

ASHTON WEST END PRIMARY ACADEMY PROSPECTUS

**William Street,
Ashton-Under-Lyne,
Tameside,
OL7 0BJ**



Telephone: 0161 330 4234
Email: admin@awepa.org.uk

Today I am proud of my school; tomorrow my school will be proud of me.

ASHTON WEST END PRIMARY ACADEMY
STAFF 2025-2026

Principal: Miss K Pizuti (DSL)

Vice Principal: Ms S Barnett (SENDCO, School Improvement Leader and DDSL)

Assistant Principals:

Ms E Beswick (DDSL, Assessment and KS2 leader)

Mrs A McLean (EYFS, KS1 and RWI leader) Maternity leave from July 2025

Ms K Donnellon (English and Curriculum leader)

School Business Manager: Dr F Liddy

Class Teachers:

Nursery	Ms Z Pervez	Y3	Mrs S Begum/ Miss Z Fallows
Reception	Mrs C Wright	Y3	Miss J Lumb
Reception	Miss A Coghlan	Y4	Miss L Pearson
Y1	Mrs R Ogden	Y4	Mrs A Bi/ Mrs D McGrath
Y1	Mrs P Mistry- Kendall	Y5	Miss R Burgess
Y2	Miss MJ Ellison	Y5	Miss S Taylor
Y2	Miss J Vallow	Y6	Mrs A Hardy
		Y6	Mrs L Green/ Mrs J Coyne

KS2 Intervention and support teachers: Mrs J Coyne and Ms A Marshall

Subject Leaders:

Literacy -	Miss J Lumb & Ms K Donnellon	Maths -	Miss S Taylor and Miss J Vallow
Science -	Mrs MJ Ellison/ Mrs E Beswick	Art -	Miss A Coghlan
RE -	Mrs C Wright	Healthy Schools-	Mrs E Beswick
PE -	Mrs P Mistry- Kendall	Music –	Miss R Burgess
Geography -	Miss L Pearson	D&T –	Mrs J Coyne
Computing -	Mrs A Hardy	MFL –	Ms K Donnellon
History-	Ms A Marshall	Read, Write, Inc-	Mrs R Ogden
PSHE and Mental health-	Mrs L Green	ECO-	Mrs E Beswick

SENDCO

EYFS

Assessment

Communication and Language Coordinator

Pastoral and attendance leader: Ms R Perry

Pastoral Support Worker: Ms T Walton

Ms S Barnett

Ms S Barnett

Ms E Beswick

Mrs C Wright

Teaching Assistants:

Mrs J Millington
Miss D Higginson
Miss D Merrington
Miss S Steadman
Mrs R Mahmood
Mrs R Naz
Miss A Akhtar
Ms Y Jackson
Mrs N Akbar
Mrs Y Hussain
Mrs S Seedat
Miss A Imran (Maternity leave from April 2025)
Mr A Small
Mrs J Westall
Mrs R Mistry
Mrs A Hussain
Mrs F Ehsan
Ms M Usman
Miss H Zaman
Mrs J Abram
Ms J Xavier
Miss E Mould
Ms C Coman
Miss R Akhtar
Miss R Ali

Outdoor Play and Learning Coordinator

Miss A Mather

Academy Administration Team:

Academy Business Manager: Dr F Liddy
Attendance and Admissions officer: Mrs G Smith
Secretaries: Miss R Sheeran and Miss S Pomfret

Site Manager: Mr D Watson

Assistant Site Manager: Mr C Barnes

Cleaning Staff:

Mrs N Akhtar, Mrs J Kausar, Mrs D Quinn, Ms M Fumero, Ms Y Jackson, Miss S Pomfret, Ms T Brady.

Midday Assistants: Mrs F Uddin, Mrs N Akhtar, Mrs J Kausar, Ms Y Jackson, Mrs E Brahimi, Mrs S Dubovci, Mrs N Aslam, Miss A Barker, Mrs Z Finneer.

Catering Staff:

Catering Supervisor: Mrs S White

Assistant Cook: Mrs D Quinn

Kitchen staff: Mrs S Ali, Ms S Ashton, Mrs J Wild, and Ms T Brady.

Academy Governors 2025/2026

<u>Chair of Governors:</u>	Mrs A Etchells
<u>Vice Chair of Governors:</u>	Mrs B Ayoola
<u>Parent Governors:</u>	Mrs H Arshad Mr S Khalid Mr M Hussain Mrs M Malos
<u>Staff Governors:</u>	Miss R Burgess Ms A Marshall Miss K Pizuti (Principal)
<u>Co Opted Governors:</u>	Mr B Jones Mr C Russell Mr E Goan

ACADEMY CLOSURES AND HOLIDAY LIST

Please see the relevant section on the website or ask at the academy office.

ABOUT OUR ACADEMY

Ashton West End Primary Academy was built in 1964 and is now a two-form entry academy. Over the past ten years there have been major improvements to the building and outdoor area. The academy is of a very pleasant and spacious design, with generous sized halls, classrooms and court yards. The accommodation consists of a Nursery class which has morning and afternoon provision, two Reception classes and 12 full time classes in Key Stage 1 and 2 which are arranged in order of age. We aim to have no more than 30 pupils in each class. There are two halls which can be used for a variety of purposes including assembly, collective worship, dinners, physical education, drama, music and games.

ADMISSIONS POLICY *(Please see the website for more information)*

Any parent who would like their child to come to our Nursery should contact the academy and put their child's name on our list. This does not guarantee a place for the child, but it does mean that we are able to contact you with the appropriate information at the right time.

Children enter the Nursery in the September before their fourth birthday. We are allowed to take 26 children into the Nursery for the morning session and 26 children for the afternoon session. Preference is given to those who are almost four years old and to those who live close to the academy. Parents should contact the academy to request a nursery place, and places will be offered in March.

Children enter the reception classes in the September before their fifth birthday and may be admitted to the academy no matter where they live, provided we have a vacancy in the required age group. The procedure is for parents to apply for admission through the Local Authority Admissions Department.

Parents of new entrants are invited to visit the academy at least once during the summer term to give you and your child the chance to meet the reception class teachers, the Assistant Principals, and the Principal. We will outline the academy routine for you and be ready to answer any questions.

SECONDARY TRANSFER takes place in the September following the child's eleventh birthday. Our close links with local High Schools enables children to visit secondary schools of their choice in their final year. Applications for high schools are made via the Tameside Admissions website.

OUR AIMS

Our prime intention is to help each child to realise his or her maximum potential.

Our aims will be:-

1. To create a happy academy environment in a multi-cultural society, and with a spirit of enterprise and equal opportunity.
2. To help children to learn that courtesy, good manners and consideration for others are very important qualities.
3. To ensure a good command of basic English and an ability to communicate with other people within the framework of the National Curriculum.
4. To encourage the enjoyment of reading and a love of books.
5. To develop a sound knowledge and understanding of mathematical operations and concepts according to the National Curriculum.
6. To encourage scientific curiosity and investigation particularly through the local environment,

and with all the emphasis required by one of the core subjects.

7. To awaken an awareness of the rich heritage around us and especially in the West End area through project type historical, geographical and religious education studies.
8. To teach skills in handwriting, crafts and creative and expressive arts including music.
9. To provide experiences of physical activities, drama, movement and games skills.
10. To establish an environment of co-operation with mutual decision making in which teaching and non-teaching staff, academy governors, and parents can work together for the good of the children and the fulfilment of these aims.

ACADEMY ETHOS AND VALUES

PASTORAL CARE

At Ashton West End, we have a dedicated and experienced Pastoral team consisting of Rebecca Perry who is our Pastoral and Attendance Lead, Tracey Walton who is our Pastoral support and qualified SENDCO and Diane Higginson who is our school Learning mentor. Our team supports the emotional well-being of both children and families within our school. If you feel you require support from our Pastoral Team, please contact the school office and ask for a member of our team.

MEDICINES

If you can avoid sending medicine to the academy, please do so. If it is essential that prescribed medicine be administered at dinnertime, ideally, we would like the parent to come into academy to carry this out. In exceptional circumstances we will agree to administer medicines, but a full explanation of the dosage and written authorisation must be provided by the parents on a form, available from the office.

The Education Welfare Department of TMBC is available to give advice to parents and carers on such matters as free academy meals, clothing grants and children's absences. Our bilingual assistants are especially able to deal with families whose first language is not English. In cases of families whose language/s might not be spoken by our staff we will try our best to provide support or request they bring a friend at the initial meeting.

GOOD ATTENDANCE

By awarding certificates at the end of each term we encourage good attendance. If a child is absent for any reason, a note of explanation should be sent to the school office either via email or a telephone call. Parents must ring the academy before 9.00am on the child's first day of absence. Absences without any explanation will be regarded as unauthorised and have to be reported to the

Education Welfare Department.

Parents who wish to take their children out of the academy in exceptional circumstances should request this in writing to the Principal. Each request will be treated on its own merits and an absence will only be granted in exceptional circumstances. Absences to visit family abroad or holidays in term time are not classed as an exceptional circumstance and these requests will not be granted.

Parents should make non-urgent doctors and dental appointments during the holiday period or at the end of the school day.

The following are counted as authorised absence:

- Educational visits.
- Receiving education elsewhere, i.e. sitting exams for secondary academy.
- Exclusion by the Principal
- Sickness with a message from parent
- Licence or permission to take part in a performance.
- Medical/Dental treatment.
- Day of religious observance.

The following are counted as unauthorised absence:

Absence without an acceptable explanation, i.e. days off for shopping, visiting relatives, going to the airport, visiting family abroad during term time etc will not be authorised by the Principal.

INCENTIVES AND POSITIVE ATTITUDES

- Class award each week for best attendance.
- 100% attendance award each term to individual pupils.
- Weekly Dojo points award for 100% attendance.
- Positive comments during academy assembly.
- Favourable remarks on end of year reports.
- End of term prize for full attendance.



PUNCTUALITY

In this academy, teachers and staff set examples of good attendance and punctuality, this is a vital factor to encourage children to be punctual for school.

Children should arrive at the academy between 8:40am and 8:45am. If they arrive after this time, then they will be marked as late. The academy cannot be held responsible for children arriving before 8.40 a.m. During bad weather, children are admitted straight into the academy or to a covered area, where they are supervised by a member of staff. Pupils arriving late without a good reason may forfeit their chance of winning an attendance certificate and other prizes.

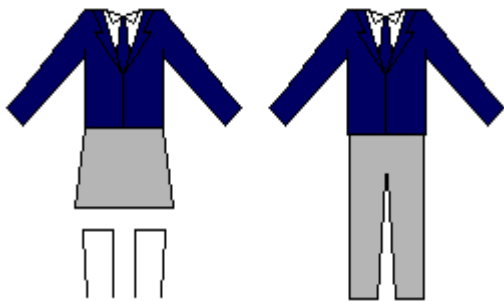


It is important that children are collected on time at the end of each academy day. If parents are unavoidably delayed it is important that they telephone the academy before 3:15 pm.

ACADEMY UNIFORM

By overwhelming popular demand, we have an academy uniform of royal blue and grey, which is very practical and looks extremely smart.

Academy footwear should be black, sensible and appropriate. No high heels, platform soles or fashion shoes. Please look on our website for further information regarding our uniform.
<https://ashtonwestendprimary.co.uk/key-information/uniform/>



PE KIT

Black shorts, leggings or jogging bottoms with a white or light blue t-shirt should be worn for all PE lessons. Black pumps for indoor activities and trainers for outdoor activities are required.

Please ensure that all items of clothing and bags are marked with your child's name.

JEWELLERY

Rings, earrings, and necklaces are dangerous. Serious injuries have been caused, especially in P.E. lessons when jewellery has caught on apparatus, and become entangled in clothing, or has been accidentally caught by another child.

For this reason, it is better that no jewellery of any kind is worn in the academy and this includes earrings and ear-studs. Religious bracelets and necklaces are discouraged, however, if they are worn, they should be secure under a t shirt or jumper. They cannot be worn for PE lessons. Watches do have an educational value and may be worn, but the academy cannot accept responsibility for their safekeeping and children wear watches at their own risk. Smart watches are discouraged. The school will not accept any responsibility for watches being lost or damaged.

If possible, please follow the academy advice regarding jewellery. If you are unable to comply with our request, it should be on the clear understanding that should an accident occur no liability can be accepted by the principal or any other member of staff at Ashton West End Primary Academy.

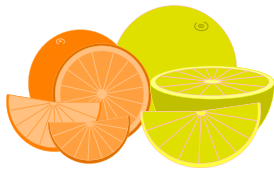
MOBILE PHONES

Pupils are not to bring phones to school. If they have one for walking to school purposes, then this must be handed over to the school office at the start of the day where it will be securely stored. Pupils can collect it at the end of day.

SUN CREAM

During any hot weather, it is advised to send your child into school with sun cream on that you have applied already at home. Staff are not permitted to apply sun cream to children. Children can also wear sun hats.

SNACKS



We try to encourage healthy eating and healthy teeth. Children in Key Stage 2 may bring fruit or a healthy snack to the academy to eat at morning break. Breadsticks are sold for 10p at playtime. Children can bring a bottle of water into school that they can refill during the day. Sweets and fizzy drinks must not be brought into Academy.

Children in the Foundation Stage and KS1 are provided with fresh fruit each day and therefore they do not need to bring a snack for morning break.

ACADEMY MEALS

In our kitchen, a wide variety of meals are cooked by the staff. Children take a tray and choose from the menu, on a self-service system. Cultural requirements are respected, and Halal food is always on the menu. We can also cater for pupils who may require a special diet such as dairy free or allergy specific meals. Our meals are of an extremely high standard, and parents are most welcome to come and see for themselves.

Dinner money should be paid online via our system School Comms. If you are unsure of how you use this or set it up, then please speak to our office staff who will be happy to help.

Alternatively, children may bring a packed lunch. This needs to have nutritional value and not include sweets or chocolate. For safety, lunchtime drinks should be in plastic, non-breakable containers.

Parents, who feel they may be entitled to free school meals, or other welfare benefits, should contact our school office and we will be able to check if you are eligible for free school meals.

If you wish to change your child's lunchtime requirements, please inform the Academy Office 2 weeks before the change.

HEALTHY EATING

We provide Foundation Stage children and Key Stage 1 children with fresh fruit every day. The children can choose from the fruit provided to have a playtime. If your child does not like the snack then your child can bring in some fruit from home. Key Stage 2 children can also bring in fruit from home. We also provide Key Stage 2 children with breadsticks at a cost of '10p for 2 breadsticks' or they can have a piece of free fruit.

Ashton West End Primary Academy is a Healthy Eating Academy; we teach and encourage all our children to eat a healthy balanced diet through many subject areas such as Literacy, Science, PSHE and Design & Technology.

DRINKS

Please provide your child with a bottle each day that they can fill with water if needed. This should be labelled with their name on it. Still water is recommended.

My child does not like to drink water. What could they have instead?

If they are not drinking enough plain water, choose a sugar-free squash and make sure you dilute it (so it is weak). Better than that are flavoured waters which have a less 'sweet' taste. Remember though, that sugar free drinks contain artificial sweeteners which can harm gut health, while many commercial flavoured waters also contain these same sweeteners or even hidden sugars.

CHILD PROTECTION

Our school has an important part to play in the detection and prevention of child abuse. Parents should be aware that where it appears to a member of the Academy staff that a child may have been abused, the Academy is required to report the matter to the MASH (Multi Agency Safeguarding Hub) in Tameside immediately. Consequently, in such situations, it is likely that a social worker would contact the parents, not the Academy.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our pupils' welfare is our paramount concern. The governing body will ensure that our academy will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Ashton West End Primary Academy, we are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

BREAKFAST CLUB

We have a breakfast club which is open every day for free from 7:45am. If you would like your child to attend, then please ask at the school office for a registration form. Due to low demand,

we do not currently have wrap around care after school.

OUT OF ACADEMY ACTIVITIES

A variety of voluntary activities take place after school for Key Stage 2 and Key Stage 1 children, which generally finish at 4.15pm such as netball, basketball and football. Activities may vary from term to term. The Key Stage 2 children will have the opportunity to represent the school in a variety of sporting competitions throughout the year.



HOMEWORK

Children are encouraged to take books home to read with parents or older brothers and sisters. Please note that if books are lost or damaged then it is the responsibility of the parent or carer to pay the academy the replacement cost. Your child will also bring home spelling lists and multiplication tables to learn. The children are given mathematics and English homework each week. Please try to find time to work with your child on the activities they bring home. The more you can help at home, the better your child will progress in the academy. In KS2, all of the children have a user account for Mathletics, Bedrock Learning and Times Table Rockstars. They can play these games at home to improve their mental arithmetic skills and also their reading skills. Children in year 1 and 2 have a user account for Mathletics and Times Table Rockstars.

Mathletics: <https://login.mathletics.com/>

Times Table Rockstars: <https://ttrockstars.com/>

Bedrock Learning: <https://app.bedrocklearning.org/>

CODE OF GOOD BEHAVIOUR

At Ashton West End Primary Academy, we expect high standards of behaviour at all times. We wish to promote self-discipline in all pupils and since children respond more readily to positive comments, we therefore concentrate on responses to examples of good behaviour. Nevertheless, children must appreciate what is acceptable and what is not.

We have a positive discipline policy with a system of rewards and incentives. Children from Reception to Year 6 can earn dojo points for good work and behaviour. If they receive 100 or 200 Dojos then they can purchase items from our Dojo Shop.

ACADEMY RULES

Be Ready

Be Respectful
Be Safe

SANCTIONS

Despite our efforts to concentrate on rewarding good behaviour, it is necessary to have agreed consequences for those who misbehave. Children who misbehave will be required to:

- sit or work alone
- miss their playtimes
- work in another classroom
- see the Principal

Parents are kept informed of any continuing or serious misbehaviour. If unacceptable behaviour continues, despite the efforts of parents and the academy working together, a child may be excluded from the academy for a temporary period or permanently. Please read our Relational Inclusion policy for more information.

INVOLVING PARENTS

We value the part that parents play in the life of the academy and encourage them to take an active role in their child's education and academy experience. Parents are formally invited into the academy each term to discuss their child's progress with the class teacher but are encouraged to contact the academy at any time to discuss issues of interest or concern. Parents can also apply to become members of the academy's governing body. During the year, we invite parents into school to watch their child in a reading or maths lesson. We also have parent workshops for online safety whole school events such as Macmillan coffee morning and our summer fair. Parents are also invited to our weekly award assemblies if their child has been chosen.

THE CURRICULUM

Teaching Style



A variety of different teaching styles are used within each class. Sometimes the whole class will do the same activity, and sometimes groups of children will be doing different activities. There are also times when children are working on individual tasks. The type of organisation selected depends on the content and purpose of the lesson.

Curriculum Areas

We teach the National Curriculum and Religious Education. The National Curriculum consists of the core subjects of English, Mathematics, Science and Computing and the foundation subjects of Geography, History, Religious Education, Art, Music, Design and Technology, Physical Education, Modern Foreign Languages and Collective Worship.

Each subject is covered by a member of staff who is designated as a subject leader. The subject leader's task is to ensure the delivery of the subject throughout the academy by means of in-service training, working party meetings and policy reviews. Often a theme or topic in class will involve a number of these subjects, unlike a secondary school approach where generally, subjects are timetabled separately.

NATIONAL CURRICULUM CORE SUBJECTS

ENGLISH



Our English policy has been designed to suit the needs of our children within the framework of the National Curriculum. Listening and speaking skills are constantly emphasised from the Nursery class throughout the academy.

Reading is at the heart of the curriculum, and we give children the opportunity to develop their reading and comprehension skills through individual, shared and whole-class reading. Children at all levels and ages take reading books and library books home to enjoy each week. From Nursery to Year 6, each child will be heard to read, or involved in a one-to-one discussion about their reading, at least once per week. This will be more for targeted children. In addition, all pupils have a reading record book in which children can record all their books they are reading and comment on them. We appreciate parents' support with this and ask you to sign their record weekly. Please note parents are responsible for the cost of replacing any lost or damaged books.

Early reading is taught through the Read, Write Inc. synthetic phonics programme. Pupils begin their reading journey by sharing and discussing picture books in autumn and spring in the nursery class. Then, they develop their knowledge via Read Write Inc., which is a phonics programme of study taught throughout the Foundation Stage (summer onwards in nursery) and year 1. Pupils who complete year 1 but still require Read Write Inc. teaching are offered this in year 2. This is also the case in Key Stage 2 for some targeted pupils. Reading for pupils in year 2 who have completed Read, Write Inc. phonics is then taught via a Read Write Inc. reading programme. For Key Stage 2 pupils, we have carefully crafted a bespoke reading cycle which draws on many elements of good reading practice, including reading gems question stems. At least once every two weeks, pupils have a dedicated reading for pleasure session whereby they can develop of love of books and an understanding of how to use books as a tool for enjoyment and relaxation. All of this is bolstered by a well-stocked library and in-class libraries that contain books the children have chosen themselves via their school council representatives visiting a local

bookshop.

Correct spelling is important in all written work; at Ashton West End Primary Academy we teach spelling daily using Read Write Inc. Spelling. Pupils on the phonics programme (Nursery, Reception and Year 1) learn spelling as part of that programme. For pupils in year 2 onwards, Read Write Inc. Spelling is a dedicated spelling programme specifically set to their age groups to meet National Curriculum Spelling targets. These lessons take place each day for a period of between 15 and 30 minutes, depending on the spelling pattern being taught. In addition, children are regularly given a short list of words to learn at home. 5 words from the list will relate to the taught spelling pattern, and 5 will be from the list of words set by the National Curriculum. In these spelling and reading activities, parents' support at home is very beneficial.

English is taught daily throughout the Academy, beginning with a memory task based on previous learning: pupils are asked questions relating to previous lessons, last half term's lessons and last year's lessons. There is an element of shared reading and writing in each lesson and then children complete independent writing tasks. In longer pieces of writing, children are encouraged to edit their work and correct any mistakes. English lessons are specifically planned and designed to meet specific grammatical targets from the National Curriculum: grammar is taught as part of a lesson as opposed to discretely. English lessons follow a cyclical approach, with word, sentence and text-level work culminating in a longer piece of writing, which is then self-edited by pupils (having been taught this process by class teachers). Quality texts (fiction or non-fiction) are used as stimulus for this process. Children are given many different opportunities for writing throughout the school and children are encouraged to write for a clear purpose writing freely and creatively from an early age; neatness throughout this process is encouraged by the adoption of the Martin Harvey handwriting scheme.

MATHEMATICS



At Ashton West End Primary Academy, we aim to foster in children a sense of curiosity, excitement and confidence in mathematics. Our expectation is that when leaving Year 6, children will be equipped with skills and understanding in number, measurement and geometry, together with the ability to reason, select and carry out procedures in other subjects and in their daily lives outside of the Academy. Mathematical skills are used across the curriculum, particularly in science, computing and geography where children frequently calculate, measure, gather and present data.

The Foundation Stage children follow the Early Years Curriculum and, through practical activity, are taught to count and recognise numbers up to 20, to add, subtract, double, halve and share. They are also taught to recognise and name shapes and to compare length, weight and capacity. The Foundation Stage use the mastering number programme by the NCETM to help with

planning.

Key Stages 1 and 2 follow the National Curriculum Programmes of study with continued use of practical apparatus throughout the school. In Key Stage 1 we aim to ensure that the children develop strong conceptual understanding in all areas of maths, moving towards a higher level of formal work as they reach the end of Key Stage 2. Lessons provide a DNA starter (Do Now Activity) to recap any previous learning that the children have been taught and the school use a mastery approach. The mastery approach allows all children to gain the necessary skills and concepts in the lesson within the areas of fluency, problem-solving and reasoning. Teachers are provided with the subject knowledge to implement concrete, pictorial and abstract resources and representations within their teachings to allow objectives to be accessible to all learners. Teachers use the lesson design from White Rose with implemented mastery resources from a range of materials to aid learners in their class.

At Ashton West End Primary Academy, children are encouraged to use correct mathematical vocabulary from nursery age to Year 6. We aim for the children to talk about their understanding and findings, to listen to and learn from their peers. This is planned and implemented through guided reasoning activities, talk partners, deepened questioning and STEM sentences. The children are encouraged to learn their times tables up to 12×12 as this element of mathematics permeates the whole curriculum. Currently the children, who are Year 4, are working towards their times table tests and this secure knowledge will allow the children to access challenging calculation methods in Upper KS2.

The school offers resources to help the children become more confident in maths and children are encouraged to use Mathletics and Times Table Rockstars at home. This will allow children to grasp a range of concepts in maths and develop their fluency. Children can work towards certificates and prizes for their mathematical achievement and effort. Moreover, the homework set by teachers allows the children to deepen their knowledge further, or to give support to any misconceptions that may have been raised in their learning.

SCIENCE



Science is a core subject of the Primary National Curriculum as it provides children with an understanding of the world around them. At Ashton West End Primary Academy, the pupils develop their knowledge with a variety of learning methods. We encourage curiosity in our pupils. We want our learners to question the world in which they live.

In Early Years and KS1, speaking and listening activities are really important as these give our pupils opportunities to develop and learn new vocabulary and to ask and answer questions. The curriculum teaches the pupils about living things including plants, animals and how their own bodies work. They learn about materials and their properties, the difference between light and dark and use real life objects to compare and contrast.

In KS2, the subject knowledge broadens to include more detailed learning about human biology and how animals interact and rely on each other, particularly through food chains. The physical world is explored with pupils learning about rocks and soil, electricity and Earth and Space. All teaching requires a combination of knowledge-based learning alongside practical work to allow pupils to test their theories, make observations and to allow them to carry out investigations enabling them to answer questions they have asked. The subject is well resourced with practical apparatus to enable this to happen and allow full class participation.

To raise the profile of science, we celebrate British Science week every year in school. During this week, pupils have an additional focus on practical investigations and workshops which allow them to explore and experiment.

We want our pupils to learn both in and outside the classroom. Wherever possible they have opportunities to deepen learning through visits to farms, zoos, aquariums, woodland, pond dipping and the Manchester Museum of Science and Industry. We have visitors to school from a variety of STEM backgrounds on a regular basis and the children enjoy hearing about the work of real scientists.

At Ashton West End Primary Academy, we pride ourselves with the close links we have with the Oldham Science Learning Centre which prepares our upper KS2 pupils for further science learning in High School by allowing them to work in a laboratory setting. We believe science prepares pupils for life by opening their eyes to the ever-changing world around them.

COMPUTING



At Ashton West End Primary Academy **computing** is about **problem solving**. We want our pupils to become the problem solvers of the future. Through our computing curriculum, we aim to develop computational thinking (the ability to think about problem solving using a computer). We also want our pupils to grow up **feeling safe and happy online**. Therefore, we aim to help our pupils understand the implications of technology for individuals and society as they become digitally literate.

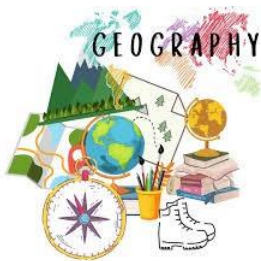
We have enough devices within school for each child to have their own when it is their computing lesson, enabling every child to use computer programs in most aspects of the curriculum. We have word processing programs, data handling programs and programs that relate to our history, science, geography and language topics. The computers provide pupils with the opportunity to develop their computing skills and provide access to the internet.

Pupils also have the opportunity to use iPad's in lessons for a range of different purposes. It is also useful in helping pupils who find it difficult to access the curriculum.

Through the teaching of our computing curriculum, we aspire to achieve deep, long-term learning. As pupils progress through each carefully sequenced unit of work, they revisit previously learned skills and the work they do becomes progressively more complex.

When planning and teaching computing at Ashton West End Primary Academy, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. We aim to provide a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects.

GEOGRAPHY



Geography is one of the foundation subjects within the national curriculum taught at Ashton West End Primary Academy. As a school, we believe that the skills taught in this subject are an incredibly important part of the wider learning opportunities which take place at the Academy. It teaches us about the places around us stemming from our local community to the national and global community and, in turn teaches us our place in it as individuals.

In the foundation stage the children learn about the world in their topic-based approach to the Early Years and Foundation Stage curriculum. In Years 1 to 6 the objectives of the national curriculum are followed and are taught as both discrete subjects and in a cross-curricular topic-based approach where possible. Some examples of Geography based topics include

Characteristics of the UK and our local area in Year 1, Comparisons between the UK and Dubai in Year 3 moving on to more complex learning about Natural Disasters and how they occur in Year 6. Learning in Key Stage 1 and 2 emphasises the comparison of localities around the world with our local area of Ashton so that our pupils understand how the lives of children in other areas of the worlds are different and similar to theirs. Wherever possible, we encourage field trips or visits to museums and localities linked to each topic to enhance the children's understanding and wherever possible to provide new and important experiences.

HISTORY

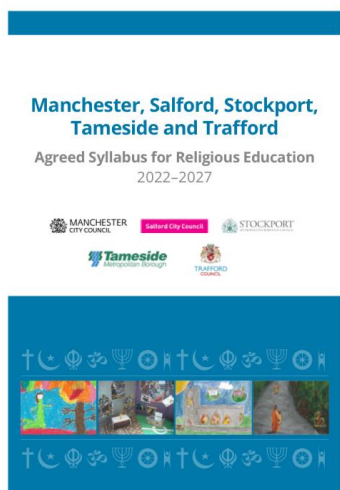
At Ashton West End, we encourage our pupils to become history detectives and explore the past in a variety of ways. We cover all the relevant prescribed areas of the National Curriculum through a topic-based approach. Pupils from Foundation Stage to Year 6 learn key historical skills which enable them to compare, contrast and examine how and why things have changed. We encourage first hand experiences through the use of artefacts and, where possible, field trips to historical sites, museums or specialised workshops.

History in Key Stage 1 focuses on significant people, places and events and the impact of these on British history, including the causes and consequences of change. There is a focus on the distinction between living memory and beyond living memory using the children's own lives as a starting point. Topics covered include the Great Fire of London, Our changing town, Transport, Toys, significant women in history and Technology.

Throughout Key Stage 2 we aim to develop a sound chronological understanding of British history, beginning with pre-history (the Stone Age) in Year 3. This leads into work on the Roman occupation of Britain and comparisons are made. Year 4 study local history through investigate the Early Anglo-Saxon settlers and study the earliest civilisations – The Egyptians, Indus Valley and Shang Dynasty - with a detailed focus on Ancient Sumer. In Year 5, Anglo-Saxon work is extended to include the struggle for power with the Vikings and a longer unit on Ancient Greece and how their society still affects us now is also covered. In Year 6, pupils learn about Britain since the 1930s including a study of the events leading to and resulting from World War II. Local history is applied within this and is followed with a unit on The Windrush generation and investigate the impact of immigration on British life from the end of WWII to the present day. Year 6 pupils also investigate the Maya civilisation as part of world history, making comparisons to Viking and Anglo Saxon life within the same time period.



RELIGIOUS EDUCATION



Religious Education is a compulsory subject for all primary school children. We have designed our curriculum based on the 2022-2027 Tameside Agreed Syllabus for religious education. This considers the religious backgrounds of the pupils in our Academy.

All children are taught RE each week from Reception to Year 6. Children in Nursery are taught concepts that link to RE such as friendship, themselves and family, community, special times, caring for others and the environment. RE themes are also explored through assemblies.

Pupils learn about some of the major world religions including Christianity, Islam, Judaism and Hinduism. The syllabus also teaches children about more scientific belief systems including Humanism. The syllabus encourages children to appreciate diversity and variety in religion and cultures through experiencing religious places of worship, learning about religious practices and handling religious artefacts.

In addition, children take part in celebrating a range of festivals in the academy such as Easter and Eid.

Art and Design

Throughout their life at Ashton West End Primary Academy, we strive to provide our children with rich, enjoyable and exciting arts experiences in order to develop their skills and explore creativity.

Through their art lessons they will have the opportunity to explore and use a wide variety of media including paint, charcoal, pencils, pastels, chalks, sewing materials, clay and natural resources gathered from the environment.

The children will learn about the work of different artists and crafts people as well as art from different cultures.

Year group teachers plan appropriate cross curricular activities linked to the class topic on a half termly basis. The children's work is celebrated and much of it can be seen on display in the classrooms and around the academy, making a bright and stimulating environment for us all.

DESIGN AND TECHNOLOGY

Design and Technology at Ashton West End Primary Academy encourages children to design and make products using their creativity and imagination. The products solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values. Pupils will have the opportunity to use a variety of materials including textiles, woodwork, mechanisms and food technology.



Within Design and Technology, children will learn and build on a range of practical and technical skills testing their ideas and critiquing and evaluating both their own products and the work of others. This allows them to reflect on and evaluate design and technology and its impact. Across all year groups children should be designing and making **Something for Somebody for Some Purpose**. A unit of Design and Technology is timetabled to be taught for a half term. The lessons typically last an hour each week. Over the course of the academic year, the children will be taught three different units. Design and Technology lessons at Ashton West End Primary Academy follow a clear sequence:

1. Product investigation and design – looking at existing designs and how they have been made.
2. Design process. Pupils design their own product.
3. Making process. Pupils use a range of techniques and materials to make their design.
4. Evaluation. Pupils will evaluate their product, deciding whether it is suited to the purpose for which it is created.

MUSIC

Ashton West End continues to work with Tameside Music Hub to provide KS2 pupils with the opportunity to partake in music sessions. This year, we will be introducing the ukelele as a brand new instrument for pupils to learn. A specialist tutor will be working with two classes over the course of six months and teach an hour's lesson once a week. The teacher will also be leading a ukelele lunchtime club for pupils currently being taught. The ukelele band and pupils will have the opportunity to perform in assemblies throughout the year.

Across the rest of the school from years 1-6, we use an online music programme called Charanga which allows the children to learn about a variety of music genres. The curriculum covers songs over a number of decades and gives pupils the opportunity to sing and play alongside tracks. Whilst learning about the songs, the lessons allow them the opportunity to practice key musical skills including; rhythm, tempo, pulse, pitch and dynamics. Creativity to compose their own pieces of music is encouraged where pupils work with a partner or in a group. Children develop skills with electronic computer programmes to write their own musical pieces.



PE AND ACADEMY SPORTS

The PE curriculum in our academy is based on the national curriculum document (2014) and we strive to provide two hours of PE for every child each week. The enthusiasm shown by our pupils confirms that we engage in “high quality PE and academy sport”.

Our aim is to give each child experience in a wide variety of physical activities ranging from dance and gymnastics to games and athletics. We promote team sports and individual endeavour, and children are taught to play skilfully, enthusiastically, and fairly.

Pupils at the academy enjoy taking part in PE lessons that provide them with the opportunity to develop their skills in a range of different physical activities. Years 4 and 5 children attend swimming lessons during the year.

We offer many extra-curricular activities for Key Stage 1 and 2 children with the help of the Sports Coach and other outside agencies. These include tag rugby, basketball, football, cricket, dance, rounders, and boot camp. The children from years 1 to 6 can compete in various sporting competitions against other academies as well as Tameside ran competitions at other schools. These competitions are at different levels from competitive pathway events to festivals where no score is taken. This allows all children at the academy to participate in some competition while they are at the Academy.

As part of the physical education curriculum children learn the benefits of physical exercise and the importance of a balanced diet. These aspects are also reinforced in other curriculum areas such as PSHE, science and literacy.

MODERN FOREIGN LANGUAGES

Children in Key Stage 2 are given the opportunity to learn a foreign language, in our academy that is French. This provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Learning basics in this language lays the foundations for further study in high school.

We follow the National Curriculum to plan and deliver French.

The children are taught how to:

- Ask and answer questions
- Use correct punctuation and grammar
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups and communicate in French
- Look at life in another culture.



RS&HE and PSHE

It is our intention that the PSHE, RS&HE curriculum at Ashton West End Academy will enable children to develop the skills necessary to make a positive contribution to the society in which they live and to remain safe and healthy. The three areas of PSHE teaching are Health and Wellbeing, Relationships and Living in the Wider World, however there is often a lot of cross over between topics.

As a school we use the myHappymind programme which covers approximately 75% of the statutory relationships and health objectives through myHappymind, and the remaining PSHE topics through myHappymindPlus.

There are 5 units within the core programme covering between 15 and 25 weeks of the academic year. Additional objectives, including Living in the Wider World, are covered in the remaining weeks. All units are revisited and developed as pupils move through school, to ensure continued relevance and the embedding of skills. The policy and myHappymind programme will be reviewed regularly to ensure that this remains the case.

Through this robust programme, children learn to recognise their emotions and how they are affected by their own and others actions. They develop self-regulation techniques and strategies to promote good health and safe relationships. Consideration is given to types of relationship, such as family and friends. Children are taught to recognise safe and positive relationships of all types.

Topics such as sun, road, water and fire safety are covered through additional sessions in the myHappymindPlus content, as well as through assemblies and planned visits. There is also content on community cohesion, money, work, rules, law, discrimination and prejudice. In addition, puberty is taught in Year 5 and Project Chameleon (which looks further into controlled substances, anti-social behaviour, crime and community safety) in Year 6.

All our learning is delivered with consideration to British Values and the law in the knowledge that our pupils will leave us able to function in an integrated and diverse society.

Following a period of development and consultation, our PSHE scheme does not include non-statutory sex education. As a result, there is no right to withdraw from PSHE lessons at Ashton West End.

CURRICULUM CLUBS

We offer a wide range of extra-curricular clubs free of charge that complement the curriculum. Extra-curricular clubs are a great way for children to gain new skills and improve their confidence.

Parents/carers will be notified if the club is after school, in advance. If the club is during dinnertime the children will be told and class teachers can sign them up. They range from sports activities to gardening, lego, sensory, chess, art, and Mathletics to name but a few!

Note - When relevant, the sign-up form for clubs will be sent home.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

At Ashton West End Primary Academy, we aim to provide the best possible opportunities and a broad, balanced and inclusive curriculum for children who are receiving Special Educational Needs support.

We ensure the children receive high quality first teaching. They have additional and extra support in individual and small group situations, as well as in whole class settings. Each child's work is differentiated to meet their needs. We liaise with other agencies and provide interventions to suit and support the needs of individual children. We see the importance of involving the parents at all stages of the plan. It is also imperative that we take into account the views of the child when tailoring their education plan.

The SEND (Special Educational Needs & Disabilities) policy follows the NASEN (National Association for Special Educational Needs) guidelines and identifies the implementation of the SEND Code of Practice for the Academy. Our Local Offer indicates the service we provide and is available on our website for parents to access.

The Academy has a co-ordinator for SEND who works alongside the academy governors, the Senior Leadership Team, the class teachers and the teaching assistants to provide an inclusive education for all the children.

If you are concerned about any aspect of your child's learning, or think they may have a special educational need, disability or health concern, please contact Ms. Barnett the SENDCO.

THE EARLY YEARS AND FOUNDATION STAGE

The two-year period, called the 'Foundation Stage' includes both the Nursery and Reception years, enhancing the continuity and progression of your child's skills and abilities.

At Ashton West End Primary Academy, we believe that a caring and stimulating environment is essential to the development of our children. Every child should be happy, secure and confident and we value every child as a unique individual. We provide a supportive and secure environment in which every child can flourish and learn.

We follow the Early Years Framework alongside guidance from Development Matters to provide the basis for our curriculum. In the Foundation Stage the children learn through fun, exciting play opportunities and experiences inside and outdoors. We support their learning by providing interesting and well-resourced provision, alongside friendly, experienced and passionate members of staff.

The children will be learning new skills, acquiring new knowledge and demonstrating their learning through 7 areas of learning and development.

Communication and Language, Physical Development and Personal, Social and Emotional development are the Prime areas of learning. These areas will be embedded in your child's learning and form a very important part of your child's development.

The Prime areas then support learning in the four Specific areas which are: literacy, mathematics, understanding of the world and expressive arts and design.

The areas of learning are reflected in the activities around the learning environment, both inside and outside, which include writing and mathematics areas, reading areas, physical development activities including playdough to develop finger muscles, creative areas, construction, small world and role-play areas.

We assess the children's learning throughout the week, and this informs our planning. Our planning is based around different interesting topics in a cross curricular way. We provide focussed activities and opportunities for child-initiated learning. Children are taught to be independent and active learners. We aim to provide a firm basis for all future learning, where children are nurtured and are inspired to achieve.

We recognise parents as partners in education and this is a relationship that we believe in built on trust and transparency. Therefore, we keep our parents informed of their child's learning through frequent communication and opportunities to experience our setting with their child.

COMMUNICATION AND LANGUAGE

Communication and Language is key to children achieving well in all areas of the curriculum and school life. Children who can communicate well at age 5 in any language are more likely to achieve in Literacy at 11, in employment and have better relationships in the future.

In Early Years Communication and Language is a prime area in the curriculum. 'Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.' Children learn new vocabulary, how to listen to and understand stories, how to listen to and comment on what is being said, how to hold a conversation, offer explanations and to use tenses correctly. This is done through engaging with children in talk in a language rich environment, reading and discussing stories and providing lots of opportunities in lessons to talk and enhance vocabulary.

As a school we build on this knowledge from Reception and value the importance of using and developing communication and language throughout school. We add opportunities for talk within lessons, including role play, discussions and debates. We focus on key vocabulary throughout the curriculum. We read stories that develop language and introduce new vocabulary.

Beyond the classroom, lunchtime is also a language rich environment where children of all ages are provided with play opportunities that spark interest and encourage communication. All staff are aware of how they can best impact the development of language.

We use Wellcomm (a language assessment tool) in Early Years and beyond where needed, to assess all children's level of communication. Wellcomm activities are used to support the children who need additional help to raise their ability to communicate effectively at their age-appropriate level.

Many of the children at Ashton West End speak more than one language. As a school, we value this and the opportunities it brings. In addition to supporting all children to develop their communication and language skills, the children with English as an additional language are also assessed by the class teacher using the NASSEA assessment (an EAL assessment tool). The teachers then set targets and plan the best way to support these children. Teachers differentiate for the children's needs depending on the children's level of English. We have many bilingual staff within our school who can support children who enter school with no or little English to help them settle and learn. We also value peer support for the children with English as an additional language.

We encourage parents with limited English to use their home language with the children, so they develop a deep understanding and vocabulary knowledge in their home language which makes their English stronger when they begin to translate. Children learning English as an additional language soon become confident in English and are then able to access the curriculum successfully.

CURRICULUM LINKS

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- English: speaking and listening

- PHSE: multicultural society, knowledge of other countries and cultures
- Maths: counting, calculations, the time and the date, money
- Geography: work relating to the study of other countries, points of the compass, weather
- Science: work on parts of the body, animals and names of plants
- Music: rhythm, singing, composition and world music
- Religion: international or multicultural work, celebration of festivals, storytelling,

INFORMATION ABOUT THE CURRICULUM

Parents wishing to read further about the curriculum are encouraged to read this on our website where we have detailed information about each of the subjects. Alternatively, you can come into the school and ask to speak to the curriculum leader, Ms Donnellon, if you would like any further information.

OFSTED INSPECTION REPORT

A copy of the July 2023 Ofsted Inspection Report is available on the school website or alternatively you can look for the report on the Ofsted Inspection Report website.

COMPLAINTS

The Governors of the academy have adopted a written procedure for dealing with complaints about the academy. Please see the academy website for details.

HEADLICE

Parents are advised to inspect their child's hair on a regular basis, to treat head lice promptly, and to inform the Academy if head lice are present.

It is sometimes evident to members of staff, that pupils are affected by head lice. If this is the case, we will inform the pupil's parents so that appropriate treatment may be given at once, and we will also advise parents of other children in the class that they should check their own child's hair. We endeavour to treat all incidents with sensitivity.

CHARGING POLICY



During the year, a number of educational visits take place as an integral part of the curriculum. These

may be local visits possibly of half a day's duration or may be whole day visits farther afield. Parents are asked to contribute towards the cost of each trip. If insufficient contributions are received, then trips may have to be cancelled.

The Academy may charge for instrumental music tuition and for the cost of materials used in practical subjects such as technology.

Updated September 2025