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**Lostock Hall Primary**

**Mallard Crescent**

**Poynton**

**Cheshire.**

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**Headteacher** Mr Graham Hamilton

**Chair of Governors** Mrs Tara Nuttall

<b>GOVERNORS</b>	Name	End of term of office
<b>Chair</b>	Mrs Tara Nuttall	2020
<b>Vice Chair</b>	Mrs Sally Brownhill	2018
<b>Parent Governors</b>	Mr Andrew Braithwaite	2021
	Mr Andy Barnes	2018
	Mrs Catherine Faulkner	2021
<b>LA Appointed</b>	Vacancy	2019
<b>Staff Governor</b>	Mrs Jane Cooper	2018
<b>Co-opted Governors</b>	Mrs Kathryn Farrar	2018
	Mrs Sally Brownhill	2020
	Mrs Hannah Brown	2022
	Mr Adam Archer	2022
	Mrs Brenda Sigley	2021
<b>Head teacher</b>	Mr Graham Hamilton	
<b>Associate Member</b>	Mrs Elizabeth Dockry	

The school has a board of Governors who meet once a term. This has been constituted to have a membership of 12 as follows

Headteacher

1 Staff Governors

4 Parent Governors

1 LA Governor

5 Co-opted Governors





**Lostock Hall Primary Aims To Enable Children To:**

- Become independent and resilient learners.
- Have fun as they learn.
- Achieve to the very best of their potential.
- Build and sustain a lifelong love of learning.
- Develop self-discipline and know right from wrong.
- Welcome difference and diversity.
- Celebrate their successes and progress.
- Gain access to the “keys” of their learning.
- Leave us and enjoy success as lifelong learners.
- Be Safe, Enjoy and Achieve.

**School discipline**

We have an agreed and annually reviewed Behaviour Management policy which celebrates children’s achievements while providing guide-lines for acceptable behaviour.  
The sub heading for this policy is  
“Catch them being good”

<p><b>Home – school links</b></p>	<p>We believe that a partnership between home and school is vital to the children’s best interests. We do genuinely seek to involve parents in school life, and many give regular help in the school or become involved in PTA activities. In addition:-</p> <ul style="list-style-type: none"> <li>• We believe that by having a programme tailored to meet parents’ needs, it should solve most concerns that parents or teachers may have about children.</li> <li>• We welcome children and parents into school, which allows informal communication between parents and class-teachers on a daily basis.</li> <li>• We have a formal parent/teacher meeting each autumn term to set targets for assessing progress.</li> <li>• Two Open Days are held annually, which allow parents and those interested in joining to come into school, as it goes about its business, and talk through their child’s work.</li> <li>• Parents are given a written report covering all aspects of the curriculum in July.</li> <li>• At any time a parent may make an appointment with their child’s class teacher to discuss any issues or concerns in more detail.</li> </ul>
<p><b>Complaint procedures</b></p>	<p>Parents wishing to take any issues further can discuss them with a parent-governor representative (see list at the front of this prospectus).</p> <p>As in every organisation or walk of life we work hard to use informal and more formal means to try and address issues as they arise.</p> <p>However, very occasionally, events can lead to the need to make a more formal complaint. There are clear procedures in place to expedite and explore these when they arise.</p> <p>A copy of the Complaints Policy is available from the school office. This policy may also be found on our website.</p> <p>Parents wishing to make a formal complaint to the governing body, LA or both regarding the curriculum should ask to see the school’s copy of the LA document setting out the arrangements.</p>

<p><b>Extracurricular activities</b></p>	<p>In order to support children’s development under “Being Healthy, Staying Safe and Enjoying and Achieving” the teaching staff at Lostock Hall volunteer to run a wide range of clubs and hobbies after school hours.</p> <p>The children are invited to participate in after-school activities generally run by teachers with help from parent volunteers. Some hobbies run during the lunch hour but most run from 3.15pm – 4.15p.m. Activities such as Cookery, Cross Country and Recorders, run alongside Craft and Library Clubs.</p> <p>Gymnastics, Tennis, football (led by coaches from Little Sports), netball, dance (Mrs Kendal) and cheerleading (Pixies Cheer) are also on offer, with participation in local tournaments.</p> <p>In year 5 and year 6, our children are given the chance to take part in the Bikeability training scheme, which is a cycling proficiency test designed to give them the skill and confidence to ride their bikes safely on today’s roads.</p> <p>All of year 4 and 5 children participate in a music tuition scheme as part of a whole band ensemble organised by the Love Music Trust.</p> <p>Educational visits, both residential and non-residential, are accompanied by teachers and parents, and provide valuable experience in the areas of independence and maturity.</p> <p>Starting in our Reception class and throughout the school we organise residential trips. The Reception class have an annual summer ‘sleepover’ in an outdoor centre at Beeston. Older children take part in a yearly visit to the Conway Centre at Menai, where they are involved in a rolling programme of outdoor activities designed to provide valuable experience in the areas of: Co-operation, Trust and Leadership.</p>
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<p><b>Links with the community</b></p>	<p>The school benefits from association with the local Residents Group, local churches, Brownies, and Lostock Rangers FC to name but a few. We have also taken part in a carol concert at the Woodrow Homes Woodford Garden Village site.</p> <p>We are also proud to be global partners, supported by the British Council, with Sinendet Primary School, Njoro, Kenya. Teachers recently took part in the third year of exchange programmes, whereby they visited the school in Kenya. Two teachers from Sinendet (Anthony and Joseph) visited Lostock in June 2013 and in 2014 we welcomed Evans and Rahab. We continue to explore our partnership.</p>
<p><b>School uniform</b></p>	<p>Children wear the school colours of maroon and gold, a maroon sweatshirt with a gold polo shirt and grey trousers/skirt with complementary P.E. kit. All available from Mrs A.Taylor (Poynton School Uniform) online at <a href="http://lostockhall.uniform4you.co.uk">lostockhall.uniform4you.co.uk</a> (password Mallard1) or Telephone: 01625 876885.</p>
<p><b>Before &amp; After School Club</b></p>	<p>Lostock Hall has provided a Before and After School care service since 2006. This is run under the Governing Body, staffed and resourced by school and delivers a high quality service to children. Again, within the school’s mission of “Fun and Excellence”, it aims to enrich children’s learning and make sure “Every Child Matters” through the care it offers, the facilities and the activities provided. The Club’s hours are 7.30am-8.50am and then 3.15pm until 6.00pm. All children attending must be registered with the Club and enquiries should be made via the School Office or direct to Sarah Barber (Manager) by telephoning 07500 193750.</p>
<p><b>Lostock Hall Pre-School</b></p>	<p>Our Pre-School is situated in the Early Years area of the building and provides a welcoming and fun environment for the younger members of our school community. Children can start from the term in which they turn 3 years old, but are not funded till the following term. 15 hours or 30 hours are funded, depending on parents’ working circumstances - this equates to either 5 sessions which can be taken as mornings, afternoons or full days, numbers permitting, or if in receipt of 30 hour, a free place, six hours a day. Extra sessions (3 hours) cost £15.60 or part sessions are £5.20 per hour. Opening hours are 9am till 12pm and 12pm till 3pm. Full day sessions are 9am to 3pm. We are open term time only in line with school.</p>

<p><b>Class size</b></p>	<p>Children enjoy activities such as painting, sand play, creative activities, role play, outdoor play, stories and music. Instructors come in for dance, gymnastics and rugby. Any enquiries, please contact the Pre-School via the school office.</p> <p>It has always been a high priority to maintain a favourable pupil / teacher ratio within financial constraints. School maintains a higher complement of trained teaching staff and support staff than it is funded for.</p>
<p><b>Ofsted Inspection</b></p> <p><b>Professional Development of Staff</b></p>	<p>The most recent Ofsted inspection was in 2009 and noted: Lostock Hall is an “<b>outstanding</b>” school. “Excellent leadership and management ensure that teaching and learning are of high quality, that pupils enjoy a rich and stimulating curriculum, develop extremely well as responsible and concerned young citizens and that there is first-class care, guidance and support provided for pupils, staff and parents” A copy of the full report may be seen on application to the school or by viewing our website. Parents are encouraged to annually complete Ofsted’s School Evaluation on parent view at <a href="https://parentview.ofsted.gov.uk/">https://parentview.ofsted.gov.uk/</a> School also uses paper based surveys for use by parents, children and staff in order to establish what is working well and what could be even better.</p> <p>Lostock Hall has gained the Quality Inclusion Mark and has held the Basic Skills Quality Mark for over 10 years. We also hold the primary Science Quality mark Gold award. Financially we meet the Schools Financial Value Standard (SFVS). We are also badged as a National Support School which recognises the capacity of school staff to support schools that are struggling.</p>

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## **CURRICULUM**

This section outlines the overall aims of the policy framework with which Lostock Hall Primary School delivers its curriculum. We follow the Statutory requirements set out for subjects to be taught in primary schools in England and Wales, as detailed in the National curriculum for England and Wales 2014. Detail of the topics covered in the curriculum for each subject is to be found on our school website under School Information / Curriculum.

Copy of the Curriculum Policy can be viewed on our website at [www.lostockhall.com/school information/curriculum](http://www.lostockhall.com/school-information/curriculum).

<p><b>English</b></p>	<p>At Lostock Hall we believe that language and literacy are fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills, enabling children to become confident and successful in their work.</p> <p>We follow the New Literacy Framework and other guidance to enable quality learning and teaching to take place.</p> <p>By the end of Year Six we want all our pupils to be able to</p> <ul style="list-style-type: none"> <li>• Read and write with confidence, fluency and understanding.</li> <li>• Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their mistakes.</li> <li>• Understand the sound and spelling system and use this to read and spell accurately.</li> <li>• Have fluent and legible handwriting.</li> <li>• Have an interest in words and their meaning and a growing vocabulary.</li> <li>• Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structures through basic literary ideas of setting, character and plot.</li> <li>• Understand, use and be able to write a range of non-fiction texts.</li> <li>• Plan, draft, revise and edit their own writing.</li> <li>• Have suitable technical vocabulary through which to understand and discuss their reading and writing.</li> <li>• Be interested in books, read with enjoyment and evaluate and justify their preferences.</li> <li>• Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.</li> </ul>
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<p><b>Handwriting</b></p>	<p>Cursive handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is taught from Reception onwards.</p> <p>Children have a separate handwriting book and there is at least one session a week dedicated to demonstrating and practising handwriting. Children need to have adult interventions when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing. In Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. In KS2 writing is on lined paper or with line guides and pens are introduced in Year Three.</p>
<p><b>Mathematics</b></p>	<p>The 2014 national curriculum for Mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately</li> <li>• reason Mathematically by following a line of enquiry, conjecturing relationships and generalizations, and developing an argument, justification or proof using mathematical language</li> <li>• can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</li> </ul> <p><b>The National Curriculum for Mathematics</b></p> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The 2014 National Curriculum programs of study are, by necessity, organized into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p>

## Science

The expectation is that the majority of pupils will move through the programs of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

### **Cross curricular**

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate reason and solve problems. It is a core subject with a range of cross-curricular links but most often, is best taught discretely, using opportunities from other subjects to rehearse skills in a context. Numeracy involves developing confidence and competence in number work; shape, space and measure; handling data and the using and applying of these skills.

### **Aims and Objectives**

At Lostock Hall we believe that every child should be encouraged to explore and investigate the world around them and that their sense of curiosity and excitement should be nurtured and developed. In line with the 2014 Primary National curriculum in England, at Lostock Hall:

- children's scientific knowledge and conceptual understanding will be developed through the specific disciplines of biology, chemistry and physics.
- children's understanding of the nature, processes and methods of science will be developed through different types of science enquiries that help them to answer scientific questions about the world around them.
- children will be equipped with the scientific knowledge required to understand the uses and implications of science, today and in the future.

**The Teaching of Science**

Where possible, we endeavour to teach science through enquiry and investigation. Teaching should include introductory activities that allow good quality formative assessment and final activities that allow the children to apply and reflect on what they have learnt and allow summative assessment.

**Working Scientifically**

The skills involved in ‘working scientifically’ should not be taught as a separate strand, but embedded within the content of biology, chemistry and physics. Children should be encouraged to acquire and refine the practical skills needed to use a variety of approaches investigate relevant scientific questions safely. They should use scientific knowledge and understanding to ask questions and make predictions and hypotheses. They should carry out a range of different types of scientific enquiry including making observations over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing and researching using secondary sources. They should collect, analyse, present and explain data; draw conclusions and begin to evaluate experimental design and control. They should develop their ability to make rational explanations and communicate ideas to others.

**Scientific Knowledge and Conceptual Understanding**

In order to make meaningful progress, it is vitally important that children develop secure understanding of knowledge and concepts at each stage, in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression and may lead to serious misconceptions and difficulties in understanding higher order content.

Pupils should be able to describe processes and characteristics in common language but should also be familiar with and use technical terminology and specialist vocabulary accurately and precisely.

<p><b>Geography</b></p>	<p>Geography is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. Through our teaching of Geography we aim to:</p> <ul style="list-style-type: none"> <li>• Stimulate pupils' interest in and curiosity about their surroundings</li> <li>• Increase their knowledge and understanding of the changing world</li> <li>• Encourage pupils to ask questions and propose solutions to environmental problems</li> <li>• Develop pupils' competence in specific geographical skills</li> <li>• Foster a sense of responsibility for the earth and its resources</li> </ul>
<p><b>History</b></p>	<p>There is a need for children to come to terms with history so they understand their country and culture and why events happened as they did.</p> <p>In Key Stage 1 through a study of their family the children develop a notion of passing time and the past. This develops as they progress through the school and the study changes to include everyday objects over time, such as clothes, buildings and toys. They will listen to and write stories of significant historical characters such as Guy Fawkes and Florence Nightingale and important events through history.</p>
<p><b>Computing</b></p>	<p>The development of ICT is rapidly changing at home and in the community. Its impact on individuals continues to grow. Therefore it is important that all pupils in our school gain appropriate skills, knowledge and understanding, and have the confidence and capability to use ICT throughout their lives. ICT allows children to access knowledge and information rapidly from a wide range of sources thereby enriching their learning in other curriculum areas. The use of ICT throughout the curriculum encourages critical thinking, imagination and creativity, problem solving initiatives and independence.</p> <p>Pupils with Special Educational Needs benefit from using ICT as it enhances access across the curriculum, and this in turn, encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise ICT should be maximised.</p> <p>Differentiation is achieved through a variety of activities and through different intended outcomes. Pupils who are progressing rapidly should be encouraged to extend their ICT experiences either from the use of more challenging software, or simply an alternative software package to provide depth of</p>

<p><b>Religious Education</b></p>	<p>experience, or by extending the task set.</p> <p>Lostock Hall provides RE for all pupils registered at the school and is taught in accordance with the locally agreed Cheshire East RE Syllabus (2011). Religious Education is a regular element in each child’s schooling and is covered through class RE lessons and collective worship.</p> <p>All Religious Education activities are carried out in accordance with Lostock Hall’s “Teaching and Learning Policy”.</p> <p><u>RE Aims</u></p> <p>The aims of RE are drawn up from the Cheshire Agreed Syllabus and help children to:</p> <ol style="list-style-type: none"> <li>1) explore religion in an open and sensitive way</li> <li>2) acquire knowledge of religious beliefs, practises and values in Christianity and other principal world religions.</li> <li>3) develop an understanding of the influences of religious beliefs, practices and values on individuals, communities, societies and cultures</li> <li>4) make reasoned and informed judgements about RE and moral issues</li> <li>5) explore their own beliefs, values and experiences in spiritual, moral, social and cultural aspects of life</li> <li>6) develop respect for other people, their beliefs and lifestyles</li> </ol> <p><u>Planning</u></p> <p>The Religious Education Curriculum is based on two attainment targets.</p> <ol style="list-style-type: none"> <li>1.) AT1 – Engaging encounter with religion</li> <li>2.) AT2 - Reasoned response to religion</li> </ol> <p>Our aim in teaching Religious Education is to enable children to engage with different religions, exploring the key content and concepts within each religion studied, and is based on the Cheshire Agreed Syllabus (2011).</p> <p>Children will encounter Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism through the six aspects of faith:</p> <ul style="list-style-type: none"> <li>• Identity, diversity and belonging;</li> <li>• Practices and Ways of Life;</li> <li>• Expressing Meaning;</li> <li>• Values and Commitments;</li> <li>• Beliefs, Teaching and Sources;</li> <li>• Meaning, Purpose and Truth.</li> </ul> <p>Children will be given opportunities to respond to religious content, questions and beliefs in a variety of creative ways e.g. ICT, drama, art, poetry etc.</p>
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	<p>These will incorporate:</p> <ul style="list-style-type: none"> <li>• Identifying needs and opportunities for Design and Technology activity</li> <li>• Design generation</li> <li>• Planning and making</li> <li>• Evaluating</li> </ul> <p>The children will be given opportunities to work individually and as members of a team.</p> <p>Design and Technology will be take into account the age and maturity of the children and will increase in complexity as pupils progress.</p> <p>Activities will reflect pupils' understanding of needs and beliefs of other people and cultures, now and in the past.</p> <p><b>AIMS AND OBJECTIVES</b></p> <p>Lostock Hall Primary School believes that Design and Technology is an essential component of the curriculum because it aims to develop:</p> <p>(1) Basic knowledge and identity of:</p> <ul style="list-style-type: none"> <li>• Materials (natural and man-made)</li> <li>• Forms and sources of energy</li> <li>• Control systems</li> <li>• Design (planning, organisation, aesthetics, presentation)</li> <li>• Evaluation</li> </ul> <p>(2) Competence in:</p> <ul style="list-style-type: none"> <li>• Use and application of instruments, equipment, tools and systems.</li> <li>• Use of materials</li> <li>• Use of accuracy and precision</li> </ul> <p>(3) Awareness of:</p> <ul style="list-style-type: none"> <li>• Real life situations and issues</li> <li>• Impact of technology (past, present and future)</li> <li>• Conflicts of interests (personal, economic and environmental)</li> <li>• Aesthetic and social implications.</li> </ul> <p>(4) Positive attitudes to design technology activities through:</p>
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- Curiosity
- Originality
- Initiative
- Co-operation
- Perseverance
- Open mindedness
- Self-criticism
- Responsibility
- Respect towards materials, tools and environment.

**Physical Education**

At Lostock Hall we encourage children to be active and they enjoy many opportunities to take part in a variety of physical activities.

As part of the school curriculum all children take part in at least 2 hours of Physical Education per week. These sessions include field games, gymnastics, athletics and dance.

We have excellent indoor and outdoor Physical Education facilities which include a spacious hall, climbing apparatus, sports equipment and a sports field. We offer a wide variety of physical extra-curricular activities. These range from cheerleading and gymnastics to football and netball. Recently we have introduced Fencing to our list of activities.

As a school we take part in local competitions against other Primary schools such as “School’s Football League” and “High Five Netball”. We are also involved in local events such as “The Little Champions” and “Multi-Skills” Festivals organised by Poynton High School for the primary schools in and around Poynton. In the summer some of our children are given coaching in tennis and golf and then they too are given the opportunity to enter local competitions.

Our Year 6 children are involved in a programme called “Phys-Kids”. This involves them in setting up and running games at playtime for the younger children. This has proved to be very successful and is enjoyed by both the younger and older pupils.

As part of our Physical Education curriculum children in Years 3, 4 and 5 receive swimming instruction. The children are encouraged to develop confidence in the water and perfect a variety of swimming strokes.

All children should bring their school P.E. kit into school in a drawstring bag, clearly labelled. The kit should remain in school during the week.

**Sex Education**

Parents are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by Lostock Hall School aims to be complementary and supportive to the role of parents

<p><b>Parents and the school</b></p>	<p>and this applies particularly to Sex Education, which some parents find difficult.                  Sex education should provide pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and it should encourage reflection and responsibility.                  The programme provides knowledge about the process of reproduction and the nature of sexuality and relationships.                  In Year 6 the pupils are given the opportunity to view the “Growing Up” video, covering puberty and male and female development. The school nurse is usually involved in this.                  Parents have the right to withdraw pupils from all or part of Sex Education outside the National Curriculum, and should make such a request in writing to the Head Teacher as early as possible.                  Parents may also request to watch the “Growing Up” DVD at home prior to the lessons.</p> <p>We value our personal contact with parents.                  The school tries to keep parents well informed of school events through notes and newsletters. We are now linked to the SchoolComms system, which enables us to text parents, sending out reminders of events and also in case of emergencies.                  We encourage parents to join in the life of the school by inviting them to Christmas concerts or Nativity play and parent/teacher social events.                  Special assemblies are held where children celebrate the work that they have been engaged in during the previous term.                  The school also holds an annual Open Day</p>																				
<p><b>School Times</b></p>	<table> <tr> <td>Before &amp; After School Club</td> <td>7.30am</td> </tr> <tr> <td>Classroom doors open</td> <td>8.50am</td> </tr> <tr> <td>Registration</td> <td>9.00-9.10am</td> </tr> <tr> <td>Assembly</td> <td>9.30 - 9.45am</td> </tr> <tr> <td>Morning break</td> <td>10.45 - 11.00 a.m.</td> </tr> <tr> <td>Lunch (KS1)</td> <td>12.00 - 1.15 p.m.</td> </tr> <tr> <td>Lunch (KS2)</td> <td>12.00 - 1.00 p.m.</td> </tr> <tr> <td>Afternoon break (KS1 only)</td> <td>2.15 - 2.30 p.m.</td> </tr> <tr> <td>School Finishes</td> <td>3.15 p.m.</td> </tr> <tr> <td>Before &amp; After School Club</td> <td>3.15 - 6.00pm</td> </tr> </table>	Before & After School Club	7.30am	Classroom doors open	8.50am	Registration	9.00-9.10am	Assembly	9.30 - 9.45am	Morning break	10.45 - 11.00 a.m.	Lunch (KS1)	12.00 - 1.15 p.m.	Lunch (KS2)	12.00 - 1.00 p.m.	Afternoon break (KS1 only)	2.15 - 2.30 p.m.	School Finishes	3.15 p.m.	Before & After School Club	3.15 - 6.00pm
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Afternoon break (KS1 only)	2.15 - 2.30 p.m.																				
School Finishes	3.15 p.m.																				
Before & After School Club	3.15 - 6.00pm																				

<p><b>Pupil welfare, infectious diseases (quarantine periods).</b></p>	<p><u>Diarrhoea and/or Vomiting</u> The child should be kept off school for 48 hours from the last episode of diarrhoea or vomiting.</p> <p><u>Chicken Pox</u> It is recommended that the child should be kept away from school or nursery until all spots have crusted over.</p> <p><u>German Measles</u> The child should be excluded from school for a period of four days from the onset of the rash.</p> <p><u>Measles</u> The child should be excluded from school for a period of four days from the onset of the rash.</p> <p><u>Mumps</u> The child should be excluded from school five days from the onset of swollen glands.</p> <p><u>Impetigo</u> The child should be kept off school until lesions are crusted and healed, or 48 hours after starting antibiotic treatment.</p> <p>If you should need to speak to a School Health Nurse please phone 01625 870690</p>
<p><b>First Aid</b></p>	<p>The school has fully trained first-aiders and all the teaching staff have emergency first aid training with basic first aid facilities available to deal with minor injuries.</p> <p>In more serious cases it will be necessary to contact parents / carers on their emergency numbers.</p> <p><b>PLEASE MAKE SURE WE HAVE YOUR EMERGENCY TELEPHONE NUMBER WHEN YOU ARE NOT AT HOME.</b></p>
<p><b>Attendance</b></p>	<p>It is important that children have continuity of education without frequent breaks which destroy patterns of work. Regular attendance is therefore very important. However, if children are obviously ill please keep them at home and inform us of their absence by telephone by 9.15 a.m. using the dedicated absence line on option 1 of the school phone number.</p> <p>If the school has not been informed of a child's absence then this will be shown as an unauthorised absence on the register and on the child's end of year report. For brief visits to the dentist or clinic please inform the class teacher by note.</p> <p>Through our "safeguarding children" procedures unexplained absences will be followed up with a</p>



<p><b>School Governors</b></p>	<p>current chairs of PTA, Mrs Helen Harrison or Mrs Alison Ferneyhough at <a href="mailto:lostockhallpta@gmail.com">lostockhallpta@gmail.com</a> for further information on being involved.</p> <p>The Articles of Government state that the Governors have responsibility for the oversight of the conduct of the school. Governors also play a significant role in the strategic management of the school.</p> <p>The Governing Body will consist of twelve persons, namely;</p> <ul style="list-style-type: none"> <li>1 Local Education Authority appointees</li> <li>5 Co-opted</li> <li>4 Parents</li> <li>1 Headteacher</li> <li>1 Staff</li> </ul> <p>The period of office for all school governors is four years. When vacancies arise, nominations are sought and elections held. For those interested in more information about the exciting opportunities raised by school governance please feel free to speak to the head teacher.</p>
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<p><b>Special Educational Needs</b></p>	<p>Children with special needs are given as much attention as possible in collaboration with the Authority’s learning support team. A member of staff is responsible for co-ordinating provision for special needs throughout the school. Regular meetings with the staff are held to monitor the situation to ensure that the resources available are used to the best advantage of the children.</p> <p>When the children’s learning difficulties are more complex or severe, it may be necessary to make an assessment of the child involving outside agencies, e.g. Learning Support or Health Service. A school policy has been developed which meets the requirements of the 1993 Education Act and is available for parents to see on request.</p>
<p><b>Equal Opportunity</b></p>	<p>Lostock Hall Primary School welcomes all regardless of age, gender, sexual orientation, disability. The building complies fully with Disability Access Legislation and upgrades to the environment have been and will be made to continue adapt to the needs of everyone using the school site.</p>

<b>Homework</b>	All children take home books for reading on a regular basis. We set homework, as either reinforcement or extension of particular pieces of work. We hope that parents will encourage their children to give these tasks proper care and attention.
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**Appendix A**

**Attainment at the end of KS1 2018**

	School Results 2018	National Results Summer 2018 (for information)
Reading at the expected standard	90%	76%
Writing at the expected standard	76%	68%
Mathematics at the expected standard	90%	75%
Reading, writing and mathematics combined at the expected standard	76%	65%
Reading at the high standard (110+)	52%	25%
Writing – working at greater depth	14%	16%
Mathematics at the high standard (110+)	48%	21%
Reading, writing and mathematics combined at the high standard	10%	12%

**Phonics Yr 1**

100%

**(National Results)**

82.5%

**EYFS**

71% GLD

**(National)**

72%

**Attainment at the end of KS2 2018**

	School Results 2018	National Results Summer 2018 (for information)
Reading at the expected standard	82%	75%
Writing at the expected standard	94%	78%
Mathematics at the expected standard	82%	76%
Reading, writing and mathematics combined at the expected standard	76%	64%
Reading at the high standard (110+)	24%	25%
Writing – working at greater depth	35%	18%
Mathematics at the high standard (110+)	29%	23%
Reading, writing and mathematics combined at the high standard	12%	9%

**Appendix B**

**Pupil Premium Report – Summer Term**

This year we have 11 Premium children of which 4 are in KS1 and 7 are in KS2.

Summer 2018 Data.

KS1	Maths		Reading		Writing TA	
	PP	All	PP	All	PP	All
<b>High Standard (GD Writing)</b>	/	20 – 53%	1 – 25%	20 – 53%	1 – 25%	8 – 21%
<b>National</b>	3 - 75%	18 – 47%	2 – 50%	17 – 45%	2 – 50%	25 - 66%
<b>Working Towards</b>	1 – 25%			1 – 2%		4 – 11%
<b>Below National.</b>			1 – 25%		1 – 25%	1 – 2%

4 children                      38 children

KS2	Maths		Reading		Writing TA	
	PP	All	PP	All	PP	All
<b>High Standard (GD Writing)</b>	2 – 29%	15 – 25%		22 – 37%	1 – 14%	10 – 17%
<b>National</b>	5 – 71%	35 – 58%	6 – 86%	32 – 53%	5 – 71%	41 – 68%
<b>Working Towards</b>		10 – 17%	1 – 14%	6 – 10%	1 – 14%	9 – 15%
<b>Below National.</b>						

7 children                      67 children

**Appendix C**

**SUMMARY of SEN Support / EHC Plan and Whole school data      JULY 2018**

	Maths		Reading		Writing	
	SEN	W/S	SEN	W/S	SEN	W/S
GD	(1) 8%	(35) 36%	(1) 8%	(42) 42%	(1) 8%	(19) 19%
N	(6) 50%	(57) 58%	(4) 33%	(53) 54%	(5) 42%	(68) 70%
WTN	(4) 42%	(6) 6%	(5) 42%	(3) 4%	(4) 33%	(10) 10%
BN	(1) 8%	-----	(2) 17%	-----	(2) 17%	(1) 1%
	12chn	98chn	12chn	98chn	12chn	98chn