
School Prospectus & Handbook 2007-2008

**St Anne's Catholic Primary School
Wellington Road
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Cheshire
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Welcome from the Headteacher

St Anne's Catholic Primary School Nantwich has served the community since the end of the last century. The original school was built in 1892. This was replaced in 1968 by the present building on Wellington Road. We have pleasant surroundings with lawns and playing fields. Our building is traditional in design with large well-equipped classrooms.

We are all proud of St Anne's and what we achieve. We are a living, caring community serving not only Catholics but also other denominations from around the town. We provide a strong positive service to the wider community in teaching and up-holding Christian standards and values. The aim of our school is to provide all our children with a complete education, a love of learning, an enthusiasm for life and knowledge and love of God. Although there is a lot of practical and useful information enclosed, it is not possible to encapsulate in a few pages all that happens here at St Anne's. We do hope that it helps with those first daunting steps that lead from the home into a wider world, and gives you an idea of our high standards of care and expectation and also of the nature of the Catholic education we offer.

We would be delighted to see you.

If you have any specific queries not dealt with here in the prospectus, please do not hesitate to contact the Head teacher, Mrs Fau-Goodwin.

Welcome!

Mission Statement

CHRIST AT THE HEART OF ALL WE DO

- To foster the children's faith by making prayer, worship and liturgy real educational experiences, and to develop a true Christian concern for each other in the school community and beyond
- To educate children in the Catholic faith and to try to ensure that each child progresses in his / her faith journey
- To help the children appreciate the value of strong, loyal relationships and to be responsible and self-disciplined
- To offer equality of opportunity in all areas of school life
- To nurture and develop in our children a sense of awe and wonder through a range of experiences and open their minds to the world around them
- To enable each child to achieve his / her full potential in all aspects of development; personal, social, spiritual, moral, intellectual and cultural, in a safe, secure and supported environment

Children's Mission Statement

CHRIST AT THE HEART OF ALL WE DO

- At St Anne's we learn about God, ourselves, our church and how to pray
- We try to be a good friend, have fun, love each other and be kind to each other
- We want to let every child in our school have the same chance as everyone else
- When we make mistakes we are forgiven, and each day is a new beginning
- We want everyone in our school to feel safe and happy

Admission Arrangements

Admission to our school will be made in accordance with the availability of places and the guidelines decided by the Governing Body and in accordance with parental choice. The Head teacher and Governors decide admissions for the September intake in the previous February. Parents are informed by the LA in March.

The policy is reviewed annually.

Admissions Criteria

1. Baptised Catholic Children from the parish of St Anne's
- 2 Children who have a brother or sister in school at the time of admission
- 3 Baptised Catholic children from other parishes
- 4 Non Catholic children whose parents wish them to have a Catholic Education

Starting School

Starting school is an exciting challenge and a tremendous experience for young children. The dramatic change in routine, unfamiliar surroundings, noises in the playground are but a few of the things our small children have to come to terms with. Together we can make it a happy, successful and rewarding experience for all involved. Our new children are invited to attend school for a few sessions in the Summer Term prior to them starting with us in September.

We do everything we can to help them to settle in and be happy and feel part of the school community. It would help us greatly if your child had developed a certain degree of independence and could manage the following tasks unaided:

- Use the toilet
- Wash and dry his/her hands
- Blow and wipe his/her nose
- Be able to dress and undress in their uniform
- Fasten laces or buckles if they have been bought shoes with laces or buckles
- Use a knife and fork correctly.

Parents of our new children are invited to join us for a meeting in the Summer Term with the Staff and Parents of other children. In this way contact is made and any questions or concerns can be addressed.



Religious Education

The national project 'Here I am' is in operation throughout the school.

Together with this programme we aim to support, extend and clarify our children's faith by:

- Developing spiritual, social and moral behaviour based on firm Christian ideals.
- Providing the experience of living in a community within the framework of home, school and parish.
- Preparing our children for the sacraments of Reconciliation and Eucharist.
- Enabling children to develop an understanding of our faith and love of liturgy, sacraments and prayer through a variety of celebration and worship.
- Enabling children to acquire the foundations of faith through the teaching of doctrine in the context of their own life experiences and stage of development.
- Sharing gospel values, and bringing the children to a deeper understanding and love of God.
- We strive to foster a living faith, which will touch every aspect of their lives.

Parents can on request to the Head teacher withdraw their child from all or part of the religious education & collective worship curriculum.

The Curriculum

Here at St Anne's we aim to develop appropriate skills and concepts and a positive attitude towards learning.

All documentation is available in school on request.

We aim to develop each child to his/her full potential. We hope to create a friendly, harmonious atmosphere in which children and all Staff can work together to achieve the highest standards in everything they do. We hope that the children feel part of the community of the school, which demonstrates love and care in many different ways.

Organisation of the Curriculum

The children are taught in separate classrooms, each class teacher is responsible for planning and delivering all areas of the curriculum. Teaching time at Key Stage 1 totals 21 hours per week and 23.5 hours at Key Stage 2.

The number on roll this year will be approximately 180
The standard admission number for September is 30

Staff List

The Governing Body is responsible for the appointment and dismissal of Staff, both teaching and non-teaching. The Staffing Sub-Committee carries out these functions on behalf of the Governing Body and it also has responsibility for implementing and reviewing the whole school pay policy with due regard to the Teachers' Pay & Conditions Document current at that time.

Head Teacher	Mrs S M Fau-Goodwin
Assistant Headteacher (Pastoral / Discipline)	Mrs C Cameron (Y6)
Assistant Headteacher (Curriculum)	Mrs B King (Y6)
Assistant Teachers	Mrs J Roberts (Y3)
	Miss D McGonigle (Y1)
	Mrs N Moseley (YR)
	Miss S Hughes (Y4)
	Mrs E James (Y3)
	Mrs J Barnes (Y2)
	Miss L Georgiou (Y5)
Teaching Assistant	Mrs L Tobin
Teaching Assistant	Mrs A Wishart
Teaching Assistant	Mrs C Wild
Teaching Assistant	Mrs W Blake
Teaching Assistant	Mrs A Mooney
Teaching Assistant	Mrs L Williams
Teaching Assistant	
Teaching Assistant	
PPA Cover	Sportscape
MFL (Spanish)	Senor Ruben
Bursar	Mrs M Ashbrooke
Site Manager	Mrs P Parton
Cleaner	Mrs A Whitehand
Cook	Mrs L Burd
Kitchen Assistant	Miss C Dale
Midday Supervisor	Mrs P Bennion
Midday Assistants	Mrs A Mooney
	Mrs M Karim
	Mrs L Williams
	Mrs G O'Hagan
	Mrs A Manning
	Mrs W Blake (SEN)

Management & Leadership

Teaching Staff continue to be involved with a performance management cycle. Targets are set for this academic year in the Autumn term and reviewed with the Head teacher towards the end of the academic year.

The LA School Improvement Partner visits the school to set targets for the Head teacher in collaboration with 2 representatives from the Governing Body.

Grievance Procedure

All Staff, both teaching and non-teaching have access to the Grievance sub-committee of the Governing Body which is charged with dealing fairly and speedily with matters of dispute in accordance with the LA and Diocesan guidelines.

Staff Development

The INSET/CPD budget is used to allow Staff to attend courses which will benefit the children and other adults in school and which will also directly impact upon the raising of standards in teaching and learning and many other aspects of school life. Priority for courses is based on the School Improvement Plan alongside individual professional development priorities identified with the Head teacher.

Class Organisation

		Class Group	Total
Mrs King Mrs Cameron	Class 7	Y6	24
Miss Giorgiou	Class 6	Y5	26
Miss Hughes	Class 5	Y4	29
Mrs James Mrs Roberts	Class 4	Y3	25
Mrs Barnes	Class 3	Y2	26
Miss McGonigle	Class 2	Y1	29
Mrs Moseley	Class 1	YR	30

Content of the Curriculum

All policies and schemes of work are available on request from school.

English

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In English we develop skills in speaking, listening, reading and writing. It enables our children to express themselves creatively and imaginatively and to communicate effectively. Our aim is to enable children to learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. We learn and explore together how language works, by looking for patterns, structures and origins. Armed with this knowledge our children can choose and adapt what they say and write to many different situations.

Key Stage One:

In English our children learn to speak confidently and listen to what others have to say. Children begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds. Children's interest and pleasure in reading is developed as they learn to read independently and confidently. Our focus in Key Stage One is words and sentences and how they fit into whole texts and then begin to develop discussion around the text and its content, likes and dislikes. At this early stage our children enjoy and see the value of writing. They learn to communicate meaning in narrative and non-fiction texts and learn the rules and patterns for spelling and punctuation.

Key Stage Two:

During Key Stage Two our children learn to adapt the way they speak and write to suit different situations, purposes and audiences. We offer them a wide range of texts to read and then respond to different layers of meaning in them. We explore the use of language in literary and non-literary texts and learn how language works. Pupils are given the opportunity to learn how to speak in a range of contexts, taking varied roles and responding appropriately to others, what has been said and the language used. Pupils are encouraged to read enthusiastically a range of materials, and use their knowledge of words, sentences and texts to understand and respond to their meaning and subsequently analyse and discuss their ideas with others. Our children develop a growing understanding that writing is essential to thinking and learning and is enjoyable in its own right. We teach the main conventions of written English and explore how our language can be used to express meaning in many different ways. We encourage a planning, drafting and editing process to improve work and sustain both fiction and non-fiction writing.

Mathematics

Mathematics equips us with a uniquely powerful set of tools to understand and change the world. This includes logical reasoning, problem solving skills and the ability to think in abstract ways. Maths is vitally important in everyday life and a creative discipline.

Key Stage One:

During Key Stage One we develop children's knowledge and understanding of mathematics through practical activity, exploration and discussion. We teach the children to count, read, write and order numbers to 100 and beyond. They begin to develop a range of mental calculation skills and transfer them to various contexts. We teach aspects of shape and space through practical activity and build on their understanding of the immediate environment around them. We encourage and teach mathematical vocabulary, and then use it to talk about their work and explain strategies and reasoning when problem solving.

Key Stage Two:

During Key Stage Two children become more confident with the number system, and are encouraged to tackle problems mentally initially before any other approach. We move from counting to calculating with all the skills involved in the four rules of number. Our children are given the opportunity to explore features of shape and space and develop their measuring skills in a range of contexts. Again, mathematical language and understanding is vital as the children are challenged with activities involving diagrams and charts and data handling.

Science

Science stimulates and excites children's natural curiosity about phenomena and events in the world around them as well as offering a level of satisfaction through knowledge. Because we link ideas with direct practical experience, it engages our children at many levels. We teach scientific method which is about developing and evaluating explanations through finding out which in turn acts as a spur to critical and creative thought. Through science we begin to understand too, how scientific ideas have contributed to change in every aspect of our lives.

Key Stage One:

At this stage our children focus on observing, exploring and questioning the world around them. We collect evidence linked to simple scientific ideas and evaluate it and consider whether tests or comparisons are fair. We share ideas in classes and groups and communicate findings through scientific language, drawings, charts and tables.

Key Stage Two:

During Key Stage Two our children investigate a wider range of topics. They begin to make links between ideas and to explain their ideas based on previous knowledge and understanding. Investigations become more systematic working in pairs, groups or classes. We encourage the use of a wide range of reference sources and discussion of work and ideas, using scientific vocabulary, diagrams charts and graphs.

Design & Technology

Design and technology prepares our children to become participants in tomorrow's rapidly changing world. We encourage them to learn and think autonomously and be creative problem solvers either individually or as part of a team. The focus is to identify needs, wants and opportunities and then respond to them by developing a

range of ideas thus creating products and systems. The children are taught the practical skills needed, and encouraged as part of the process to reflect and evaluate their own work in light of past and present designs. We hope to achieve through this discriminating and informed users of products and innovators of good future design.

During both Key Stages our children discuss their likes and dislikes when making and designing. They build on early childhood experiences of investigating objects around them and explore how familiar things work; drawing, discussing and modelling their ideas. We teach the children to work safely and responsibly. At Key Stage Two our children consider what the products are used for and the needs of the people who use them. Plans are made and they evaluate their own and others' designs. They are encouraged to draw on knowledge and understanding of other areas of the curriculum and use computers in a range of different ways.

Information & Communication Technology

ICT prepares children for a rapidly changing world. We use ICT tools to find, explore, analyse, exchange and present information responsibly and creatively. The increased capability in the use of ICT promotes initiative and independent learning, with children being able to make informed judgements. At Key Stage One our children explore ICT and learn to use it confidently, developing and recording their own ideas. We provide a wide and varied range of suitable hardware and software. At Key Stage two children use a wider range of ICT tools and information sources to support work in other subjects. We encourage the children to research, question, amend and present their work in a variety of ways and one that will suit its audience.

History

History enables children to consider how the past has influenced the present and at the same time develop a chronological framework for significant events and people. In Key Stage One we teach the children about people's lives and lifestyles, They listen and respond to stories, visit museums and places of interest, watch relevant T.V and video material and then use sources of information to answer questions. They also consider how the past was different from the present. At Key Stage Two children are taught about significant people, events and places from both the recent and distant past. We study our own area, Britain and other parts of the world from various angles and viewpoints.

Geography

Geography provokes questions and answers about the natural and human world. We explore and develop knowledge of places and environments throughout the world, maps and a range of problem solving skills and investigative work in and out of the classroom. At Key Stage One our children investigate their own environment and that of a contrasting locality in the wider world. At Key Stage Two the children find out about a variety of people, places and environments both in the UK and abroad. We teach geographical skills using resources such as maps, aerial photographs, atlases and ICT sources.

Art Craft & Design

Art and design stimulates creativity and imagination. It provides our children with visual, tactile and sensory experiences and a unique way of responding to and understanding the world. We teach children to approach their own work through colour, form texture pattern and 3D. Through art activities children are given the opportunity to communicate what they see feel and think. They learn to make informed judgements and aesthetic and practical decisions as well as exploring the ideas and meanings in the work of others. Early experiences explore visual, tactile and sensory qualities and children begin to understand colour, shape, space, pattern and texture and use them to represent their own feelings. During Key Stage Two children develop their creativity and imagination through more complex activities. We build on skills, control of materials, tools and techniques. Children become more critically aware of the role and purpose of art, craft and design in different times and cultures by visiting galleries and exhibitions and working alongside artists in school. We hope our children become more confident as a result and are able to communicate freely what they see, feel and think.

Music

Music is a unique form of communication, which is valued here at school. It brings together intellect and feeling and enables personal expression, reflection and emotional development. We feel it helps our children to understand themselves and relate to others as an integral part of culture, both past and present. We teach the children to listen and appreciate a wide variety of music and make their own judgements about quality. It encourages involvement at all levels, individual and communal thus developing a sense of group identity, self-discipline, creativity and fulfilment. At the early stages children listen carefully and respond physically to a wide range of music. We encourage them to play musical instruments and sing songs from memory. They explore and enjoy creating sounds and find out how sounds and silence can create effects and moods. Further up the school, our children sing songs and play instruments with increasing confidence and skill and expression. They are given opportunities to improvise, develop compositions and explore thoughts and feelings of their own and those of others.

Physical Education

We know that physical education develops our children's physical competence and confidence, and their ability to perform in a wide range of activities. It promotes physical skilfulness and a knowledge of the body in action. PE provides opportunities for children to be creative, competitive and to face up to different challenges as individuals, in small groups or as part of a team. We feel it provides a positive attitude towards a healthy and active lifestyle for the future. Through PE our children learn how to think in different ways to suit a wide range of creative, competitive and challenging activities. We provide them with opportunities to plan, perform and evaluate actions, ideas and performances to improve future quality and effectiveness. Through this process, children discover their aptitudes, abilities and preferences and choices. At Key Stage One, children build on their natural enthusiasm for movement and using it to further explore their world. We work and play in pairs and small groups and teach skills in watching, listening, experimenting, moving and co-ordination. At key Stage Two children enjoy being active and using their creativity and imagination in physical activity. We teach them new skills and how to use them in different ways and

then link them together to make sequences of movement. We encourage the communicating, collaborating and competing with each other. The children develop a sense of achievement and recognise their own success, which in turn are celebrated as a school in collective worship time. Our school is actively involved in many county and inter-school sporting activities.

Personal, Social and Health Education and Citizenship

Personal, social and health education (PSHE) and citizenship help to give our children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and in turn to become informed, active and responsible citizens. Our children take part in many activities and experiences across and beyond the curriculum. We encourage and celebrate children who contribute fully to the life of the school, community and parish. We feel this kind of experience enables the children to recognise their own worth, work well with others and become responsible for themselves and the world around them. Alongside the RE programme we guide the children to reflect on spiritual, moral and social and cultural issues that are part of growing up in our ever -changing world. We explore ideas such as their responsibilities, rights and duties as individuals and as members of a wider community. We teach our children to respect others, the diversity and differences around us, so that they are armed with the necessary understanding to form effective and fulfilling relationships that are an essential part of life and the learning process. The younger children learn basic rules for keeping themselves healthy and safe and take some responsibility for them selves and their environment. They begin to learn about their own and other people's feelings, social skills and developing as individuals. At Key Stage Two children explore ideas such as growing and changing, the wider world and develop a sense of justice. They begin to explore concepts, which include how choices and behaviour affect others and how to take responsibility for their own learning and issues in the wider world around them.

Sex education is included in the PSHE policy, which is available in school. Parents have the right to withdraw their child from class when sex education is being taught.

Homework

Homework is set for children from Early Years through to Year Six.

We believe that Homework has the potential to raise standards by :

- Increasing the time given for re-enforcing basic skills
- Extending coverage of the National Curriculum
- Improving study skills.
- Improving attitudes to learning
- Involving Parents in the learning process.

We believe it is the responsibility of our class teachers to:

- Plan Homework as an integral part of curriculum planning with clear links to class work.
- To set tasks matched to the abilities of pupils.
- To follow up with children and Parents when there are difficulties over the completion and return of homework
- To ensure that Homework is marked or checked as appropriate.

Homework set may be to consolidate class work, to leave pupils to pursue their own lines of enquiry or practice a specific skill. The tasks may include factual or imaginative writing, reading, spelling, learning, revising, illustration, research, practical activities or even thinking.

There are many ways in which you as parents / carers can help your child: encouraging and supporting; checking presentation, handwriting and spelling; testing what has been set to learn, listening to reading, asking about research or topic work and encouraging a prompt return of work into school. These are all ways of helping and supporting your child to appreciate the importance of homework, and see homework as an extension to class work.

Of course, children work at different speeds and so doing homework can take longer for some than others. If there is a repeated problem over homework, we encourage parents / carers to get in touch with your child's class teacher. Similarly, we shall get in touch with you if we feel there are frequent problems over homework which you could help us resolve.

We ask that you support us in seeing that homework is done conscientiously, in the best possible conditions and returned promptly to school. Homework is recorded at Key Stage 2 in a Homework Diary. We ask that parents / carers check and sign it each week. It will be monitored by your child's class teacher.

Homework Overview

Early Years	Year One	Year Two
Reading Related tasks Phonic / Spelling work Maths activity	Reading Related tasks Phonic / Spelling work Maths activity Finding out / research	Reading Spelling Maths Literacy Research
Year Three	Year Four	Year Five
Reading Literacy tasks: spelling, handwriting Maths tasks: tables, activities Research Sacramental Preparation	Reading Literacy tasks: extended writing, grammar, handwriting Maths tasks: tables, activities Research	Reading English tasks: extended writing, handwriting, grammar Maths tasks: tables, activities Research
Year Six		
Reading English tasks: extended writing, handwriting, grammar Maths tasks: tables, Research activities	<p>The government guidance on <u>minimum</u> time allocation is as follows:</p> <p>Key Stage One: One hour per week minimum</p> <p>Years Three & Four: One and a half hours per week minimum</p> <p>Years Five & Six: Thirty minutes a day minimum</p>	

(Our Homework policy is available on request from school)

Complaints about the Curriculum

If there is an issue relating to the curriculum that cannot be resolved through the usual informal discussions with the Headteacher, Parents can make a formal complaint under section 23 of the Education Reform Act 1988. If you require details of these arrangements please contact school.

Assessment

Our school policy for Planning, Assessment, Recording and Reporting has been developed to meet our own professional standards and that required by the DfES. Teacher assessments are continuous but children also undertake a more formal test and assessment programme:

- Reception: PIPS Assessments and completion of Foundation Stage profile throughout the year
- Year One: In-house Assessments
- Year Two: End of Key Stage 1 National Curriculum Statutory Tests and Assessments in Maths, Reading, Spelling and Writing
- Year Three: QCA Optional Tests / In- house Assessments
- Year Four: QCA Optional Tests/ Assessments & In-house Assessments
- Year Five: QCA Optional Tests/ Assessments & In-house Assessments
- Year Six: End of Key Stage 2 National Curriculum Statutory Tests and Assessments, & Cheshire Test

Reporting to Parents

We feel it is important for Parents to be fully informed and up-dated on their child's progress. Appointments can be made to discuss concerns or issues with class teachers throughout the year by prior arrangement.

Formal Reports are issued for each child in the Summer Term.

Parents Consultation opportunities are held twice a year, in order to discuss progress and set / review individual targets.

Each pupil's Record of Achievement is updated termly. They are available in the Autumn and Summer Term and by request at any other time.

Information regarding the topics and areas of study for your child in each subject will also be sent home in the form of a curriculum overview at the beginning of each Autumn Term.

Details of the Here I am Topics each term are included on the overview as well as a separate information sheet which will also be sent home.

Cross-Phase Information

Our children transfer to Key Stage Three in the following school year in which they reach the age of eleven. Catholic children automatically transfer to St Thomas More Catholic High School. Non-Catholic children who attend St Anne's are also assured of a place, but must also make an independent application to the Headteacher at St Thomas More.

Special Educational Needs

We recognise and provide for a range of Special Educational needs, based on The Code of Practice. The class teacher usually identifies these and an Individual Educational Programme may be set up. We actively involve Parents, and where necessary, support agencies in order to meet the needs of our children. At all times, children are considered as an individual each with their own strengths and areas for development.

Our school does not presently have additional facilities for disabled Staff or children. If the need arose, every effort would be made to provide them, and any disabled person would be treated equally and included fully in the life of our school.

Admission arrangements for disabled pupils would be in line with the current Admission Policy.

Child Protection

Because of day-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or a failure to develop. Parents should be aware, therefore, that where it appears to a member of Staff that a child may have been abused, the school is required as part of Cheshire Child Protection procedures, to report any concerns to Social services.

Extra Curricular Activities

There are a number of extra-curricular activities that take place in school, provided on a voluntary basis by the Staff.

Opportunities for various musical activities take place during school, and instrumental tuition is available by private arrangement.

There are also football and cricket matches arranged during the year with other local schools.

We would be delighted to accept offers of help from Parents in the running and organisation of extra curricular activities both in terms of the teaching of skills, running teams, supporting at matches and helping with performances etc. Help with transport to matches is frequently needed. If you would be willing and able to support us with any of the above, please contact a member of Staff or the Headteacher for more details.

Educational Visits & Charging Policy

Charges for school activities that incur a cost are voluntary except for musical tuition or residential visits. The Staff and Governors wish educational visits to continue and Parents are asked to make voluntary contributions to meet the cost of non-residential visits and the full costs of residential visits. In the event of a visit or trip not being financially viable, the school reserves the right to cancel.

Pastoral Care, Discipline and Behaviour Management

We aim:

- To provide a happy secure and purposeful environment in which the children are self motivated to strive to attain their full potential.
- To promote and maintain good behaviour
- To encourage a positive learning environment where effort, hard work and good behaviour are rewarded.
- To develop children's awareness of the consequences of their actions.

At St. Anne's we believe that a positive and structured approach to the management of behaviour will enable children to learn and children to teach. In the Elton report it clearly states:

'There is a need for clearly identified boundaries of acceptable behaviour, and for teachers to respond promptly to children testing these boundaries. We recommend that schools should strike a healthy balance between rewards and punishments and that both should be clearly specified.'

Our code of conduct is clearly reflected in both mission statements and the agreed school golden rules, which are displayed around the school. We expect children at St Anne's to be well behaved, to foster positive caring attitudes towards each other and their environment. We believe that children learn to manage their own behaviour by praise, encouragement and a sense of reward. The whole school approach to behaviour management helps to ensure that every teacher and child is aware of acceptable standards of behaviour and consequences for contravening rules. Our house-point system rewards and recognises the positive aspects of school life and reflects the high standards expected at St Anne's.

Through consultation we have identified our attitudes towards bullying and the following are our views and opinions:

- All forms of bullying will not be tolerated and are unacceptable.
- Staff will be alert and vigilant to all signs of bullying.
- An immediate response will be offered.
- All incidents will be considered seriously.
- Children will be encouraged to report incidents of bullying.
- The focus on bullying prevention will be constant.

Attendance & Punctuality

Regular attendance and punctuality are essential if a child is to make good progress at school.

Please arrive at school by 8:55am.

Rates of Authorised & Unauthorised Absence 2007-2008

Authorised Absences	Unauthorised Absences
% of absences 2.8%	% of absences 0.6%

Attendance 96.6%

Teaching Times

Reception, Yr1 Yr2	8:55-12:00	1:00-3:15
Yr3 Yr4 Yr5 Yr6	8:55-12:15	1:15-3:15

Our school aims to achieve good attendance and punctuality by operating an attendance policy. We maintain an attendance record and initiate quick and early intervention if a problem is identified. We feel it is crucial that even the youngest of children develop the habit of regular and punctual attendance and learn to be responsible and reliable. In addition, good attendance and punctuality are seen as achievements in their own right and are recognised by the school. If you are late for school please inform the office and sign the latecomers register. Please send in a letter confirming the reason for your child's absence on their return to school or telephone the school before 8:45am on the first day of illness.

Parents are urged not to make non-emergency, non-urgent medical/dental appointments during the school day. If it is unavoidable, please contact school in writing.

Parents are also requested not to take children on holiday during term time. If you wish to take your child on holiday you will need to seek the Head teacher's consent in writing at least two weeks before you go away. **Schools legally cannot authorise more than 10 days holiday in a school year** unless there are exceptional circumstances. Parents are also asked not to request absences when your child is preparing for school, county or curriculum tests. It is important to remember that we have your child's best interests at heart, and long absences can seriously disrupt progress.

Holiday List

	School Closes	School re-opens
Summer 2008		Wednesday 3 rd September
Autumn Half Term	Friday 24 th October	Monday 3 rd November
Christmas	Friday 19 th December	Monday 5 th January 2009
Spring Half Term	Friday 13 th February	Monday 23 rd February
Easter 2009	Friday 3 rd April	Monday 20 th April
May Day	Friday 1 st May	Tuesday 5 th May
Summer Half Term	Friday 22 nd May	Monday 1 st June
Summer 2009	Tuesday 21 st July	

INSET DAYS (school closed for pupils)

Tuesday 2nd September 2008

4 Further INSET days to be confirmed for 08 09.

Parents are reminded that wherever possible holidays with children should be taken during the official school holidays.

Please note that leave of absence will not be granted during the test period in the Spring & Summer Terms.

Security

We operate a security system in school in order to keep the pupils & Staff safe on site. Please use the main entrance at all times. A buzzer system is in operation and the door is coded. The pupils are not permitted to open the door to anyone at anytime, known or unknown. On entering the Reception area please wait until a member of Staff is able to deal with your enquiry. All visitors to school are required to sign in the visitor's book and wear a visitors' badge. Anyone unfamiliar not wearing a visitors badge will be challenged.

Equipment within the school is security marked with SmartWater.

Health and Medical Care

Children who are ill should be kept at home. A telephone or verbal message early on the day of absence is expected.

First aid supplies are kept in school and the Staff deal with minor injuries. In the case of more serious injuries every effort will be made to get the child to hospital. It is therefore **vitaly important that your details and contact numbers are accurate and up to date**. If you are in any doubt please contact the school office. A form is available for updating or changing contact details.

It is school policy that children must not bring tablets and medicines into school. If your child requires regular or short-term medication on prescription, please bring it into school yourself and either administer it yourself or complete an authorisation form and ask if a first aider would be available and if they would mind administering it for you. **Please do not send medicines into school with children.** The containers of medication must be clearly labelled with their contents, the owners name and dosage. If your child suffers with asthma, please make sure all inhalers are up to date, labelled clearly and Staff are fully aware of the child's requirements. If your child has any other serious medical needs please make a member of Staff aware at the time of or before first admission.

Questionnaire

At the end of the summer term a parent / carer questionnaire was circulated to all our families.

Thank you all the parents / carers who took the time to complete and return the surveys.

It has proved to be a very worthwhile undertaking providing us with much valuable information and areas to consider in more detail. Most importantly it has confirmed our belief that our school is a very happy and hard working environment. Whilst I am delighted that the outcomes are so positive, and that much of what we do has received such strong endorsement, my natural inclination is to focus on areas of concern and address them. Much valuable information also came from the open section at the end of the questionnaire asking for positives and areas for development not addressed in the statements. As a school community we are committed to a spirit of continuous improvement at every level, and this can only be achieved by taking account of others' perceptions where we may be able to do better.

School Uniform

We believe that uniform encourages children to take pride in their school and assists in developing high standards in other aspects of school life. All children are expected to wear school uniform. Please ensure that uniform is clearly identifiable by sewing in nametapes.

Girls	Boys	P.E.
Blue blouse and tie / Polo shirt with school logo Grey skirt/ pinafore/ culottes/ trousers. Navy Blue jumper/ cardigan/ sweatshirt with school logo. Blue gingham summer dress Navy, white or grey socks/tights Black/ Blue shoes	Blue shirt and tie or Polo shirt with school logo Grey shorts/ trousers Navy Blue with school logo jumper/sweatshirt Navy or grey socks Black/ Blue shoes	Indoor Games Kit: School Logo crew neck T-shirt Black/ Navy shorts Appropriate footwear (Yr3-6 an extra pair of socks) To be kept in school at all times in draw-string bag Outdoor Games Kit: School Polo Shirt or School PE T-shirt Plain Navy jogging bottoms Football boots / suitable trainers Sports socks (may be required during the year)

Order Forms are available from the information pockets by the main reception area.

Disclaimers

Parents are asked to note that neither the Local Authority nor Governors accept liability for loss of or damage to personal property whilst on or left at the school or school site.

For reasons of Health & Safety, children should not wear any jewellery to school. If Parents are unwilling to support this advice, a letter of disclaimer must be completed and given to the Head teacher.

School Meals

Our school meals are well balanced, healthy and cooked on the premises in a well-equipped kitchen. A varied menu is provided each day.

Lunch money is collected on a Monday morning and we ask that it be sent in a clearly marked envelope with the child's name, class and the total amount enclosed. In the event of absence, the money should be sent with the child on their return to school. Cheques should be made payable to: **Cheshire County Council**
The school office will have details of cost on request.

Parking Arrangements

There is a lay-by at the front of the school for parking cars. Parents are requested that in the interests of safety, that when they are setting down or picking up their children, they do not park in the drive, obstruct the school gates or the pedestrian entrance or footpaths. A way through the lay-by must always be maintained during the collection periods for emergency vehicles.

Thank you for your co-operation in this matter. It may just save a child's life.

Parents are welcome to accompany children to the playground and see them into class at 8:55am.

If there are any changes to collection arrangements for the end of the day please inform your child's class teacher in writing. Any child in Key Stage One must be collected from their classroom door by a nominated adult.

Transport

Transport is currently free for Catholic children who live over two miles from school but this is under review. Several children living within two miles use the buses at a reasonable rate. Further details are available from the school office. Increased use of these buses means that there is less congestion around school at the beginning and the end of each day.

The Friends of St Anne's

The school's parent/ teacher association provides opportunities for co-operation and involvement from both parties. The Friends of St Anne's makes an invaluable financial contribution to the school and many enjoyable events have been organised for us all to enjoy.

Governing Body

Chair of Governors	Mr G Smith
Vice Chair of Governors	Rev Fr J Daly
Foundation Governors	Mr J Park
	Mr A Pearson
	Mrs M Earl
	Mr J Hadrill
	Mrs F Birnbacher
Cheshire County Council	Mrs P Lockett
Nantwich Town Council	
Head Teacher	Mrs S M Fau-Goodwin
Teacher Governor (elect)	Mrs C Cameron Mrs B King
Parent Governors (elect)	Mr I Hopkins
	Mr L McDonnell
Clerk to Governing Body	Mr J Hibbert

The Governing Body has general responsibility for the proper conduct of the school, and has specific powers and duties, which are set out in detail in 'Articles of Government', which is available for reference in school.

Meeting of the Governing Body

The Governing body of St Anne's school has chosen to meet as a body at least once a term. Minutes of meetings are available in school.

Governor Training & Support

Members of the Governing body continue to attend training courses as appropriate to the needs of the school.

Members of Staff welcome Governors into school whenever their own commitments allow. Some Governors have identified themselves as link Governors to support and assist in curriculum development.

Premises

The school has just completed the final phase of a building programme which adds a seventh classroom to the school. We are now in the process of addressing the needs

of the non teaching areas of the school e.g. Admin and entrance area, staffroom and withdrawal areas for small group teaching.

Finance

The school continues to be formula funded, which means the overall amount of money available to the school is calculated principally by the number of children attending school.

The finances are considered by the sub-committee and developed in consultation with the LA.

Monitoring of finances is the responsibility of the Headteacher, Bursar, Finance sub-committee and LA.

Useful Phone Numbers and Addresses

School: 01270 625100
Wellington Road Nantwich CW5 7DA

Sunflowers@St Anne's – private day nursery on site 8am – 6pm
Manager: Mrs F Johnson
01270 623333

Sunflowers@St Anne's – before and after school club
Manager: Mrs F Johnson
01270 623333

For any information regarding our nursery or before and after school club, please contact Mrs Johnson at Sunflowers@StAnne's

Presbytery: 01270 625494
Pillory Street Nantwich CW5 5SS

Area Education Offices/ Clerk to Governors: 01270 814900
County Offices, Watling Street, Northwich CW9 5ET

Cheshire Education Services: 01244 602424
County Hall, Chester CH1 1SQ

Chair of Governors: 01270 627315
C/O St Anne's Catholic Primary School Nantwich CW5 7DA