

Welcome to

2011/12

Mab's Cross

Community Primary School



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Dear Parent/Guardian

It is my great pleasure to introduce you and your family to our school. This booklet will provide you with a broad outline of what Mab's Cross Community Primary School has to offer. Our last OFSTED Inspection Report received in September 2007 summarised Mab's Cross as *'an effective and successful school'*.

We hope your closer involvement with us will enable you to appreciate fully our aim to improve further our effectiveness and success and build on our children's positive attitudes to learning and their contribution to our school and the local community.

Children are at the heart of everything that the school does and therefore we ensure that the curriculum enables every child to have access to quality learning opportunities matched as far as possible to individual needs from the least to the most able, gifted and talented. We believe that every child matters.

We are committed to providing your child with the best possible all round education within a caring, creative and secure school environment. Our children should not only achieve well academically, but develop skills and attitudes to prepare them for their future. We would like our children to be successful, happy and confident citizens, and be respectful of others and the community in which they live.

We also aim to make learning fun in a creative and stimulating environment where children are encouraged to think for themselves and become independent learners, with a thirst for knowledge. We provide many new and interesting learning experiences, including educational visits, languages, arts and a wide range of sporting and creative activities both during and after school.

Our curriculum also embraces the community in which it is situated, recognising local history, heritage, geographical and business links and most important of all, the aspirations of our children.

We regard you as essential partners in your child's education and look forward to working closely with you for the benefit of your child.

Mrs. A. Poole
Head Teacher

Mab's Cross Community Primary School

"A Community of Enquiry"

School Mission Statement

"Within a safe, caring, and creative school environment where learning is fun, we aim to inspire all our pupils to think for themselves, to be ready for life's challenges and opportunities and to be active citizens in a global society"

To achieve our aim we shall:

- ❖ Encourage the quest for knowledge and develop our children academically, physically, socially and spiritually*
- ❖ Give our pupils the opportunities to become logical, critical and reflective thinkers*
- ❖ Prepare our children to be independent, responsible, tolerant and self-sufficient members of society*
- ❖ Value each child's individuality and his/her individual needs*
- ❖ Develop self-esteem and creativity and encourage respect for others and the environment*
- ❖ Maintain interaction with the local community, encouraging its involvement with our school and celebrating its history and rich diversity*

The School – History and Background

Mab's Cross Primary School is a Community Primary School for pupils aged 4 to 11. It is co-educational and there are at present 438 children on roll. There will be a maximum of 70 children admitted into the Foundation Classes for 2011. The school is situated close to the town centre of Wigan and takes pupils from many different areas including Swinley, Standish, Ince, Scholes, Poolstock, Whelley, and Wigan Central.

It has no affiliation with any particular religion or religious denomination.

The school was built in 1914 and originally housed Wigan Girls' High School. It is a building of historic interest and has many interesting and attractive architectural features. In 1965 the High School moved to the Whitley Site and the school became Woodfield Junior School, eventually becoming Mab's Cross Primary School in 1972.

Last year's developments included the refurbishment of one of the Reception classrooms and the improvement of playground facilities. This year we are extending the playground facilities even further.

The school had a very good OFSTED report in September 2007, which highlighted several 'areas of strength':

Mab's Cross is an effective and successful school because:

- *A good level of care and support is provided, particularly for the most vulnerable pupils.*
- *Pupils' personal development is good.*
- *Pupils achieve well overall.*
- *The quality of teaching is good.*
- *The school benefits from good leadership and management.*

Our next OFSTED Inspection has been deferred until at least the Summer Term of 2012, as the school has been judged to have maintained its high standards.

The school continues to have close links with Hope Special School and children with severe learning difficulties are taught in a mainstream education setting.

Mab's Cross was awarded the Wigan Quality Standard in December 2011 which recognises the high quality of provision for our children within the Foundation Stage.

In 2007, we also achieved the Healthy Schools' Award and we were successfully reassessed in June 2010.

In addition, the school was awarded the Sports Active Mark in 2010 by Sport England in recognition of our commitment to promoting the benefits of physical activity and school sport. We achieved the National Artsmark Award at Silver Level in July 2008. In 2011 we achieved the Eco-Schools Green Flag Award. The school also achieved the Wigan Quality Standard Award for good practice in the Foundation Stage.

Our school was very successful throughout 2010/11. Y6 pupils were runners-up in the Wigan Schools Athletics Championships (having won for the previous 4 years) and two pupils represented Wigan schools in the Greater Manchester Cross Country Championships. We also won the Wigan Schools' Netball Trophy.

Members of Teaching Staff

Mrs. A. Poole	Head Teacher Child Protection Co-ordinator, Looked After Children Co-ordinator, Health and Safety Manager, Senior Leadership Team, Music Subject Leader, Governor
Mr. M. Wilson	Deputy Head Teacher Curriculum & Assessment Manager, Science Subject Leader, ICT Subject Leader, KS2 Manager, Senior Leadership Team, Governor
Mrs. J. Broadhurst	Foundation Class/Y1 – Early Years' Leader & SENCO Senior Leadership Team, Able, Gifted and Talented Co-ordinator
Miss B. McKenna	Year 1 KS1 Manager, Senior Leadership Team, Art and & Lead Behaviour Teacher
Miss C. Gillham	Foundation Class – teacher – Governor
Mrs. C. Martin	Foundation Class – Students/Trainees Co-ordinator, French Subject Leader,
Miss E. Latham	Year 1 – Class teacher
Mrs. L. Marsh	Year 2 – Class teacher
Miss M. Lobedan	Year 2 – Class teacher
Mrs. L. Alcock	Year 3 Class teacher – Religious Education, Personal, Social and Health Education and Citizenship Subject Leader
Mrs. S. Thompson	Year 3 – Humanities Subject Leader, Class teacher
Mrs. C. Smith	Year 4 – Mathematics Subject Leader, Class teacher
Mrs. R. Barton	Year 4 – LKS2 Leader, Senior Leadership Team, P.E. Subject Leader, Assessment Manager
Mrs. E. Housley	Year 4 – ICT Subject Leader, Design and Technology Subject Leader
Mr. J. Greaves	Year 5 – Class teacher
Mrs. J. Smith	Year 5 – Class teacher
Mrs. L. Jones	Year 6 – UKS2 Manager, Senior Leadership Team, Modern Foreign Languages & I.C.T. Subject Leader
Mrs. J. Paget-Butler	Year 6 – Literacy and Performing Arts Subject Leader
Mrs. S. Waters	Teacher- KS1/2, floating role

Hope Special School – Outreach Support Mrs. S. Scaldwell & Mrs. D. Barber

Advanced Skills Learning Support Practitioner

Mrs. J. Haddock

Mrs. C. Bevan

Higher Level Teaching Assistant

Mrs. V. Tarbuck

Teaching Assistants

Mrs. L. Hickey

Mrs. D. Moffatt

Mrs. D. Gaskell

Mr. D. Kaaria

Mrs. Y. Clements

Mrs. L. Jones

Mrs. D. McGivern

Mrs. A. Rudd

Miss S. Pemberton

Mrs. T. White

Mrs. R. Ameen

Mrs. G. Beard

Mrs. E. Parrington

Miss S. Melling

Mrs. T. Halsall

Mrs. L. Wright

Mrs. J. Webster

Mrs. G. Gleeson (music teacher)

Mrs. E. Walsh

Mrs. T. Lockett

Lunchtime supervisors

Mrs. D. Collier

Miss A. Gough

Mrs. L. Wright

Mrs. G. Beard

Mrs. K. Birchall

Mrs. R. Peacock

Mrs. D. Doe

Mrs. V. Harrison

Mrs. D. Sinfield

Miss S. Smith

Play Leaders

Mrs. T. Halsall, Mr. D. Kaaria

School Administrative Officers

Mrs. A. Cole

Mrs. M. Badrock

Mrs. D. Sinfield

Mrs. D. Collier

Mrs. S. Woods

Mrs. T. Lockett

Bursar

Data Manager and Attendance Officer, Staff Governor

Office Administrative Assistant

Office Administrative Assistant

Clerk to the Governing Body

Clerk to the Committees

Site Manager

Mrs. E. Rylance

Caretaker

Mr. I. Jackson

Cleaning Staff

Mrs. D. McGivern

Senior Welfare Assistant

Mrs. D. McGivern

Kitchen Staff & Dining Room Assistants

Mrs. P. Chapman (Cook)

Mrs. J. Millar

Mrs. D. Taylor

Mrs. K. Ackers

Mrs. V. Demmings

Governing Body

The Governors play an active part in the life of the school and its organisation and development.

Our Governors are:

Chair of Governors

Mr. D. Barber

Local Authority Governor

Other L.A. Governors

Mrs. S. Ramsdale

Mr. P. Farrell

Community Governors

Mr. S. Martlew

Chair of Finance and Premises Committee,
Extended Schools Governor, Collaborative
Leadership Committee

Mr. R. Simmons

Parent Governors

Mrs. H. Wilson

Chair of Curriculum & Personnel Committee

Mr. S. Simm

Mr. M. Preston

Mrs. V. Harrison

Mrs. J. Richardson

Mr. J. Twiss

Mrs. J. Carter

Staff Governors

Mrs. A. Poole

Head Teacher Governor

Mrs. M. Badrock

Staff Governor

Mr. M. Wilson

Teacher Governor

Mrs. S. Woods

Clerk to the Governing Body

Mrs. T. Lockett

Clerk to the Committees

If there is anything you wish to discuss please see one of our Governors. They can be contacted through the school.

Parents and the School

We want parents and children to feel part of our school community.

We have developed our links with parents and carers and involve both pupils and parents in school improvement. We regularly ask parents for their opinions regarding the school and act accordingly.

We will also be asking you about the 'special gifts or talents' that your child may possess so that we can be involved in building their potential to higher levels.

We are always happy to discuss pupil progress and welfare with parents but need prior notice. If you need to see the Head Teacher or any other member of the teaching staff about your child a telephone call or a brief visit to arrange the meeting would be appreciated. We also have Parents' Evenings twice a year when, based on our 'Assertive Mentoring' system parents/staff can discuss children's progress and real steps for learning at these sessions.

In Foundation Stage parents are invited into school every week to look at their children's work.

Parents helping in school

We find the help of parents invaluable in school and ask for practical help, both on a regular and occasional basis.

Regular help includes such things as helping in the classroom, the library and the I.C.T. rooms, sewing, baking, reading or making toast for the morning break. Not everyone can commit him/herself to helping on a regular basis, but may be able to help occasionally, perhaps accompanying us on school visits. We really are most grateful for all the help we receive from parents. We hope that you will be able to support the school in this way. We will be asking for new volunteers at our meeting for new parents in the summer term 2012.

All adults, including volunteers, who work with children in school need to have C.R.B. (Criminal Records Bureau) clearance.

Parent Staff Association

The school has many new links with parents and the local community including churches and pensioner groups. There is an organised Parent and Staff Association (PSA) and we have regular events. We encourage new parents to attend and become actively involved in the life of the school either as a member of the Committee or on an occasional basis. Our chair of the PSA is Sam Gower.

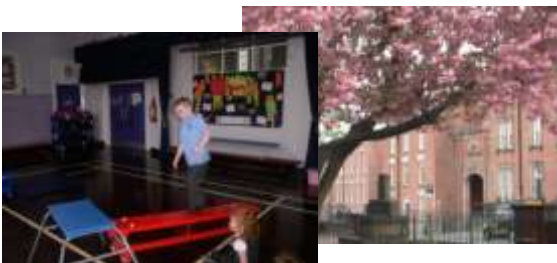
Admission Procedures

Parents should approach the Head Teacher or the School Administrative Staff for a school application form.

Our maximum admission number into Foundation classes for September 2012 is 70.

If we have fewer requests for places than our limit, then a place will be offered to each child. If we are over-subscribed, places are offered in accordance with our admission criteria, as stated in the admissions policy.

Children start with us part time from the beginning of the school year in which they are five. We encourage parents who are interested in sending their children to this school to visit us before hand. This is by far the best way for parents to learn about our school and how we work. We also have an Open Afternoon in November for parents to look around the school.



We believe that starting school is an important time for every family and we try to make the transition from home a happy and secure one. Children will be invited to visit school before they start, to take part in activities and to familiarise themselves with the school, buildings and the staff. Parents will be offered places by the Local Authority during April 2012. School will then invite you to our Parents' Meeting (June) followed by two visits for children later in June/July.

Admissions Policy 2011/2012

The school has a maximum capacity of 490 children. The number of places available in the reception year 2012 / 2013 will be a maximum of 70.

The Governors will not place any restriction on admissions for any one academic year unless the number of children for whom admission is sought is likely to exceed this number

In that event the Governors will admit by use of the following criteria which are listed in priority order:

1. Children in Public Care.
2. Children with Special Educational Needs who have been identified by the Local Authority as requiring Targeted Individual Support at Level 2 (TIS2)
3. Children whose older brothers or sisters attend the school and who will still be there at the time of admission.
4. Where there are more children in one particular criterion than the numbers of places available, places will be allocated to the children who live nearest to the school. The distance will be measured in a straight line from the child's home address to a central point at the school using the Local Authority's Geographical Information System (GIS) based on Ordnance Survey.

Fair Access Protocol

The school agrees to co-operate with the Local Authority's Fair Access Protocol and Code of Practice.

Extended Schools' Provision

Although the school does not offer child care facilities on site we work together with 4 local providers, including our Children's Centre at Douglas Valley, who offer this service. Some will bring children to the school in the morning and all will collect children after school.

The 4 providers are:

Douglas Valley Children's Centre	01942 322473
Kids.com	01942 703002
Oasis Day Care	01942 510903
Heron Day Nursery	01942 202198

We offer holiday Clubs as extended schools' activities. These are sometimes held on site, but sometimes at other schools such as St. Mary and St. John's, Canon Sharples, St. Patrick's and The Deanery.

School Organisation

Infant Department – Foundation and Key Stage 1 (Years 1 and 2)

At 2011/12 there will be seven classes in this department,; two Reception classes, one Reception/Year 1, one Year 1 classes, one Y1/Y2 and two Year 2 classes. Foundation Stage means the children in Reception classes which now have their own separate curriculum based on Early Learning Goals.

Each class has a full time class teacher and one teaching assistant and some classes have two.

Key Stage 2- (Juniors Y3–Y6)

In this department there are eight classes, two for each year group.

Each class has a full time class teacher and full time teaching assistant support in all year groups.

The Curriculum

Curriculum Policy

This policy states the school's definition of the Curriculum and how it will contribute to our pupils' education.

In developing the curriculum we recognise the Aims of the school and our Mission Statement, the requirements of the National Curriculum, the Every Child Matters Agenda and the Role of the Governing Body and the diversity of our local community,

- The curriculum is defined as all that a child learns from the experience of attending our school. It is a network of wide-ranging experiences, which provide the context for children's learning.
- A child's education includes the acquisition of knowledge and concepts, the improvement of skills and the development of attitudes.

Aims

- To deliver a rich, broad, balanced and relevant curriculum.
- To deliver a curriculum which stimulates the children's enjoyment in learning and provides the opportunities for personal achievement.
- To meet the needs of all children at our school with regard to their moral, spiritual, aesthetic, physical and academic requirements.
- To recognise and provide for individual needs.
- To ensure that all children have equal access to the curriculum regardless of gender, disability or race.
- To foster continuity and progression through a common approach to planning.

Curriculum planning

We link our subjects into 'topics' or 'Themes'. Last year we revised our curriculum plans to link subjects through the teaching of a Topic Based curriculum linking a variety of subjects utilising cross-curricular skills. Details of the Topics covered will be sent home at the beginning of each term, in the class newsletters.

Levels of Planning

Planning takes place at 3 levels:

Long Term

- Year plans

Medium Term

- Termly plans

Short Term

- Weekly plans

The Curriculum consists of eleven subjects, which all children must study at school from Y1 to Y6. Children in Foundation Stage follow the Early Learning Goals for Communication, Language and Literacy, Mathematical Development, Knowledge and Understanding of the World and Creative, Physical and Personal and Social areas of experience. We also teach French as a Modern Foreign language in all year groups.

Subjects

English	Geography
Mathematics	Music
Science	Art & Design
Information and Communication Technology	Physical Education
Religious Education	Personal, Social and Health Education and Citizenship
Design and Technology	Modern Foreign Language
History	

All classes have a daily Literacy lesson and a daily Numeracy lesson. There are many other opportunities provided for the children to develop their writing and mathematical skills.

Children are placed into ability groups for Mathematics and English in years 4, 5 and 6. There is also specialist teaching in other subjects in Key Stage 2.

All the curriculum areas are essential for the provision of a balanced and stimulating curriculum, although they are not necessarily given equal priority during the school day. For each of the curriculum areas the school has a policy and guidelines for structure.

Children in years 3, 4, 5 and 6 have a weekly formal French lesson. Year 5 pupils also visit France to practise their French conversational skills and to experience the French Culture.

School and Class Councils

Each class has its own Class Council and has two members on the School Council. Various issues are discussed at the class council meetings. Some issues are then taken to the full School Council for approval. The School Council can make recommendations for school development to the Head Teacher and the Governing Body and members take part in the appointment process for teachers and teaching assistants on a regular basis. We have a separate KS1 and KS2 school council.

We also have an Eco-Council consisting of 25 children. We achieved the Eco-Schools Green Flag Award in 2011.

After School Clubs

We provide a wide range of extra-curricular activities including Spanish, football, Street Dance, art club, high fives netball, short tennis, cricket, athletics, cross country, hockey and yoga. In addition music lessons in violin, woodwind, keyboard, guitar and piano are available.

OFSTED described the activities which the school offers as 'a splendid range of after school clubs and activities which enrich the curriculum'.

Homework

We recognise that homework can have an important influence on children's learning. It supports and extends the work done in class and allows parents to become involved in their children's learning.

The amount of homework given depends on the child's age, home circumstances and ability.

The amount varies from 5/10 minutes per day in reception to up to 30 mins per day in Y6.

Homework may consist of reading, spelling, writing, mathematical investigations, extension activities, reinforcement sheets. Sometimes the children are involved in extended homework which is based on the topics taught in class. These are called, 'Learning Logs' and you will be able to see examples of these at our Parents' Induction Evening.

Subject Areas

Our curriculum provision is broad and balanced and we endeavour to cater for the needs of all pupils. This approach fulfils all statutory requirements and enables us to plan an enriched programme of activities, which is taught through a variety of topic and subject teaching.

English

Throughout their time in this school, children are encouraged to read for pleasure. To support their reading development we use a variety of published reading schemes and a wide selection of other materials both fiction and non-fiction.

We have a lending library in school, which is run by our School Librarian, Mrs. Lockett. Children can take home a library book every week.

Children are encouraged to write independently as well as taking part in a more formal writing programme. They are given opportunities to write for a variety of purposes and to share their work with others wherever possible. Our writing scheme is called, "The Big Write" and we use the Collins Literacy Scheme to support our Literacy strategy.

The Reading Scheme we use for teachers' reading groups during lessons is the 'Rigby Star', White Wolves and Pelican Guided Reading Packs.

Since September 2007, 'Letters and Sounds' has been introduced to teach reading and writing in the Foundation Stage and Key Stage 1. 'Big Writing' was introduced in 2008.

Children can also take a reading book home to share with someone at home. Bags for carrying books home may be purchased from the school office.



Mathematics

The school is always striving to improve standards that are already higher than the national average. We follow the National Revised Framework for Mathematics engaging in appropriate mathematical activities designed to promote an understanding of the mathematics relevant to the children's needs and abilities.

We aim to;

- Encourage children to enjoy mathematics, promoting positive attitudes towards and enthusiasm for the subject
- Show children the relevance of maths to their everyday lives
- Develop efficient oral and mental strategies with flexible methods of computation
- Encourage children to refine their mathematical explanations
- Introduce mathematical terminology in a systematic way
- Develop confidence and enable each child to reach its potential
- Plan from the Revised Numeracy Framework
- Use the daily mathematics lessons and lesson structure
- Use effective questioning techniques
- Engage in assessment for learning, including target setting for individual pupils and groups of children
- Involve parents in their children's mathematical education through homework activities

In order to achieve these aims we use the Collins' Scheme to develop a climate in which children can use mathematics creatively, where they are challenged to think logically and where they are encouraged to achieve greater independence.

We provide continuity and progression in mathematics, which enables children to work confidently as they move from class to class.

Much of the work in the early years is of a practical nature and we use educational DVDs to enliven the curriculum.

Science

Science is taught within four main areas;

- Scientific Enquiry
- Life Processes and Living Things,
- Materials and Their Properties
- Physical Processes

Many links are made within the overall Topic theme taught within each year group. Practical opportunities for observation, measurement, investigation, prediction and problem solving are fundamental to our science curriculum. Full use is made of our local surroundings as a resource to foster the natural curiosity of children for investigating and learning.

Specialist teaching in Key Stage 2 has led to extremely high standards in our Science results for KS2 SATS over the last 4 years. Our standards are well above national average by the end of Year 6.

Information and Communication Technology

We are a very well resourced school for ICT. We have two ICT suites, each containing fifteen computers and an interactive whiteboard. These are used for both ICT lessons and cross curricular work. We also have banks of computers for use in each year group. In total we have over seventy multimedia computers.

Every classroom is equipped with an interactive whiteboard with broadband connection and all infant classes have at least one computer in class. We also have our own website (www.mabscross.co.uk) and are developing our Virtual Learning Network, where children and parents have secure access to information about the school and individual classes. All children from Year 2 to Year 6 have a personal email account for use in and out of school.

We also have a wide range of software, covering most subject areas. Communicating and handling information is largely experienced through word processing, desktop publishing and database programs. Children also experience controlling and modelling through logo and adventure programs.

Art and Design

Through art and design we aim to stimulate creativity and imagination. Art provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form and pattern using different materials and processes. Children are given the opportunity to enjoy, discuss and respond to a variety of art, craft and design forms from different times and cultures.

Music

Most music lessons are taught throughout the school by a specialist music teacher, Mrs Gleeson. Children have at least one lesson each week, with some lessons dedicated to the teaching of singing. Enjoyment and creativity form the basis of the lessons with plenty of opportunities for sharing and celebrating achievements. Individual and group lessons for the teaching of specific instruments take place after school and all children in KS 2 have the opportunity to take part in these. We regularly take part in inter-schools singing events at Robin Park – Let's Sing'.

All Year 4 pupils have free music tuition on a weekly basis through the 'Wider Opportunities for Music' scheme. This is paid for from the school's budget. For the past two years the children have learned to play the recorder and there have been termly concerts for parents.

Humanities (History and Geography)

As part of our commitment to provide an enjoyable and creative curriculum for all our pupils, we are now teaching History and Geography through a topic approach. Whilst still keeping but enhancing such favourites as Remembrance Day, the Romans, the Tudors, the Victorians and World War II, we have now introduced: Seaside Towns, Rainforests, Keen to be Green, Mighty Mountains and Volcanoes and Africa to our list of topics. In order to foster an interest in our locality, each year group will also study an aspect of local history. Many education visits have taken place this year and others are being planned for the future. We are very proud of the fact that through our topic work we have managed to forge links and work closely with some of our local secondary schools.

Design & Technology

Design & Technology is currently incorporated within our 'Topic' work. The children are provided with opportunities to design, make and modify, using a wide variety of materials such as card, textiles, construction materials and food.

The children are encouraged to discuss and evaluate their work and to examine ways in which they might improve their projects.

We have a purpose-built Food Technology teaching area within one of our larger classrooms. Cookery forms part of the curriculum for all classes, combined with our Health Education Programme and the principles of our Whole School Food Policy. The school achieved 'Healthy School' status in 2007 and was reassessed successfully in 2010.

Religious Education & Collective Worship

Religious Education is taught in accordance with the Wigan Agreed Syllabus. The curriculum content reflects the religious diversity evident within Wigan and ensures the children develop their knowledge of the key customs and teachings of Christianity, Judaism, Islam and Hinduism. It encourages pupils to learn from different religious beliefs, values and traditions whilst exploring their own beliefs and developing their sense of identity and belonging.

All children participate in a daily act of collective worship which is broadly Christian in nature. Departmental assemblies are held every week and celebrate good behaviour, progress and achievements.

All parents have the right to withdraw their children from collective worship and Religious Education, but parents must provide alternative activities for their own children at these times.

Physical Education

As part of the curriculum, children are taught gymnastics, games and dance throughout the school, with athletics being introduced at Key Stage 2. In addition, children in Y2, Y3, Y4 and Y5 attend the swimming baths for at least one term per year. As the school has no playing fields, we use Robin Park for Y4, 5 and 6 games.

Activities are planned to build strength, stamina, spatial awareness and team skills. As in all areas of the curriculum, language skills are developed alongside physical activity. All children are encouraged to find pleasure in movement, and as they develop physically, they gain in confidence and self esteem.

We take part in a range of inter-school competitions including: football, high fives (netball), rugby, cross country and town sports (athletics).

A wide range of out of school hours' activities is offered, with the emphasis on enjoyment of physical activity. These include: football, multi-skills club, judo, street dance and tennis.

Many of our Y6 pupils are trained as Play Leaders to run physical activities and games for younger children at lunchtimes.

The school was awarded the Sports Active Mark in 2010 by Sport England in recognition of our ongoing commitment to promoting the benefits of physical activity and school sport.

Mab's Cross has won the Y6 Town Sports at Robin Park for the past four years.

Modern Foreign Languages

French is taught from Foundation Stage through to Y6 as a discrete subject and also part of cultural awareness. The children gain much enjoyment from wider understanding and knowledge of other countries, each with its own identity and language.

Emphasis is based on integrating French as a natural extension of our own language and alongside planned speaking and listening activities for English.

We have an annual holiday to France for Year 5 pupils and an after-school Spanish club which is offered to all year groups. Specialist teachers from local High Schools take the children of Y5 and Y6 for French.

Personal, Social and Health Education

Personal, Social and Health Education and Citizenship (PSHE & C) is central to the school's philosophy, aims and values. The curriculum is delivered either as a discrete subject or through a cross-curricular approach.

Sex and Relationship Education (SRE) is taught from Reception whereby a focus is placed upon friendships and personal hygiene, for example washing hands. In Year 5, we place a particular emphasis upon health education by preparing the children for puberty and encouraging them to develop an awareness of the internal and external changes that will take place to their own bodies, including menstruation and the importance of menstrual hygiene. In Year 6, they are taught about the male and female sexual organs and revise the menstrual cycle. Permission for pupils' to undertake these sessions on puberty will be obtained from all Year 5 and 6 parent(s) / guardian(s).

Parents have a right to withdraw their child from all or part of the PSHE & C curriculum but they may not withdraw their child from the National Curriculum statutory requirements for science.

Equal Opportunities

All our pupils have access to a planned, well balanced and broad curriculum and staff hold high expectations of all children. Staff are aware of how factors surrounding issues of race, gender, disability, creed, social class, or ethnic origin may affect learning.

All instances of racist or sexist behaviour and language are challenged and reported to the relevant authority through our online Sentinel System.

We promote the development of self-respect and respect for others through co-operative learning and play and collective assemblies of celebration.

Positive strategies and attitudes in countering disadvantage reflect the philosophy of Wigan Council's Equal Opportunities Statement and permeate our own philosophy and practice.

The Governors have produced our Equality Scheme which includes policies for Race, Disability and Gender. The new Equality Scheme for 2010-2013 was published last year.

Pupils with English as an Additional Language

We have approximately 4% of pupils this year in school with English as a second language. These pupils have joined us from countries such as Libya, Zaire, Pakistan, India, Nigeria, Lithuania, Turkey, Poland and the Congo. We celebrate the diversity of cultures within our school and have appointed a member of staff, Mrs Walsh to support our pupils in learning English.

Safeguarding Pupils

The school has a Safeguarding Policy which is updated annually.

The school will endeavour to:

- a) Foster a trusting and caring partnership between school and parents.
- b) Reassure parents that the welfare of their children is our first priority
- c) Advise parents that schools have a legal responsibility in respect of the Child Protection Act
- d) Inform parents about the school's duties and responsibilities under the Child Protection Act.

As the staff are in day to day contact with children they are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop. Parents should be aware therefore that where it appears to a member of the school staff that a child may have been abused, the school is required, as part of the Child Protection Procedures, to report our concern to the Social Services Department immediately.

The Child Protection Co-ordinator is the Headteacher.

The Special Education Needs Co-ordinator will co-ordinate child protection in the absence of the Headteacher.

We have a Single Central Register which includes details of all adults working in school and their CRB (Criminal Records Bureau) details.

Special Educational Needs

We aim to enable each child to fulfil his/her full potential in all aspects of the curriculum and in all areas of school life. The school is particularly successful in the provision it makes for both statemented and non-statemented pupils with special needs. Pupils with statements of special educational needs are very successfully integrated into the school and are provided with the support recommended in their statements.

Pupils from Hope Special School are integrated into Mab's Cross and are supported by a teacher and HLTA (Higher Level Teaching Assistant). Children from Mab's Cross also benefit from the expertise offered by these specialist teachers.

We aim:

- To ensure that school is always available for support, counselling, and sympathy and to reassure parents that the school has their child's interest and welfare at heart.
- To provide an approach to S.E.N. which clearly focuses on identification and strategies for dealing with those pupils with S.E.N. in our school.
- To give a positive caring image to all degrees of need across race, gender, class and physical and learning disabilities.

Our Special Needs Co-ordinator is Mrs. Jenny Broadhurst.

The Special Educational Needs Policy for the school is available on request.

Reporting to Parents and Assertive Mentoring

An annual report of each child's progress will be sent to parents. There are also two Parents' Evenings per year where you will be able to discuss your child's progress and development with the teacher and also find out how you can support your child with his/her learning targets. Some infant classes have weekly open afternoons for parents to view what their children are learning in class.

All children have termly 'Assertive Mentoring' sessions with their teacher where targets are set for Reading, Writing and Mathematics as well as behaviour and attitudes. Parents are involved very closely in these sessions.

Behaviour & Anti-Bullying Policies

Our Behaviour Policy and Anti-Bullying Policies must be viewed within the context of the school's mission statement and be seen to support the school's aims and values.

At Mab's Cross we believe that good behaviour is essential to ensure that effective teaching and learning take place. It is the responsibility of all staff; children, parents and carers to promote appropriate behaviour.

Good behaviour is rewarded in the same way that unacceptable behaviour is discouraged.

We will give out copies of the School's' Behaviour Policy at the beginning of the new school year to all new parents. Parents of children admitted mid-year will also be given a copy of the policy.

We will notify any parents of any revisions as and when they occur.

We recently consulted with parents on a combined definition of 'Bullying' and our policy was renewed in April 2011. Our behaviour policy is also reviewed annually.

Educational Visits

The children will take part in many educational visits during their time with us. These are an integral part of the children's learning. We will of course, ensure that they are also enjoyable!

We regard these visits as the essential first hand experiences of learning upon which many educational activities are based.

Residential visits to Boreatton Park in Shropshire are organised, once a year, for the pupils in Year 6.

For the last 14 years we have organised a visit to France for Year 5 pupils, and we have made this an annual event. We join the staff and pupils of 3 other Wigan Schools for our visit to Rue in Northern France.

Charging and Remissions Policy

The Education Act (1996) 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 non-residential visits, for residential visits for some pupils and activities taking place within school time. There will be no obligation to contribute and pupils will not be treated differently whether or not parents have contributed.

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 to enable the activity to take place, and any subsidy provided by school fund. It will emphasise that no pupil will be omitted from the activity because parents are unwilling or unable to contribute, but it may make it equally clear that the activity may not take place if parents are reluctant to support it. The school must receive written parental permission before children are taken on a visit. Parents are therefore asked to return permission slips promptly. We occasionally experience problems with non-return, and do not like to exclude children from visits simply because the return of the slip has been an oversight.

Record of School Life

Every child in school has a 'Learning Journey' book which follows each child through from Reception Class until leaving the Infant Department.

This book contains information and photographs about your child's school life in the infants, building up to a special record of your child's primary experience, and valuable moments of time at our school.

The 'Learning Journey' book is given to the child upon leaving the infants.

Communications

Parents are given information regularly by means of letters or news bulletins, which are also available on the school website. We are currently introducing a new system of texting parents.

All absences should be explained by a note, visit or a telephone call on the first day of absence, preferably before 8.55 am. Absences, which are not explained, are recorded as unauthorised in the register. One of our administrative staff may also telephone to enquire about the reasons for your child's absence. Children leaving the school premises during the day for any reason need to be 'signed out' in the register kept by the main office, and 'signed back', on return if the same day.

Parents are always welcome to look around the school at any time convenient to the staff. Parents' evenings are held twice a year. If parents have any concerns about the curriculum or other areas of school life, then they are welcome to discuss the matter with their child's class teacher or the Headteacher. Most concerns are resolved in this way. However, if issues are not resolved, then a more formal process is required, and parents should follow the schools' complaints procedure (Policy and Procedure available from the school office).

Holidays in Term Time

As I am sure you appreciate, regular school attendance is essential if your child is to maximise their educational opportunities. Interruptions in school attendance not only disrupt your child's education but make it harder to catch up on work missed, and can also affect his/her social life within school.

It is the school's responsibility to provide the best education possible. We can only do this if your children attend regularly.

In recent years there have been increasing requests for holidays in term time as parents and carers believe that pupils are automatically allowed 10 days holiday from school in any one year.

The Government's guidance states that under special circumstances the Head Teacher **may** consider giving permission for a child to be absent from school for a maximum of 10 days in any one school year.

In line with national and local guidance I would like to outline clearly when permission will **not** be granted:-

- During transition time as a pupil is settling into the school.
- Immediately before or during SATs or any public examination
- If the pupil has an attendance record below 95%
- If the pupil's attendance rate will fall below 95% if leave is taken.
- If the pupil already has unauthorised absences.
- For unacceptable reasons eg availability of cheaper holidays in term time

Additionally

- All requests for leave in term time must be in writing on the Request for Term Time Leave of Absence form available from the school reception area.
- Any granting of leave does not set a precedent for similar future requests and the frequency/duration of such leave periods will be considered as factors in any decisions.
- Requests will be considered by the Head Teacher.
- Any approved leave must be subject to a contract/agreement between parents and the school stating what leave has been granted and the pupil's date of return to school.
- Failure of a pupil to return by the agreed date may, after a further 10 school days, could result in that pupil being removed from the school roll.

Penalty Notices (Non-School Attendance)

From January 2005 Section 23 of the Anti-Social Behaviour Act 2003 empowered Head Teachers to issue Penalty Notices in cases of unauthorised absence from school.

The issuing of a Penalty Notice could happen in the following circumstances:

1. Truancy
2. Parentally condoned absence
3. Excessive holidays in term time
4. Excessive delayed return from extended holidays without prior school agreement
5. Persistent late arrival at school after the register has closed

If concerned, the Education Welfare Officer and the Head Teacher will consider if:

- At least 10 school days have been lost to Unauthorised Absence by the pupil
- There has been a deliberate taking of a holiday in term time, without school permission and where this has created a period of Unauthorised Absence in the current term of at least 10 sessions (5 days)

Payment of a Penalty Notice within 28 days is £50 and after this, but within 42 days, is £100.

Punctuality

Parents should note that school lessons begin at 8.55am promptly. We ask for your co-operation to ensure that children are in school on time. If your child is continually late you will be asked to come into school and meet with the Head Teacher and the Education Welfare Officer. School is open from 8.45am onwards and children may go straight into class at this time, where they will be supervised at all times by a member of staff.

Health and Safety

All minor injuries in school are logged and dealt with by a member of staff trained in First Aid. Parents will be informed of minor accidents by a letter home or a phone call.

Our qualified First Aid staff are: Mrs. J. Haddock, Mrs. V. Tarbuck, Mrs. D. McGivern, Mrs. S. Santus and Mrs. Hickey. Our Paediatric First Aiders are Mrs. Tarbuck, Mrs. Clements, Mrs. Martin, Miss McKenna and Mrs. Webster.

All staff are receiving retraining this year, including Lunchtime Supervisors.

In the case of more serious injury or emergency where a hospital visit is required, parents will be informed immediately. If this is not possible, the next point of contact (emergency telephone number) will be tried. If no contact is made then a member of staff will accompany the child to hospital. Parents will then be informed at the earliest possible time.

PLEASE NOTIFY SCHOOL IMMEDIATELY IF YOU CHANGE YOUR ADDRESS OR TELEPHONE NUMBER.

Staff, including lunchtime supervisors, are informed about all children with medical conditions. **All lunchtime supervisors have also received first aid training.**

We have a school register of children with special medical needs and we have Health care Plans for medical needs such as diabetes, epilepsy and asthma

Medicine Policy

Medicines will only be administered by school staff in special circumstances when a thorough risk assessment will be undertaken and parents will be required to complete and return the appropriate consent forms. Some children will administer their own medicines i.e. asthma inhalers or eczema cream. We ask parents not to send medicines in to school unless this has previously been agreed with the Head Teacher and the consent forms completed.

Parents and Guardians should be aware that any member of staff administering medicine voluntarily might be placing themselves in a legally vulnerable position and that he/she is extending his/her duty of care.

The professional associations do not recommend that medicines should be administered by school staff. Therefore we recommend that as a general rule, unless previously agreed with the Head Teacher to administer the medicine in school, parents should administer medicines required to be taken in the middle of the day.

Children should either return home for this or parents should come up to school.

School Entrances

All children enter school through the gates at the North end of school. The gates are opened at 8.45am, when children can go straight into their classroom. The gates are locked at 9.00am. After this time, pupils must enter the school via reception to report late and be signed in by a parent.

Parents should collect children at 3.30 p.m. from outside the school entrance nearest to their children's classroom (Foundation classes 3.25 p.m.). The two entrances are both at the rear of the building. Children who are in classrooms in the North Pavilion should be collected from the doors of the premises. Y6 children in the South Pavilion must walk around through the playground and leave school by the front gate.

Parents are asked not to drive in to park in the school grounds for reasons of safety (except for disabled access). Parking on the hazard warning lines outside school is also not allowed. There are also other parking restrictions in the local area.

Parents and children should leave the school premises by the small gate, as the large gate is for vehicle access only.

If you are bringing or collecting your child during the day, you may use the visitors' car park. We also have a bike park for children to come to school on their bicycles. Children are asked to dismount from their bicycles and scooters as soon as they enter the school gates.

School Uniform

Governors expect all children to wear school uniform. All items of clothing and footwear should be named.

Autumn/Spring Term

Grey skirt or pinafore.

Grey trousers.

White or pale blue polo shirts or white or pale blue cotton shirts.

Navy blue sweater or cardigan. Year 6 – Purple sweatshirt, white shirt and purple/silver tie

School sweatshirts, cardigans and polo shirts displaying our logo may be purchased from Slaters in Wigan with the exception of Year 6 sweatshirts which should be ordered through school. Y6 pupils choose their own colour of uniform each year.

Footwear – dark shoes (low heels) – no trainers please.

Summer Term

Blue or navy gingham dresses – any style.

Grey short trousers (if preferred to long); white or pale blue short sleeved shirts or polo shirts.

Other items of clothing available from Slaters include fleece jackets, rain jackets and P.E. shirts with embroidered school logos.

PE

Children need to have in school a pair of pumps, a white T-shirt, and a pair of navy blue shorts. These should be kept in a pump bag on your child's coat peg during term time. **Please do not send large sports' bags to school, as they cause many problems for storage.** P.E. bags with the school logo may be purchased from school.

Children in Year 5 and 6 who visit Robin Park should have an outdoor PE kit, which should include a sweater and training shoes.

Children from Y2 – Y5 who attend the swimming baths will require appropriate swimwear and a towel. All children with long hair should have a swimming cap. Ear-rings or studs should be removed.

We discourage children from wearing any kind of jewellery other than watches.

Stud earrings are allowed, **but no other type of earring should be worn under any circumstances for safety reasons.**

Ear piercing should be done at the beginning of the summer holidays so that children can take ear rings out for swimming or PE activities.

Hair styles should be traditional and appropriate. Inappropriate hair colours such as blue, orange or green are not permitted.

Pupil Routes

60 children transferred to the following secondary schools in July 2011:

Deanery High School	30	Hawkey Hall High School	5
Standish High School	20	Abraham Guest High School	2
Shevington High School	1	Oakfield School	1
Knutsford High	1		

Pupil Attendance from September 2010 – July 2011

Total attendance rate – 95.2%

Access to Public Documents

Inspection of copies of any documents, which are required to be made available by or under the Education (School Curriculum and Related Information) Regulations 1989, can be arranged by contacting the School Office. Parents who wish to have a copy of any policy will be asked for a small charge to cover the cost of photocopying.

Foundation Stage Assessments

All children are assessed when they first start school, within the first three weeks.

We assess what the children know, understand and can do, so that the teachers can plan effectively for each child's learning needs.

It will also help us to measure and check on children's progress from the time they start school. Throughout the first year at the school children will be assessed using the Foundation Stage Profile. The intake is usually in line with the 'national average' score.

Mab's Cross KS1/KS2 SATs results 2011

KS1 School Test Results						
	Percentage at each level					
	Level 2+		Level 2b+		Level 3+	
	School	National	School	National	School	National
Reading	81	85	68	74	30	26
Writing	75	81	63	61	18	13
Mathematics	86	90	81	74	37	20
Science	87	89	[REDACTED]		36	21

KS2 School SATs Test Results (Science Teacher Assessment)				
	Level 4+ %		Level 5+ %	
	School	National	School	National
English	83	81	33	29
Mathematics	87	80	35	35
Science	93	85	60	36



MAB'S CROSS COMMUNITY PRIMARY SCHOOL SCHOOL WORKING PATTERN 2011/2012

AUTUMN TERM 2011 – 72 days

Staff INSET Day Monday, September 5th

Term begins Tuesday, September 6th (Years 1 – 6)

(Reception Classes start Thursday, September 8th)

Term ends Wednesday December 21st

Autumn Half Term Holiday

Monday, October 24th to Friday, October 28th inclusive

SPRING TERM 2012 – 54 pupil days

Staff INSET Day Monday, January 9th

Term begins Tuesday, January 10th

Term ends Friday, March 30th

Spring Half Term Holiday

Monday, February 20th to Friday, February 24th 2011 inclusive

SUMMER TERM 2012 – 63 pupil days

Staff INSET Day Monday, 16th April

Term begins Tuesday, April 17th

Term ends Friday, July 20th

Bank Holiday Monday, May 7th

Summer Half Term Holidays

Monday, June 4th to Friday, June 8th inclusive

TOTAL PUPIL DAYS – 189

This information and information relating to School Working Patterns is available on
www.wiganmbc.gov.uk



