



St Marys Church of England School
Kirkby Lonsdale



MOBILITY POLICY 2024-2027

Nurturing creative thinkers...

Our Christian vision is for all our children and community to flourish together and enable others to do the same, using their talents and gifts to serve and support others, encouraging a sense of responsibility to others and the world.

Nurturing: Our primary school envisions a nurturing environment where everyone feels valued, supported, and empowered to reach their full potential. We commit to fostering a culture of care and encouragement, recognising and embracing the unique strengths and abilities of each student. Through personalised attention and a focus on holistic development, we aim to create a foundation that instils a sense of belonging and confidence in every learner.

Creativity: At our school, we believe in cultivating creativity as a cornerstone of education. We aim to provide a dynamic learning environment that sparks curiosity, imagination, and a love for exploration and inquisitiveness. We aim to integrate innovative teaching methods, diverse learning experiences, to inspire students to think beyond boundaries. By fostering creativity, we aim to equip our students with the skills and mindset necessary to navigate an ever-evolving world.

Thinking: Our school aspires to develop critical thinkers who are not passive learners but active contributors to their communities and the world. We emphasise the cultivation of analytical, problem-solving, and decision-making skills. Through inquiry-based learning and a curriculum that encourages questioning and reflection, we seek to nurture students who can approach challenges with resilience and adaptability. Our vision is to empower young minds to become lifelong learners and conscientious, responsible citizens who positively impact the global society.

We recognise that St Mary's Church of England Primary School has a high level of inward pupil mobility throughout an academic year. We believe that it is essential to ensure that our children settle into school and are supported appropriately so that they flourish and feel a part of our community. We want all members of the community to use their gifts and talents to support others. Importantly, a positive transition and a good understanding of our children ensures pupils are settled, valued and able to achieve.

"The school ethos can make a big impact on new pupils and their parents/carers and will play a key part in supporting a pupil's successful transition to their new school. It is essential that the atmosphere is positive and welcoming." (DFEE 2003)

We recognise that new arrivals can be pupils from any ethnic or linguistic background; parents may have experienced difficulties in securing a school place; may live in temporary accommodation or may have had relationship breakdowns in their previous setting. Understanding a child's needs will ensure that he/she becomes established in school quickly and aids in helping them make excellent progress.

In order to ensure a pupil is supported we will commit to:

- ✓ **Ensure they are provided with a pupil buddy to support them on their first day**
- ✓ **Providing pupils and parents with a welcome pack**
- ✓ **Ensuring a member of the support staff provide the child with a school tour**

- ✓ **Ensure the child is given a baseline assessment including, Burt Reading Test, Maths assessment and a spelling assessment**

- ✓ **A member of teaching staff will speak personally with the child's previous teacher within the first week**

- ✓ **A pupil interview being held with a member of staff within a week of arriving in school**

- ✓ **Ensuring parents are called/spoken to at the end of the first week to discuss any issues and check if they require any information or support**
- ✓ **Data and information will be updated within the first week on Arbor**
- ✓ **Where appropriate the child should have a specific action plan to meet their needs.**
- ✓ **Monitoring pupils to guarantee they make accelerated and/or at least good progress**
- ✓ **We will confirm by telephone call or letter, whether any safeguarding information needs communicating in addition to academic and social information**

It is important that through this process, our new pupils feel a part of the school family as quickly as possible and that they feel valued and welcome. In doing so, they thrive and make progress, feeling confident and supported.