



Our Lady's R.C. Primary School Aspull

Prospectus 2022/23

www.aspullourladys.wigan.sch.uk



Dear Parent/Carer,

On behalf of the whole community of Our Lady's, may I welcome you to our School.

Our Lady's enjoys a reputation as a happy and caring Catholic Primary School. We are proud of our achievements, our friendly, purposeful atmosphere and the extra curricular provision made available to our pupils.

We are committed to ensuring every child has the opportunity to develop as a whole person and realise their full potential. We believe every child has the right to experience a high standard of education in its broadest sense. They should be supported to grow, spiritually, morally and academically. At Our Lady's we expect the highest standards from our pupils in all aspects of school life - in their attitudes to learning and in their behaviour.

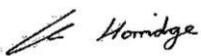
Our Lady's staff are committed, talented and professional; providing a caring, safe and supportive learning environment for our pupils.

We try to encourage an active partnership with parents, pupils, governors and parish to help ensure the best possible education for each one of our pupils.

We are aware that, in choosing to send your child to Our Lady's, you are making an act of trust. We set out to ensure that every child entrusted to our care is made welcome and that their time here is happy and successful.

Best Wishes.

Mr C. Horridge



Headteacher



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Our Mission Statement

"Learning and loving together; we grow with Jesus"

Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

The Core Values that provide the foundation for that Mission are:

***Faithful
Nurturing
Respectful***

***Positive
Forgiving
Honest***

***Safe
Fair***



Our Mission is represented by the design above. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts** and **Christ – the Cross**.

Admissions Policy 2022-2023

Our Lady's R.C. Primary School is a Roman Catholic voluntary aided school and the Governing Body is the relevant body that controls admissions.

The Governors must comply with the government's maximum class size legislation. This means that the school cannot operate classes in Reception and Key Stage 1 of more than 30 children.

The school's Standard Admission Number is 30.

The admission number for the year commencing September 2022 is 30.

Admissions to the school will be made in accordance with parental preference. However, if the school receives more applications than places available, the following admissions criteria will be applied once places have first been allocated to pupils who have a Statement of Special Educational Needs which names the school;

Admissions Criteria

1. Children who are in public care or have been in public care.
2. Baptised Roman Catholic children who:
 - a will have a *brother or *sister attending the school, at the time of admission, and are resident in the parish of Our Lady's, Haigh (see **Annex A**).
 - b are resident in the parish of Our Lady's, Haigh (see **Annex A**).
 - c are resident in another parish who will have a *brother or *sister attending the school at the time of admission.
 - d are resident in another parish.
3. Other children who will have a brother or sister attending the school at the time of admission.
4. Other children.

We regard someone as 'Roman Catholic' if they have been baptised in a Roman Catholic Church. A Certificate of Baptism is required if the child was not baptised in the Roman Catholic Parish of Our Lady's, Haigh, Aspull and Blackrod.

In Criterion 2 & 3, above, the Governors define *brother or *sister in the same way as the Local Authority, as follows;

- half-brothers and half-sisters;
- step brothers and step sisters; and
- foster brothers and foster sisters who live at the same address as part of the same family unit.

Over-subscription

In the event of over-subscription, in any one of the above criteria, priority will be given to those living nearest to the school. This would be the straight-line distance between the home address and the pedestrian entrance gate to the school grounds measured by the Local Authority using the Geographical Computer System (G.I.S.) which is based on the Ordnance Survey Map.

Where a child lives with parents with shared responsibility, each for part of the week, the address used for considering an application for a place at our school will be that of the main carer, classed as the person who is eligible to receive the Child Benefit for the child under consideration.

Appeals

Parents who have not been allocated a place for their child have recourse to an independent appeals panel. Appeals must be addressed to: The Clerk to the Governors, c/o Our Lady's School, within 14 days of notification of refusal.

Deferred Entry

Parents can request that the date their child is admitted to the school is deferred until in the school year or until the child reaches compulsory 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. Parents should let the school and Local Authority know before the start of the Autumn Term. However, the final decision on this rests with the Headteacher.

Admission of children outside their normal age group

The parents of a summer born child (born between 1 April and 31 August) may choose not to send their child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

A decision is made on the basis of the circumstances of each case.

The process is as follows:

Stage 1 – request

Parents make a formal request to the Local Authority School Organisation Team in writing with any supporting evidence they wish to be considered.

A request for delayed entry to reception class should be made at the same time as applying for a place for normal entry (i.e. by the closing date of 15 January) in order to give sufficient time for the case to be considered prior to the offer of school places on 16 April.

We do not accept requests for early entry to reception class for children who will not be of statutory school age.

Stage 2 – decision

Requests will be referred to the school to be considered.

We will look at the following factors but these are not exhaustive:

- Parent's views
- The needs of the child and the possible impact on them of being educated out of year group
- The child's medical history and views of medical professionals if appropriate
- In the case of children born prematurely the fact that they may have naturally fallen into the lower age group if they had been born on their expected date of birth
- Whether delayed academic, social, emotional or physical development is adversely affecting their readiness for school;
- Any other information which the parent requests the local authority to consider.

Stage 3 – outcome

Parents are notified of the decision in writing by the School Organisation Team.

Request agreed:

If the request is agreed the application will be considered for the year group requested and ranked alongside any other applications in accordance with the oversubscription criteria for the school.

There is no guarantee that a place will be offered at the preferred school.

Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Request refused:

There is no statutory right of appeal against the refusal of a request for admission outside the normal age group. However, if the parents are dissatisfied they have the right to complain under the school's complaints procedure.

Part Time Attendance

Parents can request that their child attends part-time until the child reaches compulsory school age. Parents should let the school and Local Authority know before the start of the Autumn Term.

Admission Arrangements

Parents are welcome to visit the school at any time to register their interest. The parents of children who are to begin school for the first time in September are invited to an evening meeting in school. It is possible during this visit to discuss with members of staff any concerns you may have. Arrangements can also be made with the Headteacher to discuss confidentially any issues regarding your child and his/her education. Children and parents are invited into school prior to starting in September to participate in three sessions with the class teacher as part of our INSPIRE programme.

Parents must complete the Local Authority Application Form.

Parents who wish their application to this Roman Catholic school to be considered against the priority faith criteria should also complete our school's Supplementary Information Form.

If the school is oversubscribed failure to complete the Supplementary Information Form may result in your application for a place in this school being considered against lower priority criteria, as the governing body will have no information upon which to assess the application on the basis of the applicant's baptism.

The following details will be required before your child starts school:-

- Full name
- Address
- Emergency contact/telephone number
- Full name(s) of parent(s)/carer(s)
- Confirmation of address
- Confirmation of Baptism (if not Baptised at Our Lady's, Haigh), we will need to see a Certificate of Baptism)
- Confirmation of Date of Birth (we will need to see your child's short Birth Certificate once a place has been allocated and your child is about to start school)

In the event of oversubscription, the school will operate a waiting list until the end of the Autumn Term 2022 for those applying for school places for the 2022 intake. The same admissions criteria are applied to people on a waiting list.

Frequently Asked Questions:

Q. Can I apply for a school place and view my child's allocated school online?

A. Yes. After you have registered your child at Our Lady's by speaking to the school office, you will then be sent details of how to apply online with your child's application form from Wigan Local Authority. You'll need to register your details on the School Admissions Portal and then you will be able to access the website and view your child's allocated school on the day the notification letters are sent.

Q. What happens if I don't apply for a school place for my child?

A. You are strongly advised to apply. If you don't apply for a place then your child will be offered a place at the nearest appropriate school which has places left after all other applications have been dealt with.

Q. Does my child need to be Catholic to attend Our Lady's?

A. No, your child does not have to be Catholic to attend Our Lady's, approximately 45% of the children on roll at our school are of a different religion or have no faith background at all.

Q. My child has a brother or sister already at Our Lady's, will I automatically be offered a place?

A. No, everyone must complete a school preference form. All preferences are then considered against Our Lady's oversubscription criteria, if the school is oversubscribed.

Q. I really want my child to attend Our Lady's but I'm concerned that they are too far down the selection criteria.

A. You are strongly advised to make your priority selection of school on the basis of which school you really want your child to attend (trying to be tactical will not work). Last year a child who was ranked 53 out of 59 secured a place at Our Lady's because they placed the school as their 1st choice.

Q. Will I be offered a place at my 1st, 2nd, and 3rd, choice schools if places are available?

A. No, you will only be offered ONE place even if your 2nd choice school has space, if your 1st choice is available this will be the only place you are offered.

Q. What if my child has been allocated a place and I change my mind, or move locality?

A. In the first instance contact the LA school admissions to see if places are available at, your preferred school. In addition contact the school who will be able to advise you on the best course of action.

Q. How do I know if I live in the Parish Boundaries?

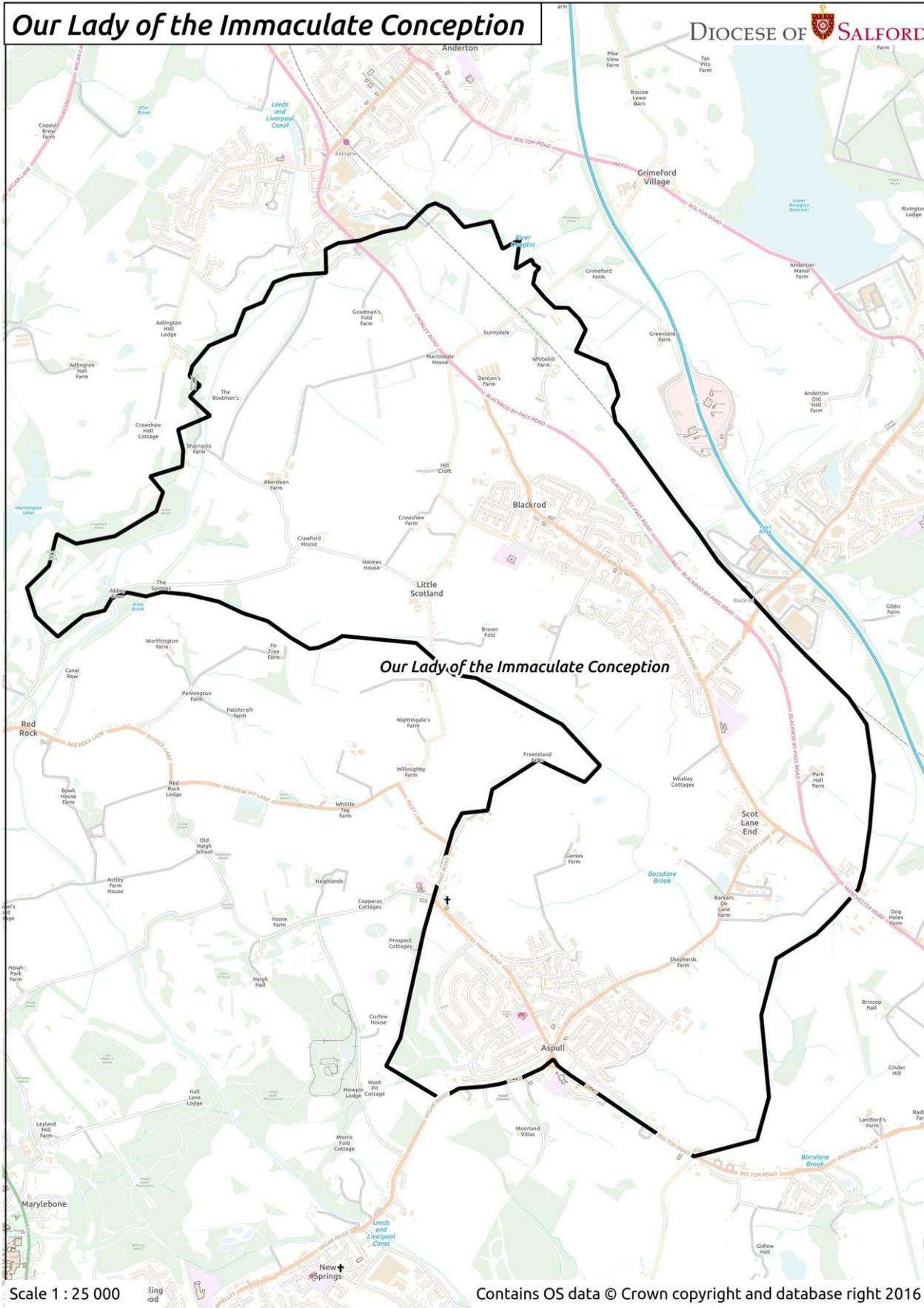
A. Please refer to the Parish Boundary Map and written particulars in the attached Annex, or via the link to Salford Diocese boundary map on the school web site.

Q. I live in the Bolton MBC area and have applied using the Bolton Online or Paper Form, indicating that my child is Catholic on the form. Do I still need to complete the supplementary Information form?

A. Not all the information you supply on the paper and on-line application form is passed through to school, therefore you are strongly advised to complete the Supplementary Information Form and send it to school as this is the ONLY way school can rank your application accurately.

ALL PARENTS SHOULD COMPLETE THE SUPPLEMENTARY INFORMATION FORM AS THIS ENABLES THE SCHOOL TO RANK ALL CHILDREN ACCURATELY. The Supplementary Information Form can be downloaded and printed or completed online by following the link on the school's website, or a paper copy can be obtained from the school office.

Our Lady of the Immaculate Conception



The Governors

The Governing Body

School Governors have legal duties, powers and responsibilities. They meet at least once a term and minutes of these meetings are available in school.

Governors are appointed to:-

- Decide what is taught
- Set standards of behaviour
- Interview, select and employ all staff
- Decide how the school budget is spent
- Be responsible for the upkeep of the building
- Decide who is to be admitted.

Our School Governors include:-

- Foundation Governors appointed by the Bishop to represent the Diocese
- Local Council representative
- Parent Governors
- A member of staff at the school
- The Headteacher

Parent Governors must:

- I. Have a child in school at the time of the election
- II. Be elected by parents of the school
- III. Serve for 4 years.

Why are parents on the Governing Body?

The elected Parent Governor may bring the views of parents to the Governing Body, but they speak and act as individuals. They should not be thought of as delegates of the parents. They do not vote for all parents in general. They have equal status in the work of the Governing Body.

If you are interested in becoming a Parent Governor please ask the Headteacher for details.

As a parent you vote to elect Parent Governors for a 4-year period.



Governors at Our Lady's School

Mrs C Massingham	Chair/Elected Parent Governor
Mr M Hothersall	Vice-Chair & Foundation Governor
Fr. K. Foulkes	Ex-Officio Foundation Governor
Mr C. Horridge	Headteacher Governor
Mr D. Myers	Foundation Governor
Mrs K. Tatlow	Foundation Governor
Mr C. Bithell	Foundation Governor
Mr P. Clarke	Foundation Governor
Mrs E. Coffey	Parent Governor
Mr B. Leech	Parent Governor
Mrs B. Parkinson	Elected Staff Governor
Ms M. Wood	Clerk to the Governors

Friends of Our Lady's School (FOOLS)

We have a friendly and active P.T.A. (colloquially known as F.O.O.L.S. Friends of Our Lady's) which has organised a variety of successful fundraising events, such as:-

- Pamper Evening
- Summer Gala
- School Discos
- Christmas parties
- Fashion Show
- Christmas Fair

Funds raised are used in numerous ways to enhance the learning experience for all the children. Recent initiatives include;

- Playground Markings
- Outside Classroom
- ICT Laptops/iPads
- ECO Sculpture for the Nature Trail
- Tyre Park
- Playground Equipment

Every parent is automatically a member of the PTA and any help and support is most welcome.



School Staff

Teaching Staff

Mr C. Horridge	Headteacher
Mrs Teahan	Deputy Headteacher/ Inclusion Manager, Class Teacher (Y3)
Miss E Wright	Assistant Headteacher/ Curriculum Leader & Class Teacher (Y1)
Mrs B. Parkinson	SLT Member/Curriculum Leader & Class Teacher (Y4)
Miss L. Muscroft	Foundation Stage Class Teacher (YR)
Miss G. Cunningham	Class Teacher (Y6)
Miss K. Postlethwaite	Class Teacher (Y5)
Miss J. Wallace	Class Teacher (Y2)

Support Staff

Mrs C. Armstrong	Nurture Leader/Higher Level Teaching Assistant
Mrs J. Bithell	Higher Level Teaching Assistant
Mrs A. Whitton	Higher Level Teaching Assistant
Miss V. Almond	Higher Level Teaching Assistant
Miss V. Turner	Before & After School Creative Club Lead/Teaching Assistant
Mrs D. Simm	Teaching Assistant
Mrs S. West	Teaching Assistant
Miss K. Lloyd-Powell	Teaching Assistant
Miss B. Balfour	Teaching Assistant
Miss R. Webber	Teaching Assistant
Mrs L. Clarke	Teaching Assistant
Mrs T. Flores	Teaching Assistant, Breakfast Club & Welfare Assistant
Miss K. Conroy	Teaching Assistant & Breakfast Club
Mrs M. Goulding	Teaching Assistant & Breakfast Club
Mrs A. Scott	Breakfast Club & Welfare Assistant
Miss L. Ellison	Welfare Assistant
Mrs K. O Malley	Welfare Assistant
Mrs T. Ward	Finance & Admin Officer
Mr C. Bithell	Business Manager
Mr N. Dallimore	Caretaker
Mrs A. Dowling	Welfare Assistant & Cleaner

Organisation of Classes

At present, all pupils are taught in single age classes.

Our Aims

- **To proclaim Jesus Christ as the centre of our school community.**
Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.'
Proverbs 3:5
- **To enjoy times of prayer and worship together.**
'Our Father in heaven, hallowed be your name, thy kingdom come, your will be done, on earth as it is in heaven.'
Matthew 9-10
- **To be a welcoming place; where we can all feel at home, and all visitors are received with warmth and respect.**
'Welcome one another as Christ has welcomed you, for the glory of God.'
Romans 15:7
- **To promote; a love of learning, an enthusiasm to succeed and aspirations to 'dream big'.**
'Commit your work to the Lord, and your plans will be established.'
Proverbs 16:3
- **To ensure each and every one of us has the opportunity to thrive; to share the 'gifts' we have been blessed with, and to achieve to our full potential in all that we do.**
'I can do all this through him who gives me strength.'
Phillipians 4:13
- **To feel safe, respected, loved and valued, so we have the confidence and resilience to 'make a difference'.**
'God is our refuge and strength, an ever-present help in trouble.'
Psalm 46:1
- **To be a shining light in our parish, in our community and in our world.**
'For where two or three are gathered in my name, there am I among them.'
Matthew 18:20
- **Be a place where it is OK to make mistakes. Forgiveness makes every day a new beginning.**

"forgive, and you will be forgiven."

Luke 6:37



Curriculum Areas

Making links between curriculum subjects and areas of learning can deepen children's understanding by providing opportunities to reinforce and enhance learning. Our Lady's School tries to make these links through whole school curriculum mapping. We do this in a number of ways:



- Building concepts – when children meet the same or related information in different ways, it helps build concepts and also adds to the richness of their experience;
- Providing opportunities for practising skills – such as using tools carefully, skimming, scanning and analysing data - which are taught in one subject or learning area that can be developed through purposeful use in other areas;
- Assisting memory – one of the ways memory develops is having opportunities to practise and use information in different contexts;
- Providing opportunities for application of knowledge – applying knowledge in new contexts involves children in higher order thinking skills, such as reasoning and problem solving.
- Providing opportunities for learners to recognise and develop key aspects of learning - for example looking for 'patterns and relationships' and 'problem solving and reasoning' can be applied across the curriculum.

Learning is most likely to be enhanced when the links are clear and recognisable for the children.

Foundation Stage (Reception Class)

The children follow the Early Years Foundation Stage curriculum.

Our aims, for these vitally important early years, are:

- To provide a stable, caring and stimulating environment
- To help our children to develop physically, intellectually, emotionally and socially
- To provide a broad, balanced and relevant curriculum
- To lay a secure foundation for future learning

When children move from the Foundation Stage to Key Stage 1, we work hard to ensure a smooth transition, where change is introduced gradually so that children feel secure, comfortable and successful. We do this by preserving the best of foundation stage practice; recognising that Key Stage 1 is different, whilst not making it too different too quickly.

Religious Education

At Our Lady's we see R.E. as the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life. We follow the Salford Diocesan framework for Religious Education as set out in the 5 W's framework, Word, Welcome, Welfare, Worship and Witness (Catholic life of the School, Religious Education and Worship). We use the "Come and See" programme, as a resource, as recommended by Salford Diocese. The children learn, amongst other things, about the liturgy of the Catholic Church,

especially the Holy Sacrifice of the Mass which is central to our beliefs, and about a variety of styles and settings for collective worship and personal prayer. They will also learn about God the Father, Son and Holy Spirit, will become more familiar with Scripture and will explore and relate Christian beliefs to living a human life. The Caritas in Action framework also allows children to explore and respond to their Religious Education and understand the Christian values in action, encouraging Spiritual, Moral, Social and Cultural development (SMSC). Additionally, we have a Pupil Chaplaincy made up of; the GIFT (Growing in Faith Together) Team, who lead worship around school, and the Caritas team who plan and develop community outreach projects. This combines the Parish, Community and School as one, through the Catholic faith.

We are committed to taking pupils seriously, where they are, and engaging with them in an exploration of the ways in which their lives are affirmed and enriched by the realities of the presence of God. According to their age and ability, the children will be exploring the fullness of the Catholic Christian message.

Regular Religious Education and Collective Worship are fundamental features of the Catholic life of our school. Parents have the right to request their child's withdrawal from R.E. and Worship and that the school makes the necessary arrangements. However, any withdrawal would not isolate a pupil from the Catholic ethos, which pervades every aspect of school life and all that we endeavour. Currently, all pupils participate fully in our provision and parents would need to consider every factor very carefully in their deliberations in this respect.



Mathematics

During our mathematics lessons we follow the Teaching for Mastery approach whilst also adhering to the National Curriculum. Teaching is underpinned by a belief in the importance of mathematics and that the vast majority of children can succeed in learning mathematics in line with national expectations for the end of each key stage.

We approach maths in a variety of ways; practical and concrete problem solving investigative work, discussion between the children themselves and the children and the teacher, in addition to the more formal pencil and paper method. This variety leads to deeper understanding.

The reasoning behind mathematical processes are emphasised. Teacher and pupil interaction explores in detail how answers were obtained, why the method/strategy worked and what might be the most efficient method/strategy.

The whole class is taught mathematics together, with no differentiation by acceleration to new content. The learning needs of individual pupils are addressed through careful scaffolding, skilful questioning and appropriate intervention, in order to provide the necessary support and challenge.

Maths is a subject, which is wide-ranging, useful and enjoyable. We aim to develop the children's knowledge and skills in Maths to help solve the problems of everyday life and as a basis for further mathematical understanding.

Throughout Key Stages one and two we emphasise the use of practical equipment to help children visualise maths whilst abstract, text base resources run alongside to challenge children's understanding and mathematic knowledge.

English



We base our work on the National Curriculum for English. A broad variety of texts, from every genre, are studied and enjoyed by the children. Across all Key Stages, the love of language is developed through reading, writing, speaking and listening.

At Our Lady's, we understand the importance of early reading and progress in phonics. We aim to provide access to a wide variety of differentiated reading materials to ensure that our children become competent, confident readers; reading both for pleasure and information.

In Key Stage 1, children follow a coloured book banded system which enables them to read a variety of books suited for their ability. Once in Key Stage 2, children move on to Accelerated Reader where they are assessed and given a specific level of book suited to both reading and comprehension ability.

Children are encouraged to write, for a variety of purposes and varying audiences, to help them to understand the usefulness of writing, as well as developing their creativity in poetry and fiction writing. Children work through a writing journey where they draft, edit and improve and publish their own work through a wide range of genres.

Grammar, punctuation, spelling and handwriting are developed purposefully and taught both discreetly and integrated throughout the curriculum.

We aim to develop confidence, self-esteem and enjoyment in all aspects of speaking and listening. The experience of outside speakers, visiting theatre groups and the participation of the children themselves in assemblies, productions and group work are all building blocks to help each child reach his/her full potential and become confident in all areas of language. We aim to encourage the development of a lively and enquiring mind through a variety of stimulating and challenging experiences in English.

Science

The aim of Science is to develop an enquiring mind and a scientific approach to problems. For young children this means exploring, discovering, investigating, asking questions and observing the world around them. We achieve this through the development of scientific concepts relating to living things, what objects are made of and how things work. These are studied at different levels as the child progresses through the school.

ICT/Computing

At Our Lady's, we are committed to enabling our children to become digital natives in a digital world. Computing is an integral part of school life. It is used across the curriculum, with children using it as naturally as any other classroom resource. We encourage them to be independent and explore different ways of applying their knowledge and understanding to produce the best result for the task set.

Our computing curriculum aims to equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. This approach ensures that pupils become digitally literate. Consequently, our pupils are able to use, express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.



Our Community links continue to be strengthened through our use of social media such as 'Twitter' and the regular updating of our school website.

Being safe online is extremely important and we ensure all children use technology safely and respectfully, keeping personal information private. Children are able to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

We strive to ensure that Computing at Our Lady's caters for all children, taking into consideration all learning styles.

PSHE/SMSC

(Personal, Social, Health Education & Citizenship) (Spiritual, Moral, Social and Cultural)

As a complement to our Catholic faith, here at Our Lady's we value the teaching of PSHE & SMSC in helping children learn how to keep their mind and body healthy i.e. through drug education, health and lifestyles. Through PSHE work children focus on social and emotional situations and how to deal with their and other people's feelings in a positive way. This work is enhanced in our Rainbow Room provision.

Art

The main aim in art is to help the children to express their thoughts and ideas through the use of different media (e.g. paint, clay and collage). We also aim to help the children to learn to appreciate the work of different artists, through the ages and in different cultures, as they interpret the world around them.

We actively engage with local artists and ceramic artists to enrich the learning opportunities for our children

Design and Technology

Design and Technology introduce children to the skills of designing and making. They examine and evaluate different designs and produce their own solutions. Children use a wide range of tools suitable for working with different materials including wood, card and textiles.



Music

Every child at Our Lady's Primary School engages in quality music education from their entry into Reception until the end of KS2 in Year 6. In the early Years, music is incorporated consistently into daily routines and is used to enhance teaching of the core curriculum in addition to being taught as a stand-alone subject. In KS1 and KS2, pupils participate in weekly music lessons whilst also engaging in cross curricular musical learning.

The process of making, presenting and evaluating in music is common to all aspects of the curriculum. Music should be accessible and relevant to each child and should be worthwhile and enjoyable whilst allowing children to express themselves and communicate their thoughts and feelings in creative ways.

Wigan Music Hub are welcomed into school and deliver Wider Opportunities for Key Stage 2 children to learn brass instruments whilst also immersing children in singing opportunities from Reception such as our Chime Project. Within school children can be part of our successful choir and performing arts club which produce annual performances throughout the year. Music is also regularly integrated into our school worship through hymns

Geography

The aim of teaching Geography is to explain the relationship between the Earth and its people through the study of place, space and environment.

At Our Lady's, geography is initially based upon direct experience, practical activity and an explanation of the local area. This is then extended to meet the children's growing curiosity about the world using the three components of knowledge and understanding of places, development of geographical skills and a knowledge and understanding of geographical themes.

Taught in an integrated way, we hope to enable children to develop values and attitudes about the world in which they live.

History

In this subject we aim to develop the child's understanding of the concept of time and to develop the ability to sequence events in chronological order.

We aim to increase the child's knowledge of historical events and of famous people, who have influenced the course of history, by studying the development, not only of our own civilisation, but also those of people in other parts of the world. However, we realise that teaching History is not just the teaching of historical events. We aim to develop the children's skills, concepts and processes that they will need to gain the confidence to undertake independent learning.

We aim to develop the pupil's ability to research the past and to interpret their findings.

Physical Education

Our structured programme aims to realise, develop and extend the potential of each child – physically, personally, cognitively and socially. We believe that the qualities of perseverance, enthusiasm, tolerance and reliability are enhanced through enjoyment, personal success and self-esteem. Our developmental approach aims to enable pupils to progress as learners as well as performers.

Staff plan for three areas of activity in Key Stage 1 – Gymnastics, Games and Dance. In Key Stage 2 Athletics, Swimming and Outdoor and Adventurous Activities are added. Through these activities the children will receive experience of skills and concepts relating to health and fitness, safe practice and personal and social development. Situations are planned to match the needs and abilities of all pupils. The emphasis is on a whole school approach to ensure continuity and progression.



Our provision for P.E. is enriched by our participation in the 'Wigan School Sport Partnership', and the Aspull Schools Sports Partnerships.

Sex and Relationships Education (S.R.E.)

Sex and Relationships Education for our children is part of the RE and Personal, Social and Health Education. Through the Journey in Love scheme, children discover the changes to themselves and their bodies, a scheme recommended by Salford Diocese. Parents are given the opportunity to see the materials, which will be used, before they are presented to the children.

Primary Modern Foreign Languages (M.F.L.)

At Our Lady's we recognise the importance of teaching a Modern Foreign Language. We continually develop our provision in French from Year Three to Year Six.

We believe every child should have the opportunity to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning.

Special Educational Needs

The key principle, that our school adopts, is that each child is a unique individual. Every pupil has the right to education and to have their potential developed. They have the right to a broad, balanced and differentiated curriculum and the right to access the whole curriculum. Every child has the right to expect to make progress.

The progress of pupils is monitored closely from their admission date. The Reception class teacher administers the Early Years Foundation Stage Profile during the academic year. Parents are consulted, where there is cause for concern, at the earliest opportunity. Children, at this point, will receive an intervention to support the areas of difficulty. This may be on a 1-1 level with a Teaching assistant or with a small group of other children.

Where our level of concern increases and there is little or no progress then there may be support or advice taken from the TESS team (Targeted Education Support Team). At this point further interventions may be provided or referrals to other agencies (Speech and Language or Occupational Therapy) may be made. If there is still no progress then an application for an Education Health Care Plan may be made to provide support and strategies on a more individual basis.

More able children are catered for in the differentiated planning of the class teacher and pupils deemed to be 'gifted' and/or 'talented' will be registered and suitable activities provided, at appropriate levels, in order to extend their learning and skills.

Disability and the Equality Act 2010

The Equality Act 2010 says a disabled person is someone with a 'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website.

In accordance with our Catholic, Christian ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

The Headteacher is responsible for making sure that the school complies with the relevant equality legislation and that the school Equality Scheme and its procedures are followed.

The school has a Disability Equality Plan to address our specific duties under the Equality Act 2010. It relates to our Accessibility Plan, Special Needs Policy and Behaviour Policy.

Fundamental to all aims will be to promote disability equality, eliminate discrimination and harassment, promote equality of opportunity, encourage participation by disabled people, promote positive attitudes to disability and ensure steps are taken to take account of disabled people's disabilities, in all aspects of school life and the community.

Homework

We believe that there is a place for some homework, but this will vary from year group to year group. All children are encouraged to take home books from school. Parents are asked to hear their child read and to sign an accompanying reading diary. The homework timetable is issued at the beginning of the school year.

Extra Curricular Activities

Extra Curricular activities take place at lunch-times and after school.

Activities vary each half-term and involve different age groups. All activities are supervised by a member of staff or suitably qualified coach. Extra-curricular activities include:

- Our Lady's Green Association (O.L.G.A)
- Football
- Cricket
- Rugby
- Netball
- Dance
- Dodgeball
- Multisports
- Choir
- Craft
- Cookery
- Drama/Performing Arts
- Art
- Archery

Extensive use is made of St.Joseph's High School, Wigan Athletic Football Club, Robin Park Arena and Wigan Warriors. We have a very active and thriving programme of inter-school competition through the Aspull School Sport Association.

In KS2 Music tuition for Guitar, Violin, Cello, Percussion, Voice and Keyboard are available from visiting teachers. An amount is paid by the parents of a pupil receiving music tuition (currently £5.50 per lesson).

We actively promote educational visits for classes during the year. The children from upper Key Stage 2 are given the opportunity to visit one of Wigan's Outdoor Educational Centres in the Lake District, normally for a period of 5 days.

Members of staff ensure supervision of children from 8.55am until 3.35pm or until the completion of an extra-curricular activity (usually 4.30pm).

Pastoral Care

All members of staff are involved in the welfare and progress of all the children under the guidance of the Headteacher. Links between home and school are encouraged for the benefit of each child. Parents are encouraged to come into school to help, which is greatly appreciated – so if you can spare a little time, let us know! Your child's progress can be discussed with the class teacher during our Parents' Weeks, which are held in the Autumn and Spring terms. Each child receives an annual written report in the Summer Term. Should the need arise, appointments can be made to see the class teacher or the Headteacher at times which are mutually convenient.

Rainbow Room

We have developed an excellent Nurture Group at Our Lady's which we call our Rainbow Room. A Nurture Group is a small supported class of up to eight children. This hard work and dedication was rewarded in 2011 with the award of the Marjorie Boxhall Quality Mark Award - one of only 14 Primary Schools in the whole of the North West who have received this coveted accolade. Additionally, in 2018 we received the 'Nurturing Schools Award in recognition of our great work.



The Nurture Groups were first established by Marjorie Boxall, an educational psychologist. They are acknowledged as an effective approach for early intervention for pupils with Emotional, Social and Behavioural difficulties, and are based closely on John Bowlby's Attachment Theory.

The Boxall Profile was developed to provide a precise way of assessing pupils' needs, planning and intervention and measuring their progress.

From these results each pupil's individual needs are met through their I.E.P.'s (Individual Education Plans) which the children work on, with the help and support of staff in school and also parents at home.

Safeguarding

Our Lady's R.C. Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The Lead DSL (Designated Safeguarding Lead), MR C HORRIDGE, is the Headteacher and a member of the Senior Leadership Team. In the absence of the DSL, child protection matters will be dealt with by Deputy Designated safeguarding leads. The Deputy Designated safeguarding leads are MRS C TEAHAN, MISS E WRIGHT and MRS B PARKINSON, who are also members of the Senior Leadership Team.

School Values & Expectations

The school has a set of values and expectations, which are based on our Mission Statement, 'Learning and Loving Together; We Grow with Jesus'. Consequently school are intended to ensure the wellbeing and safety of all members of the school community. The aim is to develop in each pupil a strong sense of values and self-discipline, so that our rules are seen to be fair and necessary. The confidence and co-operation of parents in this aspect of school life is of paramount importance and, if any problems arise, parents will be asked to discuss the matter and help to resolve it. Each will develop their own class charter with the children. Below are the Core Values that provide the foundation for that Mission are:

- Faithful
- Positive
- Safe
- Nurturing
- Forgiving
- Fair
- Respectful
- Honest



A school ethos of encouragement is central to the promotion of good behaviour. Rewards are the cornerstone of the School's Behaviour Policy. We aim to create a healthy balance between reward and sanctions. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.

The school employs a number of sanctions to enforce the school rules.

Anti-Bullying

At Our Lady's we strongly believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

All members of the school community are asked to inform the Headteacher of designated member of staff or any member of the Senior Leadership Team of any incidents of bullying.

Victims of bullying will be treated in a supportive manner and their case heard in an atmosphere of positive concern.

We adopt the 'Seven Steps Approach' to deal with incidents of bullying. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim. Our Lady's Anti-Bullying Policy is available from the Headteacher.



Session Times

Class Session	Break	Class Session	Lunch	Class Session	Break	Class Session
8:55 – 10:45am	10:45 – 11:00am	11:00 – 12:00noon	12:00 – 1:05pm	1:05 – 2:15pm	2:15 – 2:30pm	2:30 – 3:35pm

Lunch Times

There are 3 lunchtime options at Our Lady's School:

- Children may enjoy a school lunch
- Children may stay at school to eat a packed lunch
- Children may go home for lunch and must be collected and returned on time

School Lunches

Dinner Money (currently £12.00 per week) is collected on Mondays via our online payment system ParentPay. When your child starts school you will be given a letter with login details for ParentPay.

Lunches are ordered at home. This ensures that your child receives the lunch that they ordered (subject to availability).

Parents who believe that their children are entitled to **Free School Meals** should apply to the appropriate local authority (details below). Currently all Children in KS1 (Reception, Year 1 & Year 2) will receive a free meal under the Governments UIFSM programme. Even if your child receives UIFSM, you should apply for FSM if you are eligible, the school will receive additional funding to help your child and others who may have additional needs:



For Wigan Pupils

Citizen support Services
PO Box 100
Wigan
WN1 3DS

Tel. 01942 828644

For Bolton Pupils

Pupils & Student Services
PO Box 53
Paderborn House
Civic Centre
Bolton BL1 1JW

Tel. 01204 522311

Packed Lunches

These should be brought in a plastic box with your child's name on it. Liquids must be in leak proof containers. Glass must not be used. Just as we encourage the children to eat healthily, we would be grateful if you could do the same when preparing your child's packed lunch.

We are proud to have achieved our Green Flag status and in gaining 'Healthy Schools Status'. Accordingly, Our Lady's operates a Healthy Eating Policy and we request that the children bring in healthy snacks such as a piece of fruit. Free fruit and vegetables, subsidised by a government scheme, and are also provided for children at Key Stage 1 (YR to Y2).

Medicines in School

The school will not administer or supervise prescribed medication without the relevant authorisation form (available from the school office) being completed, signed and agreed by the Headteacher. No pupil should carry or self-administer any medication on school premises, or when in the care of the school, without the agreement of the Headteacher. Only medication that is prescribed to be taken 4 times a day will be administered in school.

Accidents

When children are ill or have accidents during school time, parents will be contacted by telephone, in writing or verbally, as necessary.

Health Checks

The School Nurse checks hearing, eyesight, heights etc. at selected stages. The School Nursing Service is based at Boston House, Frog Lane, Wigan. (Tel. 01942 482111).

School Security

Visitors are welcome at Our Lady's School. However, access to teaching and pupil activity areas is carefully controlled. The only entrance available to visitors is the main entrance door, where appropriate visitors will sign in and out and be issued with visitors' badges. All the remaining doors to the school are secure to prevent unauthorised access. Children are encouraged not to open doors. Parents must not park their cars in the school car park, which has a capacity sufficient only for staff and essential access for delivery vehicles. Pedestrians must use the pedestrian gate and not the vehicle entrance, which would be hazardous.



Before and After School Care

Our Lady's School operates an on-site Breakfast Club. The club is open from 7.30am until 8.55am where children receive a healthy breakfast and have the opportunity to mix with their peers whilst participating in fun, educational activities.

Our Lady's Breakfast Club Costs £3.50

Our Lady's also provides an after school Creative Club. This club will begin as the school day finishes and will run until 5:30pm. The cost of this club is £8.50 each session including a sandwich and healthy snack. (Subject to places being available).

All children must be booked into either club at least 2 days prior to the date of attendance, by using ParentPay. All payments should be made in advance of the sessions being taken on the school's ParentPay system. Your child(ren) will be able to have a great time with their friends after school in the safety of Our Lady's School. Planned activities include exercise, fun games, drama, creativity, reading, access to IT, time to do homework and outside activities such as forest schools etc. All children will have a range of snacks available (cheese and crackers, fruit, sandwiches etc.). Places are offered on a first come, first served, basis.

Absences

Parents are asked to notify school by telephone on the first day of a child's absence. On the first attendance, after an absence for which permission has not been obtained, the child must bring a letter from his/her parent. Parents are asked to notify school about routine appointments to see the dentist, doctor, consultant or optician.

Children are not allowed to leave the school premises, during school hours, without the permission of the Headteacher. Should it be necessary for parents to take their child out of school, a written or verbal request is essential stating who will be collecting your child. It is not sufficient for the child to tell us what the arrangements are.

Requests for Holidays in Term Time

Regular school attendance is essential for children to maximise their educational opportunities. Interruptions in school attendance not only disrupt their education, it makes it harder to catch up on work missed and it can also affect their social life within school. It is the school's responsibility to provide the best education possible. We can only do this if children attend regularly.

Our Lady's R.C. Primary School Governing Body, along with other schools' governing bodies, has implemented the Local Authority's 'Protocol for Holidays in Term Time', which is applied to all parental requests for pupils' leave of absence.



The Protocol has at its heart the presumption of not granting requests in term time except in "special circumstances". Only a small number of requests, it is believed, would fall into the category of "special circumstances".

The Government’s guidance states that under special circumstances the Headteacher may consider giving permission for a child to be absent from school for a maximum of 10 days in any one school year. In line with national and local guidance we would like to outline clearly when permission will not be granted:-

- During transition time as a pupil is settling into the school.
- Immediately before or during SATs or any public examination
- If the pupil has an attendance record below 95%
- If the pupil’s attendance rate will fall below 95% if leave is taken
- If the pupil already has unauthorised absences

Additionally

- All requests for leave in term time must be in writing on the Holiday Request Form, available from the school, a minimum of six weeks prior to the trip.
- Any granting of leave does not set a precedent for similar future requests and the frequency/duration of such leave periods will be considered as factors in any decisions.
- Requests will be considered, by the Headteacher, in accordance with National Guidelines, Local Authority Protocol and Our Lady’s Attendance Policy.

Furthermore, The Education (Pupil Registration) (England) Regulations 2013, states;

“Head teachers should not grant leave of absence unless there are exceptional circumstances. The application must be made in advance and the head teacher must be satisfied that there are exceptional circumstances based on the individual facts and circumstances of the case which warrant the leave. Where a leave of absence is granted, the head teacher will determine the number of days a pupil can be away from school. A leave of absence is granted entirely at the head teacher’s discretion”.

Holidays taken for the following reasons will not normally be authorised:

- Availability of a cheap holiday
- Availability of the desired accommodation
- Poor weather experienced in school holiday period
- Overlap with beginning or end of term

Authorised and Unauthorised Absence Rules

The school is required to publish in this brochure the unauthorised absence rates. Sickness is not an unauthorised absence. Categories of unauthorised absence include; no note/ explanation of absence, shopping and other categories, deemed to be unauthorised absence by the Governing Body, and proven truancy.

% Attendance Figures for Our Lady’s

2016-17	2017-18	2018-2019	2019-2020	2020 -2021
96.6%	95.7%	96.6%	96.7%	97.4%

OUR LADY'S R.C. PRIMARY SCHOOL



TERM AND HOLIDAY DATES 2022 – 2023

Autumn Term 2022	Term Begins	Tuesday 6th September
	Half – Term	Monday 24th October – Friday 28th October
	Term Ends	Friday 16th December
Spring Term 2023	Term Begins	Wednesday 4th January
	Half - Term	Monday 20st February – Friday 24th February
	Term Ends	Friday 31st March
Summer Term 2023	Term Begins	Monday 17th April
	Bank Holiday	Monday 1st May
	Half –Term	Friday 26th May – Friday 2nd June
	Term Ends	Friday 21st July

(*Children new to Reception will start school on Wednesday 7th September)

School Uniform

School uniform is obligatory. Navy blue sweatshirts and cardigans and pale blue polo shirts, bearing the school logo, may be purchased from:

- Slaters, Swan Meadow Road, Wigan,
- Aspull Embroidery, Scot Lane, Aspull
- Online from TESCO (a link is available on the school's web site: <http://www.aspullourladys.wigan.sch.uk>).

All other items of the uniform can be purchased from any clothing store.

- Grey Long or Short Trousers / Skirt
- Black shoes (no trainers)

Every child is expected to be correctly dressed for P.E. lessons.

- White Tee-shirt
- Navy blue shorts
- Black pumps (indoor)
- Trainers (outdoor)

No jewellery (apart from a watch) is to be worn in school, as it constitutes a danger to the wearer and to other children.

School Reading Wallets - It is school policy that all pupils should use a reading wallet as they are much safer and more practical for school use. A reading wallet enables the pupils to transport their reading book, reading journal and any other equipment they may have and is more suitable than a large rucksack. School will be selling these wallets from the school office throughout the academic year. The wallets will cost £5. Reading wallets can also be purchased from Aspull Embroidery in the village.



Charging and Remissions

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education. The Governing Body aims to promote such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional activities.

Charges

The Governing Body reserves the right to make a charge for activities organised by the school in the following circumstances:

- School journeys in school hours - the board and lodgings element of residential activities deemed to take place within school hours
- Activities outside school hours - the full cost to each pupil of activities deemed to be optional extras taking place outside school hours
- Individual Instrumental Tuition - the cost to the pupil for providing individual instrumental tuition
- Charging in kind for the cost of materials, ingredients and equipment (or equivalent of them by the parents) for Design and Technology. The Governing Body may charge for ingredients and materials, or require them to be provided, if the parents have indicated in advance that they wish to own the finished product.
- General - the Governing Body may, from time to time, amend the categories of activity for which a charge may be made.

Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing educational activities for pupils.

Remissions

The Governing Body will meet (in whole or part) any charge due to the school/LEA for the cost of optional extras or payable board and lodging for a registered pupil at the school if the parents are entitled to state income benefits.

Results of National Curriculum Assessments

Appendix 1 contains our most recent results for the end of EYFS, Key Stage 1 and Key Stage 2 in 2019. By way of a guide.

Consideration of Compliments and Complaints

Complaints under Section 23 of the Education Reform Act are concerned with the actions of Governing Bodies and the Local Education Authority. They are not concerned with the personal actions of individual teachers or Headteachers, which are covered by separate procedures.

Informal discussions with the Headteacher and/or other members of staff can often resolve problems early. Concerns or potential concerns about actions of the L.E.A. should be discussed with appropriate officers of the L.E.A.

A copy of the Schools formal complaints policy/procedure is available on the school's website or from the school office by request.

Note: The information contained in this brochure relates to the school year 2021/2022. The information was accurate at the time of printing in Autumn 2021. It should not be assumed that changes may occur during this and subsequent years.



Our Lady's Test and Teacher Assessment Results 2019

APPENDIX 1

1. Outcomes for Pupils at Our Lady's

See below for YR GLD (Good Level of Development) results, and trends with previous years and national comparisons.

EYFS (Early Years Foundation Stage/ Reception Class) Results

2015-16		2016-17		2017-18		2018 - 2019	
% Our Lady's	% National						
78%	69%	76%	71%	77%	72%	79%	72%

See below for results of the KS1 (Y2) results, and comparisons with national 2019 and FFT Aspire 20 estimates:

KS1 (Y2) Teacher Assessment Results

Subject	% Expected+ Our Lady's 2019	FFT Aspire 20 Estimates	% Expected+ National 2018	% Greater Depth Our Lady's 2019	FFT Aspire 20 Estimates	% Greater Depth National 2019
Reading	83%	85	75	30%	34	25
Writing	80%	78	70	27%	24	15
Maths	90%	84	76	30%	30	22
R/W/M	79%	74	65	17%	19	11

2019 KS2 (Y6)

Subject	Average progress (National 0)	Attainment					
		Percentage % Achieving Expected Standard+		Percentage % High Level		Average 'Scaled Scores'	
	Our Lady's 2018	Our Lady's 2019	National 2019	Our Lady's 2019	National 2018	Our Lady's 2019	National 2019
Reading	+0.49	90	73	45	28	107.6	104
Writing	+1.22	97	78	39	20	-	-
Maths	-0.28	94	79	35	24	107.3	105
GPS	-	100	78	65	34	111.4	106
R/W/M	-	90	65	23	10	-	-

Test Results

**GPS (Grammar, Punctuation, Spelling)*

The floor standard set by the government for the percentage of children meeting the expected standard in reading, writing and maths combined was 65%. Our Lady's percentage of children meeting the expected standard in reading, writing and maths combined was 90%.

2019 REPORTED PROGRESS DATA FROM KEY STAGE 1 TO KEY STAGE 2

Interpreting progress scores - Progress scores will be centred around 0, with most schools within the range of -5 to +5.

- A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at KS2 as those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally.