

The Mission Statement

Vision

"I have come that they may have life and have it to the full"

St. Ambrose Barlow is first and foremost a Catholic primary school which aims to meet the needs of its children in the light of the church's faith in Jesus Christ. Providing an environment where God is experienced in a reality; where faith is celebrated in liturgy and above all where the Gospel is translated into daily life.

Mission

To fulfil this vision we are committed to providing high quality Christian education for each child through learning, personal development, community and worship.

Aims and Values

The governors will seek to ensure that the curriculum provided for all our children is broad and balanced so that they can grow in knowledge, understanding and develop the acquisition of skills, to enable all children throughout the ability range to achieve their full potential.

To develop a caring and well-ordered community based upon the Gospel values, in which the children feel happy, valued, secure and confident so that they can fully take part in the life of the school.

To be a school where the truth of the faith is experienced.

To be a school where the principles of morality are taught and valued.

To provide opportunities for prayer, worship and liturgy.

To provide and take part in teaching and learning that will encourage a sense of wonder and response to God's gift of life and creation.

To develop co-operation and interpersonal skills by learning to share common objectives through working in a variety of groupings.

To help pupils to use language and number with confidence and to develop communication skills.

To develop each person fully by offering challenging and effective teaching and learning experiences.

To acknowledge and applaud the occasions when success is achieved in any area of school life, for example in learning, sport, creative arts and practical skills.

To foster in each child self-respect, self-discipline, a sense of responsibility and a positive attitude to work, personal achievement and the achievements of others.

To encourage the children to maintain a high standard of behaviour, work and dress.

To develop positive attitudes to personal health and physical fitness.

To enhance the partnership between the school, home, parish and the wider community.

Staff of St Ambrose Barlow School.

B G Dorgan	Headteacher
D McCann	Deputy Headteacher & Class Teacher Year 6
H Benbow	Class Teacher Year 5
E Clarke	Class Teacher Year 4
J Ogdon	Class Teacher Year 3
A Dickinson	Class Teacher Year 2
E Bradford	Class Teacher Year 1
C Holden	Class Teacher Reception
S Standring	Special Needs Teacher
E Warren	School Admin Officer
A Bridge	School Admin Assistant
E Brennan	Teaching Assistant
S Richards	Teaching Assistant
C Baines	Teaching Assistant
J Sweeney	Teaching Assistant
B Hounslea	Teaching Assistant
C Mather	Teaching Assistant
H Sarsfield	Teaching Assistant
J Young	Teaching Assistant
P Stewart	Caretaker
S Chilman	Cleaner

School Meals

K Baker	Cook
S Chilman	Kitchen Assistant
C Hyland	Kitchen Assistant
J Sweeney	Welfare Assistant
R Eckersley	Welfare Assistant
B Hounslea	Welfare Assistant
A Cruickshank	Welfare Assistant
L Allen	Welfare Assistant

School Nurse

C Harrison

School Governors

S Cooper	Chair
D Fletcher	Vice-Chair and Foundation Governor
T Gough	Foundation Governor
C Lees	Foundation Governor
D Deignan	Foundation Governor
C Lowe	Foundation Governor
A Bridge	Foundation Governor
J Cooke	Parent Governor
D McCann	Teacher Governor
S Richards	Staff Governor
L Rigby	LA Representative
B Dorgan	Headteacher
Fr P Seddon	Clergy Representative
E Warren	Clerk

St. Ambrose Barlow School is a Roman Catholic Primary School for pupils between the ages of 4 and 11. There are currently 208 pupils on roll. The school has 'Voluntary Aided' status and is within the Archdiocese of Liverpool. The composition of the Governing Body reflects the importance that the church places on its role in education.

The school is maintained by the Wigan Authority.

The Director of Children & Young People's Services
Mr N Hudson
Education Department
Progress House
Westwood Park Drive
Wigan
WN3 4HH

The school is in the parish of St. Ambrose Barlow.
The most recent phase of the school extension was completed in 1999. Some internal remodelling was also completed in July 2004.
The building provides a bright, modern, supportive learning environment for its pupils and is well equipped to provide stimulating learning experiences. The school places a high value on quality teaching and learning.
The activities of the school and the church are closely linked with each other and the local community.
Pupils visit church as part of their work and we are keen to continue to develop relationships involving all aspects of the community.

Admissions Policy and Arrangements for 2010-2011

1. St. Ambrose Barlow is a Catholic Primary School situated in the Archdiocese of Liverpool and is maintained by the Wigan Local Authority.
2. The Governing Body of the school is responsible for determining and administering the policy relating to the admission of pupils to the school. It is guided in that responsibility by:
 - the requirements of the law
 - the advice of the Archdiocesan Trustees on the nature and purpose of its duties
 - its duty towards the school and the Catholic community it serves
 - the Catholic character of the school and its Mission Statement
 - recognition of the Parish boundary
3. The school serves in the first instance, baptised Catholic children living in the Parish of St Ambrose Barlow Astley.
4. Having consulted with the LA and others in accordance with the requirements of the law, the Governing Body has published its admissions limit at 30 pupils for the school year commencing September 2010.
5. Parents must complete the Local Authority application form which must be returned to the Local Authority by 29 January 2010. Parents who wish their application to this Catholic school to be considered against the priority faith criteria should also complete the School Supplementary Form. If the school is oversubscribed, failure to complete the supplementary 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 and/or membership of a faith community. The supplementary form should be returned to the school by 29 January 2010.
6. The Governing Body has delegated responsibility for determining admissions to its Admissions Committee, which will consider all applications made in accordance with the criteria set out over.

Pupils who are admitted to the school will enter the reception class on 2 September 2010.

As required by the law the Governing Body will not admit more than 30 pupils to any one reception or infant class.

Parents may wish to know that the number of applications received in 2009 was 39 and that 30 were admitted under the admissions criteria:

- Criterion 1 0
- Criterion 2 15
- Criterion 3 06
- Criterion 4 09

Admissions Criteria

Where the number of applications exceeds the number of places available the Governing Body will apply the following over-subscription criteria.

1. Baptised Catholic children who are in the care of the Local Authority (looked after children).
2. Baptised Catholic children living in the designated Parish of St Ambrose Barlow, Astley
3. Baptised Catholic children who have a brother or a sister at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters or a child of the parent/carer's partner, and in every case who is living at the same address and is part of the same family unit.
4. Baptised Catholic children living in other Catholic parishes.
5. Children who are in the care of the Local Authority (looked after children) other than Catholic.
6. Children who are other than Catholic who have a brother or a sister at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters or a child of the parent/carer's partner, and in every case who is living at the same address and is part of the same family unit.
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 from an appropriate Minister of Religion is required.
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.

In the event of any over-subscription in the number of applications made under any of the categories above then the admissions committee will offer places first to children living nearest to the school measured in a straight line distance from the child's home address to the main front door of the school as measured by the Local Authority, with those living closer to the school receiving higher priority.

Admission Arrangements

1. All applications will be considered at the same time and after the closing date (detailed on the preceding page) agreed by the Admissions Committee.
2. Parents will be informed, by letter, of the decision of the Admissions Committee no later than 30 April 2010. If their application has been successful they are required to confirm acceptance of the offer of a place by 17 May 2010.
3. If application has not been successful the letter will give reasons for the decision, will inform parents of their right of appeal and give guidance on how that appeal should be made.
4. A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. Parents will be informed of their child's position on the waiting list which will not be operated for longer than the end of the first term of Reception.

Notes

1. For a child to be considered as a Catholic, evidence of a Catholic Baptism or reception into the Church will be required.

A Baptised Catholic is one who has been baptised into full communion with the Catholic Church by the Rites of baptism of one of the various ritual Churches in communion with the See of Rome (Cf. Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the baptismal Registers of the church in which the baptism took place.

Or

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their baptism and reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section

of the Baptismal registers of the church in which the Rite of Reception took place.

The Governing Body will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of "Baptised Catholics". A Certificate of Baptism or Reception is to include: full name, date of birth, date of baptism or reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of baptism or reception.

Those who would have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Catholics but only after they have been referred to their parish priest, who after consulting with the Vicar General, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of baptism due to persecution or fear, the destruction of the church and the original records, or where baptism was administered validly but not in the Parish church where records are kept.

Governors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not.)

2. The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence. Documentary evidence may be required – e.g. child benefit payment address.
3. Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place.
4. Late applications (those received after the closing date) will only be considered after those received by the closing date.

PARENTS MUST COMPLETE THE LOCAL AUTHORITY COMMON APPLICATION FORM AND WHERE APPLICABLE THE SCHOOL SUPPLEMENTARY FORM.

Parents have the right of appeal in cases of admission being refused.
Appeals should be directed in the first instance to:

Mr F Cogley
Archdiocesan Director of Schools
Croxteth Drive
Sefton Park
Liverpool
L17 1AA

School name and address

St. Ambrose Barlow Catholic Primary School
Manchester Road
Astley, Tyldesley
M29 7DY

☎ (01942) 883912

Fax: (01942) 776498

email: enquiries@admin.saintambrosebarlow.wigan.sch.uk

The school day

Morning:	(infants)	09:00 – 12:00
	(juniors)	09:00 – 12:30
Break:		10:30 – 10:45
Dinner:	(infants)	12:00 – 13:15
	(juniors)	12:30 – 13:15
Afternoon:		13:15 – 15:30
Break:		14:15 – 14:30

For reasons of health and safety, cars are not allowed onto the school premises at the beginning and end of the day.

The church car park is available for use at these times and is located approximately 200 yards from the school, next to the church. Parents are welcome to wait on the lower junior playground for their children at the end of the day.

If you need to come into school, please use the main entrance only and report to the school secretary. This is in the interests of security.

If, when a pupil leaves school at 15:30, there is no one to collect them they are to return to the member of staff on duty and wait in safety until suitable arrangements are made.

This is a rule that is regularly reinforced throughout the year.

School can only guarantee supervision for pupils for the ten minutes before the morning session and ten minutes after the afternoon session.

School Meals

The catering company, MetroFresh requires all meals to be paid for in advance, that is, on the Monday morning of the current week. The price is currently £1.85 each day, (£9.25 per week). The meals are prepared on the premises.

The kitchen staff are able to offer a menu system which gives the pupils a choice of a least two main courses, one vegetarian and two dessert courses. The meals provide a balanced nutritional diet, very often with soups, salads and fresh fruits and they represent good value for money.

Parents requiring free meals for their children should obtain details from the Children and Young People's Services, (CYPS) in Wigan.

If your child has an appointment, for example, at the clinic, hospital or dentist, is not in school for morning registration but intends to return for dinner, please ensure that the school office is notified so that a meal may be ordered.

Changes from school meals to packed lunches and vice versa are allowed only at the end of a month. Written notice is required.

Packed Lunches

If you wish to provide your child with a packed lunch, please ensure that the food is secure in a suitable box or container marked with their name.

Liquids should be in unbreakable containers or a special child's flask.

Glass bottles and cans are not permitted for safety reasons.

Healthy Eating

We are a healthy eating school and at break time we have on offer either toast or fruit for all pupils. Junior pupils are welcome to bring in a piece of fruit if they do not wish to purchase one from school. Fruit is free for all infants, toast is on sale at a cost of 10p per slice. In addition to this, cartons of fresh fruit juice for consumption at dinnertime are on sale.

Absence Notes

Schools are obliged by law to keep records and account for all pupils who are absent. If your child is unable to attend, please inform school, giving details of the absence. A telephone call on the first morning of absence and a note when the child returns to school is required in order to keep our records up to date. We will then be able to continue to maintain a low level of unauthorised absences.

Attendance

We are justly proud of our attendance record. Frequent absence from school impairs progress and achievement. If pupils miss school for whatever reason, they miss schoolwork which is never really successfully made up.

Good attendance consolidates and accelerates success. If your child is unable to attend school, or has an appointment with the doctor/dentist/hospital,

please let us know so that the absence can be authorised. The Local Authority and the Department for Children, Schools and Families require all instances of absence to be recorded. The taking of holidays in term time is strongly discouraged and will result in an unauthorised absence being recorded in the attendance register.

We have a policy of contacting home if your child fails to attend in order to establish the nature of the absence and confirm the whereabouts of your child, for reasons of Safeguarding and Child Protection.

The absence figures for 2008/2009 were:

Absence	School	4.0%
	Wigan LA	n/a
	National*	5.3%
Persistent Absence	School	0.6%
	Wigan LA	n/a
	National*	2.4%

*DCSF 2008

Accidents and Sudden Illness

In the event of your child having an accident in school, we have five members of staff holding valid First Aid qualifications. All incidents are reported to parents. If the incident is of some concern, you will be contacted with the details and you may be asked to collect your child so that further treatment can be sought. Should your child need hospital attention, we will contact the emergency services and yourselves.

The information that you supply on the school Data Checking sheet enables us to contact you if your child is taken ill or has an accident. These details are updated regularly. Please help us to keep our information up to date if changes occur. Both an emergency contact address and telephone number are essential for our present system to work effectively.

Leaving the Premises

Pupils are not allowed to leave the premises during the day unless they have permission from the Headteacher. If appointments are made in the school day we ask parents to collect their children from school. All pupils leaving school in the day need to be signed out at the school office.

Holidays

During the Autumn Term parents will receive a Holiday List for the whole of the forthcoming academic year.

The dates for the year beginning September 2010 can be found in the appendix at the end of this document.

School Routes

During the Autumn Term of your child's last year at our school (Year 6), you will receive information from the Local Authority about the various High Schools from which to make your selection. In addition, you will be notified of the Open Evenings for Parents arranged by St. Mary's High School.

St. Ambrose Barlow School enjoys positive and successful links with St. Mary's and is a contributory school.

At the beginning of the new Academic Year 2009/2010, 29 of our Year 6 pupils started at St. Mary's High School and one pupil moved to the Royal Ballet School, London.

Medical Inspections

From time to time, hearing, vision, height and colour-blindness checks are carried out routinely by the school nurse. Dental inspections are completed annually and medical checks and Health Interviews are also arranged.

Parents are informed prior to these taking place and are always invited to be present if full medical inspections are taking place.

The School Nurse, Mrs Carole Harrison, is available for parents to consult in school on the first monday of each month from 09:00 until 09:30.

Medicines

When pupils require medicines, parents should make every effort for it to be taken out of school hours. If this cannot be arranged, parents are welcome to come into school to administer the medicine when necessary.

On the rare occasions when this is not possible, the Headteacher may be prepared to arrange for pupils to be given their medicine. This would require a written request, permission and clear instructions from parents.

The medicines must be clearly labelled with the child's name, dosage and time of administration. Pupils who suffer from asthma, and need to use inhalers, must have them in school at all times.

Equal Opportunities

All pupils have access to an inclusively planned, broad and well-balanced curriculum. Staff are aware that factors such as ethnicity, gender, disability, creed and social class may affect learning and any instances of intolerance are challenged. The development of self respect and respect for others is promoted through learning and play. Our positive strategies and attitudes to counter disadvantage reflect the philosophy of Wigan's Equal Opportunities Policy.

The Governing Body has developed and reviewed its Equality Policy the action plan for which is available on the school website at:

<http://www.saintambrosebarlow.wigan.sch.uk>

School Uniform

The Governing Body and staff are keen to encourage the wearing of uniform by all the pupils. A description is given below.

White:	blouse/shirt (In summer a white polo shirt may be worn)
Grey:	skirt/trousers (short trousers are optional)
Green:	Pullover/cardigan (orders from the school's supplier have an embroidered badge)
Black:	sensible style shoes (we discourage trainers and trainer boots). School ties are available from the school office.

A separate PE kit is required. For all pupils this consists of:

White:	PE shirt
Black/Green:	shorts
Black:	pumps (of the flat-soled type)

For junior pupils, games clothing is to include shorts, tracksuit, football strip, T-shirt, (own choice), football boots, trainers.

Trainer boots are not allowed.

It is very important that all articles of clothing, including footwear, are clearly marked with your child's name. This will help to avoid valuable time being wasted in trying to locate the owners of jumpers, cardigans, etc.

Space for storage in school is limited and we ask that you provide sensible sized bags, which will not take up a disproportionate amount of room. Please provide a draw string 'shoe bag' for your child's PE kit with their name clearly visible, this will greatly assist the management of the limited space. School has this type of bag on sale.

Children in Reception will be provided with a book bag free of charge.

Pupils are discouraged from bringing valuables or precious belongings into school. Experience tells that loss or damage to these personal items can be very upsetting for all concerned.

Jewellery should not be worn.

Parents and School

St. Ambrose Barlow is an open school. We have a regular number of parents who come in to help the pupils and their teachers and we want to continue to develop this partnership which can bring great advantages to the pupils and to the school.

Parental help can be effective in many ways, for example, hearing readers, assisting in art and craft activities, supervising pupils using the computer, mounting work, supervising swimming, backing books and cooking.

As a church school, we are part of a triple partnership of home, school and church which is mutually supportive, sincere and positive.

Parents are welcome to come to talk to us about their children as often as they wish.

We attach much importance to making the transition from home to school as smooth as possible. In the term preceding their first term in school the pupils and parents have opportunities to come into school.

Children and parents are invited to spend afternoon INSPIRE sessions in school. These are valuable to school and parents and explore how to help children at home. We find that this supports the introduction of the pupils to school life.

If you wish to see a member of staff, please see the Headteacher first and inform him of the nature of your enquiry.

If you have a concern, please come to discuss it with us. Together we may be able to solve problems. Please do not leave your worries to grow into more serious concerns. It is often better to resolve them at the beginning for all concerned.

If you are pleased, then let us know! Sincere praise is always welcome and is a good motivator too!

We plan regular formal and informal meetings throughout the school year to talk to you about your child's progress.

These can take the form of:

- formal interviews to discuss your child's work and progress
- informal evenings to discuss your child's work and progress
- written reports
- parents' workshops
- parent welcome meetings

We know that pupils do better when they have supportive and informed parents. We value parental support and endeavour to provide regular information about the life of the school through the production of newsletters and notes, PTA activities, two open evenings per year and annual written reports.

There are many ways in which parents can enhance and enrich the work of the school. Talking to your children about the daily activities in the classroom is one such way.

We positively encourage you to listen to your child read. We promote reading strongly and want pupils to take home their library books to read and enjoy. Parents can help enormously by supporting their children in the completion of tasks from school, for example learning of tables, spelling and handwriting activities. It is important that we all have high expectations of the pupils, both in school and at home.

Close co-operation between school and home brings much benefit and this is further encouraged through the activities of our Parent Teacher Association. The school is ably supported by an organised PTA through which the pupils have benefited by way of specialised equipment, subsidised visits and treats. These people give generously of their time and efforts and all parents are invited to become involved in any way they can in the activities that are organised.

The PTA provides an opportunity for informal contact with staff. This is a valuable demonstration of support to the pupils that there is a strong partnership with the school with all working to the benefit of the whole school community.

The ethos of our school sets pupils high expectations in standards of behaviour based on principles that will ensure they grow into caring, responsible people.

We expect pupils to behave responsibly and we encourage them to develop self-discipline. The pupils are expected to display courtesy, consideration and respect for other people, their property and the environment.

The Curriculum

The curriculum refers to what is taught in school. It is the duty of the Governing Body to ensure that the curriculum is broad, balanced, relevant and differentiated. The Governors usually pass on much of the responsibility for planning of the curriculum to the Headteacher, who in turn shares this duty with the staff.

The school aims to provide this curriculum to all its pupils within the context of the Wigan Local Authority, 'Entitlement Curriculum' which includes the statutory requirements of the National Curriculum.

The National Curriculum contains 'Core' and 'Foundation' subjects. These are set out below:

Core subjects

English
Mathematics
Science

Foundation subjects

History
Geography
Technology
Information Communication Technology
Music
Art
Physical Education

RE is also taught in accordance with the Archdiocesan approved syllabus, 'Here I Am'.

Spanish is taught in Years 3 to 6.

The National Curriculum sets out what pupils are to be taught. There have been a number of revisions in recent times.

The curriculum for the pupils in Reception, (Foundation Stage 2), is planned from the Early Years Foundation Stage Curriculum which became statutory in September 2008.

In primary schools, the pupils in the infant classes are generally said to be in, Foundation Stage (Nursery & Reception), Key Stage One (Years 1 & 2) and in the junior classes, Key Stage Two (Years 3 to 6).

Religious Education

All the pupils in school work on the Archdiocesan RE scheme known as 'Here I Am'. This has been developed and approved by the Bishops of England and Wales for use in Catholic schools. The teaching of RE in the school is very important and it has equal status with the other areas of the curriculum.

At this time, whilst in this school, the pupils will be prepared for the sacraments of Reconciliation, (Confession) and of the Eucharist, (Communion). These preparations involve a significant amount of preparation to be shared at home.

Throughout the year, the pupils have the opportunity to take part in the planning and celebration of Mass.

Sex education is provided as part of a health education programme in school. It is linked with the teachings of the Church in accordance with the Archdiocesan authorities. Parents are informed, through the plans sent home at the beginning of each four week block of work, of when these lessons are to take place and have a right to withdraw their child(ren), except from the part that is taught as part of the National Curriculum Science.

There is a daily act of collective worship in school which is in line with the teaching and expectations of the Catholic Church. All pupils are expected to participate in this community event. Parents do have a right, however, to withdraw their children from these collective acts. If this is requested, an appropriate activity will be provided.

English & Literacy

The work follows the Primary Strategy which breaks down into three major areas:

- Speaking and Listening
- Reading
- Writing - including spelling and handwriting

Many opportunities exist to engage pupils in speaking and listening. These are two skills that can be developed across the whole curriculum and are vital to the pupils' learning.

We recognise that reading and language are the fundamental and unifying structures, which underpin all other learning. Daily practice in reading skills takes place. Reading schemes are used within the infant and junior departments and there are two well-stocked school libraries. A core reading scheme, Oxford Reading Tree is used in the infant department and Ginn Reading 360 helps to support the junior pupils. Further resources are readily available to support pupils developing higher order reading skills. The pupils are encouraged to enjoy books and reading both as a source of information and for personal pleasure.

Writing is a means of communication knowledge and ideas and for expressing feelings to others. It is developed in all its forms from creative, including poetry, play writing and fantasy through to recording of science observations, factual reports and letter writing.

Skills of spelling, handwriting and grammar are developed throughout the school. The pupils are encouraged to learn spellings at home.

The Primary Strategy provides a framework for what is to be covered by each age range of pupils over the year. This has evolved over the years into a more flexible tool for effective teaching and learning.

Mathematics & Numeracy

The National Curriculum requires that Mathematics be taught in the following areas. These are:

- Using and Applying Mathematics
- Number
- Shape, Space and Measures
- Handling Data

The school uses a core maths scheme to deliver the curriculum. Work is differentiated to cater for the many levels of ability within a class.

The Primary Strategy, of which Numeracy is a component, provides the long-term plans of what is to be covered during a year for each age group of pupils. It places much emphasis on oral and mental work particularly at Key Stage 1.

The pupils have a daily numeracy lesson of between 45 minutes and one hour. This includes rigorous daily practice of skills, for example times tables. Pupils are actively involved in many experiences, including:

- estimation
- calculations including various arithmetical processes
- problem solving - the use of mathematics in the real world
- mental arithmetic - a useful skill which adds to the effectiveness of work on paper.
- investigations - searching for patterns and looking for strategies to see, 'what would happen if.....'.

In addition to the mathematics scheme, we aim to give pupils experience of mathematics through the identification of useful links with other subjects. It is important that pupils have experience of mathematics in an every day context.

ICT is used to support literacy, numeracy and other subjects across the school.

Science

Science in the National Curriculum is concerned with developing knowledge & understanding and investigative work. The areas of study are:

- Experimental and Investigative Science
- Life and Living Processes
- Materials and their properties
- Physical Processes

Information Communications Technology (ICT)

There is a networked suite of 16 computers in school. Pupils from Year R to Year 6 are able to develop skills specific to ICT and further develop them in their classrooms through networked links into each teaching base.

These computers are in daily use throughout the school in teaching aspects of word processing, graphic design, data handling, information gathering and various aspects of literacy, numeracy and other subjects of study.

It is important that pupils are allowed to become familiar with such equipment and develop the skills to use it effectively. It is an area of natural curiosity to most pupils who seem to be able to assimilate the procedures with great ease.

The PTA has contributed to the cost of the computer suite. There is much useful, stimulating software on these machines. The library is computerised so that pupils may be able to access the catalogue and record their choices by means of a scanner.

Each classroom is fitted with an interactive whiteboard and projector which enables it to be part of the networked computer suite in school.

History

This subject area is concerned with life at times in the past.

The pupils learn about periods of history such as, Vikings, Greeks, Romans, Tudors and the Victorians. Local history is studied. They are also taught about interpretation of events from these times and how to utilise historical evidence from a variety of sources. The important skills of being a thinking historian are developed.

Geography

The pupils study places, landscapes and environmental issues at first hand through local community work which develops into studies of wider geographical areas including overseas regions.

Skills specific to geography are developed as the pupils move through the school.

Physical Education

The aims of the physical education and sporting programme in school are to:

- develop skill, speed, stamina, strength and suppleness within each individual
- to provide opportunities to work along with others in a variety of competitive team games
- develop an appreciation of good movement in themselves and others

Teams for high five, rugby and soccer exist and participate in local leagues and tournaments. Local community programmes visit school at times to work with the pupils on development of skills. In recent times, these have applied to soccer, hockey, rugby and high five.

The football team and high five team perform highly, often winning the local tournaments.

Outdoor pursuits are provided as part of the curriculum. Trips are arranged to places such as Rivington, Tatton, Llandudno and Robin Wood in Todmorden where Year 6 pupils spend some time at a residential outdoor education centre.

Swimming lessons are provided as part of the National Curriculum. Lessons begin in Year 3 and during their life in the school, the pupils have two terms of lessons. These are primarily concerned with personal survival and safety in water.

Music

Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has two strands; creation and evaluation. The creative element involves pupils in using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills in listening to and appraising their efforts and those of others.

Above all we aim to set a high standard in performance and an enjoyment of music.

We have been involved with the Hallé Orchestra in the past. This was part of a large-scale musical project. School regularly participates in Let's Sing, a borough-wide initiative which results in a concert for parents.

Art

Art is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Art education has two strands; creation and evaluation. The creative element involves pupils in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their work and that of other artists and to understand the value and significance of art in society. We feel that art should be an enjoyable enriching activity for all pupils.

Pupils have opportunities to work with artists in residence and have produced large, permanent pieces of art which have been displayed in the LA and in our school hall.

Extra curricular activities

In addition to any educational visits that may take place during the year, the following activities take place either in lunch times or after school:

- football training, including matches and tournaments
- high five training, including matches and tournaments
- rugby training, including matches and tournaments
- sports days

- cross country
- book fairs
- science club
- chess club
- French club
- Art club

These are provided by the staff in their own time. Parental support and involvement is always welcome.

- keyboard tuition
- guitar tuition
- brass tuition
- violin tuition
- woodwind tuition
- singing

The instrumental music tuition is provided by Wigan ITP who make a charge for the service. Seventeen pupils were in receipt of lessons in the year 2008/2009.

Educational Visits

These take place from time to time during the school year. They are an integral part of the school's curriculum and form an essential means of presenting pupils with first hand experiences thus enriching their learning.

Homework

Pupils will regularly bring home their reading book and parents are requested to hear their child read as often as is reasonably practicable. It is our professional opinion that reading is vital to the success of pupils and to their confidence in learning.

Spellings and mathematics that need to be learned may also be given. Older pupils are often given work to be completed at home. This work normally involves further practise with newly acquired skills, handwriting, completing unfinished work and other tasks to support the work being done in class.

We ask all parents to support the school by encouraging their children to complete this work.

Parents will be informed of the homework expected from their children at the beginning of the year.

The daily recommended reading, which the Government recommends for all primary pupils can be done as homework.

For your guidance, the amount of time given to homework should be:

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes daily

Assessment

Assessment is an integral part of teaching and learning.

As pupils pass through the school, their progress will be measured against clear objectives. From the first day, the teacher is making observations of each child in a variety of ways.

This information is used to plan work that is matched to a child's ability and previous experience, to identify where specific work is required and to help individuals make progress. Assessments are used in a positive way to highlight success and achievement.

To assist in the accurate assessment of the pupils in the Early Years Foundation Stage, (Reception) and so help us to provide for their needs, the teacher administers an assessment within the first two weeks of term. This is an extensive exploration of the skills, concepts, attitudes and behaviour that the pupils bring to school from their previous experience. In addition, during the course of the year, the staff will complete an Early Years Foundation Stage Profile which is a record of each child's development over the two years of the Foundation Stage, (Nursery and Reception).

The pupils in Years 3, 4 and 5 take part in the optional SAT tests.

These provide information about progress in Literacy and Numeracy and also allow a Local Authority perspective.

Assessment tasks are set regularly as part of the pupil work in class.

These contribute to a growing base of evidence of a pupil's progress.

At the end of Key Stage 1, (Year 2) pupil achievements and standards are assessed by their teacher, with the support of test materials, and this is reported to parents. In Key Stage 2, (Year 6) the pupils are assessed according to the National Curriculum requirements. These are known as Standard Attainment Tasks (SAT) and are marked externally.

The SAT results for 2009 can be found in the appendix at the end of this document.

From 2010, the requirement for pupils to participate in the science SAT has been removed. Teacher assessment only will be reported.

Teacher Assessment of the pupils is a continuous process and has equal status to that of the SAT results. Assessment is made against the levels on the National Curriculum scale.

There are eight levels. The scale is designed so a typical pupil will move up one level every two years, thus:

- a typical 7 year old is expected to achieve level 2

- a typical 11 year old is expected to achieve level 4
- pupils who achieve level 5 are performing better than a typical 11 year old
- pupils who achieve level 3 are performing better than a typical 7 year old
- There are no quotas set for each of the National Curriculum levels. There are no underlying assumptions about the proportion of pupils who should be at any particular level.

Organisation

The school is organised into seven mixed ability classes according to age. The staff work as a team, planning and preparing all the work in which the pupils will be involved. Detailed individual records are kept about each pupils' progress.

Plans indicating the work your child is to cover are sent home at the beginning of each half-term block of work. This will enable parents to support their child(ren), for example by using the local library to complement the teaching and learning in school.

The pupils experience a variety of teaching situations according to the appropriateness of the task and maturity. They will experience a range of organisation from whole class teaching, small group activities, pairs and individual work. A balanced approach is always maintained.

Allocation of Teaching Time

The school is organised to offer the following number of hours teaching commitment each week:

Key Stage 1 (Infant Department)	21.5 hours
Key Stage 2 (Junior Department)	23.5 hours

Special Educational Needs

The school has developed a policy on working with pupils with Special Educational Needs (SEN). This is in line with the national Code of Practice. There are two school based stages known as, School Action and School Action Plus. Pupils who are experiencing difficulties are identified as early as possible and parents are consulted, at first in an informal setting. If necessary, an Individual Education Plan (IEP) or a Group Education plan, (GEP) is set up so that targets can be set and progress monitored. At present, a teacher works specifically to support pupils with Special Educational Needs.

At regular periods the child is reviewed and decisions made as to whether or not to proceed to the next stage, continue for a further period, reduce or withdraw the plan.

Parents are consulted throughout the whole process.

We are able to draw on the many external agencies of the Local Authority; including, Education Support Service, and Educational Psychologists.

There have been no changes to the school policy regarding special educational needs.

Pupils who are particularly able or have talents in any specific curricular area will be given every opportunity to maximise their ability and realise their potential.

There are materials in school specifically designed to help these pupils.

Behaviour

St. Ambrose Barlow School is a happy school. Here the pupils feel safe, appreciated and make good academic progress. In order for all pupils to maximise their progress, and for as little time as possible to be wasted sorting out minor discipline problems, each class has a set of class rules. These rules are always clearly displayed in the classroom, they are explained to the pupils, and the reasons why they are needed are also explained. Most of the rules are simple and the need to keep them is obvious.

Staff have decided to adopt a common classroom behaviour policy after extensive reading and in service training.

In the Ofsted inspection of the school, the inspectors reported that, *... pupil behaviour is impeccable.* We believe it has a vital role to play in promoting effective, high quality education - our goal for every child.

Assertive Discipline

The goal of Assertive Discipline at St. Ambrose Barlow School is to teach the pupils to choose responsible behaviour and in so doing raise their self esteem and increase their academic success.

Assertive Discipline sets out to:

- establish rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviour
- teach the pupils to consistently follow these rules and directions throughout the school day and the school year
- provide pupils with consistent positive encouragement to motivate them to behave in an acceptable way
- set firm and consistent limits
- allow pupils to have the right to know the behaviours in which they need to engage to enable them to succeed
- to teach the pupils how to manage their own behaviour

In all matters of discipline the school can only operate effectively with the co-operation of home. We find that there are seldom serious problems if home and school work together to help the pupils.

Bullying

Bullying affects everyone, not just the bullies and the victims. It also affects those other pupils who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is neither an inevitable part of school life nor a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

This school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The school promotes good citizenship, where it is made clear that bullying is a form of anti-social behaviour.

It is wrong and will not be tolerated.

It is important therefore that we have a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

As a parent:

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent, for example.
- If you feel your child may be a victim of bullying behaviour, inform school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child there is nothing wrong with them. It is not their fault that they are being bullied.
- Make sure your child is fully aware of the School policy concerning bullying, and that they are not afraid to ask for help.

Pastoral Care

The size of our school allows all pupils to be known as individuals and to be aware that they are safe and secure in their working environment. Individual care and personal development are nurtured and every teacher accepts responsibility for the well being of each pupil in their class. The teachers get to know their pupils very well and work hard to support their individual needs.

Pupils having personal problems are able to approach staff or the Headteacher at any time for assistance. We encourage the pupils to talk to all the staff and engage them in discussion when appropriate during each working day.

All staff have up to date Safeguarding and Child Protection Training.

Charging Policy in Connection with Education

General

Section 457 of the Education Act 1996 requires that every governing body of a maintained school shall determine and keep under review a policy for charges in connection with "Education" at that school.

This policy statement makes the distinction between those activities undertaken at St. Ambrose Barlow School for which the governing body is prohibited from charging for the service provided and those activities/services for which it is permitted to levy charges.

Prohibition of Charges

This school is prohibited from raising a charge in respect of the following:-

A) Admissions

No charge shall be made in respect of admissions to the school.

B) Provision of Education

As part of its statutory responsibilities, this school will not charge for the education of registered pupils at the school for education provided during normal school hours with the exception of:

i) Tuition in playing a musical instrument where the tuition is provided individually or to a group of not more than four pupils, unless the tuition is part of a syllabus for a public examination for which the pupil is being prepared by the school, or part of the implementation of the National Curriculum. This also applies to tuition for playing a musical instrument when the tuition is required as part of the syllabus for which the pupil is being prepared for public examination.

ii) If the music tuition is provided out of school hours and not being aimed for public examination, then charges may be levied accordingly.

C) Education provided partly during and partly outside school hours

Unless there are exceptional circumstances whereby education provided to pupils (even a residential trip) falls significantly outside of normal school hours, then the school will not charge for the service provided in accordance with Section 452 of the Education Act 1996.

D) Incidental Charges

i) The parents of pupils registered at the school may not be charged for or asked to supply any materials, books, instruments or other equipment for, or in connection with, the statutory education provided in school, or a syllabus for a prescribed examination for which the pupil has been prepared at the school.

ii) Charges will not be made for transport provided for a registered pupil if the transport is incidental to the statutory education provided by the school or is required to allow a pupil to meet any examination requirement for any syllabus for a prescribed public examination for which they have been prepared by the school.

For these purposes, incidental to statutory education provision is defined as transport to and from any part of the school premises in which provision is made for these pupils, or, to and from any place outside the school premises where such provision is made.

Incidental charges may be made for the supply of any materials used in the production of an article, in the course of the education of the pupil, where the parent has indicated in advance of the payment that they wish the article to be owned by the pupil/parent.

Permitted Charges

The school may raise a charge to the parents of pupils concerned for the following:-

- i) Board and lodging provided to a registered pupil on a residential trip;
- ii) The provision of extra curricular activities out of school hours such as sports clubs, summer schools, childcare and tap-in services;
- iii) Additional transportation costs, which are not incidental to the education, provided to registered pupils;

Any charge that is raised will be payable by the parent of the pupil concerned and will not exceed the actual cost of service provided.

Remissions Policy

The Governing Body will meet (in whole or part) any charge due to the school/LA 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.

The Education Reform Act 1998 contains provision relating to charges which may or may not be made for activities in schools.

The Governing Body has decided that its policy will be to request voluntary contributions for visits and activities within school time. Parents will receive a letter explaining the nature of any proposed activity and its value in educational terms. It will indicate the contribution per pupil which will be required if the activity is to take place. No pupil will be omitted from any activity because of parental unwillingness, or inability, to contribute.

It may make equally clear that the activity may not take place if parents are reluctant to support it.

The cost of school visits is quite often subsidised from the school fund.

Consideration of Complaints

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

Preliminary discussion

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

Formal Complaint

If complaints cannot be settled informally, they must be put in writing and sent for the attention of the Chair of Governors, to the Clerk of the Governing Body.

When the complaint has been fully considered and investigated the clerk will notify the complainant of the outcome in writing, explaining the conclusion and any action taken or proposed.

Working Pattern 2010/2011 Academic Year

Autumn Term

Wednesday 2 September to Wednesday 22 December

Half term:

Thursday 21 October to Friday 29 October

Spring Term 2011

Wednesday 5 January to Friday 15 April

Half term:

Monday 21 February to Friday 25 February

Summer Term

Tuesday 3 May to Friday 15 July

Half term:

Friday 27 May to Friday 3 June

Bank Holiday:

Monday 2 May