

# St Wilfrid's Catholic Primary School School Prospectus 2017/2018



ST WILFRID'S CATHOLIC PRIMARY SCHOOL

GOLBORNE ROAD, ASHTON IN MAKERFIELD WN4 8SJ

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Acting Headteacher: Mrs Geraldine O'Brien

Chairman of Governors: Mr John Rowbotham

Parish Priest: Fr John Gorman

Diocese: Liverpool

LEA: WIGAN

Approximate number of pupils on roll: 218

Our school is situated on the outskirts of Ashton in Makerfield in Stubshaw Cross. Most of the pupils live locally though some travel from the other side of Ashton, Golborne, Bryn, Lowton and Landgate.

St Wilfrid's is a Catholic primary school serving the parish of St Wilfrid's church which is situated on Bolton Road. The school was opened in 1972 and has good facilities in a spacious environment. It is a small friendly school of approximately 218 pupils and so the atmosphere is one of family. The children range in age from 3+ to 11+ and are divided into 8 classes including a nursery class which operates flexible delivery. We also have an Out of School club run by the school which means the school is open from 7.30 a.m. to 5.45 p.m. each day.

The teachers are experienced and committed and pride themselves on delivering the National Curriculum and maintaining the standards and teaching of the Catholic faith. At the moment we employ 14 teaching assistants and two administrative assistants who conscientiously support the teachers in their work.

We aim to educate our children to a high standard in a warm and caring atmosphere.

## **MISSION STATEMENT and AIMS OF OUR SCHOOL**

### **A PARTNERSHIP OF SCHOOL, HOME, PARISH & COMMUNITY**

#### *'Living the Gospel in the Spirit of Love and Respect'*

St Wilfrid's Catholic Primary School and Nursery aims to provide a rich, stimulating and encouraging environment where children can develop, grow and learn; to promote the Catholic faith and beliefs where each person is valued and protected.

We strive to provide opportunities for personal, spiritual and academic growth where each child can reach their potential in an atmosphere of security and love.

We want to encourage each member of our school community to show care and respect for themselves and others and so endeavour to serve each other and the wider community in a true Christian spirit.

It is the aim of the school community to reflect the messages of the Gospel of love and forgiveness through its relationships and actions and to integrate the academic, social, personal, cultural and spiritual into a wide, balanced and relevant curriculum which will prepare children for life in the wider local and global community.

The following objectives will enable us to achieve these aims:

- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning
- Provide a broad, balanced differentiated curriculum for all children
- Develop each individual to their potential through offering a wide range of high quality experiences which will develop the child's imagination and creativity
- Make prayer, worship and liturgy central to each child's educational experience by providing opportunities for:
  - Private, group, formal and informal prayer
  - Worship through assemblies and appropriate music
  - Eucharistic and non Eucharistic liturgies
- Enhance self esteem and the ability to value each person's own worth through a caring, secure environment
- Develop social awareness, group responsibility and empathy through the social context of learning
- Promote a health conscious environment
- Develop positive relationships between home, school, parish and the community, both locally and globally

## ADMISSION OF PUPILS

Admissions to the school will be made by the Governing Body in accordance with the stated parental preference subject to the following set admissions criteria forming a priority order where there are more applicants for admission than the school has places available:

1. Baptised Catholic Looked After and previously Looked After Children.
2. Baptised Catholic children resident in the parish of St. Wilfrid's, Stubshaw Cross.
3. Baptised Catholic children who have a sibling at the school at the time of admission.
4. Baptised Catholic children from other parishes.
5. Looked After Children and previously Looked After Children who are other than Catholic.
6. Children who are other than Catholic who have a sibling at the school at the time of admission.
7. Children from other Christian denominations. Proof of baptism in the form of a baptismal certificate or confirmation in writing that the applicant is a member of their faith community is required from an appropriate Minister of Religion.
8. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
9. Children whose parents express a preference for a place at the school.

Further details on admission can be obtained from our Admissions Policy on the website.

### SCHOOL DAY

Breakfast Club opens 7.45 a.m.

Nursery opens 8.45 a.m.

School opens 8.50 a.m. Morning Registration 9.00 a.m.

Lunch	Infants	11.55 a.m.	Afternoon Registration Juniors	1.00 p.m.
	Juniors	12.00 noon	Infants	1.10 p.m.

End of school 3.15 p.m.

End of After School Club 5.45 p.m.

Procedures at the start and end of the school day:

All children gather outside their classrooms at 8.50 a.m. when the doors are opened. At the end of the day, classroom staff will hand children over to an adult unless a Year 6 child has written permission to walk home alone. After School club staff collect children from the classrooms and their parents sign them out of the club.

Lateness in arrival and collection can be very distressing for children. We ask you therefore to ensure that your child is at school on time and is collected promptly at the end of the day. Children who are late for registration come in through the front entrance and are noted in the late register.

### **How the children are grouped**

The school has a published intake of 30 per year group. The school is funded according to roll estimates based on regular roll returns, and at the present this allocation is 30 per teacher. Numbers in each class may vary if a particular in-take year is under or over subscribed.

### **Staff and Care of the children**

The Headteacher, together with the Deputy Headteacher and a management team manages the school.

The senior management team consists of the Head, Deputy Head and the



other 2 Key Stage managers

There are a further 5 classroom teachers, a number of classroom assistants, a full time administrative officer and a part time admin assistant.

At mealtimes a team of mid-day assistants supervises the children. The food is freshly prepared on the premises by our cook and her assistants.

The premises are looked after by our caretaker, assisted by a cleaner who works after most of the children have left the building.

In addition to employees in the school, we are helped by:

The Education Advisory service, The School Nurse, Learning Support Staff, The Educational Psychologist, and the Education Welfare Officer and at times by various professionals who offer support to children with specific needs.

**Staff**



A full list of names of all staff is available at the back of this booklet. We are all here to do the best we can for your child. Normally, if you have any concerns you should contact the class teacher, before or after classes, but you can see the Headteacher or Deputy Headteacher by making a prior appointment. The Headteacher has commitments and is not always available to see parents immediately without an appointment.

**Governors**



The governors of the school are responsible for the staffing, finance, premises, curriculum and future planning of the school. The governors work very closely with the Headteacher in making decisions about the school.

At St Wilfrid's there are 13 governors.

Type of Governor	No.
Foundation	8
Headteacher	1
Local Authority	1
Parent	2
Staff	1

Please refer to the back of the booklet for a full list of governors.

**Safety before and after school**

No unaccompanied children should arrive in the school grounds before 8.50 a.m. to ensure that staff are available if needed. At 3.15 p.m. all unaccompanied children should go straight home. Written permission is required for all supervised after-school activities.

**Late Children**



Children who arrive after this must report to the office to register their arrival and book a school meal if necessary. They will have been recorded as absent and will have a late mark added. The Headteacher and the Education Welfare Officer monitor attendance. If there is persistent lateness the Educational Welfare Officer may contact parents.

**Late Parents/Guardians**

Should unforeseen/exceptional circumstances prevent your child being met on time, please try to telephone and alert us to the situation. Your child will be sent to the office area where a member of staff will supervise them. There are formal procedures should this time extend beyond what is reasonable, and Social Services or the police would be involved. Every effort would be made to avoid formal procedures because it is distressing for all concerned.

## Attendance and Absence

It is very important that children attend school regularly, to achieve continuity in the learning process. However, there are occasions when your child will need to be absent. The school should be informed as soon as possible as to the reason for absence. According to legislation and guidance set by the Department for Education absences must be recorded as authorised or unauthorised.

An annual return to the DfE is made regarding absences, which becomes part of the published national truancy information.

## Authorised or Unauthorised Absence?



- All absences must be authorised by the Headteacher, according to guidance from the DfEE. Illness will be recorded as M in the register. Any unjustified or unexplained absence will be recorded as unauthorised. It is helpful to be notified of an absence likely to last more than a few days at the beginning of the illness.
- The school should be notified of any infectious or contagious illness, and children should not return to school until the doctor has given consent for them to do so.
- If a child is late this will be recorded as L in the register.
- Registers are closed and sent to the office after registration.
- Holidays should be taken during school closures. Absence for holidays in term time will not be approved without the prior agreement of the Headteacher. The Headteacher should be contacted before any arrangements are made. Please note the guidance from Education Welfare:

*"We would like to take the following opportunity to explain to all parents the law regarding holiday taken during term time; that unless there are exceptional circumstances most requests will be turned down. If parents still decide to take their children out of school for a holiday, then we have no choice but to mark the absence as an unauthorised absence. It should be realised that 10 unauthorised sessions of absence i.e. 5 days could lead to the involvement of the Education Welfare Service and the issuing of a Fixed Penalty Notice. These Fixed Penalty Notices have been introduced as part of the governments drive to improve attendance."*

- The registers are checked regularly by the Education Social Welfare Officer, who will check the reason for all absences.

## Health, Safety and Welfare

**Accident Procedures:** Despite every effort, care and concern, your child may become ill whilst at school, or have an accident. A qualified First Aider deals with minor accidents and illnesses in school. All accidents are recorded in an accident book, which is checked by the Headteacher. You will be informed of any such incident by the class teacher at the end of the school day.

First Aiders can administer water or ice pack only. Injuries requiring further treatment require immediate consultation with you. For more serious injuries/incidents emergency accident procedures are set in motion. **It is very important that the school has up to date information with regard to your contact point.**

## Medications

Prescribed medicines must be handed to a qualified First Aider, accompanied by a completed form requesting school staff to administer medicine but only in exceptional circumstances. All medication should be in its original container, and have the dose and child's name clearly written on it. Bought medication (e.g. lpsil, cough sweets etc.,) must be administered in the same way. Under no circumstances should any medication be in the classroom. Any child on 3 times a day antibiotics should take them outside school hours.

Children who have asthma keep their inhalers with them in the classroom. Inhalers need to be clearly named and within expiry date.

Children on other long-term, regular medication may need to have a special arrangement made to meet their individual need and a Health Plan drawn up in consultation with the parents.

### School Nurse



**School Nurse** You may request a meeting if you have a concern, and the school nurse will be pleased to discuss issues with you. The school nurse can be contacted via the Ashton clinic.

The school nurse does not check hair, and therefore parents need to check their child's hair weekly for headlice. Should your child be infected the treatment is very simple. A pharmacist will advise you. If your child does have headlice. Please inform the school and they will send out a leaflet to your child's class, not mentioning names.

Please inform the school of any infestation so that we can warn others in order to eradicate the pest. This also applies to threadworm infestation. Height and weight checks are made in school in Reception and year 6, and again you will be advised of these visits. Medical discussions with school nurse are confidential. The school does not have access to this information, but we are informed by the nurse or doctor of any would affect other children and the way to deal with the situation.

If there are medical circumstances that affect your child, please discuss these with the Headteacher as soon as possible.

### Fire Drills

These are carried out on a regular basis in order that all children and adults using St Wilfrid's school are familiar with emergency evacuation procedures. These evacuations are reported to governors on a termly basis.

### School Code of Behaviour

- We are gentle.
- We are kind and helpful.
- We listen
- We are honest
- We work hard
- We look after property

The rules of the school are shared with the children. There are rewards for good behaviour and effort, and sanctions are applied when rules are broken, or behaviour is deemed unacceptable. These sanctions are set out in the Behaviour Policy.

We aim to encourage children to accept responsibility for their own actions, and try to help them understand the consequences of their behaviour, and the reason why certain behaviour is unacceptable. We seek your co-operation in this, and we shall ask you to sign our Home/School Agreement.

### School Meals/Packed Lunches



School meals, which are prepared and cooked on the premises, are available at a cost of **£2.20** per day. Parents in receipt of benefits entitle them to claim free school meals should obtain a form from the Wigan MBC

If children bring packed lunches these should not include glass bottles or cans please. Uneaten food will be returned to enable parents to monitor consumption.

## Uniform

### Girls:

#### Autumn/Spring

Red school sweatshirt or  
Cardigan with school badge  
Red polo shirt  
Red Tartan skirt or pinafore,  
Grey skirt, pinafore or  
Grey trousers  
Black shoes

#### Summer

Red chequered dress  
Cardigan with badge

### Boys:

#### Autumn/Spring

Red school sweatshirt with badge  
Red polo shirt  
Grey trousers  
Black shoes

As Autumn/spring  
Grey shorts(optional)

#### P.E. KIT:

Infants - White Tee-shirt (school motif optional)  
Juniors - House colour T shirt (school motif optional)

Black shorts  
Pumps or trainers for outside lessons.

Uniform can be ordered at Sportsline on Gerard St in Ashton  
The P.E. kit is necessary when your child is picked as a team member representing the school. All items of clothing liable to be removed should be carefully marked with the name of your child.

## Jewellery

We do not allow any jewellery to be worn during sporting activities. We would prefer that no jewellery be worn in school at all. The children must take earrings out themselves, and unless they are able to do this they should not be worn. Earirngs – studs only – should be covered by a plaster or micropore, if they cannot be removed for PE. The older children may wear watches, but these remain their own responsibility.

## Lost Property

Clearly named coats/jackets and all uniform garments makes life much easier for your child and the school staff.  
Whilst every effort is made to trace lost property, and to encourage children to look after their belongings, parents are asked to note that the local authority cannot accept responsibility for the loss of, or damage to, personal property brought to school.

## How the Curriculum is Organised



The curriculum is very carefully planned at St Wilfrid's for Nursery and Reception children (Foundation Stage), Infant children (Key Stage 1 - 5 to 7 year olds) and Junior children (Key Stage 2 - 7 to 11 year olds).

Planning within the school covers an early years curriculum and also meets the requirements of the National Curriculum.

The curriculum is planned to provide children with opportunities to acquire:

- A wide range of skills and concepts
- The knowledge, attitudes and confidence essential to an all round understanding and development

### The Foundation Stage

The period from age three to the end of reception year is described as the foundation stage. It is a distinct stage and important, both in its own right and in preparing children for later schooling.

The foundation stage curriculum is organised into six areas of learning:

- Personal, social and emotional development
- Language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development.

Each area of learning has a number of relevant early learning goals. The early learning goals set out what is expected for most children by the end of the foundation stage.

## Special Educational Needs



### Special Educational Needs/Equality of access to education

Many children have a special educational need at some point during their school career, and it is important to recognise and address the need as soon as possible. Needs may be related to emotional difficulties, learning or behaviour.

Children who are very able have special needs, as well as those experiencing difficulties in other areas.

The class teacher monitors all pupils. Where monitoring reveals a need, immediate action is taken which has a set procedure, controlled by the Code of Practice for Special Educational Needs. The school has its own Special Educational Needs Policy, based on the Code of Practice.

The class teacher, who consults with the school co-ordinator for SEND, supports children for whom there is a concern and, wherever possible, additional help from within the school's staffing resources is given.

If needs persists, parents are consulted and permission sought for the involvement by other professionals, as deemed appropriate.

### School Medical Service

The Educational Psychologist  
TES Team.

Children may be placed on the school's SEND Register, which will be the first stage of the set procedure. Parents are informed, consulted and involved at all stages of identification, monitoring and evaluation.

The school identifies and monitors the needs of children who may in some way be 'gifted' or 'talented'. Additional provision may be planned for these children.

As a school, we are committed to equality of opportunity for all our children, and we believe every child has the right to a high quality education matched to their own needs.

## Curriculum Policy Statement

### Values and Purposes Underpinning the School Curriculum

We believe in education, at home and at school, as a route to spiritual, moral, social, cultural, physical and mental development, and thus the wellbeing of our children. Education is also a route to equality of opportunity for all. We need to value ourselves, our families, our parish and community, and the environment in which we



live. Education must also enable us to respond positively to the opportunities and challenges of the rapidly changing world, in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, and with the rapid expansion of communication technologies

### **Aims for the School Curriculum**

If we are to respond effectively to these values and purposes, we need to work in collaboration with families, parish and our local community, including voluntary groups, local agencies and business, in seeking to achieve two broad aims, through our curriculum.

**Aim 1: Our school curriculum aims to provide opportunities for all pupils to learn and to achieve.**

Our school curriculum aims to develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all our pupils.

By providing varied experiences for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, our curriculum aims to enable pupils to think creatively, and critically, to solve problems, and to make a difference for the better. It also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

**Aim 2: Our school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.**

Our school curriculum aims to promote pupils' spiritual, moral, social and cultural development and, in particular, develop strategies for distinguishing between right and wrong. It develops their knowledge, understanding and appreciation of their own and different beliefs and cultures. It promotes equal opportunities and enables pupils to challenge discrimination and stereotyping. It develops their awareness and understanding of, and respect for, the environments in which they live.

Our school curriculum aims to promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in our community.

### **Core Areas**

The primary curriculum will include the core areas of learning and experience, which are essential to the children's development, and which are defined within the National Curriculum. These are:

- Language and literacy
- Mathematics/numeracy
- Science
- Religious Education (As a Catholic school, RE has an allocation of time in our curriculum and is treated as a core subject).

For our curriculum, which was revised in September 2014, to have adequate breadth and balance, the following areas must be included:

- Design and Technology
- Computing
- History
- Geography
- Art and Design
- Music
- Physical Education
- Modern foreign Language
- Personal and Social Education and Citizenship

The key questions in building a curriculum relate to 'breadth' and 'balance'. In the words of the Education Reform Act, a curriculum is balanced and broadly based if it:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society; and
- prepares such pupils for the opportunities, responsibilities and experience of adult life.

It is not always practicable, or appropriate, to provide a balanced curriculum over a short period of time, but all subject areas will be given adequate coverage over the period of a school year.

## English

This curriculum area covers the key communication skills of speaking, listening, reading and writing (including handwriting). Children enter school at different stages of development in their English skills. We aim to develop these skills so that each child becomes an increasingly confident and proficient language user. We have implemented the government's National Literacy Framework into school, to support us in our teaching of reading and writing.

## Speaking

Speaking and listening skills are developed in a variety of settings, and throughout all curriculum areas to encourage communication in a purposeful, clear and orderly dialogue, that is appropriate for a range of occasions and purposes, and which invites careful, sympathetic, and responsive listening.

## Reading

Reading has a very high status within the school, and we seek to create fluent, discerning, life-long readers, who value books.



We actively involve parents in the process of reading and acknowledge the role of parents in the development of reading. We encourage parents and children to enjoy reading and sharing books together. Where this is a regular practice, children make significant progress. We place great importance on having a wide range and variety of quality books available around the school, and in our libraries. Time is set aside for regular guided reading with the teacher, and children are given the experience of reading alone. They are encouraged to discuss and make choices about their reading. We aim to provide attractive book corners, which are an integral part of the classrooms.

We aim to help develop the literacy skills of reading with enjoyment, become familiar with 'book language', be able to use prediction skills, and retrieval skills, with books as a source of knowledge.

In Early Years and Key Stage 1, we use 'Letter & Sounds' to deliver the phonics programme.

## Writing



We aim to encourage children to recognise the skills they have acquired already at a very early stage, and help them understand that writing is a purposeful and meaningful activity, by adult examples as well as direction.

We actively encourage children to 'have a go' and then, with skilful teacher input and intervention, we work through the recognised stages of development, to achieve standard written English. Spelling and punctuation are developed gradually, in the context of children's writing.

Integral to the writing is the emphasis on **spelling, vocabulary, grammar and punctuation**

As they develop, children are encouraged to see writing as a powerful means of self-expression and communication, and to write for a range of purposes and different audiences. We believe that good content is essential, and, by encouraging the practice of refining first draft, we aim to produce interesting content and quality presentation.

Handwriting is recognised as a skill, which can only be improved by constant practise and refinement.

Children are encouraged, through Information Technology, to develop and extend word processing skills, in order to have at their disposal alternative formats for the presentation of their work.

Provision is made for children who are bi-lingual, and who write in more than one script, and due status is given to their linguistic flexibility.

## Maths



Our aim is that all children acquire mathematical knowledge, skills and understanding, in a way that has relevance for them in the world outside school, as well as throughout the curriculum.

We work within the National Numeracy Strategy, which covers five strands:

- Number and the number system
- Calculations
- Solving problems
- Measurement, Geometry
- Handling data and statistics

The use and application of mathematics is an integral part of each strand.

We aim to help children understand the processes involved in mathematics by presenting a range of experiences. Children need to practise mathematical skills regularly and, to facilitate this, supplementary materials are used to provide children with investigative experiences through class, group, paired, and individual activities.

## Science

In both Key Stages children follow programmes of scientific study which cover four



main aspects:

- Working scientifically
- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes
- Physical processes

During Key Stage 1, pupils are strongly encouraged to observe, explore, and ask questions. They begin to work together, to collect evidence to help them answer questions, and to link this to simple scientific ideas. They evaluate evidence, and consider whether tests or comparisons are fair. They use a variety of reference materials to research scientific ideas. The pupils use scientific language, drawings, charts, and tables, to communicate their ideas with others.

In Key Stage 2, pupils learn about a wider range of living things, materials, and phenomena. They begin to make links between ideas and to explain things, using simple models and theories. They apply their knowledge and understanding to everyday things, and their personal health. Pupils begin to consider the positive and negative effects that scientific progress may have on the environment. They perform more systematic investigations, working individually and in groups, and use a range of reference sources. They talk about their work, and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts, and graphs.

## Religious Education



As a Catholic school, we follow the 'Come and See' programme for Religious Education.

Come and See supports our teaching in a practical way, providing us with identified learning objectives, and suggesting appropriate resources and activities.

Central to the whole programme is belief in Jesus Christ, Word and Revelation of God, in the Catholic tradition. Each term focuses on a basic belief and develops it through three themes. Children approach and explore these themes through 36 topics. These topics have been carefully selected to ensure that the children's religious education takes place in the context of their life experience. The process enables teachers to help children relate this experience to Christian tradition, to universal experience and, where appropriate, we seek to develop an understanding of, and respect for, others' religious beliefs as we as we acknowledge we are members of a multi-cultural society.

**Collective Worship:** The community of St Wilfrid's gathers for daily collective worship. This may take the form of a whole school, key stage, or class group. We strive to put Christ at the centre of everything we do. Each class starts and ends the day in prayer, which is either led by the teacher or a child. Before and after lunch we give thanks to God.

## Design and Technology

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. We aim to support our children to become creative problem-solvers. They look for needs, wants, and opportunities, and respond to them.

During Key Stage 1, pupils learn how to think imaginatively, and talk about what they like and dislike when designing and making. They build on their early childhood



experiences of investigating objects around them. They explore how familiar things work, and talk about, draw, and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.

During Key Stage 2, pupils work on their own, and as part of a team, on a range of designing and making activities. They think about what products are used for, and the needs of the people who use them. They plan what has to be done, and identify what works well, and what could be improved, in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum, and use computers in a range of ways.

## Computing



The development of information and communications technology is rapidly changing, at school, at home, and in the community. Its impact on the lives of individuals continues to grow, and it is essential that our pupils can take advantage of its opportunities and understand its effects. It is therefore important that pupils in our school have the confidence, and capability, to use ICT throughout their lives.

Our aim is that all children develop their ICT capability by improving their:

- Knowledge and understanding
- Processes and skills
- Language and communication
- Values and attitude

We use the DfE Scheme of Work, which identifies 6 areas of ICT learning:

- Communicating
- Handling information
- Controlling
- Monitoring
- Modelling
- Using the Internet

We aim to help children understand the skills required through a range of experiences, and to develop and apply those skills to other areas of the curriculum.

## History



In the early years and Key Stage 1, cross-curricular topics are used as specific study of a history-led theme forms the basis of the programme of study of the National Curriculum. Pupils are encouraged to draw on immediate family history, and to explore the historical background and way of life of people in the past, beyond living memory. Lives of famous men and women and different past events will be taught.

Some information will be gleaned second-hand, by visits to museums, castles and National Trust properties, and use of artefacts, photographs, video programmes, books and films. Children are encouraged to ask questions about the past, challenge given information and discover more about their lives and surroundings.

At Key Stage 2, children are challenged further regarding their investigative and deductive skills, again through cross-curricular items, but, due to the specific demands of the National Curriculum, it is necessary to treat historical subjects on their own. Broader, more structured understanding of peoples, and civilisations, are developed as pupils progress through Key Stage 2, and programmes of study encompass local, national, European and world dimensions. British history is taught chronologically.

## Geography



Geography provokes and answers questions about the natural and human world, using different methods of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills, both inside and outside the classroom.

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

During Key Stage 2, pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment, and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT.

## Art



The children are given a range of opportunities to develop skills in art, craft and design activities. They work individually, in groups, and as a whole class. They build on their understanding and appreciation of art, in a variety of forms and style, and from a variety of cultures.

The development of visual perception and the teaching of creative, imaginative and practical skills are central to our curriculum.

Some materials that children work with are acrylic and powder paint, charcoal, oil pastels and soft pastels, ink, dyes, clay and collage material.

Children's work is mounted and displayed all round the school for everyone to appreciate.

The life and works of various artists are introduced to the children, e.g. women artists, art from different cultures and eras.

## Music



The key aspects of this subject are:

- Controlling sounds through singing and playing (performing skills)
- Creating and developing musical ideas (composing skills)
- Responding and reviewing (appraising skills)
- Listening and applying knowledge and understanding.

Pupils listen carefully and respond, at first physically, and progress with an intellectual and emotional awareness, to a variety of music from different times and cultures. They sing songs and play instruments with increasing confidence, imagination and control, eventually using their skills to contribute to a class or group performance. By exploring and enjoying how sounds and silence can create different moods and effects in KS1, pupils progress to developing skills of improvisation and composition in KS2, and are encouraged to work creatively.

Children are taken to musical concerts, when possible, and occasionally live performers come to the school. Music plays an important part in all our celebrations, assemblies and liturgies.

## Physical Education



We aim to provide a well-balanced programme of physical education, through gymnastics involving floor work, and large and small apparatus, games, dance, athletic activities, a variety of team games, and swimming for Key Stage 2 pupils.

This area of the curriculum fosters a positive attitude towards a healthy lifestyle, co-ordination and body control. Participation in all physical education activities helps children to develop self-esteem and interpersonal skills.

Physical Education is a compulsory subject, and all children are expected to participate fully.

The school has a healthy eating policy. School meals are prepared fresh on site each day. We have a 'fruit only' policy for children's break time snacks.

## Modern Foreign Language

Spanish and French is taught in Years 3, 4, 5 and 6 with the assistance of staff from one of the local High Schools.

## Education for Personal Relationships

This is now covered in the RE curriculum in all year groups using the RSE program. (See website for details)

## Homework

At school homework is seen as an important aspect of the learning process involving parents, teachers and children in a partnership aimed at raising standards of achievement and maximising educational opportunity.

Homework is set regularly throughout the school, gradually increasing in quantity and complexity as children get older.

## Assessment

As well as carrying out ongoing formative and diagnostic assessments, teachers are required to administer:

- Early Years Foundation Stage Profile: To be built up on throughout the Reception year. They will form an important part of the child's records. Copies will be kept in the child's on-going record and be passed from class to class.
- Key Stage 1 Standard Assessment Tasks: Records will form part of the child's individual record and the results will be shared with parents.
- End of Key Stage 2 Standard Assessment Tasks: These records will form part of the child's individual record, and the results will be shared with parents and the secondary school.

All formal assessments will be made by the class teacher, in a manner that conforms, so far as possible, to normal classroom practice. We strive to avoid any undue stress being placed on the child.

## Reporting to Parents

The following reporting procedures are in place at St Wilfrid's:

- Parents are to be kept fully informed of their child's progress
- Parents are welcome to come into school at any time
- Two formal parents' evenings will be held each year
- If any child is having specific problems, parents may be informed
- Written detailed reports will be sent to parents once a year
- Reports are to be positive, honest and supportive
- Parents will be given the opportunity to discuss the report

## Child Protection

Schools are particularly well placed to observe outward signs of abuse,

changes in behaviour, or failure to develop, because of day-to-day contact with children. Parents should be aware therefore, that where there is any concern about the welfare of a child, the school is required, as part of the Wigan Child Protection procedures, to report their concerns to the Social Services Department.

### **Pupils Records**

Pupils records are stored in the office and are regarded as strictly confidential. They may be seen, on request in writing, at any time by parents/guardians.

### **Educational Visits**



Educational visits take place largely in school time, and are carefully planned to enrich the curriculum on offer. Parental permission to take part will be sought.

Educational visits sometimes incur travelling expenses and an admission charge. A subsidy from the School Fund may be allocated to each visit but a contribution from parents towards the remaining costs will be requested.

### **School Residential Trips**

These depend on the availability of staff and approved venue. We feel that School Residential Trips contribute to the academic, personal and social development of the child, and currently we offer trips annually to Years 5 and 6, alternating between Whinmarleigh Hall, Garstang and Northern France.

### **How to help your child and the School**



It is important that your child feels confident about coming to school. The school wants an effective partnership with parents by valuing your help in the following ways:

- Coming to school on time, both at the beginning and end of the day.
- Ensuring that your child attends school every day, unless illness prevents this. All absences must be reported to school by a parent on the morning of the first day of absence. The school may request medical certificates for children who have frequent or prolonged absences.
- Getting to know your child's teacher, so that you can share in their achievements and concerns.
- Making an appointment to talk at length about your child.
- Attending all Parents Meetings/Curriculum Workshops.
- Reading at home with your child.
- Reading all letters that your child brings home.
- Keeping us informed of any changes to circumstances which may affect your child in school.

### **Friends of St Wilfrid's**

FSW has held very successful fund raising events and the proceeds are presented to the school.

Information for parents is displayed on the notice board in the window of the main entrance. A regular Newsletter is published, but urgent information is circulated by ParentMail – text and email communication. If you feel you are not receiving all the letters, please see the class teacher or Admin. Officer.

### **How to resolve a problem**

The school has an 'Open Door Policy' and parents are encouraged to contact the class teacher or Headteacher if they have any concerns or worries. Whenever possible parents will be seen immediately, but on some occasions a mutually convenient appointment time may have to be made.

## **Governors and Staff for the Academic Year 2014 to 2015**

Chair:	Mrs J Rowbotham
Foundation Governors:	Fr J Gorman
	Mrs K Donlon(Vice Chair)
	Mrs L Horrocks
	Mrs E Hopkins
	Mrs L Hill
	Mrs E Farrimond
	Mrs D Pullen
Parent Governors (Elected):	Mrs J Maylor
Parent Governors (Elected):	Mrs A Prescott
Headteacher Governor (Acting):	Mrs G O'Brien
Staff Governor (Elected):	Mrs L Melling

### **Teaching and Teaching Support Staff:**

Mrs G O'Brien	Acting Headteacher & SENDCo
Mr P Hassan	Acting Deputy Headteacher KS2 Leader & Year 5 Class teacher
Mrs L Melling	Acting Deputy Headteacher FS & KS1 Leader & Year 1 Class teacher
Miss H Brown-Crowther	Year 6 Class teacher
Mrs C Atkinson	Year 2 Class teacher
Mrs K Thompson	Year 3 Class teacher
Mrs Sharples	Year 1 Class teacher
Miss E Dooner	Reception Class T]teacher
Miss L Ramsdale	Nursery Class teacher
Mrs J Brown	Nursery Key Worker
Mrs Fairhurst	TA and Out of School Club Manager
Mrs K George	TA Year 2
Mrs Ju Brown	TA Year R
Mrs Je Brown	TA Year R
Mrs Grimshaw-Brown	TA Year 1 & Out of School Club Assistant
Mrs Sanderson	TA Early Years & Out of School Club Assistant
Mrs M Kime	HLTA Year 2
Mrs J Hewitt	HLTA
Mrs Scott	TA Year 5
Mrs D Castile	TA
Mrs J Deluce	TA Year 6 and Lunchtime Play Coordinator

### **Non Teaching Staff**

Mrs M McVitie	Administrative Officer
Mrs K Meehan	Administrative Assistant
Mrs D Smith	Bursar
Mr P Chambers	Caretaker
Mrs M Langford	Cleaner, Catering Assistant
Mrs J Hurst	Cook, Out of School Club Assistant

### **Lunchtime Staff**

Mrs Hurst  
Mrs Langford  
Mrs Jones  
Mrs LeNoan  
Mrs Bloor  
Ms Peters  
Mrs Livesley  
Mrs Deluce  
Mrs Boyers  
Mrs Knowles  
Mrs Sherrington  
Miss Turton - EYFS

## Term Dates

### Autumn Term 2017

5 September to 22 December

(Reception Class start full time on 6 September)

Half Term: 23 to 27 October

### Spring Term 2018

9 January to 28 March

Half Term: 19 to 23 February

### Summer Term 2018

12 April to 18 July

Half Term: 28 May to 1 June

Bank Holiday: 7 May