



Dear Parents/Carers,

Welcome to SS Osmund and Andrew's RCPS. Choosing the right school for your child is one of the most important responsibilities you undertake. The purpose of this prospectus is to help you make that choice and to give you information about our school.

SS Osmund and Andrew's is a school that our children, staff and governors are proud of. It is part of the national system of Catholic education, within the Diocese of Salford, which functions in partnership with Bolton Council.

We gladly accept the responsibility to give the best possible education to each child in the context of a loving, Christian community. We strive to provide the values of our Christian faith throughout our daily life. We provide a religious syllabus which develops our children's knowledge and understanding of our faith.

We are conscious of the need to provide our children with a broad and balanced curriculum and constantly review and evaluate the achievements of the school. We have a dual role of responsibility; we would be failing children if we achieved high academic standards but neglected the faith aspect of our school community. Similarly, we would be negligent in providing a good religious foundation and disregarding our academic commitment. SS Osmund and Andrew's strives to achieve its aims through an effective partnership between children, staff, parents, parish and governors. Many of our governors are parents, past parents or members of our church community, an arrangement we believe fully supports the sense of shared commitment and responsibility.

We believe we can achieve the best for your child by close co-operation between home and school. Without the involvement and support of parents our task is that much more difficult and less enjoyable! We hope that parents will take a close interest in what their children are doing in school and will encourage learning and its importance in later life.

We would be pleased to show prospective parents around our school when the atmosphere and ethos can be experienced at first hand. We welcome this as an opportunity to explain our aims and to be able to answer any questions that you may have.

Yours sincerely

Mrs J McDonald
Headteacher

Section 1

The School

Our Mission Statement

We love God and through our relationships with others we share this love.

We will welcome and respect everyone in our school, no matter what colour, race or ethnic origin they are.

We will try to do our best, be happy and love one another.

We say sorry, support and forgive each other as Jesus showed us.

We will pray for each other, our families, our parish and the wider community.

We will help others less fortunate than ourselves in every way we can.

We support and encourage everybody to achieve their best in work and play.

We prepare for and share the sacraments.

Written by the children of SS Osmund and Andrew's RCPS, February 2013.

The Location of our School and Accommodation

The school is situated on Falkirk Drive, a cul-de-sac off Brodick Drive in the Breightmet area of Bolton.

Our school opened for business in September 2007.

The development of the school grounds is an ongoing priority for the governing body. School has separate play areas for Nursery, Early Years, Key Stage 1 and Key Stage 2 children. In addition the on-site Extended Services Community Nursery, 'Little Ozzies,' has its own play area.

The building is made up of 12 generously appointed classrooms, a large hall that is also used as a dining room, two library areas, one large resource area, three smaller resource areas, shower room, toilet facilities (including disabled), kitchens and administrative accommodation.

'Little Ozzies' can accommodate up to 40 children each day.

Access to school is via a series of pedestrian entry points; vehicular access to the staff car park is via Falkirk Drive. Parents are encouraged to park in nearby parking areas and not to use Falkirk Drive or the staff car park.

For the peace of mind of children, staff and parents the school has the following security features:

- 2.4 metre high perimeter fencing.
- CCTV monitoring.
- No access to classrooms via external doors.
- Key fob access available only to staff.

The CCTV equipment is intended to deter unauthorised trespass to school premises and criminal activity. It has not been installed to monitor children, parents or staff or to resolve behaviour issues. Footage is not accessed other than when a crime has taken place that has been reported to the police.

Governors Statement

The school takes as its basic and most important guideline that of the Catholic ethos. The children, parents and community served by the school share a unique commitment - that of initiation through Baptism and growth through a lived faith experience. It is this Christian ethos, enshrined in the teachings of the Roman Catholic church which generates for us the core of beliefs, attitudes and values referred to in the 'Statement of School Aims' and against which all other beliefs, attitudes and values must come into relief.

Statement of School Aims

SS Osmund and Andrew's aims to be an educational community which:

- Is guided by the teaching of Christ and which in turn guides its Catholic young people in their faith journey and provides all its members with the opportunity of living and worshipping in a Christian community.
- Gives expression to the fundamental values of freedom, justice, sincerity, truth and joy and which encourages seekers of truth and doers of justice.
- Values all its children as individuals and values all types of learning.
- Works in partnership with parents, recognising that our children are their sons and daughters first.
- Contributes to the educational, religious, cultural and economic well-being of the community in which we exist.

Governance

The school governors are a committed team of individuals to whom the Headteacher is responsible with regards to the daily running of the school.

Most of their business is conducted through a committee structure comprised of the following committees:

Management, concerned with Finance, Personnel and Health and Safety matters
and

Standards and Welfare, concerned with Curriculum, Teaching and Learning, Pupil Behaviour, Achievement and Standards, Inclusion and Attendance.

The Governing Body has a general responsibility for managing the school effectively. They meet on many occasions during the school year and are responsible for decisions relating to the school curriculum, the appointment of staff, standards of behaviour, monitoring of the spending of the school budget and supporting Headteacher and staff.

This is not an exhaustive list but merely to indicate that the Governing Body serves to ensure that the children in our school receive their entitlement.

List of Governors

Chair of Governors	Mr A Davies
Foundation Governors	Mrs M Lee Mrs J Williams Mrs M Gordon Fr D Heakin
Foundation Ex-Officio Governor	Mrs D O'Mahony
LEA Governor	Mr P Willan
Parent Governors	Mr I Mills Mr G Scott
Staff Governors	Mrs J McDonald (Headteacher)
Other	Mrs Y Franks (non political) Mrs J Willis (Deputy Headteacher)
Clerk to Governors	Mrs J Gill (Bolton Metro)

GENERAL INFORMATION

Management and Organisation

The Headteacher is responsible for the day to day management of the school.

A Management Team of Headteacher, Deputy Headteacher, Business Manager, Key Stage 1, 2 and Early Years Managers meet regularly to discuss strategic matters.

All teachers have a subject specialism that enables them to advise and support other teachers and therefore ensure quality delivery of the curriculum.

School Organisation

SS Osmund and Andrew's is a Voluntary Aided primary school offering education to children from Nursery to 11 years of age. Should the school be oversubscribed the admissions criteria will apply, the Admissions Policy is to be found at the back of the prospectus.

The basic groupings of children within the school is within traditional age groups, however classes of mixed age groups do feature when circumstances demand it. This usually means that children make up a class with children of their own age and those who may be either a year older or a year younger than them. The children are organised mainly by friendship groups, mixed grouping does mean that the children do not stay with the same group of children throughout the school. Sometimes, parents express concern over this practice but with the advent of the National Curriculum and greater emphasis on individual progress, curriculum planning has become directed towards the needs of the individual, irrespective of age. Age does not determine ability and our approach to the curriculum is designed to ensure that all children experience a balance and breadth of curriculum, which is appropriate to the ability of the individual.

The school is currently organised as follows:

Foundation Stage

Nursery : 3 to 4 year olds

Reception : 4 to 5 year olds

Key Stage 1

Class 1 : Year 1 : 5 to 6 year olds

Class 2 : Year 1/2 : 5 to 7 year olds

Class 3 : Year 2 : 6 to 7 year olds

Key Stage 2

Class 4 : Year 3 : 7 to 8 year olds

Class 5 : Year 3/4 : 7 to 9 year olds

Class 6 : Year 4 : 8 to 9 year olds

Class 7 : Year 5 : 9 to 10 year olds

Class 8 : Year 5/6 : 9 to 11 year olds

Class 9 : Year 6 : 10 to 11 year olds

STAFF 2017 - 2018

Headteacher:	Mrs J McDonald	Overall management and leadership
Deputy Headteacher:	Mrs J Willis	Inclusion and Assessment
Business Manager:	Mrs Y Franks	
Teaching Staff:	Mrs L Passarello	EYFS Manager
	Miss S Oldfield	Nursery
	Mrs N Callaghan	Music, R.E.
	Mrs D Valentine	Key Stage 1 Manager, PSHE
	Miss R Edwards	Science, School Council
	Miss E Palmer	Chaplaincy, R.E.
	Mrs S Worthington	English, Eco School
	Miss S Hartley-Williams	Computing, School Website Development
	Mr T Brooks	Maths, Creative Curriculum KS2
	Mrs J Devine	Key Stage 2 Manager, Learning and Performance Network (LPN) Lead Practitioner, Art, Drama
	Miss N Hails	MMU Partnership Lead, Student Placement, LPN Practitioner
	Mr D Marshall	P.E.
	Mrs C Bell	MFL, Healthy Schools
	Mrs S Tootill	SEND
Classroom Support:		
Early Years	Mrs J Luetgge	Mrs N Langley
	Mrs B Forrest	Mrs M Lucan
	Mrs J Mills	
Key Stage 1	Miss J Eaton	Mrs S Sykes
	Mrs S McMurray	Mrs J Schofield
	Mrs B Hynes	Mrs G Diggle
	Mrs S Gibson	
Key Stage 2	Miss R Crompton	Mrs N Buckley
	Mrs G Garrity	Mrs M Gordon
	Miss G Rawlinson	Mrs V McBride
	Mrs M Ford	Mrs A Horrocks
	Mrs J Jones	Miss J Waring
	Mrs A Eckersley	Mrs A M Mace
	Mrs A Piri-Sadigh	
SEN Support	Mrs L Howe	Mrs D Kenyon-Kellett

Office Manager: Mrs D Rowson
Administrative Staff: Mrs M Forgione
Reprographics Assistant: Mr S Gallagher

Caretaker: Mr R Nightingale

Kitchen Managers: Mrs S Barnes
Kitchen Assistants: Mrs L Dooley
Mrs J Gowling
Mrs K Hitchen
Mrs C Brownley

S.M.S.A.'s Mrs B Forrest
Mrs J Schofield
Miss C Wilson
Mrs S Sykes
Mrs G Garrity
Mrs J Hadwin
Mrs S McMurray
Mrs J Luetge
Miss K Davies
Mrs S Gray
Mrs A Dallas

Section 2

The Curriculum

Curriculum Matters

Education at SS Osmund and Andrew's aims to be exciting, stimulating and challenging. We strive to provide for all children a wide range of learning opportunities based upon the local environment, firsthand experience, observation and problem solving. The curriculum is objectives based and has therefore expected outcomes. The teaching and the work set is matched against the ability, needs, interest and experience of the children. Such planning is aligned with the National Curriculum as well as the Foundation Stage Curriculum.

We believe that first hand experiences are very important. We use educational visits as well as inviting interesting visitors such as musicians, poets, drama groups, community groups and sportsmen and women.

We encourage the children to be independent; we help them to learn to be self disciplined, organised and forward thinking.

School curriculum policies can be found in the 'Our School' area of the school website.

Key Stage 1

Provides children with a solid foundation in the major areas of English, Mathematics, Science and Information Technology. Other curriculum areas contribute to the development of children's knowledge and skills; these are known as the Foundation Subjects.

Emphasis is placed on English, both written and oral, so that children learn to read fluently and with understanding. Children are encouraged to develop their handwriting skills from an early age. Basic Arithmetic and a more general knowledge of Mathematics are given equal emphasis.

In Science, children complete practical experiments and become familiar with their environment.

Year 2 children take statutory national tests in the first half of the Summer term (May) each year.

Key Stage 2

The curriculum is broad and balanced covering the full range of the National Curriculum. Emphasis is placed on preparing our children for the high school by instilling good study habits and independent learning. Children are encouraged to make increasing use of resources to support their independent study.

Children take non-statutory tests in Years 3, 4 and 5. Year 6 children take statutory national tests in the first half of the Summer term (May) each year.

Religious Education

Children follow a syllabus suggested by the Salford Diocese, 'Come and See'. In addition to studying Catholicism and the teaching of Jesus Christ, the children learn about Christianity in general, Islam, Hinduism, Judaism and Buddhism. We promote multi-culturalism and aim to encourage tolerance and understanding of all faiths.

Mathematics

Children develop their knowledge and understanding of Mathematics through practical activities, exploration, investigation, discussion and problem solving. They develop mental strategies before using any other approach. As they progress they learn pencil and paper procedures, enabling them to tackle more difficult problems and investigations. They develop their number skills, measuring skills and explore features of shape and space. They present their methods and reasoning using a wide range of Mathematical language, diagrams and charts.

English

Children develop the skills of speaking, listening, reading and writing in order to:

- communicate with others effectively and to express themselves creatively and imaginatively.
- be enthusiastic readers of stories, poetry and drama and non-fiction texts.
- understand how language works by learning about spelling and grammar.
- use what they have learned in different situations.

Science

Children observe, explore and ask questions about living things, materials and events. They collect and analyse evidence to help them answer questions and to make links to apply what they have learned. They share ideas using scientific language, drawings, charts and tables.

History

Children develop an awareness of the past and the way it differs from the present. Children learn about important episodes and developments in Britain's past and also about ancient civilisations and the history of the other parts of the world.

Geography

Children are taught skills such as mapping, collecting data, observing and analysing evidence. Different localities are studied both at home and in contrasting countries. Other themes are also studied such as rivers, weather, settlements and environmental change.

Design Technology

Design Technology enables children to acquire skills and concepts and gain knowledge which will help them in an ever changing world. They learn to identify needs, to design, make and evaluate. Woodwork, model making, cookery, textiles and construction toys are all part of technology.

Art

Children are introduced to a wide variety of materials and they are taught many skills. Their artistic appreciation and understanding is encouraged. Careful observation is encouraged and specific techniques are taught. Children are encouraged to develop creative ways of expressing their ideas, thoughts and feelings.

Physical Education

Children develop their physical skills through indoor and outdoor games, gymnastics, movement and dance. Children go swimming in Year 6.

Music

We aim to allow every child the opportunity to appreciate and enjoy a variety of music through active participation in appraising, performing and composing. We use the expertise of the Bolton Music Service, children access tuition for violin, clarinet and guitar. School has a very active choir.

Computing and Information and Communication Technology

Every class has an interactive whiteboard used by staff and children. Children have access to laptops, iPads and specialist teaching. There is connectivity to the internet throughout the school. Video conferencing is used to support teaching when appropriate.

Children learn how to analyse, process and present information as well as the use of e-mail and the internet. Children use their skills and knowledge in ICT in other areas of learning.

Special Educational Needs

All children are entitled to a broad, balanced and differentiated curriculum. Provision is made as far as possible within the school for all children with special educational needs. There is no isolation of children with identified special needs - for much of the time they are taught within a normal class structure and school aims to achieve "full functional integration" for all children. Continuous assessments are undertaken of the needs of individual children so that appropriate provision can be made - supplemented by the Local Authority's support. There is also regular contact with the Special Needs Department of Thornleigh College to discuss the needs of our Year 6 children. School is blessed with the services of an extremely competent SENCO and two Learning Mentors who plan with and provides in-class support for class teachers. Should any child be determined as needing additional support or help within the school, then we seek to work closely with parents from the outset. Any such support is usually provided within the child's class.

School identifies children with special educational needs at the earliest opportunity. Most of those children identified will be have a Provision Map or Passport depending on the level of support required. Much of the support is primarily designed to maintain the motivation and success of the children.

Support for SEN includes;

- a fully inclusive curriculum.

- a school site that complies with all the requirements of the Disability and Discrimination Act.
- Teaching Assistants to support teachers and children.
- Special Needs Assistants to support children with Education, Health and Care Plans.
- Learning Mentors to support vulnerable children.
- a close working relationship with the Special Needs Department at Thornleigh College.
- a dedicated SEN Governor who monitors SEN work within school.
- a Special Educational Needs Co-ordinator (SENCO).
- a register of children with additional needs that includes children considered vulnerable, gifted and talented, and children with English as an additional language (EAL).

Regardless of the special needs of your child, we will always talk to both you and your child about what we are doing and what the options are.

The School Offer for Special Educational Needs can be found on the 'Homepage' of the school website.

SEN Explained

Funding for Special Educational Needs is met from within the school's own budget, with additional money arising from an annual audit under the terms of the National Code of Practice of SEN provision and also from special support facilities for statemented children. The money is used to offset the cost of all SEN staff including an apportionment of the coordinators, (SENCO's) salary. In addition to dedicated and specific staff all teaching staff have an element of SEN funding incorporated in their salaries which allows all staff that teach to be involved in providing support for those children that need it.

SEN Register.

Under the SEN Code of Practice, there is no longer a requirement to maintain a SEN register; however, the school recognises merit in maintaining a register.

Provision Maps and Passports (formerly School Action and School Action Plus).

Where children do not respond to differentiation or make adequate progress, there is a need for something additional or different to our usual provision.

Provision Map

Could be further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional adult support. Teachers use Individual Education Plans (IEPs) to record the different or additional provision to be made for the child, teaching strategies, short-term targets for the child, success criteria and what they have achieved.

Passport

Is where a Provision Map has not helped the child to make adequate progress and the school asks for advice from an outside agency, this could be: the LEA's support services, health or social work professionals, a Speech and Language Therapist or a language

programme, an Occupational Therapist, or a medical diagnosis and report giving recommendations as to how to work differently with the child in class.

Able Children

Gifted and Talented children are identified by the class teacher and provided for appropriately. Appropriate provision would include differentiated activities, groups withdrawn to work with teaching assistants, extension activities and specialised challenges. Some of these activities are provided by Thornleigh, Bolton St Catherine's and Bolton School.

Assessment

All children are assessed at the ages of 7 and 11. This assessment is carried out by class teachers in school using materials issued by the DfE. Parents receive a full report of their child's results following the assessments. These assessments are statutory.

Children in Years 3, 4 and 5 also complete non-statutory tests.

Throughout the year teachers are constantly assessing children's work. A mix of strategies is used typically including looking at work, discussions and specially designed tasks.

Assessment Principles are to be found in the 'Our School' area of the school website.

Section 3

The School Day

The School Day

School begins each day at 8.55am and ends at 3.30pm. The lunch break for Foundation Stage and Key Stage 1 is from 12.00pm until 1.00pm. The lunch break for Key Stage 2 children is from 12.15pm until 1.15pm.

The lunchtime meal is of a high quality and cooked on the premises.

Parents are requested to put each child's dinner money in an envelope showing the child's name and class. It will be collected by the class teacher on Monday morning as payment for that week. Snack money will be collected on Friday mornings for the following week. If for any reason payment is not made, money can be handed to the school secretary.

Those children not requiring a cooked meal may bring a packed lunch in an appropriate container (no glass bottles or fizzy drinks please). Children are asked to take home any uneaten food so that parents know if their child is eating their lunch or not.

Lunchtime is part of the whole school experience and children are taught to behave with consideration and good manners toward each other and Dinner Ladies at all times.

The prices of school meals are fixed by the Environmental Services of Bolton Council.

Religious Education and Worship

SS Osmund and Andrew's is a Roman Catholic school conducted in accordance with the rites, practices and observances of the Roman Catholic faith and follows a syllabus laid down by the Salford Diocese. It is expected that children admitted to the school will take a full and active part in the religious life of the school. For all children each school day begins with an act of collective worship, usually as a class group, sometimes in smaller groups. Collective worship can also be a Key Stage or whole school assembly.

Parents have a right to withdraw their children from the Religious Education lesson and the act of collective worship if they so wish. However, it is difficult to envisage a situation in which, having chosen a Roman Catholic school, parents would wish to avail themselves of this right.

Any parents wishing to withdraw their children from Religious Education should firstly discuss the matter with the Governing Body of the school.

Sex Education

The education of children in sexual matters is primarily the right and duty of parents. Such matters will not be dealt with formally in school as a discrete subject. They will be dealt with informally as the need arises and be placed in the context of the child's spiritual, moral, emotional and social development. In this way it may be seen as part of a loving, caring human relationship.

However, our Year 5 and Year 6 children are given a presentation by the school nurse and school staff that provides detail regarding personal health, physical changes, menstruation etc. Parents are informed of the visit by letter and are free to view any resources used. Children can be withdrawn from these lessons.

Homework

Homework is seen as an important part of the learning process is given regularly and parents will have the opportunity to support their child's development.

Young children, like adults, need variety, homework will provide them with the opportunity to expand on and organise their own work, to search for information and to solve problems. As the children become older their work should be viewed as a form of preparation for the high school.

Letters and Sounds

'Letters and Sounds' is a highly structured linguistic phonics programme which is designed to be fully integrated within the literacy hour, is taught in a structured and highly effective format for whole classes, groups or individuals. Our use of an interactive, integrated phonics approach to the teaching of literacy accelerates the speed at which children of all ages acquire basic skills.

'Letters and Sounds' is a synthetic phonics scheme that is an approach recommended by the DfE.

All staff have completed training to deliver the 'Letters and Sounds' programme throughout the school.

School Attendance and Punctuality

The DfE now issues strict guidelines to schools concerning records of children's attendance and also requires schools to distinguish between "authorised" and "unauthorised" absence. The Governing Body would like to thank those parents who, in most cases of absence, notify the school very promptly of the reason for such absence and the likely date of return.

From time to time your child may be late for school due to circumstances beyond your control, (traffic congestion, bad weather, family sickness etc.). However, persistent or regular late coming is very disruptive to your own child's education and that of other children in the same class. Please try to ensure that your child arrives at school in good time for the start of the session.

The Governing Body seeks the support of all parents in ensuring that patterns of attendance and punctuality for their child contribute to an orderly and disciplined day for all.

Reproduced below are some statements on attendance and punctuality that should be of benefit to all parents.

- Registered children of compulsory school age are required by law to be in school.
- Where the child is ill the school should be notified of the nature of the illness and, when this can be predicted, the date the child is expected to be able to resume his or her studies.
- Schools may authorise absence retrospectively where they are satisfied as to the explanation offered. Absences of children of compulsory school age without valid reason or for which no reason has been provided must be treated as unauthorised

and schools may wish to focus on this issue in their meetings with parents and community leaders.

- For registration to mean anything at all, a firm line must be taken on late arrival. Where children miss registration altogether and fail to provide an adequate explanation, they should be marked as unauthorised absent for that session, even though they may arrive later. Schools are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered. Explanations such as minding the house, looking after other children or shopping trips within school hours will not normally be acceptable reasons for absence.
- Parents of children in Year 2 and Year 6 should always endeavour to avoid taking time off school when SAT's are being administered, usually the month of May.

Uniform

The wearing of school uniform is compulsory. This includes the PE kit for all lessons.

Please ensure that all items of clothing are clearly named.

Boys	Navy blue sweatshirt Gold/yellow polo shirt Grey trousers Black footwear
Girls	Navy blue sweatshirt or cardigan Gold/yellow polo shirt Grey skirt / pinafore or trousers Blue gingham check dress (optional)

Socks should be appropriate school colours, white, grey, blue or black.

P.E. kit:	White t-shirt Blue shorts Black slip on pumps for indoor lessons Black pumps or trainers for outdoor lessons
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Jewellery

Jewellery is discouraged on the grounds that it can be dangerous to self and others. If earrings are worn they must be small studs and should not be worn on PE days. If a child is not able to remove them they must be covered by a plaster to fulfil Health and Safety. The school cannot accept any responsibility for loss or damage to personal property.

Section 4

Enhancing the School Experience

Extra-Curricular Activities

Throughout the year educational visits to theatres or museums etc, are arranged for groups of children and parents are informed accordingly. The law prevents schools from making a direct charge for most activities in this category. However, it is permissible for schools to request a voluntary contribution from parents towards the cost of such activities. Parents will appreciate that where such activities would involve the school in heavy financial loss then it would be unwise to pursue them.

The school offers opportunities for various activities outside the classroom curriculum. Children are encouraged to participate in as many as possible. Football, cricket, netball, multi sports, tennis, rounder's, swimming, athletics, gymnastics and drama all have clubs and representative teams. For some of the sporting activities inter-school matches are organised. Specialist coaches are used whenever possible, some clubs are seasonal activities.

Additionally there is the opportunity to join a recorder club, receive clarinet tuition, violin tuition or guitar tuition or join the school choir.

There is usually the opportunity for a group of children to participate in the Bikeability Cycling Proficiency Scheme; this is normally Year 6 children.

The Governors Charging Policy is available from the School Main Office.

Friends of the School

This is a voluntary organisation that organises various events during the school year. These events are sometimes fundraising events, on other occasions they are purely for social reasons bringing parents and children together to promote friendship and cohesion. School is most grateful for the support and assistance of the Friends of School.

Parents become 'members' of the Friends of School merely by having children in our school.

Extended Services

School has on site an Extended Services Unit, 'Little Ozzies' that provides childcare additional to anything provided by school.

Childcare available includes:

Breakfast Club	7.30am to 9.00am
After School Club	3.30 pm to 6.00pm
Holiday Club	7.30am to 6.00pm

Lunch time care that includes meal supervision.

The Extended Services Unit deals with children from 6 weeks to 11 years of age.

The Sacramental Programme

The school plays an important, supportive role in the parish led Sacramental Programme. Children receive the Sacraments in the following order:

- Sacrament of Reconciliation (First Confession), usually in February.
- Sacrament of Holy Eucharist (First Communion), usually in June.

The Parish Priest of St Osmund's arranges meetings for parents and for children, all relevant dates are passed to parents via school or the parish newsletter.

Secondary Education

Thornleigh Salesian College provides education for children from 11-18 years of age and is the high school traditionally chosen by the majority of our children. There are strong links between our school and Thornleigh that have been established over many years. A small number of our children go to high schools other than Thornleigh.

Child Protection

The school has a Child Protection Policy (see school website) and recognises that, under the 1989 Children Act, schools have an important and valuable part to play in child protection. Staff have been trained in child protection procedures. The Headteacher is the Designated Teacher for child protection issues.

Parents need to know that schools have legal obligations with regard to child protection. If a member of staff has reason to believe that child protection procedures should be activated then the matter must be reported to the Designated Teacher who must contact Social Services immediately. **The school has no discretion in this matter.**

A copy of the Child Protection Handbook is available in school and may be viewed on request.

Personal Safety

Children must remain on the school site during the school day unless being collected by a parent or authorised adult. Before leaving the school the adult should complete an Exit Permit.

At the end of the school day children not being met by an adult must go straight home. Children who expect to be met but are not must report back to their class teacher or the Headteacher.

Children are regularly reminded in school about 'Stranger Danger' and how to stay safe. It is vitally important that school is informed immediately of changes to home contact details.

The school policy on 'Arrival and Departure of Pupils' can be found in the 'Parents' area of the school website.

Behaviour

The general behaviour of children is a matter of great importance to the well being of the community and the running of the school. Children are expected to show politeness, respect and thought for others in their dealings with one another and with adults. They are encouraged to develop the qualities of honesty, kindness and being fair.

We feel strongly that if children are not well behaved then teaching and learning cannot take place entirely effectively. A lot of time, care and attention are given to the children; problems that do arise are dealt with through discussion. Children are listened to and effort is taken to find out the cause of the problem.

We encourage children to be responsible for their own behaviour and actions. We have Peer Mediators (Year 6 children) who are trained to help sort out problems on the playground between children.

The rules that we have in school are there for good reason, usually the safety and welfare of the children. If a pupil's behaviour causes concern parents are contacted.

Bullying will not be tolerated. We take great care to ensure that bullying does not happen. We are a listening school and ask children to tell us of any concerns they may have. We cannot help if we do not know what is happening!

The school 'Discipline Policy' and 'Anti-Bullying Policy' can be found in the 'Our School' area of the school website.

Personal Belongings

School cannot accept responsibility for damage to or loss of personal belongings brought to school.

Valuables and large amounts of money should not be brought into school.

Equal Opportunities

We regard the diversity of our school community as a valuable resource in our curriculum planning and in the creation of our school environment. We aim for children to have a positive self-image and respect for each others background.

We are committed to ensuring that every individual, at every stage of learning, regardless of sex, ethnic origin, religion or class has access to and participates in the complete curriculum in a manner which takes proper account of their needs and abilities.

School policies on Equal Opportunities, Disability, Inclusion and Race Equality can be found in the 'Our School' area of the school website.

Medicines in School

Legally schools are not compelled to administer medicine to children because of the risks involved and possible legal consequences. We will, wherever possible assist children and parents by administering medicines in line with the following guidelines.

- When children are unwell or have an infectious illness they should not attend school.

- Children who have recovered but are completing a course of medication should return to school.
- Every effort should be made for medicines to be administered at home and not at school.

On occasions when it is impossible for medicine to be administered at home or for a parent to visit school to administer medicine, children are allowed to administer medicine themselves providing school has written permission to supervise and not administer. The appropriate request form must be completed.

The medicine should be clearly labelled with;

- the child's name and class.
- the name of the medicine, prescribed dose and time of administration.

If required a spoon should be included.

The school policies on 'Administration of Medicines' and 'Supervising Pupils with Special Medical Needs' can be found in the 'Our School' area of the school website.

Asthma

For certain long term illnesses such as asthma it is important that children have their treatment at agreed times or available as needed.

Inhalers should be clearly marked with child's name and class.

Dogs

In the interest of safety and hygiene dogs should not be brought onto the school site, except for guide dogs.

Occasionally dogs may be in school but only with trained handlers in order to enhance the curriculum.

Smoking

The school has a No Smoking Policy. Smoking is not permitted on the school site.

Head lice

It is generally acknowledged amongst healthcare professionals that head lice are never going to be eradicated. Dealing with head lice, as with other potential personal hygiene matters, is the responsibility of parents and healthcare practitioners.

Parents are asked to assist children in their grooming and to check hair regularly, at least once a week. Checking children's hair should be a frequent and routine exercise.

Section 5

'..and finally'

Accessibility

SS Osmund and Andrew's has an Accessibility Plan that ensures access to the curriculum and to enhance the school's ability to respond positively to children with a range of disabilities. All areas of the school and all rooms are accessible to all.

School admits children according to our Admissions Policy whether they have a disability or not.

Trips and Visits

Each year classes will experience an educational trip as part of their education.

Before each visit a detailed risk assessment is completed. Coaches always have a seatbelt per child. The ratio of staff to children is always in excess of the guidance provided by the DfE. Parents are always informed of trips well in advance and must return the permission slip. Parents are also informed of the voluntary contributions necessary to support the trip.

Charging policy

Parents are not obliged to pay for activities which are a National Curriculum entitlement; however, parents will be informed of the cost of each activity and be asked to make a voluntary contribution towards the cost. Obviously, school relies on the common sense and goodwill of parents or we would have difficulty funding these activities.

Activities not within the National Curriculum entitlement may be charged for.

The school 'Charging and Remissions Policy' can be found in the 'Our School' area of the school website.

Policies

There are policy documents in all areas of the curriculum, copies of which are available for parents from the School Main Office and in the 'Parents' area of the school website.

Voluntary Aided Status

SS Osmund and Andrew's Voluntary Aided status means that governors have certain responsibilities that include;

- ensuring the Catholic faith is taught in school and liaising with the Parish Priest to assist the school in this.
- determining the Admissions Policy.
- appointing school staff.
- overseeing the management of school finances.
- owning and managing the maintenance of school buildings.

Being Voluntary Aided assists the school achieve it's mission of providing a Catholic education that promotes the academic, physical, spiritual and social development of each child in a stimulating environment supported by a broad and balanced curriculum.

As a Voluntary Aided school we are asked to find 10% towards all capital costs incurred by the school. This means the cost of building projects or maintenance is part funded by the school, this is not the case with non-Voluntary Aided schools.

E.g. Building cost = £100,000

Governors contribution = £10,000 (10% of £100,000).

The Role of Parents

Children make the most progress when parents are fully involved in their children's learning and we actively encourage parent's involvement. We aim to work in partnership with parents in the education of their children. It is important that children are happy and at ease with the education process. The more aware parents are of the work of the school, the easier it is to develop this.

We organise Parents Evenings and prepare progress reports to give parents information and provide the opportunity to discuss children's development and progress. The school completes a School Profile that can be accessed on the Internet that details the work of the school.

Parents of new children are welcome to visit and view our school; we prefer such visits to be made by appointment to ensure the availability of teaching staff.

Should parents wish to raise any matters they are encouraged to approach the class teacher first, more general enquiries can be dealt with by the school administrative staff. Matters that cannot be resolved may be referred to the Chair of the Governing Body via school.

Parents are always encouraged to join with us in the celebrations, activities and events that occur throughout the year. Many of these are held in conjunction with the parish community, this strengthens our spirit of community and shared beliefs.

Parents are frequently involved in school outings, particularly at Early Years and Key Stage 1 level. We also make use of parents during the school day, many parents assist teachers in the classrooms. The work of parent helpers is greatly appreciated and always encouraged.

Complaints Procedure

The staff and governors of SS Osmund and Andrew's are committed to providing a high quality education for all children in our care in a secure and supportive environment. Whilst all concerned strive to achieve their best for the welfare of the children in the school it is appreciated that there may be occasions when parents have concerns about their child's education or about particular incidents which have occurred at school. Should a parent wish to make a complaint this should initially be done on an informal basis with the class teacher (or other teacher concerned). If this does not resolve the situation an appointment should be made with the Headteacher. If the outcome of this action is not satisfactory and a parent wishes to take the matter further, then the Headteacher will put his/her verbal response to the parent in writing and explain how to proceed to the next stage of the Complaints Procedure.

The school 'Complaints Procedure' can be found in the 'Our School' area of the school website.

Data Protection

We follow the guidance provided by the DfE and the LA regarding Data Protection. Any information disclosed to school will be kept under restricted access. Records kept relating to any child are accessible to the parents of that child.

Useful Addresses

The Salford Diocese,
Department for Formation,
Office for Education,
Cathedral House,
250 Chapel Street,
Salford.
M3 5LL
Tel: 0161 817 2222
e-mail: education@dioceseofsalford.org.uk
website: www.salforddioceseeducation.org

Bolton Council,
Town Hall,
Victoria Square,
Bolton.
BL1 1RO
Tel: 01204 333333
e-mail: bolton@bolton.gov.uk

Fr. Dermot Heakin,
St Osmund's Presbytery,
Long Lane,
Brightmet,
Bolton.
BL2 6EB
Tel: 01204 522770