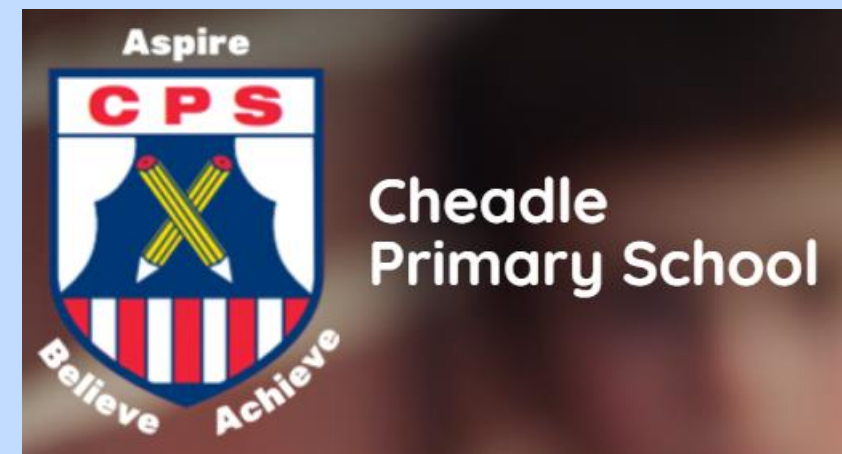


Welcome

Wednesday 9th Sept 2026

www.cheadle-primary.staffs.sch.uk



The Senior Leadership Team



Mrs Pickles
Headteacher



Mrs Castle
Deputy
Headteacher



Mrs Satongar
SLT / SENDCo



Mrs Bostock
SLT / Early
Years Lead



Mrs Bailye
School
Business
Manager

Chair of Governors: Mr Sean Woodward

Vice Chairs: Mrs Charlotte Clarkson and Mrs Katie Plant





Vision and Values

Our promise to you:

The children will be central to EVERY decision we make for the school.

Vision: Aspire, Believe, Achieve.

Mission:

Rooted in mutual respect and reflective conversations, our school community provides a platform for **all** to succeed and achieve. Our well -sequenced curriculum and school drivers ensure we educate a **community** of children who are

- aspirational learners,
- knowledgeable speakers,
- respectful and resilient individuals,
- global citizens and
- healthy advocates. |

Throughout their time at Cheadle Primary School, our children

- develop a thirst for learning, maintaining self-belief and inspiration (**aspirational learners**)
- listen and communicate well (**knowledgeable speakers**)
- grow and develop their skills, knowledge, self-esteem and resilience in the face of challenge (**respectful and resilient Individuals**)_
- understand and take pride in their place within their local community and wider world as part of our rights respecting school pledge, showing an appreciation of diversity and sustainability (**global citizens**)
- take responsibility for their own actions, safety and health, working collaboratively to create a welcoming and supportive environment (**healthy advocates**).



Vision and Values

Our vision is underpinned by our **Respect** values: Resilience, Excellence, Self-awareness, Positivity, Empathy, Communication and Teamwork.

We even use them within our learning.....

E
EMPATHY

I demonstrate critical thinking and am conscious of how those around me need to learn.

S
SELF AWARENESS

I am reflective and I build on what I already know.

P
POSITIVITY

I take risks and enjoy my learning, even if I find it hard.

E
EXCELLENCE

I always aim for excellent outcomes, completing work I am proud of.

C
COMMUNICATION

I listen and communicate with those who can help me.

R
RESILIENCE

I always try my best and will not give up when it becomes hard.

British Values
INDIVIDUAL LIBERTY
Individual liberty means that we are free to make our own choices, have our own ideas and express ourselves safely and respectfully.

We have choices. We can make choices about our learning, activities and how we behave.

We can express ourselves. We can share our ideas, feelings and opinions in a respectful way.

We are all different. We celebrate our differences and respect what makes each of us unique.

We take responsibility. We understand that our freedom comes with responsibility. We make positive choices and look after ourselves, others and our school.

At our school, we are free to be ourselves, make choices and follow our dreams.

Be yourself. Be respectful. Be the best you can be.

British Values
THE RULE OF LAW
The rule of law means that we all follow rules and laws to keep our school and community safe and fair.

We follow rules. Rules help us to learn, be respectful and look after one another.

We understand that laws exist. Laws protect our rights and freedoms and help everyone to live together peacefully.

We make the right choices. We take responsibility for our actions and know that our choices have consequences.

We respect everyone. We respect the rules, our school and the law. We respect each other and our community.

The rule of law helps us to be **SAFE, FAIR and RESPECTFUL**.

Strong rules. Strong values. Stronger together.

British Values
MUTUAL RESPECT AND TOLERANCE
for those with different faiths and beliefs.

We respect each other. We are kind, polite and considerate. We listen to others and value their thoughts and feelings.

We celebrate our differences. We learn about different faiths, cultures and beliefs. We understand and appreciate what makes us unique.

Treat others with respect and kindness always.

We may all be different, but **together we are stronger**.

We are all different. We all matter. We all belong.

British Values
DEMOCRACY
Democracy means we all have a say and our opinions are listened to and respected.

We vote for pupil leaders.

We have a say in our classroom choices.

We make choices together.

Your voice matters!

We are heard. We are included. We are part of our school community.

T
TEAMWORK

I work collaboratively with others so we all can achieve our very best.



We want our children to aspire to be the best version of themselves, to believe they are capable of greatness and to achieve pride in, not only themselves but being part of our school community.



Keeping in touch



Should you need to get in contact with your child's class teacher, please either contact the office or send an email to the year group.

admin@cheadle-primary.staffs.sch.uk

Year group emails will be shared when you visit the class rooms.

You can also call the office on 01538 714890 / 01538 269959

Whilst we are available at the end of the day, sometimes it is not always possible to have an in depth conversation; we will always endeavour to arrange a mutually convenient time.

Please note, that an instant response may not be possible – if you haven't heard after 48 hrs, please contact the office. Please don't expect a response over a weekend.

Keeping in touch

We use Arbor to send information to families. This is done via email and we no longer have a text service. Please always check your junk folder and add the address to your safe list. These emails will contain information you need to know as we will no longer be sending out paper copies.



It is vitally important that your contact details, including email addresses and telephone numbers are up to date. You can do this yourself via your Arbor app.

We will send a newsletter telling you about all of the fun things we have been getting up. You can also check out our website and Facebook page.





Payments



Cheadle Primary School uses Arbor cashless system and this has enabled us to move away from all cash payments for trips, Fun Club and activities, saving time and money and delivering a more efficient way of working.

Please speak to a member of the office team if you need help with your Arbor app / log in.

Swift Kitchen for Aspens



We have recently changed catering provider to Aspens. You will need to pre-order your child's meal using the Swift Kitchen app. This is where you pay for school dinners, if you are not entitled to free-school meals.

Please speak to a member of the office team for any assistance or if you believe you may be entitled to free school meals.



Important Information

Please inform us of:

- any medical needs / allergies – your child may need an IHCP – please note, any medicine should be signed in at the office.
- changes of addresses / contact details
- permissions inc photographs
- absences

Please inform the office and the class teacher if someone else is coming to collect your child.



Attendance

Cheadle Primary School is committed to providing a high-quality education, which requires pupils to have **good attendance and punctuality**. The school aims to build strong relationships with families to ensure every child can access their full-time education.

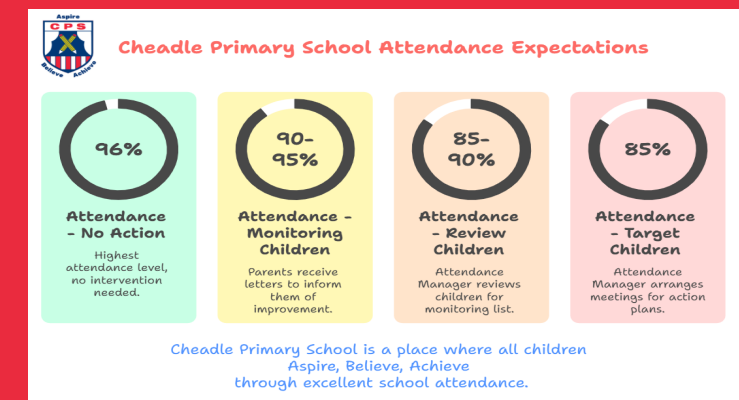
Your Key Responsibilities

As a parent, your primary legal and school-based responsibilities include:

- **Ensuring Daily Attendance:** You must make sure your child attends school **every day on time**.
- **Reporting Absence:** If your child is absent, you must **call the school office by 8:30 am** on the first day and **every subsequent day** of their absence. Please leave a message and do not use email for this purpose.
- **Emergency Contacts:** You must provide the school with **more than two emergency contact numbers**.
- **Medical Appointments:** Please schedule medical and dental appointments **outside of school hours** whenever possible. If an appointment during the school day is unavoidable, your child should only be out of school for the minimum time necessary.



Attendance



School Timings

- **Start of the Day:** School starts at **8:30 am**, and pupils are expected to be in by this time. School gates open at 8:20 am.
- **Lateness:** The register is taken at 8:45 am and **closes at 9:00 am**. Arriving after 9:00 am is recorded as an **unauthorised absence**.

Term-Time Leave and Holidays

- **Exceptional Circumstances Only:** The Headteacher can only grant leave during term time for **exceptional circumstances**, such as medical or family emergencies.
- **Holidays:** The Department for Education does **not** consider holidays or leisure trips to be exceptional circumstances; therefore, these are very unlikely to be authorised.
- **Request Process:** Requests for planned absence should be submitted at least **four weeks in advance** using the school's request form.

Support and Sanctions

- **Monitoring:** The school regularly monitors attendance. To enable us to support you we will take the following action: If your child's attendance falls below **95%**, you will receive a letter; if it falls below **85%**, you will be required to attend a meeting to create an **Attendance Action Plan**.
- **Penalty Notices:** The school can issue **fines (Penalty Notices)** for unauthorised absences. A first penalty notice is **£80 if paid within 21 days**, rising to £160 if paid within 28 days.



Attendance



Why Good Attendance Is Important

-  Better Learning
-  Students who attend regularly are more likely to keep up with lessons and make steady progress.
-  Stronger Social Skills
-  Being at school helps children develop friendships, teamwork, and communication skills.
-  Builds Good Habits
-  Showing up every day teaches responsibility and prepares students for future success.
-  Higher Achievement
-  Regular attendance is linked to higher performance in reading, writing, and maths.

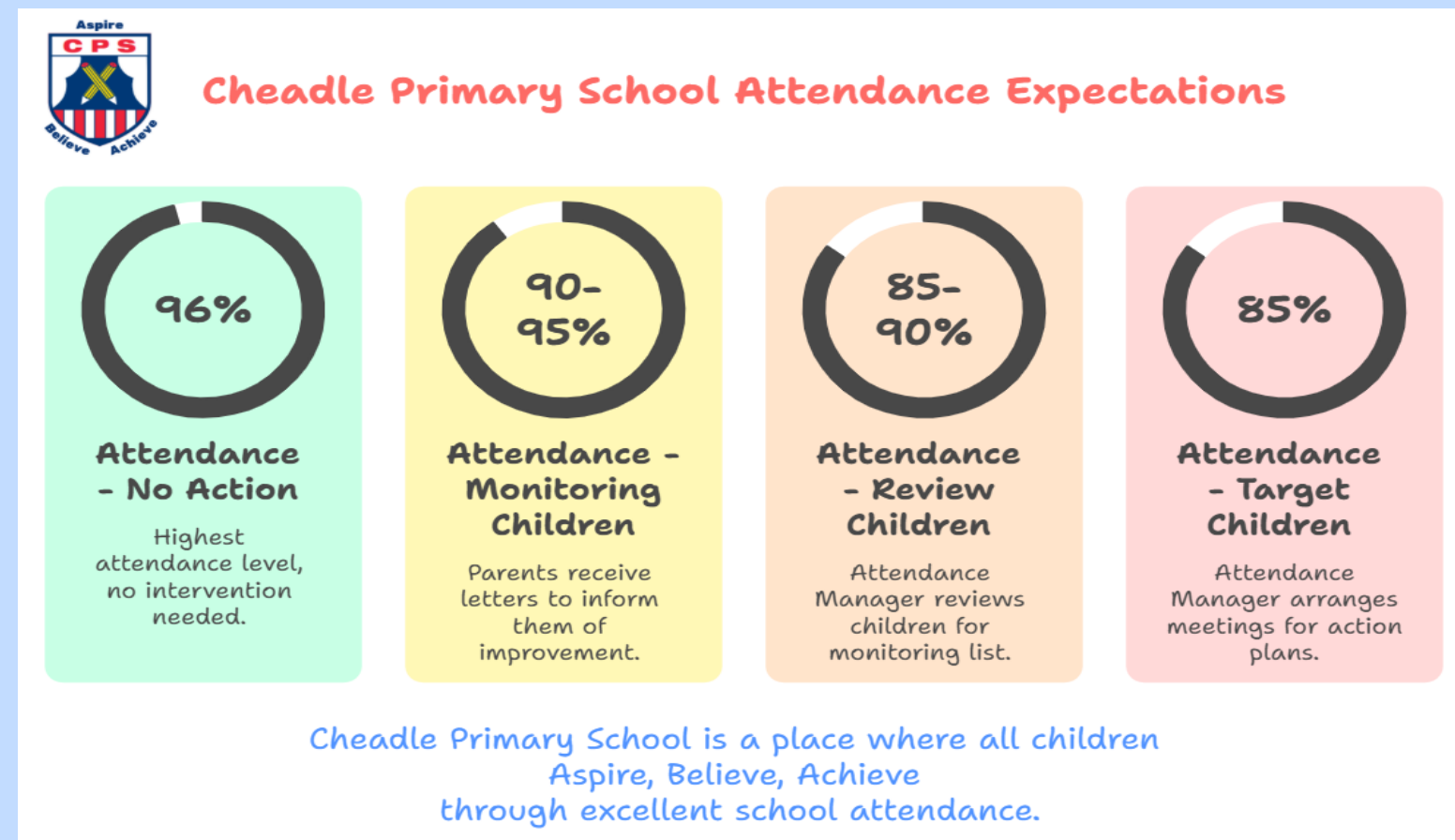


Attendance



How Families Can Help

- Set a regular bedtime and morning routine.
- Prepare school materials the night before.
- Schedule appointments outside school hours when possible.
- Keep children home only when truly unwell.
- Contact the school if you need support.





COMMUNICATION

Working Together for the Best for Your Child

Listen
Support
Work Together
Achieve

PARENTS ♥



If you have a question, concern or would like to share something about your child, please speak to your child's **class teacher first**.

CLASS TEACHERS ★



Your child's class teacher knows your child best and is your first point of contact for day-to-day questions, learning, well-being and general school life.

PHASE LEADERS ★



Mrs Bostock
EY / Y1 / Y2

Mrs Satongar
Y3 / Y4

Mrs Castle
Y5 / Y6

If your question or concern is not resolved, or if it is more significant, please speak to your child's **Phase Leader**:

- Mrs Bostock – Early Years, Year 1 & 2
- Mrs Satongar – Year 3 & 4
- Mrs Castle – Year 5 & 6

HEADTEACHER ♥



If your concern remains unresolved after speaking to the class teacher and Phase Leader, please contact the Headteacher, **Mrs Pickles**.

A strong
home-school partnership
helps every child
thrive

Same Team • Same Goal • Brighter Futures

★ ASPIRE ♥ BELIEVE ♥ ACHIEVE ★

Open
Communication
Builds Brighter
Futures



Uniform

3 pieces of branded uniform –
Jumper, tie (KS2 only) and PE hoodie

We will be holding a consultation
later in the year about our current
uniform.



Uniform: black skirt, pinafore or trousers, tie, red jumper or school sweatshirt, grey / white or black socks and black shoes. KS2 white shirt, EY / KS1 white polo shirt.

P.E. Kit: Children will come to school in their PE kits on their PE days – red t-shirt, black shorts / joggers, black pumps/trainers, PE hoodie.

PLEASE NAME ALL UNIFORM ITEMS

We have a **pre-loved uniform** sale every month, where items only cost £1 each. Any donations are gratefully received.

Expectations - Behaviour

Our Behaviour Policy is based on the Five Pillars of Pivotal practice from 'When The Adults Change, Everything Changes' (Paul Dix, 2017)

Consistent & Calm Adult Behaviour	Relentless Routines	First Attention for Best Conduct	Scripting Difficult Conversations	Restorative Follow Up
-----------------------------------	---------------------	----------------------------------	-----------------------------------	-----------------------

WE are your child's team and together we can ensure to best possible outcomes for the children.

Adult Behaviour	Over & Above Behaviour	The CPS Way
• Calm, consistent and fair • Give first attention to best conduct • High expectations • Recognise "Over & Above Behaviour"	• Praise • Note/ wristband • Star of the Week • Work displayed or shared on newsletter	• Ready • Respectful • Safe



READY, RESPECTFUL & SAFE

At Cheadle Primary School, we follow our values every day to be the best that we can be.



READY

- Ready to learn
- Ready to listen
- Ready to try





RESPECTFUL

- Kind words
- Kind actions
- Look after everyone and everything





SAFE

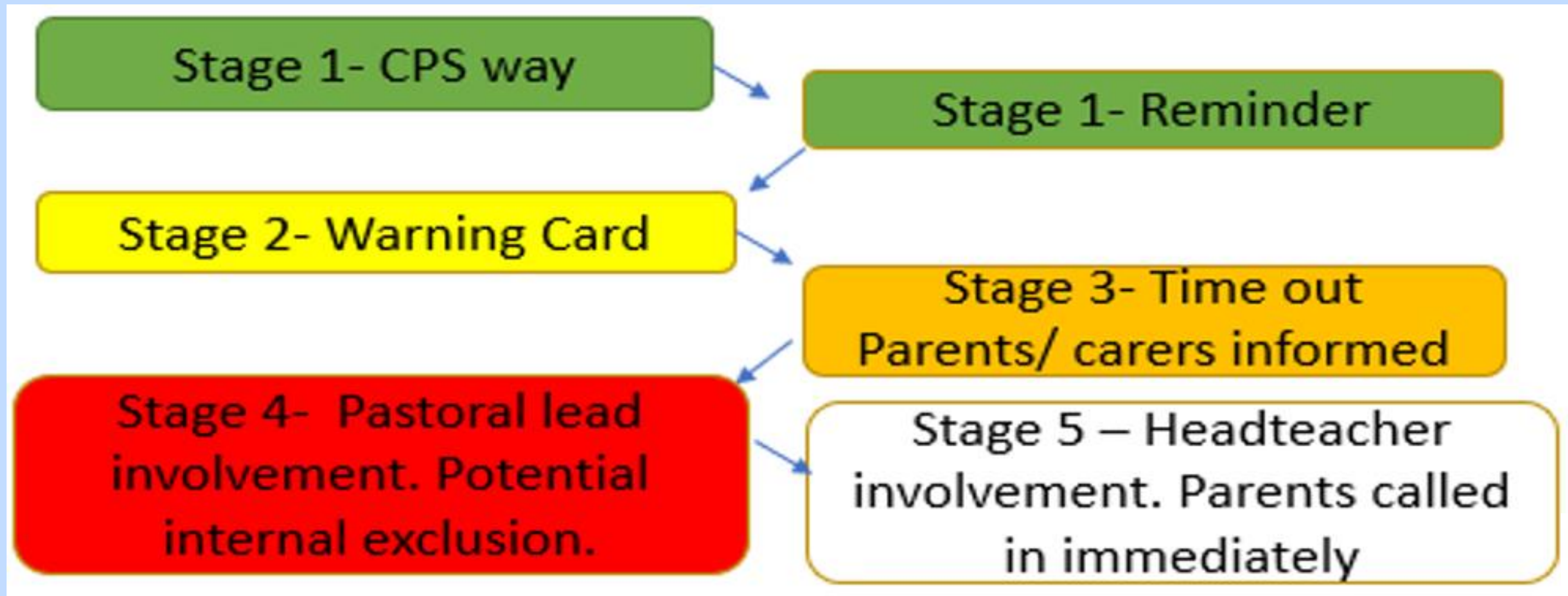
- Make good choices
- Follow instructions
- Help keep our school safe



☆ ☆ Aspire ☆ Believe ☆ Achieve ☆ ☆

Expectations - Behaviour

Consequences - Sanctions



Uncompleted Work

Work may be sent home for completion with a slip for parents/ carers to sign and return.

Stage 5 Behaviours

Extreme violence, racism or homophobia will be escalated straight to Step 5.

Expectations - Behaviour

Consequences - Rewards



Assessments

Statutory Assessments

EYFS – Reception Baseline – First 6 weeks of Reception

EYFS – End of the Early Years Stage – GLD assessment (June)

Year 1 – Phonics Screening Check (June)

Year 4 – Multiplication Check (June)

Year 6 – SATs (May and June for writing moderation)



Our recent outcomes

End of Key Stage 2 – Above National in Maths and Grammar, Punctuation and Spelling. Almost in line with national for Reading. All of our areas have increase between 9-25%. We also had an increase of children achieving the higher grades in all areas!

Early Years – We have improved from 2025 outcomes by 20%



Assessments

In – house Assessments

Baseline assessments and target setting

Formative assessment is constant – this informs our daily practice.

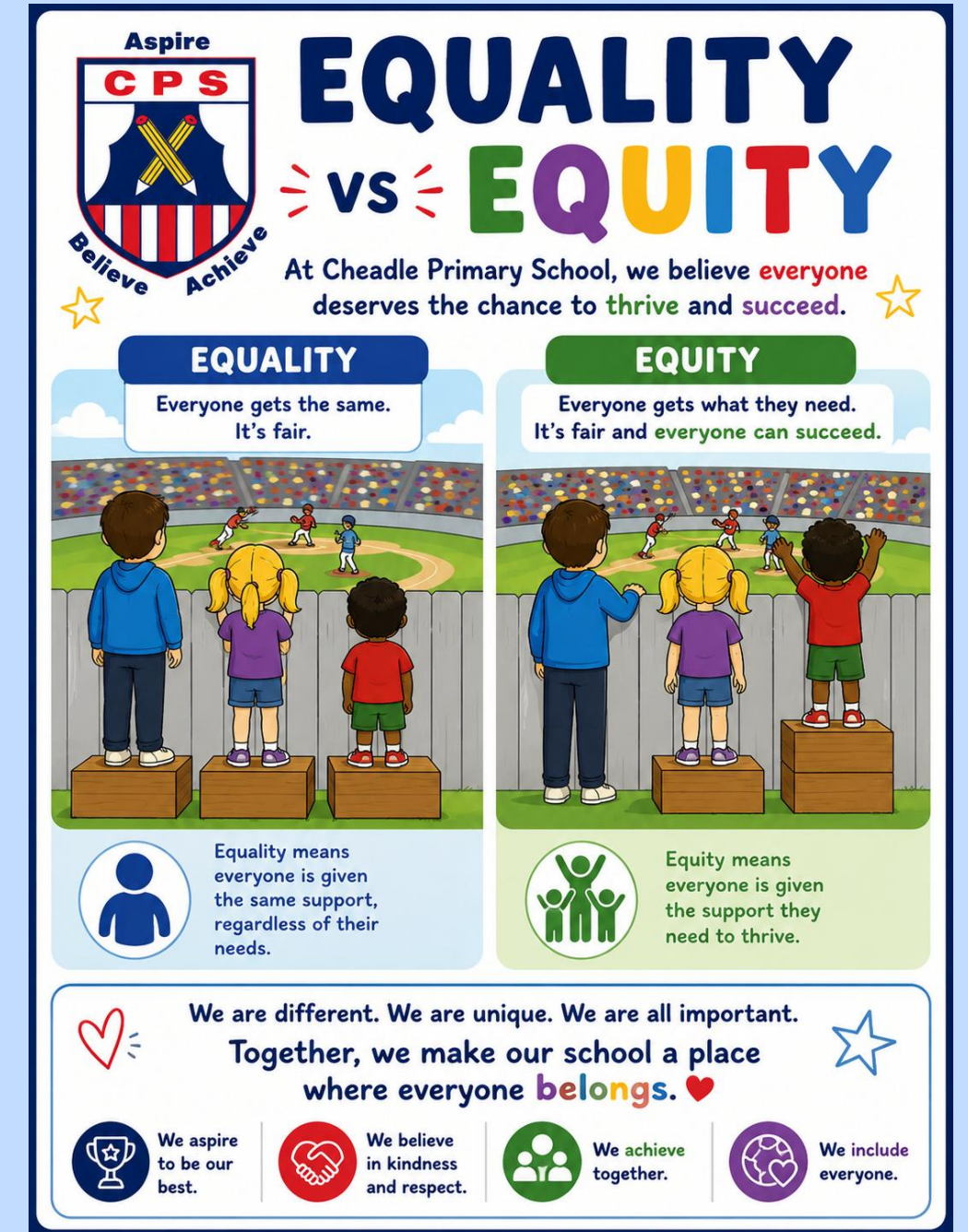
Summative assessments – KS1 and 2 – NFERs, End of Topics assessments.

Language we use . . .

working below age related
working towards age related
working at age related
working at greater depth

Inclusion is our core driving commitment that shapes every aspect of our provision.

All children at CPS, irrespective of difference, including Special Educational Needs and Disabilities (SEND), protected characteristics, background, or circumstance, are **seen, heard** and **valued** as individuals. We use our best endeavours to **remove barriers to learning** and ensure **all children receive the support and reasonable adjustments they need to reach their full potential**. We believe in equity for all, meaning that fair doesn't mean everyone gets the same, but that everyone gets what they need (Rick Riordan). As a school we work with our families, not against them, to remove barriers and ensure all of our children feel safe, included and have every opportunity to thrive.



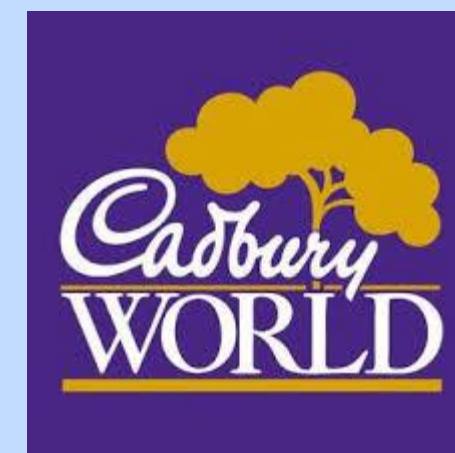
SEND and Inclusion at CPS



Enrichment

Every year, every child will experience a visit, a visitor, a workshop and a chance to perform as they basic entitlement. We then have many more opportunities for our children including:

- After school clubs
- Intra-House competitions
- Sporting opportunities – CADSSA (changes coming)
- Musical instrument tuition



Enrichment

Children's Leadership Team
Eco-Warriors
Anti-Bullying Ambassadors
Digital Leaders (KS2 only)

Year 6

Reading Buddies
House Captains
Wellbeing Warriors
Prefects
Head Prefects



PTFA

Our PTFA run a number of fundraising events across the year to help support our children.

Previous events have included:

- The Colour Run
- Discos
- Christmas Fair / Summer Fair
- Chocolate Bingo
- Family Quiz Night



Contact –
cheadleprimaryptfa@gmail.com



Come in, we'd love to see you

We are planning lots of exciting ways to include you in your child's educational journey. Here are a few ideas we hope to develop this year:

Workshops in classes

Performances

Breakfasts / Dining Events

Parents' Consultation Evenings

Dates for your diary:

Wednesday 11th November – 3:30pm

Wednesday 17th March – 3:30pm

Classroom Tours and Year Group Specific Information

