearce		
HLTAs	Mrs. J. Forrester Mrs. J. Sutton Mrs. C. Raof		

Governors

Ex-Officio	Rev'd Canon Andrew Holliday	Foundation	Mr. A. Meadows
Chair and Foundation	Mr. A. Stokes	Foundation	Current Vacancy
Executive Headteacher	Mr. S. Colothan	Parent	Mrs. L. Flynn
Foundation	Rev'd Cath Gabriel	Parent	Mrs. A. Smith
Foundation	Mrs. K. Ashton	Staff	Mrs. E. Prentki
Foundation	Mrs. V. Walder	Staff	Miss D. Cowburn
Foundation	Mr. A. Salisbury	Clerk to the Governors	Mrs. A. Marsh
Foundation	Mrs. N. Sinclair		



Statutory Information

Rates of Absence 2023-24

Overall attendance	95.7%
Authorised absence	3.2%
Unauthorised absence	1.1%

Pupil Routes

In July 2024, 77 Year 6 children left and transferred to the following schools:

Standish High School	65
Shevington High School	6
Bolton School	4
Urmston Grammar	1
St. Beade's	1

Access to Public Documents

Inspection copies of any documents which are required to be made available by or under the Education (School Curriculum and Related Information) Regulations 1989, can be arranged by contacting the Academy Office.

Local Authority

Wigan Metropolitan Borough Council, is our Local Authority. The Assistant Director for Education is Cath Peeling.

Tel. 01942 489453
Wigan Life Centre South
College Street
Wigan
WN1 1NJ

Staff are available to advise parents about free meals, school transport arrangements etc.

Notes

The information contained in this leaflet was accurate at the time of printing in Autumn 2024, but it should not be assumed that no changes will take place at the academy before the start of the 2024/25 school year, or in subsequent school years.



Environment

The Nursery is divided into areas which each have a specific focus. These include: role play, creative area, music area, maths area and ICT. The children access these according to their own interests and staff support them through free and structured play activities. Our staff engage with the children in small groups and individually, and use every opportunity to encourage development.

Curriculum and Assessment

The learning objectives for Nursery children are specifically designed for their needs. They focus on the skills that 3 and 4 year olds need to learn to be more independent, to create strong bodies and lay the foundations for the Reception year. St Wilfrid's is inclusive and supportive of children at all stages of learning and development and with their own unique needs. It is essential to your child that we start their learning at the stage that they are at, and that provision is led by the needs and interests of the children. We work closely with parents, the Early Years Team and Wigan Speech and Language to identify individual needs early and provide support where needed. We use objective led planning focussing on different aspects of the Early Years and Foundation Stage curriculum and implement this within continuous provision.

Each child records their achievements in their own 'Learning Journey'. This is a unique record of your child's time in Nursery. It includes:

- Precious moments captured through photographs
- Examples of work and activities
- Notes on observations made by your child's key worker and other staff

The skills that your child learns with you are an important part of their learning and you can share this learning with us by adding your own photographs and observations to your child's learning journey on 'Evidence Me'.



Outdoor Play

Our Nursery is well-resourced with new outdoor equipment to help build strong bodies, develop balance, movement, riding and ball skills. The children have access to their own playground area where they may ride bikes and play games, learn to hop, skip, make marks and remember sequences of movement through play. Our soft-surfaced outdoor area is equipped with a range of resources including a climbing frame, play house and places to dig and create. Children learn to choose tools to carry out their own plans in the sand pit and raised beds. With this in mind, please ensure that your child comes to Nursery with suitable outdoor clothes, as we go outside in all weathers!

Health and Wellbeing

During each session, children have a healthy snack time where they eat and share healthy snacks together. They can bring fruit and toast. Staff meet the health needs of all children, as advised by parents through written consent (for example, the administration of asthma inhalers). We also help children to understand how we look after our minds as well as our bodies with wellbeing days, regular yoga lessons, and sessions in our school sensory room, where we can explore using different senses and learn to relax.

Early Years

Learning about your child

The Nursery team will work to build a secure relationship with your child through communication, shared and guided play and experiences. The nursery team will become familiar with your child's interests and stage of development and will work with them to extend their learning. Where additional support might help your child, the nursery team will discuss with you referrals to speech and language, the Early Years Child Care Team and other outside agencies, who we work closely with. If you have concerns regarding your child's development, please talk to the Nursery team, so that we can work together.

Working in Partnership

At St. Wilfrid's, we believe in the importance of parental partnerships with school. We aim to keep you informed about what your child is doing and offer lots of opportunities for you to become involved. Nursery Newsletters are sent home electronically at the beginning of each term. We aim to keep parents and carers as well informed as possible and staff are available to speak to at the beginning and end of every session.

Reading in Nursery

Developing a love of books, by listening to and sharing stories, is really important. Literacy is at the heart of our curriculum throughout school and we want to foster that enjoyment of books right from the beginning. We want children to be full of stories that they want to share through role play, small world play, drawing and talking to us. We encourage you to share stories with your child.



Session Times

Children attend our Nursery on a full or part-time basis. Currently, the universal entitlement for all children is 15 hours. However, we offer an additional 15 hours extended entitlement to parents and carers who are eligible for 30 hours Nursery Provision. Optional paid top up is available in addition to the free entitlement at a current cost of £5.24 per hour.

Session Options

Morning session	8.45am - 11.45am	Morning session with lunch	8.45am - 12.15pm
Lunch with afternoon session	11.45am - 3.15 pm	Afternoon session	12.15pm - 3.15pm.
Full day session	8.45am - 3.15pm		

Each session begins with self-registration and play activities. The children then move on to more focused teaching time with our staff. Within each session, children are involved in a wide range of developmental activities including Literacy, Maths, Dance, Drama, P.E, Music or ICT.

You may also wish your child to attend our wraparound care sessions available in our before and after school Kidzklub. Please see page 8 for further details.

Foundation Stage - The First Steps

Learning through play in continuous provision begins in Nursery and develops to a blend of continuous provision and more formal teaching in Reception. Learning to learn and to love learning remains a fundamental part of the Reception year. Children will be developing their bodies, their language and communication, their social skills and relationship building as well as their knowledge of phonics, Literacy and Maths through the new Early Learning Goals.

We want to foster a love of reading and develop their decoding skills through systematic phonics teaching and giving children the opportunities to share a wide breadth of stories which we link to our curriculum and to our role play. We are helping children to develop their vocabulary and use ambitious words in their own talk and play.

The children are in three Reception classes with their own class teacher(s) and will also work in mixed class groups in the shared indoor and outdoor spaces. Here, children develop their fine and gross motor skills through climbing, balance activities and fine motor control games and play. These skills are fundamental in supporting children in developing the hand and arm strength and co-ordination in learning to write.

Through investigation, exploration and guided activities, we are helping children develop their concentration and curiosity, guiding them to ask questions, find answers and persevere with an activity.

Wellbeing is also essential for our children and we regularly use the sensory room to explore our senses, learn to recognise emotions and self regulate. We are also learning how to build relationships: make friends, repair friendships and work together with our classmates.

Building strong partnerships with parents is key to developing children's learning both at home and school and we use the software 'Evidence Me' for parents to share learning experiences too.

The Early Learning Goals are developed through structured and purposeful play in a range of individual, group and whole class activities. The goals include:

Communication and Language: Listening, Attention & Understanding, and Speaking

Personal, Social and Emotional Development: Self Regulation, Managing Self, and Building Relationships

Physical Development: Gross Motor Skills and Fine Motor Skills

Literacy: Comprehension, Word Reading, and Writing

Mathematics: Number and Numerical Patterns

Understanding the World: Past & Present, People, Culture & Communities, and The Natural World

Expressive Arts and Design: Creating with Materials and Being Imaginative & Expressive



School Performance

EYFS - GLD (Good Level of Development: 3 Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development + Specific Learning Goals of Literacy and Maths)

Year	St. Wilfrid's	Wigan LA	Difference	National	Difference
2024	77%	64%	+13%	68%	+9%
2023	77%	63%	+14%	67%	+10%
2022	75%	62%	+13%	65%	+10%
COVID-19					
2019	76%	68%	+8%	72%	+4%
2018	82%	69%	+13%	72%	+10%

Year 1 Phonics (WA)

Year	St. Wilfrid's	Wigan LA	Difference	National	Difference
2024	93%	80%	+13%	80%	+13%
2023	91%	79%	+12%	79%	+12%
2022	92%	75%	+17%	76%	+16%
COVID-19					
2019	95%	80%	+15%	82%	+13%
2018	96%	84%	+12%	83%	+10%

Year 2 Phonics Cumulative (WA)

Year	St. Wilfrid's	Wigan LA	Difference	National	Difference
2024	97%	90%	+7%	-	-
2023	99%	89%	+10%	88%	+11%
2022	98%	88%	+10%	87%	+11%
COVID-19					
2019	100%	92%	+8%	91%	+9%
2018	99%	93%	+6%	94%	+5%

End of KS1

	Att.	SW 2024	Wigan. 2024	Diff.	SW 2023	Nat 2023	Diff.	SW 2022	Nat. 2022	Diff.	COVID-19	SW 2019	Nat. 2019	Diff.
Reading	Expected	84%	70%	+14%	87%	68%	+21%	85%	68%	+17%		86%	75%	+11%
Writing	Expected	77%	63%	+14%	78%	60%	+18%	76%	58%	+18%		82%	69%	+12%
Maths	Expected	87%	73%	+14%	87%	71%	+16%	87%	68%	+19%		92%	76%	+16%
RWM	Expected	76%	60%	+16%	78%	56%	+22%	76%	54%	+22%		80%	65%	+15%
Reading	GD	37%	19%	+18%	36%	18%	+11%	44%	18%	+26%		35%	25%	+10%
Writing	GD	29%	10%	+19%	26%	8%	+11%	31%	8%	+23%		27%	15%	+12%
Maths	GD	40%	17%	+23%	36%	16%	+11%	42%	15%	+27%		38%	22%	+16%
RWM	GD	27%	7%	+20%	23%	6%	+11%	27%	6%	+21%		24%	11%	+13%

End of KS2

	Att.	SW 2024	Nat. 2024	Diff.	SW 2023	Nat 2023	Diff.	SW 2022	Nat. 2022	Diff.	COVID-19	SW 2019	Nat. 2019	Diff.
Reading	Expected	95%	74%	+21%	84%	73%	+11%	92%	75%	+17%		92%	73%	+19%
Writing	Expected	92%	72%	+20%	91%	71%	+20%	89%	69%	+20%		97%	78%	+19%
Maths	Expected	96%	73%	+23%	95%	73%	+22%	95%	71%	+24%		97%	79%	+18%
RWM	Expected	92%	61%	+31%	80%	59%	+21%	89%	59%	+30%		92%	65%	+27%
RWM	Expected	94%	72%	+22%	95%	72%	+23%	91%	72%	+19%		97%	78%	+19%
Reading	HS	64%	28%	+36%	36%	29%	+7%	41%	27%	+14%		53%	27%	+26%
Writing	GD	42%	13%	+29%	42%	13%	+25%	35%	10%	+25%		45%	20%	+25%
Maths	HS	68%	24%	+44%	50%	24%	+24%	46%	21%	+25%		64%	27%	+37%
RWM	HS	39%	8%	+31%	21%	8%	+11%	18%	6%	+12%		33%	11%	+22%
EGPS	HS	74%	32%	+42%	68%	30%	+38%	48%	26%	+22%		66%	36%	+30%

End of KS2 Scaled Scores and Progress

	Attainment	St. Wilfrid's 2024	National 2024	St. Wilfrid's 2023	National 2023	St. Wilfrid's 2022	National 2022	COVID-19	St. Wilfrid's 2019	National 2019
Reading	Scaled Score	111	105	107	105	109	105		109	104
Maths	Scaled Score	112	104	109	104	108	104		111	105
EGPS	Scaled Score	114	105	112	105	109	105		112	106

Admission Arrangements

Making an application

Applications for admission to the school in September 2025 can only be made online by **15th January 2025**.

Parents and carers applying to a Church School need to complete and return the supplementary form which can be downloaded from the school website in the Admissions section in Information. Please also arrange completion of the Clergy Reference Form if applicable.

Parents and carers will be notified whether or not their child has been allocated a place by the Local Authority on the **16th April 2025**. Parents and carers of children not admitted will be informed of the reason and offered an alternative place by the Local Authority.

Admission procedures

Arrangements for admission have been agreed following consultation between the governing body, the Blackburn Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

The determined Published Admission Number (PAN) at St. Wilfrid's Church of England Primary Academy is 75. However, an agreement has been made between school and Wigan Council to admit up to 90 pupils to Reception in September 2025.

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

1. Children in Public Care:
 - (a) This includes any "looked after child" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. Applications for previously looked after children must be supported with appropriate evidence i.e. a copy of the adoption order, residence order or special guardianship order
2. Children with special medical or social circumstances affecting the child where these needs can only be met at this school. See note (i)
3. Children whose parents and carers live within the ecclesiastical parish of Standish, St. Wilfrid's. See note (ii)
 - (a) Children who have a sibling attending the school on the date of the application and on the date of admission. See note (iv)
 - (b) Children with a parent or carer worshipping in a church in full membership of churches together in England
 - (c) Other children.
4. Children whose parents or carers live outside the parish
 - (a) Children who have a sibling attending the school on the date of the Application and on the date of admission. See note (iv)
 - (b) Children with a parent or carer worshipping in a church in full membership of churches together in England
 - (c) Other children.
5. Proximity of home to school.

Admission Arrangements

Tie Breaker

Where there are more applications for the available places within a category, then the distance between the GIS address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is a predetermined point generated from the Local Authority's GIS computer database, which is based on information from an Ordnance Survey to the front entrance of the school. If we offer the last place available at a school to one of twins (or triplets, or so on), our policy is to admit the other twin or triplets too. Where the cut off point is for addresses within the same building, or within the same distance from the school, then the single measure between the address points will apply and the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Notes

- (i) Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.
- (ii) A map showing the boundaries is available in school.
- (iii) The distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used to determine which addresses are closest to the school.
- (iv) Siblings include step, half, foster, adopted brothers and sisters living at the same address as part of the same family unit.
- (v) A list may be obtained from its website 'Churches Together in England website at cte.org.uk'. Churches in membership of the equivalent bodies to CTE in Northern Ireland, Scotland and Wales are equally accepted. Parental worshipping is normally taken to mean a minimum of monthly attendance at church at public worship for at least the year leading up to the closing date of application.

The governors will request confirmation of this from the relevant members of the clergy or church officer. Where a family has changed churches, then information about all of them will be required.

Late applications for admission

Applications received after the closing date would be considered late and would be considered after all the others, and placed on a waiting list in accordance with the criteria.



Admission Arrangements

Waiting List

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of the application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time.

If a place becomes available within the admission number, the child whose names are at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

The waiting list will operate until the end of the Autumn term 2025 for those applying for a place for the 2025 intake.

Deferred entry

Parents and carers can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year. Where entry is deferred, the place will be held open and not offered to another child. Parents cannot defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Part-time attendance

Parents can request that their child attends part time until the child reaches compulsory school age.

Nursery Classes

Attendance at the nursery does not guarantee admission to the school. Parents or carers must submit an application for a place in reception class by the closing date.



Admission Arrangements

Address of pupil

The address used on the school's admission form must be the current one at the time of the application, i.e. the family's main residence. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. If there is any doubt about this, then the address of the Child Benefit recipient will be used. Parents or carers may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

Non-routine admissions

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine admissions. Parents or carers wishing their child to attend this school should arrange to visit the school. They should then approach the home Local Authority who will co-ordinate the admission arrangements. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no such place, then the Local Authority will advise on how to appeal. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g. exchange of contracts or tenancy agreement with rent book.

Please note that you cannot re-appeal for a place at a school within the same school year unless there has been relevant, significant and material change in the family circumstances.

Appeals

Where the governors are unable to offer a place because the school is over subscribed, parents or carers have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 1. Parents or carers should notify the Clerk to the Governors at the school within 14 days of receiving the letter refusing a place. Parents or carers will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. You will normally receive 14 days' notice of the place and time of the hearing.



**'I can do things you cannot,
You can do things I cannot,
Together we can do great things.'**

Mother Teresa



Admission Arrangements

If your child was refused a place in Reception or Key Station 1 because of Government limits on Infant class sizes, the grounds on which your appeal could be successful are limited. You would have to show that the decision was one which in the circumstances no reasonable governing body would have made, that the admission arrangements are illegal or that your child would have been offered a place if the governors' admissions arrangements had been properly implemented. Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example a false claim to residence in the catchment's area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of the place. The application will be considered afresh and a right of appeal offered if a place is refused.

Twins etc.

Where there are twins, etc wanting admission and there is only a single place left within the admission number, then the governing body will exercise as much flexibility as possible within the requirements of infant class sizes. In exceptional circumstances cases we are now able to offer places for both twins and all triplets, even when this means breaching infant class size limits. This may also apply to siblings who are in the same year group.

Admission to Nursery

Application forms will be sent out by the school to all parents or carers who have registered an interest to them in their child attending Nursery. The forms will be sent out in the Autumn term preceding admission.

The number of places available for admission to the Nursery class in the year 2025 will be a maximum of 60.

Places will be allocated in accordance with the admission criteria for school.





St. Wilfrid's Church of England Primary Academy

Rectory Lane
Standish
Wigan
WN6 0XB

Email: enquiries@saintwilfrids.wigan.sch.uk

Website: www.saintwilfrids.wigan.sch.uk

X: [@St_Wilfrids_CE](https://twitter.com/St_Wilfrids_CE)

Tel: 01257 423992
Fax: 01257 423714