

# OLD HALL PRIMARY SCHOOL



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## SCHOOL MISSION STATEMENT

“At Old Hall Staff and Governors, in partnership with parents and others, are committed to providing a high quality education which encourages each child to develop to his/her fullest potential within a happy, caring and challenging environment”.

## WELCOME FROM THE HEADTEACHER

*Dear Parents,*

*Welcome to Old Hall Primary School. The purpose of this booklet is to provide information to help you find out more about the life and work of the school.*

*At Old Hall we are committed to always do the best in Our work, so that we can provide a high quality education for all our children. We seek to do this in partnership with you, our parents. Our pupils’ progress and achievements are a result of a three way partnership – pupil, parent and school.*

*We welcome your involvement in that partnership and value your input and feedback. Together we can maintain and improve our already high standards.*

*If you are considering sending your child to Old Hall and would like to visit the school, please do not hesitate to contact me.*

*Yours sincerely*

*Mr A F Cookson*





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<b>MEET THE STAFF</b>
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Headteacher	Mr A Cookson
Deputy Head	Mrs D Ainscoe
Year 6	Mrs C Coop
Year 5	Mrs J Parsons
Year 4	Miss Moseley
Year 3	Miss P Goddard
Year 2	Mrs Ainscoe
Year 1	Mrs C Hornsby /Mrs Rose (Job share)
Reception	Mrs V Holt
Secretary	Mrs L Pearson
Classroom Assistant (YR)	Mrs A Magnall
Classroom Assistant (Y1)	Mrs T Mahony
Classroom Assistant (Y2)	Miss N Cooper
Classroom Assistant (SEN)	Mrs S Arpino
Caretaker	Mr R Mooney

Kitchen Cook/Supervisor	Kitchen Assistants	Welfare Assistants
Mrs Michaela Mahon	Mrs P Haslam	Ms K Fairbank Mrs G Frain
	Mrs D Stark	Mrs J Taylor Mrs C Bates
		Mrs C Roebuck Mrs A Lane
		Mrs Z Kiraly

<b>Governors</b>
------------------

<u>Chair</u> -	Mr B Rostron		
<u>Vice Chair</u> -	Mr R Lumley		
	Mr A F Cookson	Mr S Taylor	Mr S Butterworth
	Cllr. Y Cresswell	Cllr M Hankey	Cllr. D Bigg
	Mrs L Pearson	Miss P Goddard	Mr N Clarkson
	Mr E Arthur	Mrs J Morris	



## OLD HALL PRIMARY SCHOOL



Old Hall Community Primary School was opened in September 1974 and is a one form entry co-educational school catering for children aged 4+ to 11+ years. Children stay together in the classes in which they originally enter school, with just one class for each age group. These are, from youngest to oldest:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Year R,                           | - Foundation Stage                |
| Year 1 and Year 2                 | - Key Stage 1 (Infant Department) |
| Year 3, Year 4, Year 5 and Year 6 | - Key Stage 2 (Junior Department) |

The integral school buildings consist of the Foundation Stage/Infant Department, Junior Department, school hall/dining room/gymnasium and computer room. All the classrooms are also equipped with P.Cs. All P.Cs are networked and linked to the Internet.

The Foundation Stage/Infant Department contains 3 self-contained classrooms and a resource area, including a library. The Junior Department has 4 classrooms, similarly a resource area for practical and reference work and also a library. A new heating system and double glazed windows have recently



been installed in school and a new roof has recently been completed. The school has its own fully equipped Kitchen.

A new extension opened in June 2005 and improved our storage and teaching facilities.

We have on site a nursery, before and after school and holiday care facility. This is run by a private provider, Little Holcombe Nursery, in conjunction with school. We believe this is the first such partnership in Bury.

The main playing fields are adjacent to the school building and consist of a football field, a rounders pitch and a netball court. Facilities therefore exist for soccer, rounders, netball, cross-country and athletics, and numerous indoor sports. The school Hall is marked out for badminton and indoor team games.

You can find out more about school on our website – [www.oldhallprimary.com](http://www.oldhallprimary.com)

## **ADMISSION OF PUPILS**

Parents considering sending their child(ren) to the school are welcome to contact the Headteacher to arrange a visit to school to look round.

Children are admitted to school each September at the beginning of the school year in which they attain five years.

All children, along with parents, are invited to spend time in school in June or July each year prior to their beginning school in September.

## **THE SCHOOL'S ADMISSION POLICY**

The intake limit for all classes is 30. In the event of there being more than 30 children seeking a place in the Reception class then priority will be given to:

- a) those with a brother or sister already at the school.
- b) those who live closest to the school.



## **ETHOS AND VALUES OF THE SCHOOL**

At Old Hall Staff and Governors, in partnership with parents, are committed to providing a high quality education which encourages each child to develop to their fullest potential within a happy, caring and challenging environment. This is summarised in our School Mission Statement on page one. A more detailed resume is contained in the “CURRICULUM” section of this booklet and in the school’s “Philosophy and General Aims” copies of which are available in school.

In practical terms, it is summarised in our Home/School Agreement, signed by school, family and pupil, which we enter into with each child/family as the pupil starts at Old Hall. Spare copies of this are always available in school.

## **CURRICULUM**

The school’s curriculum is designed to implement Foundation Stage (YR) and the National Curriculum and to give pupils a broad and relevant foundation for future learning and for adult life. The Foundation Stage consists of 6 Areas of learning – Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development; and Creative Development. The National Curriculum contains 3 core subjects - English, Mathematics and Science; and the foundation subjects - History, Geography, Music, Art and Design, Physical Education, Information and Communication Technology (ICT) and Design and Technology.

The school’s curriculum aims are as follows:

- (1) To help the pupils develop lively enquiring minds, the ability to question and to argue rationally.
- (2) To help children to develop the qualities of self motivation, self discipline, self reliance and maturity.
- (3) To help pupils acquire the knowledge, concepts, skills and attitudes laid down in the Foundation Stage and the National Curriculum, with particular emphasis on the key areas of Literacy and Numeracy.



- (4) To help pupils acquire knowledge, concepts, skills and attitudes which will be of permanent value to their development as individuals, will prepare them for the later stages of their education and for taking their places as valuable adult members of society.
- (5) To help pupils develop respect for religious beliefs and moral values, an understanding of other races, cultures and religions, and of all humanity, regardless of gender, race or creed.
- (6) To help pupils appreciate human achievements and aspirations, and to understand how they can contribute to these.
- (7) To help pupils understand and value the environment and world in which they live and the interdependence of individuals, functional groups and nations.



School Assembly

School uses a mixture of integral and subject specific teaching. As a general rule, a greater use is made of integrated teaching in Reception and Years 1 and 2, less in Years 3 to 6, but a mixture of both occurs throughout the school. Numeracy (Mathematics) and Literacy (English) are taught as specific subjects, as are Music and P.E.; this is increasingly the case as pupils move upwards through the school, although there are inevitable cross curricular links between different areas of the curriculum. Science is taught both ways. History and Geography are taught in an integrated way as topic work.



In Year R children follow the areas of learning of the Foundation Stage.

For each class from Year 1 upwards the foundation and core subjects of the National Curriculum, plus religious education, form the major part of each year group's curriculum. Thus each class follows a course of study involving Numeracy, Literacy, science, design and technology, ICT, history, geography, music, art and physical education, plus religious education. The cross curricular themes of health education, environmental education etc, are integrated into all aspects of the curriculum, whilst personal and social education and development pervades everything taught in school. For years 3 to 6 P.E. and music are taught by staff specialising in these subjects, as well as by class teachers.



Throughout their time in school children regularly undertake educational visits to enhance their learning and numerous outside agencies and groups also come into school to work with the children.

## **ASSESSMENT**

In Year R children are regularly assessed. As children move through the school their progress is measured using teacher assessments (T.A.'s) based on the National Curriculum and by GOAL, a computer based assessment system. School also uses in Years 3,4 and 5 tests in English and Maths supplied by the



QCA (Qualifications and Curriculum Assessment Authority). In addition to this there are national statutory tests for the end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6) which are determined by the D.C.S.F. A summary of these, in table form is included in Appendix B.

## **FOUNDATION STAGE AND INFANT CURRICULUM (KEY STAGE 1)**

Children entering school are placed in the Reception class. The Reception class is a self-contained unit and was remodelled and modernised in 2001. It is staffed by a full time class teacher and a classroom assistant who works from 9.30am to 2.30pm every day. Every child is taught reading as soon as he/she is ready. Each child reads at his/her own speed and takes home books regularly from early in his/her school life. All children follow the Foundation Stage and through the six areas of learning listed on page 6 of this Booklet are taught the skills and knowledge which are the foundation of the National Curriculum.



Reception Class



The teaching of R.E. is based on the Bury syllabus and parents wishing to exercise their rights to withdraw their children from religious worship and religious instruction should notify the Headteacher in writing. Some form of collective worship is undertaken by all pupils on a daily basis in accordance with the requirements of D.F.E. Circular 1/94.

Parents come into school each week on a rota basis to help in the Infant Department with reading, cookery, art and craft. Each class is grouped according to age so each class contains children of one age group only. Within these classes, the children are encouraged to progress as quickly as their abilities and needs allow. See the section “Organisation of Teaching Groups” for further details.

## **JUNIOR CURRICULUM (KEY STAGE TWO)**

The Junior Department programme of instruction is a continuation of the Infant work and as a child and his/her class enters the Junior Department the records of the child’s work and the class’s work pass on with the child to the Junior Department teacher. As well as health records, records are kept of the child’s attainment in all basic subjects. Junior students will daily have work in numeracy and literacy and regular lessons in science, ICT, Design and Technology, music, art and design, geography/history, P.E., drama and R.E. Emphasis is placed on understanding and the highest possible standards.

The teaching of R.E. is based on the Bury syllabus and parents wishing to exercise their rights to withdraw their children from religious worship and religious instruction should notify the Headteacher in writing. Some form of collective worship is undertaken by all pupils on a daily basis in accordance with the requirements of D.F.E. Circular 1/94.

There is a thriving School Choir drawn from Years 4, 5 and 6 which this year has sung at the “Young Voices” concert at the MEN Arena and at the “Children of Bury Sing” event.



Children are encouraged to play recorders, and also have the opportunity to learn other instruments such as brass, strings and woodwinds. Both Infant and Junior departments give concerts regularly. All children are catered for musically and dramatically.

As in the Infant department, each class is grouped horizontally according to age and children are similarly encouraged to progress as quickly as their abilities and needs allow. See the section “Organisation of Teaching Groups” for further details.

## **OUT OF CLASS OPPORTUNITIES**

As already mentioned, boys and girls can join teams for various sports. Matches are arranged usually after school and sometimes on Saturday mornings in netball, badminton, association football, swimming, rounders and cross-country. There are ample opportunities for children to join school teams and clubs. All junior children have the opportunity to learn to play the recorder and there is also a school choir which meets weekly.



## GAMES AND P.E.



A variety of suitable games and sports are followed, each class having 2 lessons each of about 40 minutes per week. Activities in P.E. emphasise the need to develop individual skills and co-ordination. There are also regular team games outside normal school hours (see “Out of Class Opportunities below). School values highly the contribution sport can make to the overall personal development of pupils as well as their physical development and encourages as many children as possible to take an active part in such activities.

We emphasise to our children that participation in sport is what matters and the children thoroughly enjoy their participation in all our sports teams and clubs, thus meeting one of our major aims. The school’s other aims are developing children’s skills and abilities, teamwork and team spirit, and a sense of fair play and sportsmanship through competitive sport. In 2007/2008 school teams entered inter-school competitions in 11-a-side football, 5-a-side football, girls’ football, Netball, Badminton, Cross Country, Road Relay, Rounders and Athletics run by the Bury Junior Schools Sports Association. In addition, children also participated in school badminton clubs, netball and football practices and in competitions in athletics, rugby and netball organised by the School Sports Co-ordinator scheme.



The periods of P.E. and games are part of the timetable and any child who is unable to participate is expected to bring a note from his/her parent or guardian explaining why the child should be exempted.

## **ORGANISATION OF TEACHING GROUPS**

Pupils are grouped horizontally into seven mixed ability age group classes, each with its own class teacher. There is no vertical grouping of pupils. Children are admitted to school in September of the year in which they have their fifth birthday, so that the reception class contains a high proportion of four year olds during the Autumn term of each year.

The curriculum is seen as a continuum along which each pupil passes at his/her own pace, and this is achieved by grouping pupils for some subject areas (eg mathematics) into groups based on pupils' levels of attainment and rates of progression, whilst for other areas work is designed to be tackled at a variety of levels by pupils at different levels of attainment. Alongside these is a range of class teaching activities and individual work.

The exact balance of this mixture of group, class and individual teaching varies from subject to subject and class to class, as does the composition of many teaching groups (children may be grouped differently for different types of work).



In Mathematics and English school has adopted the literacy and numeracy strategies.

## **TEACHING HOURS**

The school hours are:

8.55am to 12.00noon (Year R and Key Stage 1)

8.55am to 12.15pm (Key Stage 2)

1.15pm to 3.30pm (All classes) (Year R children finish school at 3.20pm)

The time spent on teaching during the normal school week, including religious education, but excluding daily collective worship, registration and breaks is 23.5 hours in Year R and Key Stage 1 and 24.75 hours in Key Stage 2.

## **PASTORAL CARE**

The pastoral care of children is the concern of the class teacher under supervision of the Headteacher. Parents are encouraged to contact school should any problem arise. If the problem should not be solved at this stage the Education Welfare Officer would, where appropriate, be involved to give more specialised help.

## **ARRANGEMENT FOR CHILDREN WITH SPECIAL NEEDS**

Children who encounter difficulties and/or require special or extra tuition are given help where necessary in accordance with the L.A. and D.C.S.F. Code of Practice and within the constraints of existing local and national resources. The school's Special Educational Needs Policy is too long for inclusion in this booklet but is available in school to anyone who wishes to see it or to have a copy.



## **SEX EDUCATION**

Sex Education is taught in school and all parents have the right to withdraw their children from all or any of this. Full details of the sex education provision are contained in a separate booklet “Growth and Development” available from school. The Headteacher will be happy to discuss any queries you may have on this matter.

## **ARRANGEMENTS FOR CHILDREN WITH DISABILITIES**

Under the terms of the 1995 Disability Discrimination Act the Governors wish to state that it is their aim to realise the potential of all the children in our school, including those with Special Educational needs. Children with disabilities are included in this aim and the details of entitlement, etc. which are given in the school’s Policy for Special Educational Needs would also apply to pupils with disabilities. It is therefore our policy to admit all children within our catchment area irrespective of ability and providing that we have sufficient resources to meet their needs. The child’s needs and how these are best met, will always be our main concern. With this in mind the school building has been modified to give wheelchair access via ramps. It also has limited toilet facilities for the disabled. Arrangements for ensuring that disabled pupils are treated equally as favourably as other pupils are in place and are detailed in the school Policy for Special Educational Needs, copies of which are available in school. Given budgetary constraints and the present stage of development of facilities for the disabled there are no plans at present to undertake further developments although this position is continually under review in the light of changing circumstances.



## **CHILD PROTECTION**

The following is based on the Bury Child Protection Policy and is the policy of the school with regard to child protection:

*'Teachers are uniquely placed, as responsible adults outside pupil's family homes, to be able to detect signs of child abuse. Because of their day-to-day contact with children, teachers have a positive role in child protection, being able to observe outward signs of child abuse, changes of behaviour or failure to develop.'*

Staff at Old Hall Primary School are aware of the need to alert Social Services, through the Designated Person (the Head Teacher) for child protection, when they believe a child has been abused or is at risk of abuse.

Such action will be taken where there is cause for concern.

## **DISCIPLINE**

There are in school a minimum number of rules, designed to promote the learning process, keep children safe and enable us to live together peacefully. It is part of the process of growing up to become more aware of the responsibilities that living in society places on each of us.

Our ultimate aim is to develop self-discipline amongst the children, but this can only be achieved via a framework provided by home and school. Good behaviour is expected as a matter of course. Children will inevitably fall short of the standards expected from time to time and a range of conventional sanctions will be applied to those who break the rules. As in all state schools, following the 1986 Education Act, corporal punishment is not used.

The school's Behaviour Policy provides full details in this area and is available in school to any interested parent, as are copies of our Home/School Contract.



## **ACCESS TO POLICY STATEMENTS, ETC**

In accordance with legislation the following information is available at the school if required - the L.A.'s statement of curriculum policy and the governing body's statement of curriculum aims, any statutory instruments, circulars, etc., any H.M.I. reports which refer expressly to school, any schemes of work used by teachers at the school and a full copy of the L.A.'s arrangements for the consideration of complaints about the school curriculum.

## **CONTACT WITH PARENTS**

The school welcomes close and regular contact with parents and the organisation is designed to ensure that these are as helpful and effective as possible.

- (1) Parents are invited into school on a rota basis to help with reading, art, craft, and cookery.
- (2) The staff are always willing to talk to individual parents regarding the progress of their children, although it is helpful to both staff and parents if appointments can be arranged beforehand either by telephone or letter.
- (3) Formal Parents Evenings are held in the Autumn Term and in the Summer Term of every academic year.
- (4) Parents of all children receive a written report on their child's work and progress at the end of each academic year.
- (5) The Headteacher is available to parents at all times, although it is advisable to arrange an appointment either by telephone or by letter.
- (6) A survey of parental views on a variety of topics connected with school is conducted each Summer Term and the feedback from this is valued and used to influence future developments.
- (7) A News Bulletin, containing details of forthcoming events and accounts of recent happenings in school, is sent out at approximately half-termly intervals.



- (8) The school has a lively and active Parent Teachers Association. All parents are encouraged to join in. PTA writes regularly to parents and has its own website – [www.oldhallpta.co.uk](http://www.oldhallpta.co.uk)
- (9) The school has its own website – [www.oldhallprimary.com](http://www.oldhallprimary.com)

### **CHILDREN GOING HOME UNACCOMPANIED DURING THE SCHOOL DAY**

The following summarises the legal position with respect to this information.

- (i) Under NO circumstances will a child under 8 years of age be allowed to leave school and go home unaccompanied during the hours of the normal school day (ie 8.55am to 3.30pm).
- (ii) All children age 8 years and over will only be allowed home unaccompanied during the hours of the normal school day at the discretion of the Headteacher. In view of the legal implications the Headteacher will be very reluctant to grant permission and in such cases would need a written undertaking by the parent that he/she will accept legal responsibility for the child's safety on the unaccompanied journey home. Again, permission will of course be given for any child to leave school if accompanied by a parent or other nominated responsible adult.

### **SCHOOL UNIFORM**

There is a school uniform which is worn voluntarily and this can be obtained from a wide range of suppliers. Details at the back of this document in Appendix C.



## **SCHOOL TERMS AND HOLIDAYS FOR 2008/2009**

The dates of school holidays for the school year 2008/2009 are included on a separate sheet at the back of this booklet as Appendix A.

### HOLIDAYS DURING TERM TIME

You will always be provided, well in advance, with a list of school holidays for the forthcoming school year. On the back of the holiday list you will find a copy of a letter from Bury's Chief Education Officer which outlines the policy of the government, our local education authority of Bury and our school on holidays during term time. Below we summarise the two most important points from this letter.

*“Parents **do not** have a right for their children's absence due to holidays to be Authorised. Parents cannot authorise the absence themselves. The Authority may take legal action for periods of unauthorised absence under Section 444(1) of the Education Act. Whenever possible family holidays should be arranged during school holidays in order to ensure continuity of education for your child. It is only in **exceptional** circumstances that a Headteacher has the legal authority to grant leave of absence in term-time*

*In considering a request the school will take into consideration the child's age; the time of year for the trip; the nature of the visit and parental wishes; the child's stage of education and progress; and the overall attendance. Headteachers will not give approval authorising the absence if they believe that your request is unreasonable. Specifically parents should demonstrate that their holidays are fixed by their employer.*

*If a family holiday during term-time is unavoidable, you should ensure it does not coincide with examinations or other important tests that your child has to take.”*



## **SCHOOL LUNCHES**

School lunches are prepared on the premises and are available for children wishing to have a mid-day meal.

## **PACKED LUNCHES**

Sandwich boxes are kept on a shelf outside the classroom. Please make sure your child's box is labelled on the outside to avoid confusion.

Please make sure your child's lunch time drink is in a well sealed container, preferably one with a screw top. For reasons of safety and hygiene please do not send your child to school with cans of drink, fizzy drinks, or drinks in glass bottles or glass flasks.

Could I ask for your co-operation on the following matters connected with packed lunches.

- Please do not send drinks in glass containers and please do not send fizzy drinks at all.
- If your child has a yoghurt or dessert please provide them with a spoon with which to eat it.
- Please do not send your child to school with a packed lunch which includes fruit which has to be peeled, cored or cut into pieces – we simply do not have sufficient welfare staff to do this for all the children. Please prepare such items at home and send them suitably wrapped.

## **SNACKS/DRINKS**

### Drinks

Milk is available at morning break at a cost of a few pence per day. (The European Union subsidise the cost of this milk). This needs to be ordered a term in advance. If you wish to send a drink with your child for him/her to have at morning and/or afternoon break please ensure it is in a carton, not a flask or other type of container.

Water (filtered and cooled) is available in school for all pupils.

## Snacks

The Infant Department and Foundation Stage take part in the School Fruit and Vegetable Scheme and those pupils in YR, Y1 and Y2 are therefore provided with free fruit or vegetables each morning break. If any children in KS2 wish to bring the same, ie. Fresh fruit or vegetable for a snack at morning break, they may do so. We ask that no other snacks are brought into school.

## **JEWELLERY**

**No jewellery is to be worn in school at any time** except for watches and ear studs (not earrings). Children coming to school wearing jewellery will be asked to remove it.

### ***During P.E. and Games lessons***

- (1) During P.E. and games lessons no jewellery of any sort (including watches and ear studs) is to be worn. Children coming to school wearing watches and ear studs will be expected to remove them themselves before P.E. or games lessons. The best solution is for children not to wear ear studs on those days when they know they are having P.E. or games lessons.
- (2) If children come to school with their ears newly pierced and, therefore, have to keep the studs in their ears, then they will not be able to take part in P.E. or games lessons during this period. The most suitable time for ear piercing is clearly the start of the long Summer holiday. Children will not be allowed just to cover the studs with plasters during PE lessons.



## **COMPLAINTS PROCEDURE**

In accordance with the provisions of the 2002 Education Reform Act the local authority has established a procedure to provide a clear and accessible route for parents and others who, after informal discussion, may feel it necessary to institute a formal complaint about the action of a Governing Body or the Authority in relation to the school curriculum or other appropriate matters which fall within the scope of the arrangements.

The arrangements provide opportunities for complaints to be resolved at successive stages. Normally, the first stage will be informal discussion with teaching staff or the Headteacher at the school. If the issue is not resolved, it may then be subject of a formal complaint and can be referred to the Governing Body. If, following further investigation, the response of the Governing Body does not satisfy the complainant, the final stage will be referral to the Secretary of State under Section 29 of the Education Act 2002. Full copies of the above procedure are available for inspection at the school.



## THE SCHOOL'S CHARGING AND REMISSIONS POLICY

Below is a summary of the school's policy in relation to the above. Many of the activities mentioned in the Education Reform Act are not relevant to primary schools. The Governors' Policy does not cover such activities.

<u>Activity/Type of Provision</u>	<u>Policy</u>
Cost of ingredients where parents have indicated in advance a wish to own the finished product (Para 17. Circular 2/89)	These costs to be borne by parents.
"Optional extras" provided wholly or mainly outside school hours (Paras 21-25. Circ 2/89)	100% of these costs to be borne by parents subject to provision being made to defray costs in cases of hardship, such provision to be made at the discretion of the Headteacher.
Cost of breakages, damage and loss of books, materials, equipment and school fabric and fittings resulting from pupil's behaviour.(Para 60. Circ 2/89)	Parents can be charged for these taking into account the age and condition of the item which has been broken, damaged or lost and the circumstances involved.
Activities wholly or mainly outside school hours	Where activities are wholly or mainly outside school hours and are of a voluntary nature, charges may be made and the activities will be on the basis of parental choice and a willingness to meet such charges (Paras 21 to 33 of Circ 2/89)
Activities wholly or mainly during school hours.	Where activities are wholly or mainly during school hours (eg. Museum visits, including transport, and visiting entertainers) parents will be asked to make a voluntary contribution towards the overall cost of the activity, taking into account any contribution which are feasible from such as School Fund or PTA. No child will be penalised because of an inability to pay. (Paras 21 to 33 of Circ 2/89)

All other matters relating to Charges for School Activities are laid down clearly by the 1988 Education Act, and school would follow the policies laid down in that legislation.



All information was correct in relation to this document at the date specified in the document, but it should not be assumed that there will be no change affecting the relevant arrangements or any other matter particularised therein either before the start of, or during the school year in question, or in relation to subsequent school years.

March 2008



**APPENDIX A**

**OLD HALL PRIMARY SCHOOL**

**SCHOOL HOLIDAY ARRANGEMENT**

**FOR THE SCHOOL YEAR 2008/9**

<u>HOLIDAY</u>	<u>CLOSE ON</u>	<u>RE-OPEN ON</u>	<u>DAYS</u>
<u>AUTUMN TERM 2008</u>			
		Monday 01.09.08	0
Mid Term	Friday 24.10.08	Wednesday 5.11.08	7
Christmas	Friday 19.12.08	Monday 05.01.09	10

SPRING TERM 2009

Mid Term	Friday 13.02.09	Tuesday 24.02.09	6
Easter	Friday 03.04.08	Monday 20.04.09	10

SUMMER TERM 2009

May Day	Friday 01.05.09	Tuesday 05.05.09	1
Spring Bank (Mid term)	Friday 22.05.09	Tuesday 02.06.09	6
Summer	Friday 17.07.09	Tuesday 01.09.09	31

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***PLEASE SEE THE BACK OF THIS SHEET***

**FOR SCHOOL AND LEA POLICY ON HOLIDAYS**

**DURING TERM TIME**



## APPENDIX B

Old Hall Primary School

School Results

These tables show the percentage of eligible children at the end of Key Stage 1 achieving each level in the School in 2008

The number of eligible children is 21

Figures may not total 100% because of rounding

Teacher Assessment									
	Percentage at each level								
	W	1	2	2C	2B	2A	3+	D	A
Speaking & Listening*	10	5	43				43	0	0
Reading	0	14		0	14	19	52	0	0
Writing	5	10		10	33	24	19	0	0
Mathematics	0	0		10	19	14	57	0	0
Science*	0	14	29				57	0	0

W Represents children who are working towards level 1, but have not achieved the standards needed for level 1.

D Represents children who have been disapplied under sections 364/365 of the 1996 Education Act.

A Represents children who were absent when the assessments were administered..

\* Results for Speaking and Listening and Science are based on teacher assessment only.



## KEY STAGE 1 2007

### NATIONAL RESULTS

These tables show the percentage of Year 2 children achieving each level nationally in 2007.

Figures may not total 100% because of rounding.

Teacher Assessment									
	Percentage at each level								
	W	1	2	2C	2B	2A	3+	D	A
Speaking & Listening	2	11	65	-	-	-	22	0	0
Reading	3	13	-	13	22	24	26	0	0
Writing	5	15	-	22	27	20	13	0	0
Mathematics	2	8	-	16	24	27	22	0	0
Science	2	9	66	-	-	-	23	0	0

*Speaking and Listening and Science do not report level 2A, 2B and 2C they only report Level 2. These are shown in the 2 column for the purposes of this table.*



**Old Hall Primary**  
School results for 2008

These tables show the percentages of pupils at the end of Key Stage 2 achieving at each level in the school

*N.B. The figures may not total 100% because of rounding.*

TEACHER ASSESSMENT	Percentage at each level								
	W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	0	0	3	19	35	42	0	0	0
Reading	0	0	3	19	25	42	0	0	0
Writing	0	0	3	19	32	45	0	0	0
Speaking & Listening	0	0	3	13	35	48	0	0	0
Mathematics	0	0	3	13	35	48	0	0	0
Science	0	0	6	13	26	55	0	0	0

TEST RESULTS	Percentage at each level						
	Below Level 3 (B3)*	3	4	5	6	Pupils disapplied	Pupils absent
English	6	13	61	19	0	0	0
Reading	10	6	42	42		0	0
Writing	0	45	45	10		0	0
Mathematics	0	16	65	19	0	0	0
Science	3	23	48	26	0	0	0

W represents children who are working towards Level 1, but who have not yet achieved the standards needed for level 1.

\*B3 represents children who were not entered for the tests because they were working below Level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children not achieving a level from the tests.



### National results

These tables show the percentages of Year 6 children achieving each level nationally in 2007.

*Figures may not total 100% because of rounding.*

TEACHER ASSESSMENT	Percentage at each level								
	W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	0	1	4	17	48	29	0	0	0
Mathematics	0	1	4	17	45	33	0	0	0
Science	0	0	2	12	47	38	0	0	0

TEST RESULTS	Percentage at each level							
	Below Level 3 *	3	4	5	6	Pupils disappled	Pupils absent	
English	6	13	47	33		0	1	
Reading	7	9	36	48		0	1	
Writing	5	27	48	19		0	1	
Mathematics	6	16	45	33		0	1	
Science	3	9	41	46		0	1	

W represents children who are working towards Level 1, but who have not yet achieved the standards needed for Level 1.

\* represents children who were not entered for the tests because they were working below level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children not achieving a level from the tests.



## APPENDIX C

### SOME PRACTICAL POINTS!

#### **SOME HELPFUL HINTS**

Since we are constantly enrolling new children, may I remind the parents whose children have been with us for a while and inform the parents of new children, of the following:

- (1) School starts at 8.55am and finishes at 3.30pm (In year R at 3.20pm) Lunch is 12noon (12.15pm for Key Stage 2 classes) to 1.15pm Staff supervise the school from 8.45am. Would you ensure that your child doesn't arrive before 8.45am.
- (2) Would you please label all clothing with your child's name and try to make sure that all coats have tabs by which to hang them.
- (3) Will you please provide your child with a pump bag for P.E. kit and pumps. A number of children still bring a large 'Adidas' type bag or large satchel. If they are bringing a lot of equipment or football boots etc. they need a large bag, otherwise would you please discourage them from bringing these bags since they take up a large amount of room in the cloakrooms and are the main reason for clothes and property being knocked to the floor. The 'ideal' pump bag is a cloth bag with a pull string.
- (4) Suitable sized bags for general school use in school colours and with the school logo are available from Mrs Pearson in school at a cost of £3.75.
- (5) Dinner money should be sent in an envelope, on MONDAY mornings. Please write your child's name and class on the envelope whenever you send any money into school.
- (6) If your child is absent from school and you have not previously contacted school about the absence, then we ask that you contact school **by 10am at the latest on the first day of absence**. If parents do not contact us by 10am we reserve the right to ask the Education Welfare Service to follow up the matter. Please note – it is **your** responsibility to contact school by 10am at the latest on the first day of absence; it is not school's responsibility to ring you to ask why your child is not in school. Your co-operation in this matter is vital.
- (7) Medicines in school. The general position as to whether medicines should be brought into school at all is that wherever possible they should not be. Headteachers are required to keep a record of what medicines are in use in school at all times. Therefore if a child has to bring medicine into school, it must be accompanied by a "Medication in School" form signed by you. These are available from Mrs Pearson. Medicine will not be given without a completed form. All medicines will be kept in the Secretary's office. **Please note** – Calpol, Aspirin or Paracetamol must have a prescription label on the box/bottle.
- (8) If a child cannot do P.E. or games would you please let us know by telephoning or writing.



## **SCHOOL UNIFORM**

School uniform can be obtained from Top Form, The Rock, Bury. School sweatshirts are sold at school. (Contact Mrs Pearson, the school secretary).

### **Normal School Uniform**

#### **UNIFORM**

Grey skirt/trousers

Maroon cardigan/jumper/sweatshirt

Blue blouse/shirt

School tie

Suitable footwear - dark shoes suitable for normal wear (not high heels or platforms).

### **School Uniform in the summer term**

I reproduce below the guidelines for parents about summer school uniform. Ordinary school uniform can, of course, continue to be worn.

Girls: Check or striped dresses in blue and white or pink/maroon and white.

Boys: Basically normal school uniform without jumpers, ties optional and short grey trousers instead of long ones if preferred. Tracksuits and jeans are not suitable.

### **P.E. kit**

The following guidelines for P.E. kit should be of assistance:

- Girls: P.E. kit - Leotard  
or T shirt and shorts  
Pumps
- Games Kit - Leotard  
or T shirt and shorts  
or T shirt and gym skirt  
Pumps
- Boys: P.E. kit - T shirt and shorts  
Pumps
- Games Kit - T shirt and shorts  
Pumps



In the light of Health & Safety considerations I ask for your full co-operation in the following matters:

- (a) gym skirts are not suitable (on safety grounds) for indoor P.E. lessons, but can be worn for outdoor games lessons.
- (b) children will not be permitted (on grounds of safety) to wear jewellery during P.E. or games lessons; this rule **does** apply to earrings and studs. The best solution is for children not to wear jewellery on days when they know they are having P.E. or games lessons.
- (c) hair - long hair must be tied back with an elastic or elastic band. Hard bobbles are not suitable for this purpose as they can be a safety hazard.
- (d) Footwear - the best footwear for P.E. lessons is a pair of pumps. Heavier training shoes are not suitable for either P.E. or games lessons.

**PLEASE ENSURE THAT ALL ITEMS OF  
CLOTHING AND FOOTWEAR ARE CLEARLY  
LABELLED WITH YOUR CHILD'S NAME.**



## **PARKING AND VEHICLES AROUND SCHOOL**

Parking outside school, particularly at the end of the school day, is a long standing problem. It can be minimised if parents and others picking up children heed the following advice.

**ASK YOURSELF – DO I REALLY NEED TO USE MY CAR, OR COULD MY CHILD/REN WALK? THE FEWER THE CARS, THE LESS PROBLEM.**

Please DO NOT bring your car up the drive into the school grounds unless you are helping in school, transporting school teams or picking up a child who is ill. Only Nurseries who bring and collect pupils have permission to park in the school car park.

Please DO NOT park or stop on the yellow zig-zag lines outside the school gates.

Please DO NOT use the school drive as a reversing point.

Please DO NOT park blocking local residents' driveways

Please DO NOT park on the pavements

Please DO NOT park in dangerous positions (eg on the corner of Springside View and Brandlesholme Road).

Please DO NOT park where you will cause an obstruction – on one occasion the refuse collection lorry was unable to get into the school grounds or the part of Springside View near to the school entrance to empty the dustbins. What if it had been a fire engine or an ambulance coming to deal with an emergency at school? Two or three minutes can be the difference between life and death in emergency situations.

Please **DO** tell any relatives or friends who drop off or collect your children about the items above. Considerable risk to the children and considerable nuisance to local residents is being caused by a few thoughtless people.

Please **THINK** and **BE CONSIDERATE** when parking. Better still, don't use your car unless it is unavoidable; the more vehicles, the greater the risk.

### **PLEASE CO-OPERATE**

#### **DOGS.**

Please do **not** bring dogs into the school grounds or car park in any circumstances.



**FOR YOUR NOTES**