St Mary’s
RC Primary School
Langho

PROSPECTUS 2012 - 2013
Parish Priest: Fr. Leo Heakin

St Mary’s Catholic Church

York Lane • Langho

01254 248186
A Warm Welcome from the Headteacher

At the very heart of our school are our children. Here at St Mary's we take the view that every child really does matter, and we treat the children as individuals as much as possible. Although our school is well established, we are constantly seeking to improve the provision we give. In education, as with all life, things change, and we constantly face new challenges, both in terms of developments in education and expectations of the children and parents. We aim to be a vibrant core in the community, as well as forward looking in our attitude to education.

We invest heavily in human resources, which we believe is the best way to raise achievement and meet the needs of our pupils. All our members of staff are fully committed to the school and dedicated to their task of caring for the pupils. Our teaching staff has a breadth of knowledge and wealth of experience, along with new ideas to offer our pupils and to inspire them with well planned and exciting learning opportunities.

We believe that good behaviour is crucial to maintain the positive and caring ethos of the school, and our priority is to engage children in their learning, whilst helping them develop a positive attitude towards one another and the school.

St Mary's RCP School is a good Catholic Primary School, where children are encouraged to achieve their full potential. We are proud of our pupils, and consider it a privilege to serve the parish and community by giving children the best possible start in their education.

Mrs. Janet Malone Headteacher

If a child lives with criticism, she learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with shame, she learns to feel guilty.
If a child lives with tolerance, he learns to be patient.
If a child lives with encouragement, she learns to have confidence,
If a child lives with praise, he learns to appreciate.
If a child lives with fairness, she learns justice.
If a child lives with security, he learns to have faith.
If a child lives with approval, she learns to like herself.
If a child lives with acceptance and friendship, he learns to find love in the world.
Mission Statement
With Jesus Christ at our centre
Our mission for everyone is
To be the best that we can be

General Information
St. Mary’s is a Roman Catholic voluntary aided primary school for boys and girls, maintained by the Lancashire Education Authority.

The school is located off Whalley Road, Langho. The children are grouped in nine classes organized according to their needs.

At St Mary’s we place great emphasis on the pastoral care of the children and enjoy a happy, friendly atmosphere, supported by all associated with our school, parish and local community.

Children start school in the September following their fourth birthday i.e. at the beginning of the school year in which they reach the age of 5 years. (Sept. 1st - Aug. 31st). Children spend their first year in the Foundation stage which is unique to their stage of learning. Children then move on to Key Stage 1, for two years. All children then move on to Key Stage two for the next four years. Finally at age 11 and on completion of year 6 the children move on to high school. We have excellent relations with our local Catholic secondary school, St. Augustine’s High School at Billington.
Admissions

The school admission number is 40. When the number of applications exceeds the number of places available the governors will apply the over-subscription criteria.

Admission to the school will be made in accordance with our admissions policy.

Visiting School

Before Your Child Starts School

Parents who wish their child to attend the school are encouraged to arrange a visit to school with the headteacher. An intake evening is held in the spring term for the parents of new Foundation children and arrangements are made for parents and children to visit school in the summer term.

After Your Child Starts School

Parents may contact the school at any time they feel it is necessary. The teachers are always available to see parents at a convenient time to discuss children’s work or any concerns relating to their education.

Various meetings are held throughout the year to share with, and inform parents of our work in school. In the Autumn and Spring terms, parents are invited to discuss their child’s progress with the class teacher, and in the summer a written report is sent home which parents have an opportunity to discuss.

Parental Involvement

We wholeheartedly support parents being involved in their children’s education and we aim to develop open and friendly relationships with our parents in school. There are many occasions when we ask for support and parents will be regularly informed of these. We firmly believe that we can enrich the quality of experiences offered to our children by working together and developing strong partnerships between home and school. This will enhance the children’s experiences and give them a great sense of security.

We welcome parents who wish to make a regular commitment to helping out in school. We value help with both routine tasks such as library book exchange and activities involving children such as reading or playing games. We also rely on parents to help out with more demanding activities such as educational visits, baking and special events.

All parents, relatives and friends are invited to share our community assembly on Friday mornings at 9.05 a.m. in the school hall, where we celebrate the children’s many and varied achievements both in and out of school. Parents are also invited to commendation assemblies at the end of each half term.

We have a thriving ‘Friends of St Mary’s’ committee, which aims to support the school mission through active ‘fellowship, fundraising and fun’. Anyone can join and everyone is welcome!
Arrival and Departure

In the interest of safety, car-parking on the school car park is restricted to staff and visitors only. Playground supervision begins at 8.45 a.m. and children are expected to arrive punctually in time for school opening at 8.55 a.m. Parents are encouraged to make arrangements for the safe collection of their children at the end of the school day at 3.25 p.m. School should be informed of any changes to the usual routine.

St Augustine’s holds its own open evening in the Autumn Term for parents and prospective pupils. In partnership with all the Catholic primary schools we have developed curriculum links to ensure continuity and progression between the primary and secondary phases of education. Projects are organised during the year engaging children from Year 5 and 6 in work with teachers and pupils from St Augustine’s. Half-day visits are arranged in the summer term when the year 6 children spend time at St Augustine’s to familiarise themselves with their new environment.

The School Day

**Foundation & Key Stage 1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>8.55 – 11.45 am</td>
<td>8.55 – 12.00 pm</td>
</tr>
<tr>
<td>Break</td>
<td>10.30 – 10.45 am</td>
<td>10.45 – 11.00 am</td>
</tr>
<tr>
<td>Afternoon</td>
<td>1.10 – 3.25 pm</td>
<td>1.10 – 3.25 pm</td>
</tr>
<tr>
<td>Break</td>
<td>2.30 – 2.45 pm</td>
<td>2.15 – 2.25 pm</td>
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The children are supervised on the playgrounds from 8.45 am. All children are expected to be in school by 8.55 am when the doors open.

The actual time spent on teaching during the normal school week totals 23.5 hours for key stage 2, and 21 hours for key stage 1 and Foundation. This includes Religious Education but excludes assembly, registration and breaks.

What Ofsted said:

“Current standards in English and mathematics are well above average with a significant increase in the number of pupils exceeding the level expected for their age.”

Transfer to Secondary School

We work in partnership with our own Catholic secondary school, St Augustine’s High School, which helps to ensure that the transfer of our Year 6 children is as smooth as possible. We enjoy excellent working relations with the staff and students there. We regularly welcome students from St Augustine’s on work experience and we encourage volunteers to help with our sports and clubs.
Worship
Collective worship takes place each day in school in the form of group or whole school assemblies, prayers and liturgies. By following the Church’s liturgical year we are able to develop the children’s awareness of the main teachings and events of the Roman Catholic faith.

Mass is celebrated regularly in school by our parish priest, Fr Leo Heakin, and we attend Parish Masses in St Mary’s Church on holy days and special occasions. All parents and friends of St Mary’s are invited to share these celebrations.

Parents have the right to withdraw their children from collective acts of worship and should approach the Headteacher should they wish to do so. However, parents should be aware that as a Catholic School it is expected that our children will share all aspects of school life.

Homework
A small amount of homework will be sent home with the children from Foundation to Year 6. This will vary in depth and frequency according to the age and ability of each child. The main focus of our homework is on literacy and numeracy and we regard the involvement of parents in joint activities as being most valuable in promoting children’s learning.

We ask parents to support our work in school by encouraging children with their homework.

Curriculum
At St Mary’s we aim to get the best for and from every child in all learning experiences. Through the curriculum we will nurture spiritual, moral, academic, pastoral, social, physical and aesthetic development, so that each individual has every opportunity to reach their full potential. Children are currently organised in to nine classes:

**Foundation and Key Stage 1:**
- Sun - Foundation,
- Mars - Foundation/Year 1,
- Saturn - Year 1/Year 2,
- Jupiter - Year 2

**Key Stage 2:**
- Mercury - Year 3
- Neptune - Year 3/Year 4,
- Venus - Year 4/Year 5,
- Pluto - Year 5/Year 6
- Earth - Year 5/Year 6

Within these classes, children are grouped according to their age and their individual needs. Ability groups are often used for literacy and numeracy, but the children may be grouped differently for other activities.
Foundation Stage

Children in the Foundation classes follow the foundation stage curriculum and are involved in a range of activities leading towards the government’s early learning goals. Structured literacy and numeracy sessions are based on the national programmes of study and R.E. is taught from the Diocesan syllabus. The following areas of learning provide the framework for our Foundation Stage curriculum:

- Personal, Social and Emotional Development
- Communication, (Language and Literacy)
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Religious Education

In our Catholic school, Religious Education permeates every aspect of our school lives including the curriculum. Our overall aim in teaching RE is the religious growth and development of the children. Through our RE programme, the children are helped to grow in experience, knowledge and understanding of the Catholic Church, its life and teachings, its place in today’s world and its concern for justice, peace, brotherhood and reconciliation. The teaching of RE throughout the school is based on the Salford RE Programme which is set by the diocese. A range of materials and supplementary resources are used to ensure a breadth of knowledge and understanding. Citizenship and PSHE are delivered through a programme of global justice developed within the R.E. curriculum and across the whole curriculum. From Foundation through to Year 6, the children will study the following topics in a progressive cycle of learning:

- Sacred Scripture
- The Person, Life and Ministry of Jesus
- The Mystery of God
- The Teaching and Liturgy of the Church

English / Literacy

We recognise the importance of an integrated but structured approach to the development of all areas of language. English is taught through a daily literacy hour in every class, based on the Revised Literacy Framework. In the foundation and Key Stage 1 classes there is an emphasis on phonics which is taught progressively using the government’s phonic scheme. As the children move into Key Stage 2, there is a greater focus on spelling and grammar for writing based on the national programme for key stage 2.
Reading: We use a variety of approaches in teaching reading and emphasise its importance in all areas of the curriculum. Our aim is to develop enthusiastic, independent and discerning readers who will take responsibility for their own reading. Children are encouraged to read a wide range of books for instruction and pleasure. Oxford Reading Tree is the core of our early reading programme, with various supplementary materials providing reinforcement and extension work. As the children become more independent they are encouraged to read a wider range of books for pleasure and interest. Each class has a selection of books for use in guided reading sessions to develop the skills of reading. A different range of books are used for home reading to complement those studied in school and to ensure variety and consolidation of skills from the earliest stages to the highest level of reading.

Writing: Writing is introduced at an early age so that children can learn how to express themselves in the written word. We try to familiarise them with the many forms of writing and encourage a variety of styles to help children write appropriately for different purposes. Children are taught to form letters accurately and consistently and to join fluently, consistently and legibly.

Speaking and Listening: Both speaking and listening are central to the learning process. At each level we involve the children in discussions and teach them how to listen attentively to others and share their thoughts and ideas appropriately.

Information and Communication Technology

We have invested significant funds and time into developing ICT at all levels. Each classroom is equipped with an interactive whiteboard, internet access and two CD-Rom multimedia computer systems and internet access, to facilitate a range of experiences covering word-processing, graphics, data-handling, logo and problem-solving. The school also has three lap top trolleys, each with sixteen portable laptops for whole class teaching and learning. Each class is linked to a central server to enable access to ICT programmes. All children have a personal login to access MOODLE, our electronic learning platform, to encourage them to use and develop skills and topics when out of school.

Design Technology

Through our Technology work we encourage children to apply their knowledge and skills to solve problems. In all classes we create practical learning opportunities in which the children can identify needs, generate designs, plan and make and then evaluate their work, at a level appropriate to their age and ability.
Mathematics

Our Mathematics teaching throughout the school is based on the Revised National Maths Framework. We aim, through our daily mathematics sessions, to teach children the knowledge, skills and strategies to manipulate numbers mentally, practically and in written work.

Number: Early number skills begin in the Foundation classes with counting games and rhymes. As the children progress they develop sound understanding of place-value and the important skills of problem solving to ensure that they are able to use and apply appropriate methods of calculation studied. We also emphasise traditional methods to teach tables and to develop mental arithmetic skills from an early age.

Algebra: At each stage our work in number patterns and the relationship between numbers lays the foundation for the subsequent development of algebra.

Measurement: From starting school the children are taught to measure quantities and to appreciate the approximate nature of measurement.

Shape and Space: The children are introduced to shape and spatial awareness at an early age. As they progress they are taught to recognise and use properties of 2D and 3D shapes, to recognise location and use transformations in the study of space.

Data Handling: Throughout the school the children will learn how to collect, interpret and record data in various forms.

Science

Science is taught throughout the school using a topic approach developed from national and county schemes of work offering opportunities for exciting hands-on investigations to develop their knowledge and understanding. The children are encouraged to develop their ability to use appropriate scientific methods through observation, enquiry, exploration and investigation. Practical science is balanced with some theory at all levels and children undertake a detailed investigation each term.

What Ofsted said:
“St Mary’s is a good school with several excellent features.”
**Geography**

Much of the children’s learning in the early years is based on direct experience, practical activities and exploration of the local area. In Key Stage 2 this work is extended to cover local, regional, national and global issues. Skills are developed through a study of places and themes covering physical, human and environmental geography. Wherever possible the children are offered opportunities for first hand, experiential learning.

**Physical Education/ Sporting Aims and Provision**

We are proud to have achieved the National Active Mark for good practice in sport and physical activity. Through our P.E. curriculum we expect to achieve the following sporting aims:

- To offer opportunities for a variety of sporting experiences.
- To provide a range of team and individual games.
- To encourage participation, competition, self-improvement and good sportsmanship.
- To recognise and reward achievement at all levels.

- To promote the physical, medical and social benefits of sport.
- To participate in inter-school sports competitions.

Facilities for P.E. include hall space, netball court, football pitch and surrounding sports field, with a range of equipment available for gymnastics and games. We aim to ensure that all children are engaged in physical activity for a minimum of 2 hours each week. In the early years the emphasis is on skill development in the areas of educational gymnastics, dance and games. Throughout Key Stage 2 the variety of games is extended to include: football, netball, hockey, tag rugby, basketball, tennis, cricket and rounders.

Children in Year 5 attend weekly swimming Pool and for Year 6 children there is the opportunity for an extended residential visit which includes a range of outdoor pursuits. Physical activity is also encouraged through daily brain gym, outdoor play and chairobics indoor class exercises!

Teams participate in the Ribble Valley football league and the school enters inter-schools sports competitions. We encourage participation for pleasure as well as competition and the following sports clubs are open to children of all abilities after school and at lunchtimes during the year:

- **Netball**
- **Football**
- **Tag Rugby**
- **Cricket**
- **Rounders**
- **Athletics**
- **Dance**
- **Gymnastics**

All children are expected to change for each P.E. lesson. Shorts, T-shirt and black pumps are appropriate for indoor work with trainers for outdoor lessons. P.E. kits should be clearly name-labelled and kept in a PE bag.

**In the interest of safety no jewellery should be worn during PE lessons**

Long hair should always be tied back.
History
In the early years the children are given opportunities to develop an awareness of the past and the ways in which it was different from the present, using different historical sources. A topic-based approach is used at this stage with an emphasis on historical enquiry and people in the past. The national curriculum history study units are incorporated into our school curriculum, which includes topics covering important episodes and developments in the past. The children are given opportunities to study all aspects of history from a focused, skills based approach.

Music
Music experiences fall into two main categories: Performing and Composing and Listening and Appraising. The national scheme provides a framework for our music teaching, supported by various resources including radio, TV and computer programmes. Children are given opportunities to try musical instruments, to learn songs and to listen and respond to different types of music. Our Year 4 curriculum provides all children with brass tuition involving a music specialist alongside the class teacher.

Instrumental and voice tuition can be purchased through the Lancashire Music Service for brass, woodwind, violin, singing and guitar, while choir tuition is funded by the school. There is a strong musical tradition at St Mary’s which encourages musical participation of specialists and non-specialists through assemblies, concerts, workshops and consultancies.

Art
Through our art curriculum we try to develop and enrich each child’s creativity and self-expression. The children are introduced to the skills and knowledge that will enable them to express their ideas through different media. They are encouraged at all levels to analyse and appreciate their own work and the work of others. The children focus on the work of great artists and reproduce their own masterpieces in similar style, as well as exploring the use of different tools and techniques. We have enjoyed success in local art competitions and organise visiting artists, workshops and visits to local exhibitions to support our work in school.

Modern Foreign Languages
We introduce our younger children to different languages through fun games and activities linked to their learning topics and general language development. In Key Stage 2 we teach French using the Rigolo Scheme, which integrates ICT using a range of lively interactions, colourful stories and fun activities, along with a Virtual Teacher! Membership of a lunchtime club, Le Club Francais and after school and lunchtime Spanish clubs can also be purchased for children of all ages.

What Ofsted said:
“Pastoral care is excellent and pupils say they feel safe and know how to look after themselves.”
Inclusion

At St Mary’s we are committed to inclusion by providing equal opportunities for all children, whatever their ability, gender, race or social background. Teachers set high expectations and provide opportunities for all children to access the entire curriculum at an appropriate level.

Equal Opportunities: All children are provided with the same learning opportunities. We recognise that children have different styles of learning therefore learning opportunities are presented in a variety of ways to match the needs and abilities of all children within each class.

Access: Given the necessary educational resources, the arrangements set out in the governors’ admissions policy apply to all children with or without special needs and disabilities. Similarly we aim to provide access to the full curriculum and everyday activities for all children. Wheelchair access and disabled toilet facilities have been installed and we are always willing to make minor adjustments to meet the needs of children with particular challenges.

Special Needs: We define special educational needs in terms of a learning difficulty which requires special educational provision. A child is considered to have a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of the same age, or has a challenge or a behavioural problem which prevents or hinders him or her from making use of our educational facilities. We currently make special provision for children with sensory difficulties, physical difficulties and learning difficulties both within the classroom and in specific support groups. We work closely with the LEA and Diocese to ensure our statutory duties are met and that our children’s needs are fully met.

Able Gifted & Talented: We recognise ‘Able Gifted & Talented’ to apply to our most able children, who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group in our school. We also recognise that more able children may require work which is significantly more advanced than that required by others in their age-group. We aim to provide enrichment and extension activities to stimulate and challenge our most able children at all levels. We define talent as an ability in art, music, sport or drama, and we aim to meet the needs of talented pupils in 3 key areas: identifying those who have a particular talent, providing opportunities within and beyond the curriculum and acting as a link for talented children with local groups or organisations.
Race Equality: In all our teaching we aim to fulfill our commitment to race equality by ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity. We are sensitive to different backgrounds and respond positively to the needs of all of our children including social and emotional as well as intellectual needs.

Extra-Curricular

Opportunities are provided for children to join in activities at lunchtimes or after school, either in clubs or inter-school events. These include:

- French
- Chess
- Football
- Netball
- Tag Rugby
- Cricket
- Rounders
- Cross country
- Athletics
- Dancing
- Choir
- ICT
- Spanish
- Cookery Skills

Parish uniformed groups meet in the Parish Centre and school. They include Cubs, Brownies, Guides and Rainbows. Crazy Crackers run a breakfast club and after-school club in the Parish Centre.

Sex & Relationship Education

We see sex and relationship education as primarily the right and duty of parents. The school has a complimentary role to play and we place sex and relationship education in the context of the child's spiritual, moral, emotional and social development. Our Mission Statement provides the context for the development of a positive self-image and promotes positive attitudes towards responsible and loving relationships. We try to respond sensitively to the varying needs of the children as they grow and develop.

We recognise that sex and relationship education is a developmental process, and through the whole curriculum opportunities are taken to enable the children to understand the process of growth and development. Through our RE and science work we encourage children to develop an awareness of, and respect for, themselves and others. We work in liaison with Life Education and the School Health Service to inform children throughout the school of personal development and health issues. As the children develop their knowledge and skills they are encouraged to explore attitudes, values and emotions. This work is extended in Year 5 and further in Year 6 to include the biological facts concerned with puberty and human reproduction.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at St Mary's, apart from the statutory elements in the National Curriculum. The school nurse is invited to present a short 'puberty talk' to Year 6 children in the autumn term. Parents are notified of the date by post and informed of their right to withdraw children from the presentation.
Behaviour & Pastoral Care

As members of a Catholic school we are all involved in developing a caring and supportive atmosphere where good behaviour is encouraged and the safety and welfare of each child is of fundamental importance. We aim to develop self-discipline in our children so that they become responsible individuals and committed members of our Christian community. Our approach to discipline reflects that of a concerned and reasonable parent. It is our intention to maintain a happy, ordered environment where effective learning can take place. We will therefore expect the highest possible standards of behaviour from each individual child.

Rules

We insist on good manners and politeness at all times and will not tolerate the use of bad language, fighting and bullying. We have a few simple rules which we insist are followed:

- Walk and talk quietly around school.
- Look after each other and show respect.
- Take a pride in our school and its surroundings.

Bullying

Parents are encouraged to report any incidents of ‘bullying’ to the class teacher in the first instance. All incidents of alleged bullying are taken seriously but many turn out to be minor incidents which can be quickly resolved by the class teacher or another adult. More serious concerns should be reported immediately to the headteacher or deputy head. Such disclosures will be investigated and where necessary parents will be involved. All incidents investigated by the headteacher are recorded in the incident log and a separate record is kept of any racist incidents.
Safeguarding Children

The welfare and safety of our children is of paramount importance. All policies, as they are reviewed, focus on promoting the welfare of children. Every aspect of school life is organised with this in mind, for example healthy eating, extra-curricular games sessions and elements of the school curriculum such as Personal Social Health and Citizenship Education (PSHCE). At St Mary’s we place great value on each and every individual to help them fulfill the gifts given to them by God in a safe and secure environment.

Rewards

We believe in a positive approach and always seek to reward rather than punish children. We want all children to feel that their efforts are appreciated and their achievements are valued. We encourage children in a number of ways:

- Regular praise - oral and written
  - Class merits, e.g. stars, stickers, stamps, etc.

- Allocation of responsibility
  - Public display or performance

- Recognition in school assemblies
  - Gold award - certificate (Tea with the headteacher on Friday)
  - Commendation certificates, letters/presentations

- Referral to other staff for praise
  - Special recognition from deputy head & headteacher

Sanctions

Most problems can usually be sorted out by the class teacher but persistent unsatisfactory work or behaviour will be dealt with by the Deputy Headteacher or Headteacher. If there is a serious breach of discipline we will contact parents. (see our behaviour policy on the school web site)
Charging and Remissions

1. There is no charge for education in school hours which is necessary to fulfil the requirements of the national curriculum.

2. When educational activities are organised as an optional extra for the benefit of children, parents may be invited to make financial contributions towards the cost of such provision.
   (a) The school will charge for the travel and board and lodging expenses incurred during a residential visit.
   (b) The children of any parents who are unwilling to make such contributions will not be excluded from such activities.
   (c) In certain circumstances children whose parents are in receipt of income support or family credit may receive financial assistance.

Any activity for which parents are invited to make contributions will only go ahead if governors are satisfied that the total costs of the activity can be met through these contributions. If there is not sufficient money collected to cover the overall costs then the activity may have to be cancelled.

3. The governors reserve the right to charge parents for the cost of repair or replacement of school property which is broken, damaged or defaced by willful or negligent behaviour.

4. The school may charge in cash or in kind for the ingredients or materials required for certain lessons where parents have indicated a wish to own the finished product.

This policy will be kept under review and parents will be notified in writing of any changes as appropriate.

Absence & Attendance

We encourage regular attendance and punctuality. Children who achieve a high standard are rewarded at the end of the year with a prize and certificate. Children should be kept at home if they are ill and the school informed of any absences. Parents should not plan holidays during term time, if however an exceptional circumstance arises, please collect a form from school which must be completed 6 weeks before the requested term time change.
Medical Matters

We need to be aware in school of any relevant issues concerning a child's health, learning difficulties and home circumstances. Information given by parents will be treated as confidential. It is very important that parents provide an emergency telephone number so that we can contact them if their child is taken ill at school. The school should be informed of any changes to the emergency contact arrangements.

The school follows LEA health and safety guidelines and there are clear procedures for accidents and emergencies. Parents will be informed of any accidents or injuries that we are aware of, which occur in school. We can not accept any responsibility for the administration of medicines except where this is part of a medical care plan. Guidance is available in school and on the web site.

Healthy Schools

St Mary's is proud to have been awarded the national 'Healthy School Standard' for good practice in promoting the health and welfare of children. The school is also working towards achieving specific standards in the Lancashire Healthy Schools Programme. We have already achieved the 'Healthy Eating Standard' and 'The Physical Mark'.

What Ofsted said:

"The amazing singing in assembly reflects a real community atmosphere with parents, staff and pupils coming together to celebrate the school's achievements."
School Meals
Cooked meals are prepared and served on the premises. The price from September will be £2.10 per day, i.e. £10.50 per week. Dinner money should be paid in advance on Mondays, in an envelope marked with the child’s name. Cheques are made payable to Lancashire County Council. Special dietary arrangements can be catered for if necessary.

Milk
Milk is available to all infant children. The Lancashire Education Authority makes a charge of £6 per term which is collected before the start of each term.

Water
Drinking water is available freely to all children throughout the school. School water bottles are available priced at £1.50. Children are encouraged to bring their bottle filled with fresh water each day and they may re-fill the bottles in school.

Snacks
The National Fruit Scheme provides free fresh fruit for all infant children each day. Junior children are encouraged to eat healthy snacks, such as fruit, but are not allowed chocolate, sweets or crisps at break-time. Sweets and chocolates are not given to children except for very occasional treats. Parents are asked to inform us if their children should not have chocolate or sweets on any occasion.

Uniform Policy
At St Mary’s we encourage the children to take a pride in their appearance as this sets an important standard for our school. We ask parents to support us in this by providing a simple uniform as follows:

Boys:
- royal blue sweatshirt
- blue polo shirt
- grey shorts or grey trousers
- grey socks
- black school shoes

Girls:
- royal blue sweatshirt
- blue polo shirt
- grey pinafore or grey skirt or grey tailored trousers
- white socks or grey tights
- black school shoes
- (summer – blue & white checked or striped dress)

P.E.
- white T-shirt
- navy blue shorts
- black pumps
- drawstring bag
- For winter - a school hoodie and black jogging bottoms

All items of uniform should be clearly labelled with the child’s name. There is no obligation to have the school logo on the uniform.
Parents are reminded of the following points which are established when the children start in Foundation and which will continue right through to St Augustine’s.

- In the interest of health and safety, jewellery is not permitted in school.
- Children with pierced ears may wear small plain studs, which must be removed for P.E.
- Sensible watches may be worn but must be removed for P.E.
- Extremes of fashion are not acceptable in shoes, hair styles and other aspects of appearance.
- Hair past shoulder length must be tied back with sensible bands.
- Sensible footwear, should be worn in school. (NO trainers or boots)

- Nail varnish and make-up are not part of school uniform.
- P.E. kits should be kept in school during term time.
- Black pumps rather than trainers are required for indoor P.E. or general indoor use.

We are proud of St Mary’s and feel that correct uniform promotes our school identity. We thank parents for supporting us in setting a high standard of appearance.

Outside Agencies

The school will offer parents a professional opinion in matters relating to their child’s development and behaviour. Should we feel it necessary to seek advice from other education support services, such as the educational psychologist and welfare officer, parents will be informed. The welfare and safety of our children is of prime importance, therefore in the interest of child protection, if we feel that a child may be at risk outside school we must, by law, report the matter to Social Services.

Complaints

A formal procedure exists for complaints about the curriculum and other issues. However, many complaints are best resolved in discussion with the headteacher or staff of the school, which is the first stage in the process. Formal complaints should be made in writing for presentation to the Governing Body, and arrangements will be made to consider the complaint according to the formal procedure. A summary of this procedure is available in school upon request.
Governors

Foundation Governors:
- Mrs A Corban (Chairman)
- Dr. D. Butterworth
- Mrs A. Fyles
- Fr Leo Heakin
  (Ex Officio – Parish Priest)
- Mrs K Kinney
- Mr J Livesey
- Mrs J Traynor

LEA Representative:
- Mr B Haworth

Parent Governor:
- Mr T Branton

Staff Governors:
- Mrs D. Ellison
- Mrs A. Brown

Headteacher (Ex Officio):
- Mrs Janet Malone

What Ofsted said:
“Teaching is good with some outstanding features. Teachers strive to add that little extra that captures pupils’ interest and gives that extra spark to the lesson.”

School Staff

Headteacher
Mrs Janet Malone

Deputy Head
Mrs D Ellison

SENCo
Mrs C. Ashton

Teaching Staff
- Miss S Clutterbrook
- Ms M Campion
- Mrs L Hacking
- Mrs M Haworth
- Mrs S Noblet
- Mrs L Orr
- Mrs D Turner
- Miss J Tyldesley

Teaching Support
- Mrs M Birtwistle
- Mrs A Brown
- Mrs E Dorin
- Mrs D Elliott
- Mrs K Hall
- Mrs T Jones
- Mrs J Johnson
- Miss L Moulden
- Miss N Musa
- Mrs J Swales
- Mrs B Williams
- Mrs G McCullough
- Mrs H Wyre

Bursar
Mrs C Bowen

Admin Assistant
Mrs S Shaw

Site Supervisor
Mrs L Cook

Cleaners
Bulloughs Cleaning Co

Welfare Support
Mrs J Pickup

Kitchen Staff
- Mrs L Benjamin
- Mrs K Kitching
School Holidays
2012/2013

Autumn Term 2012

School Re-opens
Wednesday 5th September 2012

Mid Term Closure
Tuesday 23rd October – Friday 2nd November 2012 inc.

School Closes
Friday 21st December 2012

Spring Term 2013

School Re-opens
Monday 7th January 2013

Mid Term Closure
Monday 18th February – Monday 22nd February incl.

What Ofsted said:
“Effective teaching and a rich curriculum are key reasons for achievement being good. Some outstanding teaching was seen with inspirational teachers enthusing the pupils so that learning is accelerating.”

Summer Term 2013

School Re-opens
Monday 15th April 2013

May Bank Holiday
Monday 6th May 2013

Mid Term Closure
Monday 27th May - Monday 3rd June 2013 inclusive

School Closes
Wednesday 24th July 2013

Ofsted Interim Assessment

“I am pleased to provide some important information about St Mary’s Roman Catholic Primary School, Langho.

As you may know, during its last inspection in Nov-08, Ofsted inspectors judged your child’s school to be good. Schools which are performing well are now inspected less often than other schools. This usually means that good schools are inspected once in five years, whilst satisfactory schools will be inspected at least once every three years.

Some good schools are inspected after three years; others may have their inspections put back. To help decide whether we can wait longer than three years before undertaking a full inspection of a good school, Her Majesty’s Inspectors look at, and evaluate, various sources of information, as listed below. This is called an ‘interim assessment.’

I am pleased to inform you that our interim assessment shows that the school’s performance has been sustained and that we can defer its next full inspection.

As a result, the next full inspection will not take place any earlier than the summer term 2013 unless we receive information in the course of the coming year that causes us to inspect earlier.”
Our annual residential to Kingswood
St Mary’s
RC Primary School
—— Langho ——

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bursar@st-marys-langho.lancs.sch.uk
www.stmarys-langho.co.uk

LEA Contacts

Local Education Authority:
Lancashire County Council
P O Box 78
County Hall
Preston PR1 8XJ
Tel: 01772 254868

Pupil & School Support Services:
Area Education Office
The Globe
St James Square
Accrington BB5 0RE
Tel 01254 220500

Director for Children’s Services
Mrs H Denton

Admissions Appeals:
Mrs Denise Jones
/Area Education Office/