

FAQs

We are working parents – does the school operate a breakfast club or other child care?

There is no on-site breakfast club or child care facility. Having recently consulted parents on this matter we found little call for take up and. In spite of this, there is insufficient space within school where provision can be comfortably and safely accommodated.

Can you give an example of the school meals menu?

Our school meals provider is Halton Borough Council. Menus adhered to strict dietary and nutritional guidelines and are changed termly. A copy of the current menu can be found on the school's website.

My child has special needs – how will they be supported and will they get one-to-one support?

Like all schools we have a Special Needs Coordinator (SENCO) with responsibility to ensure the needs of your child will be met. Critical to the rate of success is the quality of relationships we build both with you as parents and your child are; your voice will be heard. We have an experienced and well trained body of teachers who are held accountable for improving the outcomes of all children, including those with special needs.

In class support is offered using a varied approach and depends greatly on the level of need; this may include the involvement of other non-school based agencies and a formal assessment (for example, Speech and Language). Specific support and matched provision will follow to enable the correct stretch and challenge in helping to close the gaps.

My child is eligible for the Pupil Premium grant; what extra support can they expect?

Supporting your child to ensure they reach their potential during their time with us is an important part of our job. Your child's needs will be carefully assessed with their progress monitored regularly using a robust framework that holds teachers to account. Your child can expect to work directly with the class teacher more often holding discussions that target the most important elements of learning that stretches their learning, in particular reading and mathematics. Extra one-to-one and small group work will be support to constantly stretch your child.

My child loves anything creative. How will you help develop their creative side?

Our broad and balanced curriculum has a strong creative arts offer – from dance and drama, to music, art and green screen technology. The curriculum is designed to help children build stronger learning connections across all subjects with teachers planning learning where children can express their creativity.

We offer peripatetic instrumental music lessons (fees apply), have a school choir that performs at local concerts and events, host drama productions and class assemblies, participate in the annual Primary Arts Network, host visiting drama groups and workshops, hold an annual Book Exhibition, and take part in many local and national art competitions.

My child is very sporty. What opportunities are there for them?

We offer a broad and balanced PE curriculum that develops individual skill and team understanding. Beginning in Reception children will develop fundamental movement patterns such as throwing and catching, running and jumping, all of which are designed to develop their physical literacy skills and build their self-esteem as they move through the school applying them across a range of individual and team sports.

We are a very active school with teachers who enjoy PE and sport. Your child can expect to work with some expert practitioners in a range of disciplines that will develop their physical literacy skills whilst contributing to their general well-being. We operate a programme of after-school clubs covering full range of sports for both boys and girls including for example dance, football, gymnastics, and cricket. In addition we offer some fee paying clubs such as judo, archery, martial arts.

There are many opportunities for children to represent the school in inter-school sport – we select both elite and inclusive teams to take part in the full calendar of sporting events. Our school teams have been very successful over a number of years leading to qualification for several County Finals.

“My daughter only started Lunt’s Heath Primary in Year 4. Within the first term, she had come on leaps and bounds. Leanna’s Year 4 teacher and the school, assessed where she needed the support and supported in guiding her to achieve and succeed. As well as this, her confidence has grown with the opportunity to express herself and she wakes up every morning excited to go to school.

Leanna has surpassed our expectations of where we thought she would be at when we changed her school, educationally, socially and emotionally. I honestly can’t thank the team at Lunt’s Heath enough for the incredible work they have done with and for Leanna.

We look forward to Leanna growing even more through Year 5 and into Year 6. Thank you for giving my daughter the opportunity to be a part of a caring, driven and aspiring school team.”

Gemma Rooney (parent)

When do after-school clubs start for the younger children and what is available?

Our programme after-school clubs is aimed largely at the older children because we find the younger children are very tired following a full day of learning. Clubs start in Year 1 with craft club and gymnastics and run right across all age groups. Booking is half-termly and is online; places are offered on a first come first served, however we will ensure your child does not miss out. For our most popular clubs we hold a waiting list and will offer it on repeat.

What foreign languages do the children learn?

We promote the love of language learning and see this as an important part of promoting diversity and inclusion. At present our children learn French. Lessons begin in Year 3, although younger children will experience taster sessions, and are taught by a native French speaker, Madame Leila.

I am keen to be involved in my child's school. How can I volunteer?

We encourage you to become involved in the life of the school from day one as we believe that the stronger the relationship the more improvement your child will make whilst at school. Although currently suspended because of COVID restrictions, Reception host a termly 'open session' for parents to work alongside their child in school – reading workshop, maths morning, Christmas activity day, Teddy Bears Picnic.

The school has a very active PTA that is always looking for new members. They are a very welcoming group who meet every month to discuss additional activity for the children and the school community. You can commit as much or as little time as you like – there is no pressure placed upon new members to become active committee members.

All volunteers working with children are fully vetted and cleared to work in school and must commit to our safeguarding principles, policies and procedures. To avoid distraction, parents wishing to volunteer will not be placed in their child's class or year group.

What is your policy on homework?

We are a learning community and promote a love of lifelong learning. The teaching of learning behaviours is a cornerstone of our class teaching with children encouraged to make learning connections of their own away from school.

The most important piece of homework for all children is regular reading of both fiction and non-fiction, something that they should do daily at home. Homework learning grids offer children a pick-and-mix approach to home study; this contains a range of creative activities that is based on Blooms' taxonomy. More formal homework is phased in as children get older with pieces of English and mathematics, whilst Year 6 children can expect increasing amounts of homework to prepare them for the demands of Y6 and high school.

Do the children have the opportunity to attend residential visits?

Although currently suspended because of the constraints presented by COVID, our two annual residential trips are reserved for junior children. Year 5 children attend Robinwood Outdoor Adventure Centre in Todmorden to develop their problem solving skills through a series of outdoor and adventurous activity, and Year 6 children attend York for a week during the summer term undertaking a wide range of educational acuties including Shakespearian workshops.

What are you transition arrangements before starting?

Once a place has been confirmed our Early Years staff will contact the pre-school or nursery to gather information on your child's stage of development. This helps us to prepare our setting and match the provision to the children's needs.

In June parents are invited to an information evening where you are able to meet staff and discuss in more detail transition arrangements whilst raising any personal issues confidentially.

Prior to closing in July we host the children for three consecutive half-days, inviting parents to a picnic in our outdoors for the final session.

To enable staff to get to know all children well when starting school in September, attendance for the first 1-2 weeks is for half days only with a balance of am and pm sessions. Once we see how the children play together and have gained a clear knowledge of all of their needs, we separate the children into two balanced classes. Children will then remain in these class groupings for two years before they are mixed at the end of Year 1.

Will my child be in a class with their friends?

On entry into Reception we listen to parents and receive information from Nursery whilst watching how the children interact during the first two weeks and who they play with. We then construct two classes based on a balanced mix of genders, ability and additional needs; the children remain in these class groupings for two years.

Each subsequent two year period we listen to the children to determine friendship groups before remixing the classes. Children remain in their class groupings for two years and are mixed at the end of Y1, Y3 and Y5 to ensure a balanced mix is retained that aids learning