



ST. OSWALD'S CATHOLIC PRIMARY SCHOOL (VOLUNTARY AIDED)



Parent / Carers Prospectus & Handbook

Headteacher:

Mrs J. Hassan

Assistant Headteacher:

Mr C. Goulding

Love Jesus

Love Learning

Love Each Other

SCHOOL PROSPECTUS AND
PARENT / CARER HANDBOOK

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The information contained in this prospectus was accurate at the time of printing, but it should not be assumed that no changes will take place before the start of the 2024/25 school year or in subsequent school years. Throughout the Prospectus there is consideration of Health and Safety.

A warm welcome to St. Oswald's Catholic Primary School

On Behalf of the whole community of St. Oswald's Catholic Primary School I would like to welcome you and your child to our school. At St. Oswald's we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives and are equipped with the skills and abilities to shape the world they live in. We pride ourselves on our excellent links with parents and we offer lots of opportunities for you to come in to school to share your child's learning journey with them.



The very best schools are the ones in which the whole school community work together and at St. Oswald's we are proud of our strong links and good relationships with our families and parish community.

St. Oswald's Catholic Primary School "is a vibrant school full of pupils who enjoy learning and who are eager to do their best. Pupils who are new to the school receive a warm welcome. This helps them to settle in quickly and make new friends. Pupils are proud of their school and would recommend it to others." *Ofsted 2022*

Our School

St. Oswald's is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Wigan Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2024, the Governing Body has set its admissions number at 30.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

Mission Statement

LOVE JESUS LOVE LEARNING LOVE EACH OTHER

“We are a learning community promoting the Gospel values of mutual trust, care and respect.”

This vision has to be shared by all the school community through the following aims:

- *To be committed to honesty and responsibility in all relationships.*
- *To provide a rich, stimulating and exciting curriculum which challenges every pupil to achieve their maximum potential.*
- *To create a family ethos with a caring and welcoming atmosphere that gives us all a sense of belonging.*
- *To provide a calm, safe environment for every person to grow, learn and feel valued.*
- *To provide each individual with the life skills necessary to become a responsible citizen and committed member of the church.*
- *To provide opportunities to form links with local, national and international communities, developing our understanding of the world beyond our school.*



Our Code of Conduct

“THE OZZIE’S WAY”

Hardworking, even if it’s tricky.

Always being kind and helping each other.

Positive, “I can” attitude.

Polite manners and good behaviour.

You can follow, “The Ozzie’s Way.”

Staffing Organisation

The Governing Body:

The remit for the Governing Body is to ensure clarity of vision, ethos and strategic decisions are maintained. Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff. To oversee the financial performance of the school, making sure school budget is well spent.

Chair of Governors	Dr A Wilkinson
Vice Chair	Mr D Hughes
Staff Governor	Mrs E Hart
Foundation Governors	Dr A Wilkinson, Deacon P Blinston, Mrs C Hughes and Mr D Hughes
Parent Governors	Mrs J Boyle and Mrs L Cronin
LEA Governor	Mrs J Bullen

Teaching Staff: 2024 - 2025

Name	Class Responsibility	Leadership Roles
Mrs J Hassan		Headteacher / Safeguarding Officer
Mr C Goulding		Assistant Head / SEND / Pastoral / Inclusion Leader
Mrs R Latham		KS2 Leader / PSHE&C Leader / Mental Health Ambassador Children's Co-Ordinator Rainbows
Miss V Bake	Eagles - Year 6	Writing Leader
Miss R Clegg	Owls - Year 5/6	KS2 Maths Leader
Mrs K Wibberley	Starlings - Year 3/4	KS1 Maths Leader / Computer Science Leader
Miss E Connor	Magpies - Year 4	Science Leader / French Leader
Mrs H Grindley	Seagulls - Year 5	P.E. Leader
Miss V Lea	Robins - Year 2	KS1 Leader / Trainee Teacher Leader / Phonics & Reading Leader / RE/Collective Worship Leader / Student Mentor
Mrs D Knott	Sparrows - Year 1	Geography / Eco Leader
Mrs J Gill & Mrs E Hart	Eaglets / Owlets - Reception	Early Years Leader / History Lead Art & DT Leader
Miss S Cartwright	PPA Cover	Lower KS2 PPA and Group work / Music Leader
Mrs A Mazou	French Teacher	

Learning Support Staff:

Name	Class Responsibility	Additional Roles / Responsibilities
Mrs J Donlon	Eagles - Year 6	Cover Supervisor / Website
Mrs E Smith	Owls - Year 5/6	Class TA / Lunchtime Supervisor
Miss P Partridge	Eagles - Year 6	Class TA / Lunchtime Supervisor
Mrs A Harrison	Magpies - Year 4	Class TA / Lunchtime Supervisor
Mrs G Jackson	Owls - Year 5/6	Cover Supervisor
Mrs A Davies	Starlings - Year 3/4	Class TA
Mrs R Henshaw	Sparrows - Year 1	Class TA
Mrs L Costello	Seagulls - Year 5	Cover Supervisor
Miss A Woolley	Robins - Year 2	Class TA / Lunchtime Supervisor
Mrs J Ridings	Sparrows - Year 1	Cover / Lunchtime Supervisor
Mrs G Hanway	Eaglets/Owlets - Reception	Cover Supervisor
Mrs S Butcher	Eaglets/Owlets - Reception	Class TA

Other Support Staff:

Name	Position
Mrs K Crompton	School Business Manager
Mrs S Asquith	School Admin Assistant
Mrs S Weaver	School Caretaker / Premises Manager
Mrs S Elliott	School Cleaner / Lunchtime Assistant
Miss Elizabeth Simpson	School Cook
To be confirmed	Kitchen Assistant

The School Day

Early Years Foundation Stage

Morning Registration	8.50 am - 9.00am
AM Teaching Time - 2h 45m	9.00am - 12.00pm
PM Teaching Time - 2h 15m	1.00pm - 3.30pm
AM Break Time	10.00am - 10.15am
Lunch Time	12.00pm - 1.00pm
PM Break Time	2.00pm - 2.15pm

Key Stage 1

Morning Registration	8.50 am - 9.00am
AM Teaching Time - 2h 45m	9.00am - 12.00pm
PM Teaching Time - 2h 15m	1.00pm - 3.30pm
AM Break Time	10.00am - 10.15am
Lunch Time	12.00pm - 1.00pm
PM Break Time	2.00pm - 2.15pm

Lower Key Stage 2

Morning Registration	8.50 am - 9.00am
AM Teaching Time - 2h 15m	9.00am - 11.30am
PM Teaching Time - 2h 45m	12.30pm - 3.30pm
AM Break Time	10.00am - 10.15am
Lunch Time	11.30am - 12.30pm
PM Break Time	2.15pm - 2.30pm

Upper Key Stage 2

Morning Registration	8.50 am - 9.00am
AM Teaching Time - 3h 15m	9.00am - 12.30pm
PM Teaching Time - 2h 00m	1.30pm - 3.30pm
AM Break Time	10.45am - 11.00am
Lunch Time	12.30pm - 1.30pm

Parents should ensure children arrive promptly, school registration opens at **8:50am** and closes at **9:00am**. Children arriving after this time must sign in at the main entrance to receive their attendance mark, this will show as **L** (Late). The morning register closes at 9:30am, pupils arriving after this time will be marked as a **U** (Late after register closes). At the end of the day, all pupils are dismissed from the class door. Year 5 and 6 pupils who walk home alone, parents must notify school prior to dismissal.

School Attendance and Punctuality

We have an excellent attendance record at St Oswald's, children's attendance and punctuality is vital to their learning and is monitored each half term.

Punctuality and attendance of students is vital for their learning and progression, it also prevents disruptions within the learning environment for both themselves and other members within the class. Attendance and lateness records are monitored weekly by the school office and reported to the pastoral team. Children with poor attendance or persistent lateness parents/carers will be contacted by the school and asked to attend a meeting to discuss their child's attendance, support will be provided if necessary either by the school or other outside agencies, if no reasonable improvements are made, the school will issue an Educational Penalty Notice. This is a Local Authority policy.

Sickness Reporting

Absences due to sickness, parents or carers should contact school before 9.30am on the first day, either by telephone or the online absence reporting system stating the reason for absence. On the child's return to school a written note detailing the dates, reason for absence and signed by the parent/guardian should be handed in to the school office - this is legally required.

If school has not been informed of a child's absence then the school administrative staff will contact parents/guardians to understand the reasons for absence. If no contact has been made after 3 days, other outside agencies will be contacted by the school. This is in the interest of Safeguarding, Health and Safety and Attendance.

Medical Appointments

If a child has to be absent for medical, dental or other appointments absence will be granted as authorised; advance notice is required for authorising these absences. Whilst realising that it is not always possible to do so, we encourage parents/guardians to make these appointments outside of school hours where possible. A parent or named representative must collect the child from the school premises.

If a child is absent during morning registration it is the parent/guardian responsibility to order a school lunch online or by phoning the school office before 9.30am if required or send the child in to school with a packed lunch if returning to school before lunchtime.

Holidays in Term Time

Holiday absence during term-time interrupts the continuity of teaching and learning, disrupts the educational progress of individual children and creates disruption in school. Working alongside the Local Authority we aim to minimise the amount of time lost to term-time holidays.

The school asks for family holidays to be taken within the normal school holiday periods, however, we do understand there may be very occasional legitimate reasons to request leave during term time.

Written requests must be made to the Headteacher outlining the dates of absence and reason for leave during term time. The Headteacher will consider each application individually, taking into account the specific facts, circumstances and relevant context behind the request. Leave may be granted and authorised only under very exceptional circumstances. Holidays in term time will result in an Educational Penalty Notice being issued.

Visiting School and Parking

- Please use the Access Controlled Gate on the KS1 playground. Press the intercom button and speak to the office staff.
- Please enter School by the Main Entrance and use the bell to gain attention. You will be asked to sign in and out by the school administrative staff. No access is permissible through classroom doors. No dogs are to be brought onto the playground.
- There are informal opportunities to visit school including class assemblies, concerts and contact at the start and end of the school day.
- Formal opportunities include, parent interviews and specific appointments with Head and Deputy Head, Assistant Heads or Class teachers. Appointments have to be made through the School Administrative staff at the office. School will determine who is the most appropriate person for you to see.

Please note the school car park is out of bounds for all children. There is limited space on the car park and therefore it is not available for parents to park on. We have a problem with traffic congestion in Council Avenue. We ask parents for co-operation in this matter. We continually liaise with the Police and Highways Department, the parent consultation group and Local Community. Governors cannot accept responsibility for cars left on the car park.

General Organisation 2024-2025

We have 8 classes in our school. These classes are of mixed ability and some mixed age groups (e.g. Y3/Y4 and Y5/Y6) are in the same class. Due to pupil numbers on roll and the demands of class size it is necessary to have mixed age classes. Children are not kept down in mixed age classes nor are they at any disadvantage.

The Senior Leadership Team determine which class pupils are in. This is based on chronological age of the pupils.

Each class has a curriculum appropriate to the children's needs in all subjects following the principles laid down by the National Curriculum, the Archdiocese and, for under 5's, the Foundation Stage Curriculum. Teacher Assessment is on-going and pupil progress is carefully recorded and monitored. Teachers have a secure knowledge of assessing pupil progress. Assessment for Learning has a high priority. Children are taught using a variety of teaching methods: as a class, as a group or at an individual level. Pupils may be grouped within class for some subjects according to ability to ensure each pupil achieves their potential.

Curriculum

Curriculum Intent Statement

Intent

The aim at St. Oswald's is to offer children a text-based curriculum that prioritises reading, ensuring all children, irrespective of background or need, become fluent readers which ensures that all areas of the curriculum can be accessed. We want our children to be articulate with an extensive vocabulary.

Our bespoke, sequential curriculum is knowledge based and ensures that our children learn more and remember more so that they are prepared for the next stage of their education. We instil within our children the knowledge, skills and the ambition to create a future that they aspire for themselves to prosper in society - challenging social mobility and preconceived ideas.

We enrich our curriculum offer further so that pupils have their eyes widened to the world and the life they are able to make for themselves by creating first-hand experiences for them to enjoy, be inspired by and to learn from.

We endeavour to ensure that all subject areas are given equal importance so that all children shine and have their individual talents nurtured and celebrated.

We expect all the adults and children in our school community to follow our Ozzie's Way. We are a Catholic school and so we work hard to live as Jesus taught us so that we can learn, play, work, live and grow together in 'Loving Learning, Loving Jesus and Loving Each Other.' We continue to be an Emotionally Aware School - the wellbeing of our whole school community is of paramount importance.

Foundation Stage:

The Foundation Stage curriculum covers the 3 prime areas:

Personal, Social and Emotional Development (Self-Regulation, Managing Self and Building Relationships), Physical Development (Cross Motor Skills, Fine Motor Skills) and Communication and Language (Listening Attention and Understanding, Speaking.)

The specific areas are: Literacy (Comprehension, Word Reading, Writing), Mathematical Development (Numbers and Numerical Patterns), Understanding the World (Past and Present, People Cultures and Communities and the Natural World), Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive.)

Along with the prime and specific areas we take into consideration how the children learn:

- Playing and exploring
- Active Learning
- Creating and thinking critically

Discipline / School Rules

When a child is admitted to the school, parents place the Headteacher and Staff "in loco parentis", that is, in their place, as guardians of the child. We accept this responsibility and take it very seriously and is indicated in our Mission Statement. The school has an agreed policy on discipline and a Code of Conduct- The Ozzie's Way. The Home/School Contract is reviewed annually and copies are sent home at the beginning of each academic year. Each class has access to CPOMs database, behaviour is recorded including positive comments and pupil targets. Lunchtime Assistants also record lunchtime behaviour. A high standard of behaviour is expected. As a school we take a positive viewpoint. We reward desired behaviour and deal appropriately with undesirable behaviour. Pupils share in the compilation of procedures which, in general, are designed for the safety of children and respect for each other, the building and its contents.

The Senior Leadership Team and Subject Leaders, through evaluating and monitoring pupils' work, talking to pupils and analysing test results, look closely at individual pupil progress alongside the class teacher to raise pupil achievement. Pupils in all classes have appropriate targets to help their progress.

Within the school there is a clear management structure. The Senior Leadership team includes: Headteacher, Assistant Head and Business Manager. The Senior Management Team consists of the Inclusion manager, Early Years leader, Keystage One and Two Leader, English and Maths Leaders and RE Leader. There are clearly defined staffing responsibilities. These include Key Stage Leaders, Subject Leaders and an Inclusion Leader. Governors visit the school to monitor the teaching and learning and closely monitor pupil progress – Governors have specific roles.

Each class has timetabled support from trained Teaching Assistants who according to their level of training will support/ supervise individuals, groups or classes.

The school provides work experience for student teachers, teaching assistant students and secondary age pupils.

The school has a strong mentoring/coaching ethos.

CLASS ORGANISATION

Reception	Eaglets and Owlets	Y5	Seagulls
Y1	Sparrows	Y5/Y6	Owls
Y2	Robins	Y6	Eagles
Y3/Y4	Starlings		
Y4	Magpies		

Religious Education



St. Oswald's Catholic Primary School is an integral part of the life of the parish of St. Oswald and St Edmund Arrowsmith, supporting and promoting Catholic ideals and the examples of Jesus to be followed in all aspects of daily life. Throughout the school year, pupils will attend church for Masses and celebrations. Parents, carers, families and members of the community are always welcome to attend these events.

Deacon Paul is very much a part of our school community.

St. Oswald's School is a Catholic Primary School and as such provides for the necessary instruction and practice of the Catholic Faith. Religious Education is provided within the timetable according to the syllabus authorised by the Archbishop of Liverpool, namely 'Come and See' in KS2 and 'To Know You More Clearly' in EYFS and KS1. In our last RE Inspection (November 2018), the judgement was that St. Oswald's was providing outstanding provision for R.E.

The children celebrate a class assembly once each term and the Parish Deacon visits the school on a regular basis. Y4, Y5 and Y6 attend Mass at Church during the year. The children participate fully and actively at the level of their own development and understanding. Masses are also part of the liturgical experience and parents are always invited to attend. Parents are kept informed termly about their child's progress in religious education.

Throughout Key Stage 2 children are invited to serve as altar servers, taking part in the full life of the school and the wider Parish community. Following the Archdiocesan programme "With You Always" pupils at Year 4 have been prepared for the Eucharist. Preparation for the Sacraments takes place through workshops involving pupils, parents/carers. The Parish Catechists lead this and school closely liaises with the Parish.

There are separate Foundation, Key Stage One and Key Stage Two Collective Worship times each week. Foundation Stage Collective Worship also takes place separately. Collective Worship is timetabled each day. We have a Collective Worship Leader and Governor.

Parents do have the right to withdraw their child from Religious Education and Collective Worship. Parents need to liaise with the Headteacher if this is to be requested. Pupils, staff and parents take part in events, activities which contribute to the Catholic Life of the school and fulfil our Mission Statement.

Pupil With Special Needs / Disabilities

Some children will have special educational needs in terms of learning , behaviour, emotional needs, medical or physical. Special emphasis is placed upon the early identification of these children and applies to less and more able. As far as possible we select, devise and monitor appropriate learning experiences and programmes of work. The aim is to ensure all pupils realise their full potential.

There is close liaison with the Class teacher, the Inclusion Leader, Subject Leader, parents and if necessary, the School Psychological Service and Learning Support Service and other agencies.

Our intention is to create the opportunities for each pupil to realise his / her potential as a individual. We follow Local Authority / Archdiocese guidance in terms of Inclusion and Access. To do this the process involves :-

- Scrutiny by Senior Leadership Team / Subject Leaders / Class teachers of objective tests results and targets kept on the Schools Data Bases ensuring progress is maintained termly
- Teacher Assessment; detailed information is kept on Assessment of / for pupil learning. These are evaluated and impact on classroom practice. Assessing Pupil Progress has a high profile
- Procedures for pupils' transition class to class and school to school are followed
- On-going match between previous pupil performances and current performance are monitored each term
- Monitoring and Wave interventions take place – monitored by the Inclusion Manager
- Pupils are involved in progress meetings and target settings
- We keep clear mapping provision of support through Teaching Assistants
- The SEND Governor liaises and monitors the provision and policy

AT ALL STAGES WE CLOSELY INVOLVE PARENTS THROUGH REVIEW MEETINGS, THREE PARENT INTERVIEWS, TWO INTERIM REPORTS AND AN ANNUAL REPORT. SEPARATE MEETINGS ARE ARRANGED WITH THE INCLUSION MANAGER / ASSISTANT HEAD FOR PASTORAL CARE.

More able Children

More able pupils are defined as pupils who display learning strengths and abilities in one or more area beyond the majority of their year group.

As a school, we are committed to raising standards in all aspects of children's development. We encourage them to maximise their potential and achieve success.

To identify such pupils there is close liaison between class teachers, Inclusion Leader, Headteacher, parents and outside agencies.

In order to cater for pupils, work is differentiated, including 'mastery' type activities to allow children to further deepen their knowledge and understanding and apply this to a wide range of contexts. Where necessary school will determine the appropriate class and groupings.

We provide dated events throughout the school year devoted to challenging our More Able pupils and the progress of this group of children is carefully monitored.

Pastoral Care

St. Oswald's is a caring school and the well-being of our pupils is a priority. We have a shared responsibility between all members of staff who strive to provide a safe, happy and secure environment for all pupils through the structures and systems provided. Class teachers, with support, assume the pastoral care of the children in their class. Children with problems for example are aware of systems/ people who will help. At dinnertime the Lunchtime Assistants assume this role alongside Senior Leadership Team and liaison with Class teachers takes place as appropriate. The ethos of the school enables pupils with concerns to feel secure enough to share them with an appropriate adult.

We have an Assistant Head whose role is Pastoral care. Some staff have been trained in Rainbows and we run a group to support children who have suffered loss, this can be through either bereavement or family breakdown. We involve outside agencies such as the Child Mental Health Team and Counselling. We are an Emotionally Friendly School - all our staff are trained to support children with identified emotional needs.

Behaviour is dealt with regard to the age of the pupil and the severity of the incident. In a minority of cases the pupil maybe internally excluded from the classroom. This maybe for a session or a day. It is our policy that the class teacher with the Headteacher accepts the pupil back into the class. Debarment at lunchtime, temporary or permanent exclusions are dealt with following both National and Local guidelines.

SCHOOL UNIFORM



White Shirt—long or short sleeved
Royal blue jumper or cardigan
Blue and yellow school tie
Grey trousers/ grey skirt / grey pinafore or blue kilt
Summer dress – blue or yellow gingham
White socks / grey socks/grey tights in winter
Black/Blue coat/anorak/fleece for outdoor
Black sensible shoes



PE KIT:

Indoor PE kit is blue shorts, school PE top and black pumps. Outdoor PE kits include blue/black tracksuit bottoms or leggings, hoodie and trainers.

You have the choice to obtain uniform from anywhere. Slaters, Sportsline and Topaz Embroidery Ltd supply our uniform with the embroidered school badge. Fleeces and waterproofs are also available from some suppliers. Please note fleeces are for outdoor wear only. In the winter months black boots may be worn, but pupils will need to change into suitable indoor footwear. If trainers are worn they should be black. Reading bags and pump bags, in royal blue are also available to buy.

HAIRSTYLES

In terms of standards in school it is reasonable to request that extreme hairstyles are to be avoided. Long hair should be tied back or in plaits with appropriate blue/grey/yellow accessories. Boys hair should be a short style (not shaved) – no extreme gelled or highlighted styles.

VALUABLES

Items of value are best left at home. School cannot accept responsibility for valuables. Rings, earrings and various other items of jewellery present particular problems in terms of pupil safety and security especially during PE . Watches are permitted but must be removed during P.E. Ashton Leisure Centre do not allow pupils to enter the pool wearing earrings. This is Wigan Leisure Culture Trust’s policy and it must be adhered to.

Pupil Safety

SAFEGUARDING

In school, procedures are set down to ensure the Health and Safety of your child. In the event of your child being involved in a minor accident, you will be notified, by an accident form, at the end of the day. We always err on the side of caution where accidents to your child are concerned. The L.A. are informed when it is appropriate. In the case of more serious accidents we contact parents through contact numbers provided. It is important we have up to date contact information. We inform parents if their child has had a head bump.

CONSENT FORMS

Consent forms for field trips, photograph usage and media forms will be required to be completed at the start school, these can be amended throughout your child’s time at school Field trips, photographs etc. will be issued in the Autumn term and you are asked to sign and return them to school.

CONTACT INFORMATION

When your child starts school you will be required to fill in a contact / medical form which will provide school with the necessary information we need if your child is ill during school time. In such cases we contact parents by telephone. These forms will be sent home annually to be updated. If you do change address / telephone numbers we would be grateful if you could inform us. We also have a school texting system and email to keep parents informed with reminders and updates of any events happening within school.

MEDICINES IN SCHOOL

Following advice received from Professional Associations and Wigan L.A Guidelines teaching staff are not permitted to administer medicines to pupils in school. There may be limited circumstances when medicine can be in school. Please contact school with queries in this area. We look at each case individually but have to consider the professional guidance we are given. It will be necessary to fill in a required LA form if medicine is to be given. Pupils with Asthma inhalers will be supervised. Inhalers are kept in the class. Other medication is kept in the safe environment of the Office with access at all times. The Headteacher, Assistant Headteacher, School Business Manager and Office Admin will administer medication to your child.

Parental Involvement

Parents will have access to a their child's work at regular intervals during the year. Achievements outside school are recognised in assemblies and in class. All pupils have access to our remote learning platform, Seesaw. Homework is set via Seesaw.

At St. Oswald's we value the support given to the school by our parents in many ways. We are committed to developing the home/school partnership. This partnership, is crucial for the continued development of the school and its pupils and staff. We try to encourage the involvement of all parents in an atmosphere of mutual support and responsibility for their child's education. School has two newsletters, Early Years and Whole School.

We encourage full parental support of Staff and Governors of St. Oswald's Catholic Primary School in carrying out the aims and objectives of the school's Mission Statement and its Code of Conduct. We send home each Autumn term the Home - School Contract for parental and pupil involvement.

PARENT HELPERS IN SCHOOL

Parents are invited to help in school on a regular or occasional basis, by assisting with various activities - art and craft, cookery, library visits, helping to supervise on educational visits, and helping to escort Key Stage 2 children to and from the swimming baths, on a rota basis. Parents always work under the direct supervision of the class teacher. We follow national / local guidelines in terms of security checks. Parents working in school must be prepared to undergo DBS clearance checks. Parents who are completing teaching assistant college based courses are also provided with a placement and are also required to undergo DBS clearance checks.

PARENTS' VISITS TO SCHOOL

There are opportunities after class assemblies to view pupils' work with your child.

There are three parent interviews a year in October, February/March and July. Pupils attend interviews Y1 to Y6. to discuss targets and progress.

You can arrange an appointment to see members of staff. In the first instance this is usually the Class teacher then the Assistant Headteacher. You can arrange a meeting at a mutually convenient time through the School Administration staff. During the school day a teacher's main role is with the children.

Invitations to Concerts, Sports Afternoons, Newstarter Induction Inspire programmes are sent out.

PTA

We have a PTA committee who are committed to raising additional funds for school in order to further benefit the children. All parents are welcome to join the PTA. Parents can offer to help on a regular or an occasional basis.

IN SCHOOL DEVELOPMENTS

Minutes of Governors meeting are available. Parents also have the opportunity to complete questionnaires / questions re. pupil progress and attitude to school. These are distributed termly. Information about topics to be covered in subjects are sent home via the Newsletters or letters and are also put on the website. Workshops also take place in a variety of subject areas. Inspire meetings take place for all areas of learning in the Foundation Stage.

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the White Paper, 'Excellence in Schools,' where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents.

One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of extra-curricular and out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

Types of homework

We encourage the children to read every night by giving them books to take home to read with their parents. Children learn spellings or mathematical tables as part of their homework.

When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet. We set homework routinely each week on Seesaw and we expect the children to consolidate and reinforce learning done in school through practice at home.

Reading books are sent home each week and have to be returned with the completed homework the following week. From January to May school funds Y6 Homework/Booster classes twice a week for 1 hour. In these sessions school supports parents by doing the night's homework with their child.

pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans/Sparkle Time plans.

the role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about a particular homework task, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Governing Body.

Monitoring and review

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. The committee of the Governing Body that deals with curriculum issues does this. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

Educational Visits



Y6 School Venture Break

For a number of years Y6 children have had the opportunity to attend a Venture Break during their final year. Instruction in a variety of skills not available in school is given during this time e.g. zip wire, nightline, trapeze, crate challenge, archery, canoeing, climbing and abseiling. The residential centre has a full educational programme together with an organised and supervised social evening programme. This venture break provides all pupils with varied targeted learning opportunities.

Swimming Y3 /Y4

Children will be given an opportunity to attend a swimming course at Ashton Leisure Centre. We follow the rules and regulations as set down by the Swimming Pool. Changing room supervision is by poolside staff with the teachers responsible overall. Certificates of competence are awarded by the Wigan Education Authority. We pay into a Service level agreement for supervision in the changing rooms. Swimming shorts for boys are not permitted by Ashton Leisure Centre. Pupils are expected to achieve the National Swimming Standard.



Guitars Y4

All Y4 pupils receive guitar lessons once a week that are funded by the school and provided by Wigan Wider Opportunities programme.

Extra curricular Activities

There are a variety of extra - curricular activities which try to encompass all tastes and abilities. These will develop and continue using the skills of teaching staff and external experts. We promote, via Newsletters, all the available activities in the Ashton and Bryn area. We provide the venue for our breakfast and afterschool club, Care, Love, Learn, during term time and Holiday Club during school holidays.

Musical productions, Christmas plays, carol concerts and assemblies take place at various times during the school year. All children take part in these productions.



During lunchtime and after-school there are numerous clubs for children to participate in, these include:

Boys and Girls Football practice and games, School Choir, Judo / Karate, Fencing, Music Instruments e.g. Brass, Piano, Guitar, Rugby, Cricket, Foundation Creative Club, Sacramental workshops, Rainbows Bereavement, Volleyball, High 5's, Traditional Games, Maths Club, Athletics, Healthy Food club, Fundamental Sports Skills, Performing Arts Club, Zoo Club and Outdoor Skills Club.

We are accredited with the Wigan Gold Games mark for our commitment, engagement and delivery of competitive sport. Educational visits are arranged to compliment the topics for the term.

We have a secure X @saintoswalds account which you can request to be included in.

Care Love Learn Pre School and Wrap-around Care



Pre-School places are available at Care Love Learn, please visit the website for further information. www.carelovelearn.com

Care Love Learn at St Oswald's aim to provide the best quality Out of School Club for the children we care for within a safe, caring, loving and stimulating environment, which is fully inclusive and accessible to all.

Breakfast club is available from 7.30 and afterschool club is until 6pm. During the school holidays the holiday club is open daily between 7.30am and 6pm.

For further information please visit the website at www.carelovelearn.com

Compliments and Complaints

The school Compliments and Complaints Policy is published on the school website. A paper copy is available, on request, from the school office.

It is always good to receive positive feed-back, this can be given verbally or in writing to the school office. It is encouraging to hear when situations go well and are appreciated, and your comments will always be shared with staff and pupils where appropriate. There is also an opportunity to give compliments through our regular questionnaires or Parent View. For ease of use, a template compliments form is attached to the end of this policy.

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to St. Oswald's about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure. This procedure complies with Section 29 of the Education Act 2002.

Any complaint should initially be addressed through an appointment with the Class teacher. In the event of the problem remaining unsolved, parents can then arrange to see Key Stage Leader / Assistant Head. In the event of the problem remaining unsolved a meeting can be arranged with the Head / Assistant Head. The next stage would be for parents to put the complaint in writing to the Headteacher. Ideally we use all stages but circumstances may determine immediate intervention by the Head / Deputy Head. The matter will then be dealt with in accordance with the procedure laid down by the 1996 Education Act, Headteacher, then Chair of Governors. Complaints sent elsewhere will always be referred back to the School and Headteacher. A full copy of the School Complaints Policy is available from the school website or can be requested from the School Office.

ST OSWALD'S CATHOLIC PRIMARY SCHOOL

ADMISSION POLICY AND ARRANGEMENTS 2024/2025

ST OSWALD'S is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Wigan Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2022, the Governing Body has set its admissions number at 50.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as a Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.wigan.gov.uk following the links. If you wish to have your application considered against that school's faith/denomination criteria then you should **ALSO** complete the Supplementary Form which is available from the Local Authority and the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

1. Looked After Children and previously Looked After Children.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parish of St. Oswald & St. Edmund Arrowsmith, Ashton-in-Makerfield.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

If it is not possible to offer places for all applications within any criteria above then 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 Wigan Council's Geographical Information System (GIS) which is based on Ordnance Survey. In the event of distances being the same for two or more applicants where this distance would be last place/s to be allocated, we will use a system to randomly pick who will be offered a place.

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.

Notes:

- All applications will be considered at the same time and after the national closing date. Applications received after that date will be **treated as late applications** and will not be considered until **after** the main allocation of places has taken place. The only exception to this will be applications for looked after children that are received by the date stated in the Local Authority Admissions Booklet.
- A Looked After Child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their Social Services functions (under section 22(1) of the Children Act A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, child arrangements order or special guardianship order.
- For a child to be considered as a Catholic evidence of a Catholic Baptism is required. Baptism should take place before the closing date for applications.

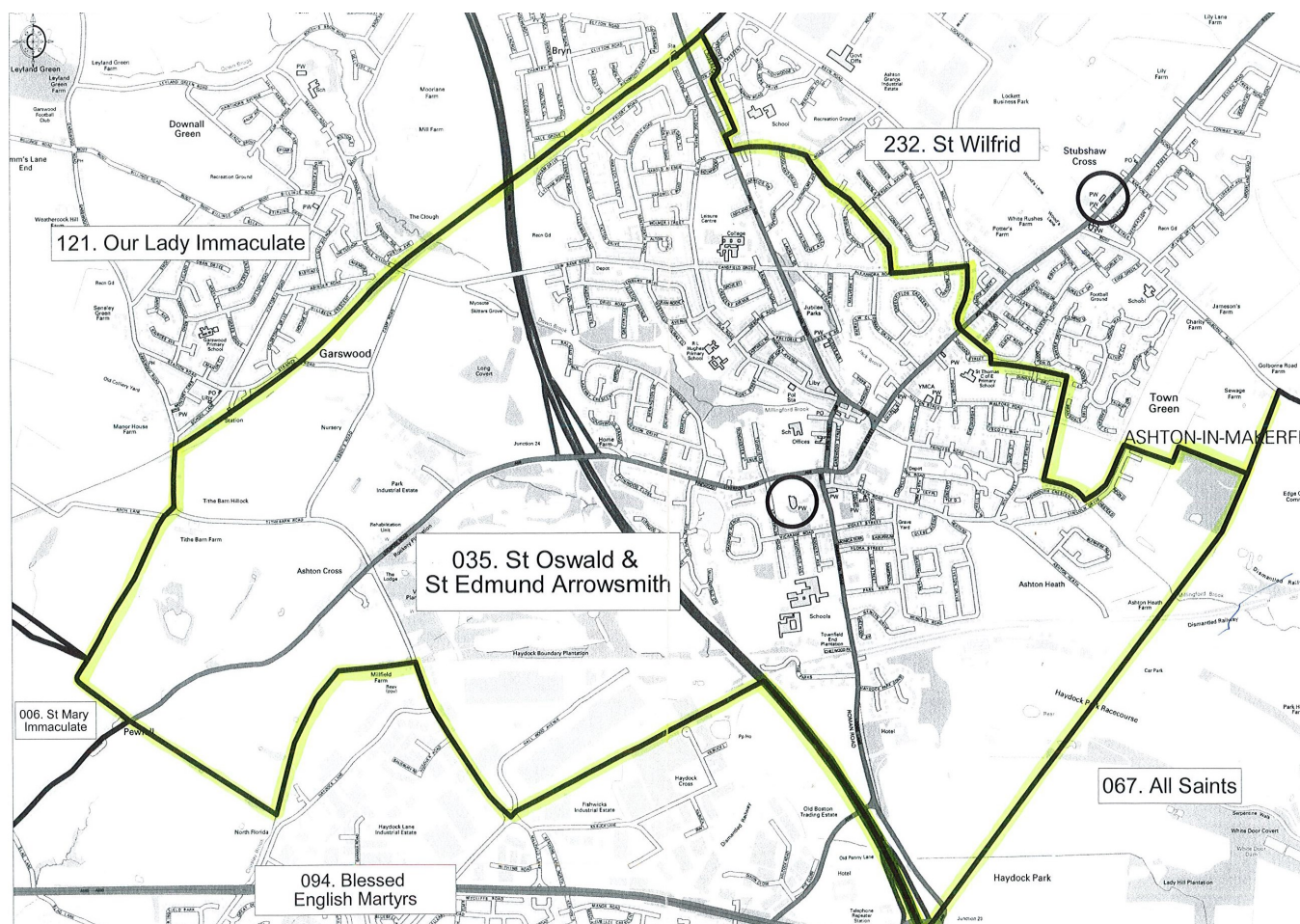
A Baptised Catholic can also be defined as one who has been baptised by the Rites of Baptism of one of the various Churches in communion with the See of Rome (cf Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place.

Or

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

- The Governing Body will require written evidence in the form of a Certificate of Reception before applications for school places can be considered for categories of 'Baptised Catholics'. A Certificate of Reception is to include full name, date of birth, date of reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of reception.
- Those who have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Catholics but only after they have been referred to the parish priest who after consulting with the Episcopal Vicar, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
- Home Address is considered to be the address where the child normally lives. Where care is split and a child moves between two addresses, the household in receipt of the child benefit would normally be the address used but the admission body reserve the right to request other proofs as fit the individual circumstance. Applicants should not state a childminder's or other relative's address.
- Sibling is defined in these arrangements as full, half or step brothers and sisters, adopted and foster brothers and sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships.
- A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. The waiting list does not consider the date the application was received or the length of time a child's name has been on the waiting list. This means that a child's position on the list may change if another applicant is refused a place and their child has higher priority in the admissions criteria. The waiting list will be retained until at least the end of December of the relevant year of the admissions process.
- For 'In Year' applications received outside the normal admissions round, if places are available they will be offered to those who apply. If there are places available but more applicants than places then the published oversubscription criteria will be applied. A waiting list for those who have not been offered a place will be kept until the end of the relevant academic term.

- If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to submit that appeal. Parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.
- The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to the application.
- It is the duty of governors to comply with regulations on class size limits at Foundation Stage and Key Stage One. The Governing Body may exceed the regulations for twins and children from multiple births where one of the children is the 30th child admitted. This also applies to in-year applicants who are looked after/ previously looked after, children of UK service personnel or children who move into the area for whom there is no other school available within a reasonable distance.
- If a child is a “summer born child”, parents can request that the date their child is admitted to school is deferred to later in the school year. However, the child has to start school before the end of that school year. If a parent wishes their child to be educated out of their normal school year (kept back a year), they must discuss this with the school before applying. However, the decision on this rests with the school (para 2.17 of the Admissions Code).
- Parents may request that their child attend school part-time until he/she reaches his/her fifth birthday.



School Term Time Dates 2024—2025

AUTUMN TERM 2024 (73 days)

OPEN	Tuesday	3 rd September 2024
Half-Term Close	Thursday	24 th October 2024
Re-open	Monday	4 th November 2024
CLOSE	Friday	20 th December 2024

Inset Day – Monday 2nd September 2024

SPRING TERM 2025 (63 days)

OPEN	Tuesday	7 th January 2025
Half-Term Close	Friday	14 th February 2025
Re-open	Monday	24 th February 2025
CLOSE	Thursday	10 th April 2025

Inset Day – Monday 6th January 2025

Inset Day – Friday 11th April 2025

SUMMER TERM 2025 (54 days)

OPEN	Monday	28 th April 2025
Half-Term Close	Friday	23 rd May 2025
Re-open	Monday	2 nd June 2025
CLOSE	Friday	18 th July 2025

Bank Holiday - Monday 5th May 2025

School Term Dates 2025—2026

AUTUMN TERM 2025 (74 days)

OPEN	Tuesday	2 nd September 2025
Half-Term Close	Friday	24 th October 2025
Re-open	Monday	3 rd November 2025
CLOSE	Friday	19 th December 2025

Inset Day - Monday 1st September 2025

SPRING TERM 2026 (58 days)

OPEN	Tuesday	6 th January 2026
Half-Term Close	Friday	13 th February 2026
Re-open	Monday	23 rd February 2026
CLOSE	Wednesday	1 st April 2026

Inset Day – Monday 5th January 2026

Inset Day – Thursday 2nd April 2026

SUMMER TERM 2026 (58 days)

OPEN	Monday	20 th April 2026
Half-Term Close	Friday	22 nd May 2026
Re-open	Monday	1 st June 2026
CLOSE	Friday	17 th July 2026

Bank Holiday - Monday 4th May 2026