

# St. Gregory's Catholic Primary School



## Prospectus



**ST. GREGORY'S CATHOLIC PRIMARY SCHOOL  
ALBERT ROAD  
BOLLINGTON MACCLESFIELD  
CHESHIRE  
SK10 5HS**

**Telephone No: 01625 572037**

**Email: [admin@stgregorys.cheshire.sch.uk](mailto:admin@stgregorys.cheshire.sch.uk)**

**LIST OF GOVERNING BODY:**

Chairman of Governors:	Mr C Butcher
Vice Chairman:	Mr. C. Bennett
Headteacher:	Mr. J. Daley
Teacher Representative:	Mrs. C. Moss
Foundation Governors:	Rev. Father F. Mageean S.D.B. Mr. M. Marley Mrs. A. Theobald Mrs. C. Malins Mr. M. Nolan
Parent Governors:	Mrs N. Lamb Mr A. Mauro
M.L.A. Governor:	TBA

**TEACHING STAFF:**

Headteacher:	Mr. J. Daley
Deputy Head:	Mrs. H. Tyldesley
Teachers:	Mrs. E. Jennings Miss A. Marshall Mrs. L. Gittins Miss. L. Walsh
Teaching Assistants:	Mrs. A. Goodchild Mrs. C. Moss Mrs. S. Shepherd Mrs. V. Bishop
Administrative Assistants:	Mrs. L. Chadwick Mrs. P. Smith
Caretaker:	Mr. J. Segelin
Cleaner:	Mrs. D. Segelin
Cook:	Mrs. N. White

**Mid Day Assistants:**

Mrs. P. McGeady

Mrs. M. Oakden

Miss E. Murphy

## St. Gregory's Vision Statement

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This is our school, a special place where:

- our Catholic faith is lived through our relationships with one another
- every person is valued and respected
- all efforts and achievements are celebrated
- we encourage everyone to be filled with love of life and learning

## **Our Mission**

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We,  
the children, parents, governors and staff,  
Grow and Learn in God's Family.

## **Our Mission Statement**

**At the heart of the community, our mission is to provide a caring and stimulating environment promoting enthusiasm for life long learning where all individuals feel respected, challenged and inspired to achieve their full potential.**

**A school of the future growing and working together in God's family.**

## Our Aims at St. Gregory's School

St. Gregory's Catholic Primary School aims that all children:

- are safe, healthy and happy to learn
  - are literate and numerate
  - are independent learners
- are confident, flexible and well-balanced
  - value diversity
- understand their responsibility to others
  - are self-disciplined

## Our Objectives

The objectives of our school are to:-

- establish high expectations and a success culture
- develop a learning community for all
- treat all members of the school community with respect
- continue to develop professional debate and discussion amongst all staff
- build leadership and management skills in all staff
- ensure that there is a learning climate in every classroom
- create and maintain a physical environment that promotes and reinforces the value, safety and inclusion of all individuals
- ensure the continual involvement of the whole school community

# A Catholic Voluntary Aided School

In the heart of the village of Bollington, St. Gregory's Catholic Primary School is a school that combines a caring Catholic ethos with a quality learning environment. The present school opened in 1962 and is situated on a very pleasant and developed green field site.

It is a Voluntary Aided School established for the purpose of assisting parents in the education of their children in the Christian ethos.

This school is the property of the Trustees of the Diocese of Shrewsbury and is supported financially by the Parish of St. Gregory's from which it takes its name.

It is, then, different from a County School in its ownership, financing and religious education.

## A Small School

The Governors have set an admissions policy of 15 children each year group, we are therefore designated as a "Small School". We believe that there are many challenges, opportunities and benefits from this small, Christian, school environment.

We therefore seek to provide:

- **A caring, family atmosphere, where children are encouraged to share;**
- **a sense of belonging to the school Christian community;**
  - **small classes;**
  - **individual learning opportunities;**
  - **security through sustained relationships;**
    - **high expectations of all pupils;**
    - **good pupil-teacher ratios;**
- **opportunities to take part in a wide range of activities;**
- **development of close links with other small schools;**
  - **close links with the community and parish**  
**and**
- **inclusive involvement of pupils, parents, governors and friends.**

## • Organisation of the School

Classes within the school are small with an excellent pupil/teacher ratio. There are therefore ample opportunities for individual attention and support in each child's development.

Staff seeks to remove all barriers to learning and participation. There is flexibility within the school about the movement of children so that class sizes are balanced.

Every class is supported by fully-qualified part-time teaching assistants. The presence of a second trained adult in the classroom is a most valuable resource and greatly enhances the quality of the pupils' learning. Classes contain mixed age groups. Teaching places very careful emphasis on the individual needs of children within these groups.

### **St. Gregory's Catholic Primary**

**There are 90 pupils on roll - For the Academic Year 2008/2009 Classes are as follows:**

<b>CLASS 1 -Foundation</b>	<b>(4-5 years old)</b>	<b>10 pupils</b>	<b>4 boys</b>	<b>6 girls</b>
<b>Year 1</b>	<b>Key Stage 1</b>	<b>7 pupils</b>	<b>3 boys</b>	<b>4 girls</b>
<b>CLASS 2- Year 2</b>	<b>(KS1 5 - 7 years old)</b>	<b>18 pupils</b>	<b>7 boys</b>	<b>11 girls</b>
<b>CLASS 3 - Year 3</b>	<b>(Lower KS2 7-9 years old)</b>	<b>14 pupils</b>	<b>7 boys</b>	<b>7 girls</b>
<b>Year 4</b>		<b>17 pupils</b>	<b>11 boys</b>	<b>6 girls</b>
<b>CLASS 4 - Year 5</b>	<b>(KS2 9-11 years old)</b>	<b>13 pupils</b>	<b>7 boys</b>	<b>6 girls</b>
<b>Year 6</b>		<b>11 pupils</b>	<b>6 boys</b>	<b>5 girls</b>

## **Admissions Policy**

Admissions to the school will be decided by the Governing Body. The school admitted ten children to Foundation Year this year. Whilst St Gregory's School is primarily for Catholic children, the Governors may give consideration to children, with a commitment to other faith backgrounds, who support the ethos of the school, or on compassionate grounds. When there are more applications for admission than the school has places available, the Admissions criteria will be used, this is regularly reviewed and available on application.

From September '06 administration is managed by Cheshire County Council applying the school admission criteria.

## **Arrangements for Parents Considering Applying to the School**

St Gregory's is a popular school and there are limited places within our Admissions Criteria. In order to avoid disappointment it is wise to indicate your preference for a place for your child at the earliest opportunity. Please telephone the school to arrange an initial visit before applying to Cheshire County Council for an admission form. (01625 572037)

## **Induction Programme for New Children and Parents**

There is an Induction Programme for pre-school children in place before they start full-time school and a Welcome Meeting for new parents. This gives an opportunity for the new parents to meet other families, teachers, a range of support staff including catering staff as well as our school nurse before their child starts school.

We invite parents to attend the informal introductory meeting where they have the opportunity to ask any questions that they may have concerning their child's first days at St Gregory's school. Officers from the Parent Teacher Association also attend so that new parents hear about the wide range of activities on offer and also that new families have a personal contact when their child starts school.

## **Transfer to All Hallows Catholic High School**

We are proud of the high reputation which All Hallows enjoys both locally and nationally, in terms of its academic excellence and outstanding achievements in many fields. Although All Hallows is regularly oversubscribed, all Catholic pupils in Catholic partner primary schools enjoy the special privilege of a place on transfer. Our special relationship ensures that the change from primary to secondary phase takes place as smoothly as possible and without unnecessary anxiety.

Extensive collaboration takes place across phase. Detailed information concerning each individual pupil's needs, attainment and achievements is passed on to All Hallows Catholic College.

Staff from All Hallows visit St. Gregory's to meet the children, liaise on focus areas and support curriculum development across key areas.

Parents are given the opportunity to attend a range of Open Days and New Parents' Evenings throughout the last two years of the primary phase. Arrangements are made for pupils to visit the school for a range of introductory events including Year Five 'Taster' days, taking part in cluster group vocal strategy sessions and a selection of subject induction sessions prior to entry. In addition to these opportunities during their final year our pupils also share a retreat experience with other feeder Catholic schools to help build new friendships and confidence before they begin All Hallows in September.

In this way, our children experience one curriculum providing the very best continuity from the age of 4 to 18 years within an excellent Catholic education system.

Eligible pupils from the Parish are issued with a bus pass (application forms obtainable from Cheshire Education Authority) and may travel on the school bus.

## **School Building and Grounds**

The original school was built in 1962 and added to when pupil numbers increased, but both building and grounds have been significantly improved and extended to provide a bright and modern environment. There are four separate classroom areas, linked by separate KS1 and KS2 libraries and a multipurpose resource area provides additional teaching facilities. Each well resourced classroom has its own practical area, with computer bank and library so that lessons are made accessible to all pupils.

Our designated multi purpose resource area is used for a range of activities, including Design and Food Technology as well as individual instrumental tuition, where children can be supported individually or in small groups.

The school hall provides space for whole school assemblies; school Masses, P.E. as well as our dining area. Our After School clubs make very good use of the whole school to develop our learning opportunities.

We have a new Foundation Stage building which was opened in September 2008 with extensive facilities for our youngest children. Along with all the latest facilities it has a designated outdoor learning area where the children can explore and learn.

## Outdoor Learning Environment

At the front of the school, giving pedestrian access is a landscaped 'Welcome Area' to provide a place for parents and children to wait in safety inside the school grounds. Visitors are requested to use this route to the office.

Our facilities include the following:

- very attractive and extensive, south-facing grounds;
- hard landscape play areas to encourage creative play and a netball court;
- large grassed playing field is used for outdoor games such as rounders, athletics, football and rugby; two exciting outdoor play areas with purpose built equipment for the development of gross motor skills for our Key Stage 1 and Key Stage 2 pupils;
- have a discrete play area with equipment and one specifically for our youngest children;
- selection of picnic and seating areas;
- range of planters;
- a very productive garden, with fruit, vegetables, flowers and herbs cared for by the children with the support of volunteer parents and staff
- and
- a mini-woodland with a living willow structure.

These areas form part of the school environment and have been planned as a creative and exciting learning resource for the children.

## Safe School Policy

The Governing body has adapted and enclosed the school building and grounds in the interest and safety of the pupils, staff and visitors.

All teaching areas of the school are safeguarded behind a perimeter fence during the school day. Children are supervised by staff when using the school playing field and playground. Parents and visitors are most welcome in school but should always enter by the main entrance where a security vetting system operates.

When children attend clubs and after-school activities they are under the direction of the club leader/s who are required to apply the school guidelines. The school always requires parental

permission given in writing, in order to allow children to attend after-school activities. Once collected at 3.30 pm or after extra-curricular activities, the responsibility passes back to the parent or carer.

These are amongst the very careful procedures the school has in place to ensure a safe environment for every child and we seek your co-operation carrying them out.

## **Safe Routes to School**

Our school travel plan provides measures, both physical and educational that will encourage children to walk or cycle to school without compromising safety.

Our Aims are to

- Encourage and assist pupils and their parents to walk to school whenever possible
- Provide cycle training for Year 6 pupils contributing to health, safety and personal development
- Create a healthy, safer and happy school environment with improved air quality

## **After School Club**

There is a shared before and after-school provision which is based at our neighbouring Dean Valley Primary School. Children have the opportunity to join play activities, extend school work and complete homework in a safe environment. Children from St. Gregory's school are collected and accompanied by a responsible adult.

## The School Day

The school gates open at 8.45 am when the children may arrive at school.

Gates are locked until this time and in the interests of child protection and health and safety, children should not arrive any earlier as staff cannot accept responsibility for them.

**8.45 am** Children arrive and gather on the large playground.

**8.50 am** Whistle is blown and children line up in class order on the playground then enter school building - the start of the school day.  
Place bags and coats in the cloakroom, change shoes if necessary.

**9.00 am** Registration/Phonics.

**We ask parents to ensure their child is punctual. Attendance after the close of registers is recorded as unauthorised absence.**

**10.30-10.45am** Morning break.

**12.00-1.15pm** Lunch time for KS1 - playtime

**12.15-1.15pm** Lunch time for KS2 - playtime.

The children are supervised by three Mid-Day Assistants and the Head teacher.

**2.15-2.30pm** Afternoon break

**3.30 pm** End of the school day

## Pupil Welfare and Safety

We are very fortunate to have a designated Welcome/Waiting area. This is situated on the East side of the school and contains a Memorial Garden, hard landscaping with benches and school notice board.

Parents are asked to come into the welcome/waiting area to collect their children rather than congregate at the gate which causes congestion.

Children leave their classrooms in their outdoor clothes and wait to be collected **ON** the school grounds in the Welcome/Waiting Area.

Children are not allowed to leave the school premises until they are collected by a responsible adult. Children must have written parental permission to make their own way home.

**PLEASE NOTE -**

**FOUNDATION children are escorted by the Teacher to the welcome/waiting area and handed over to the parent/carer.**

**Total Taught Time:**

The time pupils are formally taught, including the teaching of Religious Education, but excluding registration, breaks or acts of collective worship, is:-

Key Stage 1 22 hours 15 mins per week.

Key Stage 2 23 hours 30 mins per week

**NB:** Collective worship, i.e., Mass, Assemblies, etc., is not recognised as part of the teaching day, nor is registration - these take up in total about an hour and a half each week.

## **Information for Parents**

### **Attendance**

We believe pupils are entitled to a complete school year of education. Teachers can only educate those who attend and time missed is difficult to catch up. The school regrets any time lost through the encroachment of family holidays and other activities into term time.

### **Absence in Term Time**

Absences are permitted for medical or compassionate reasons and, reluctantly, for one holiday per school year in term time if it is unavoidable. All other absences will be registered as unauthorised. Absences must be applied for in writing.

It is a legal requirement that we report the number of unauthorised absences during the school year. At the time of printing we have had very few unauthorised absences at St. Gregory's and this is largely due to parental support and co-operation, together with the provision of a happy school environment.

Both good attendance and punctuality are vital. We wish to work in partnership and request that parents pass on any concerns which may lead to non-attendance or persistent lateness.

## Health/Medicines



Under normal circumstances, a child in need of short term medicines will be too ill to attend school. However, a doctor may consider the child to be fit to return to school even though a course of medicine (e.g. anti-biotics) has not finished. In this event, it is preferable that parents administer or supervise the self-administration of medicine to their own children in school.

If your child requires long term medical support e.g. inhalers, allergy treatments, etc. please detail all information in a letter which will be shared with staff and kept on your child's record file.

**Please note that staff are not required to administer non essential medicines.**

Medication (with the exception of inhalers for Asthma) is kept in the Staffroom for safekeeping and self-administered as required.

### **Illness and Accidents**

If your child is ill at school or has an accident, we will try to contact you, but would seek medical help if you were not available. It is essential, for this reason, that we have up-to-date telephone numbers and addresses. Please take the initiative in keeping us informed of any changes.

It is better for a sick child to remain at home until he or she makes a full recovery. This also avoids spreading illnesses around the rest of the school. It is often wise to keep children at home if they have been sick during the night, they have a stomach upset, or they have a heavy cold.

## Absence from School

If your child is absent please contact the school with the details. This may be done in person or by telephone. Please send a written note for our records on your child's return to school.

## Travel Claims

Any family which belongs to St Gregory's Parish and lives more than 2 miles from the school (the distance being decided by the shortest practical route), is entitled to claim travelling expenses. Travel claims forms are available from the District Education Office.

## Money

As we only have part-time Admin support, any money sent into school should be in a separate envelope, with the child's name on the front. Dinner money should be brought into school on Monday morning, cash, or cheque (made payable to Cheshire County Council) this enables the school to record and bank the money. Our Admin staff can be contacted Monday to Friday 9.00am - 3.30 pm

## School Meals

School Meals are cooked on site with a daily menu choice. The meals are varied nutritionally and well-balanced. The food served at school contains no UK beef products or derivatives. Packed lunches should be brought in a sturdy lunch box, and drinks containers should have a very secure fastening - glass bottles or cans are not permitted.

A 'Healthy Option' morning break of milk, fruit juice, toast and breadsticks can be purchased in school. We also have fresh fruit available for all our children, daily. We believe that all pupils should have regular access to water throughout the day. Children are requested to bring water in plastic bottles into classrooms.

## School Uniform

It is the policy of the school that all children should wear the school's uniform. The school has its own sweatshirt and polo shirt: both have the school badge embroidered on them. These are priced according to size and can be ordered through the Parent Teacher Association. Other items can be purchased locally. Trousers must be school regulation fit i.e. parallel leg and **not** fashion trousers or sports types.

## Autumn and Spring Terms:

**Girls-** skirt, pinafore or trousers -grey  
School polo and sweatshirt. *School fleece and cap (optional)*

**Boys-** trousers- grey

### **Summer Term:**

**Girls** - blue gingham dress or grey skirt/pinafore      **Boys** - school shorts-grey

**Footwear** - White, grey, navy or black socks or tights.  
Sensible school shoes.

Wellingtons/shoes with heavy treads which hold dirt are not suitable indoors.

Children can bring a change of shoes for indoors if family so wish.

## Equipment:

All children are asked to keep P.E. equipment in a draw-string bag. From the point of view of safety, and in the case of loss, the wearing of jewellery is not permitted, and must always be removed for P.E. games and Swimming.

All clothes should be clearly labelled with child's name. There is always a selection of lost property in school due mainly to items being unmarked. Clearly marked clothing enables pupils to take ownership of their property.

Each foundation child is encouraged to have a blue book bag. New book bags may be acquired through the PTA. Cloakroom space is very limited; therefore school bags need to be as small as practicable.

## P.E. and Games:

### Jewellery:

Following H & S guidelines jewellery is not permitted to be worn in any P.E. sessions. Children are encouraged to leave these items at home on school days. In the case of new earrings, these must be taped (at home) for PE lessons for a period of six weeks. Thereafter the earrings must be removed on PE days.

Children need plimsolls or sensible training shoes, shorts and T-shirt for P.E. lessons.

## Swimming in autumn, spring and summer terms:

Children will need a swimsuit/trunks and towel.

**Bermuda shorts and goggles are not permitted by our swimming instructors.** Any specific requests are to be made in writing to Bollington Leisure Centre.

**Football:** Football boots and shin pads are needed for all practices and matches.

## Parents and the School

Home is the most important single influence in a child's life; therefore the link between home and school is vital. Parents and carers (with CRB checks) are most welcome in school, to help the staff in any capacity in which they have experience and to share in school life and celebrations.

The School is always open, during normal school hours, to parents who wish to discuss any problem or who require information. A telephone call beforehand to arrange a meeting would be appreciated to guarantee that your visit is not wasted.

There are two Parents Evenings each year. These include a range of opportunities as well as to discuss your child's progress.

During the summer term a written report is sent home containing comments on your child's achievements and progress during the past year in all aspects of learning as well as any possible areas for development; targets are shared with pupils and parents. Both children and parents are also asked to contribute their own comments. These reports form the basis of discussion at a parent-teacher meeting. We work with parents to create a climate that values each child for what he/she can achieve as opposed to describing children in negative terms for what they cannot do.

Parents are invited to support the school in every way and there are many opportunities for parents to be involved:

- parent interviews, open days;
- attending meetings with the head teacher or class teacher;
- helping in the Classroom and library;
- supporting the Parents Teacher Association;
- helping with educational visits, walking bus, sporting and swimming activities;
- attending concerts, celebrations and worship;
- welcoming new parents;
- assisting with fund-raising;
- joining parent partnership schemes.
- walking bus scheme

At St. Gregory's we wish the children to have access to the rich resource of, interested adults who bring an added dimension to classroom activities. Adults who wish to work with children must have a current C.R.B.

# Parent Teacher Association (P.T.A.)

Our school is fortunate in having the support of an active and enthusiastic Parent Teacher Association. This provides opportunities for parents to take part in activities to forward the education of our children; to create a supportive community in and around our school; and to help fund facilities which will benefit our children. The P.T.A. is inclusive and welcoming. Every parent is automatically a member, and is welcome to all meetings and events.

## Home/School Agreement

All pupils benefit from the good relationship between home and school, and our school is committed to developing and enhancing the relationships. Our home/school agreement formally recognises our responsibilities, and is consistent with the school's discipline and homework policies. All parents & older pupils are invited to join the school in signing this agreement and abiding by it.

### Homework

We value opportunity to develop our partnership with parents through a selection of home based activities set by each class teacher, age and ability appropriate. During your child's early years in school the main purpose of homework is, to actively involve parents and carers practically in children's learning, with activities such as games, spelling, reading and number facts.

As your child progresses through school the homework set will reflect the fact that children become more independent learners.

Our homework policy is given to every parent with the Home/School agreement and we ask parents to support their child by supervising homework, and encouraging high standards so that the work reflects the quality of time spent. (Currently being reviewed)

## Helping at Home with Schoolwork

The availability of an atlas, a dictionary and simple reference books at home could prove helpful, as could a computer. We ask you to ensure that your child brings the appropriate necessary books or equipment into school and completes homework. If you feel that your child may be experiencing problems with school work or homework the class teacher would be happy to discuss this.

## **Special Educational Needs**

**As a Catholic School we welcome children with special needs into our school to enrich our community and be of benefit to all. Our policy recognises that all children are special and unique and that although educational needs are common to all children, each child is special to him or herself. We focus on a child's strengths and accept human difference as normal and seek to promote participation within the culture, policies and practices of the school.**

We strive to meet the needs of our learners including the most able pupils by:

- valuing each pupil equally and having high expectations for all;
- improving the quality of life through creativity, imagination, enjoyment and opportunities for fulfilment and success;
- developing common values in keeping with our mission statement;
- giving full entitlement to all the school offers;
- co-ordinating all forms of support;
- offering opportunities and experience in the normal classroom environment;
- meeting each individual's needs following appropriate assessment;
- providing challenging yet supportive environments for learning;
- actively involving pupils in their own learning.

The classroom teacher is responsible for engaging and motivating pupils so that they make progress and achieve success within tasks and activities that are a match to their learning needs. The school works closely with the Learning Support Service and other appropriate agencies. Parents are kept fully informed of their child's progress and their support, insight and help is encouraged and valued.

**The designated teacher for Child Protection is Mr John Daley and Special Needs is Mrs Emma Jennings. Any concern expressed by parents and others about any child's educational welfare should be brought to Mr Daley's attention.**

## **Pastoral Care and Discipline**

We place great importance on good behaviour and discipline and provide a clear moral code as a basis for behaviour which is promoted consistently through all the school. It is fostered in a spirit of love, dignity and respect. Without an orderly atmosphere, effective teaching and learning cannot take place. The role of our school in promoting good behaviour goes beyond simply maintaining order. It involves assisting children to grow up able to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.

As a Catholic School emphasis is on Christian behaviour toward oneself and others, based on mutual respect. Rules for the children in school are kept to a minimum; they are designed to ensure the well-being and safety of all members of the school and promote equality in all its forms. We are concerned that the children should develop self-discipline to act consistently in accordance with their principles, have respect for others and for their surroundings. In doing this, we seek the support of parents. Corporal punishment is not administered.

Every member of staff is responsible for pastoral care. Class teachers know their pupils very well indeed and encourage them to express their views if experiencing personal difficulties. The teacher will endeavour to help the child find a solution, and to put things right in an appropriate way. Minor misdemeanours are settled simply, with the child, in school. More serious problems would inevitably include parents and the Head teacher. Parents would be invited into school to discuss the matter. The outcome is usually a co-operative plan between school, pupil and parents to achieve acceptable standards and celebrate success.

## **Rewards for Good Behaviour**

We value the role of parents in fostering good behaviour and our Discipline Policy is shared with parents when their child is admitted to school. Our Behaviour policy recognises and rewards good behaviour and makes it clear bad behaviour will not be tolerated. There is constant encouragement and praise of good behaviour through every aspect of school life. A Star of the Week certificate acknowledges effort and achievement in weekly celebrations and parents are informed of the efforts made by children.

We aim to provide an environment where everyone is treated with courtesy and respect. We promote an ethos where pupils feel confident, secure and appreciated.

We encourage the children to support each other and they share in the formulation of school rules. Together, we foster an atmosphere in which standards of behaviour are high.

## **School Council**

There is an active and enthusiastic School Council. Their aim is to ensure the pupil voice is respected, valued and heard. They meet regularly, plan activities and opportunities from the school community to share and celebrate good news. There is a suggestion box where pupils can put forward their concerns / ideas for improvement to the council. This has resulted in the implementation of a significant number of new practices.

The council also have their own display board and mail is regularly received from the national support group enabling the council to follow best practice and to discuss any issues brought to their attention.

# The School Curriculum

We seek to achieve those principles contained in our Mission Statement and our curriculum reflects each child's rights as expressed in the Aims of the School. We believe that the curriculum is everything experienced by each child and includes all the events and contacts of daily life at school.

## Managing the Curriculum

The school uses a cross-curricular approach to the organisation and delivery of the curriculum. We use discrete subject teaching alongside thematic work.

Staff use a wide range of teaching styles and methods combining the use of individual, group and whole-class teaching to deliver the curriculum. Lessons are responsive to pupil diversity.

The child's needs are central to the curriculum. A particular approach is chosen to match the needs of the children and their different learning styles. Teachers and Teaching Assistants understand how children learn and manage the learning process so that pupils are engaged, motivated and achieve success.

## Providing Effective Learning Opportunities for all pupils

Teachers and assistants set high expectations and provide opportunities for all pupils to achieve, vulnerable and under achieving groups, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds and pupils of different ethnic groups.

Teachers take specific action to respond to these needs by:

- creating effective learning environments where all are valued and difference is viewed positively;
- securing pupils' motivation and concentration;
- providing equality of opportunity through teaching approaches;
- using appropriate assessment approaches;
- setting targets for learning;
- actively involving pupils in their own learning;
- developing resources to support learning.

## Religious Education

Our Religious Education implements our Mission Statement which gives direction to all policies and undertakings of our school. The ethos of our school is brought about through its whole curriculum and not just within the R. E. timetable and experienced by all children irrespective of their faith backgrounds. Our curriculum seeks to help our pupils to recognise and appreciate the religious and spiritual in their lives and think more deeply about their attitudes, values and practices. In doing so, we aim to enable them to respect the beliefs and life-styles of others.

The whole school community contributes to the spiritual, moral, social and cultural formation of the pupils, as well as their intellectual and physical development. Religious Education is provided within the timetable according to the 'Here I Am' Programme for Primary Years recommended by Shrewsbury diocese.

### The place of collective worship in the life of our School

Our children are, from an early age, assisted in finding both formal and informal methods of prayer. Our Collective Worship takes various forms. We gather together as a whole school to celebrate special occasions. Individual classes have daily acts of worship and celebration together. We gather with our parish and parents to celebrate Mass on Feast days and we celebrate the end of the school year in our Parish Church. Each class has special prayer services, assemblies or Masses every term to which families are always welcome.

Parents have the legal right to withdraw their children from Collective Worship. However worship is central to the life of a Catholic school and spontaneous acts of reflection and prayer will take place in a variety of contexts other than those which are specifically structured.

### Sacramental Preparation

In preparing our children, the school, home and parish work closely together. Each has a distinct part to play. The children learn together in school and take home special books which they share with their family. Parents are invited to attend meetings to help them support their child's faith development. In the parish the children meet as a group and prepare for Sunday Masses in which they take a leading role.

Pupils in Year 3 prepare in school for the Sacraments of Reconciliation and the Eucharist during the autumn and spring terms.

All children in the Parish receive the Sacrament of Reconciliation together and later in the year receive their First Communion at a special Sunday Mass in St. Gregory's Church.

## A Health Promoting School

Central to the policy and practices of our school is the belief that school should be a positive experience for all children, and that its curriculum encompasses everything that a child experiences. Our school helps children, parents and teachers to establish connections between school and family life.

We seek to establish a secure and safe environment and to promote safe practice in every aspect of school life. Health is experienced in its widest context and includes the academic, emotional, environmental, mental, spiritual, physical and social wellbeing of the whole school community.

Our school ethos is based on the fostering of mutual respect and understanding. We encourage and support physical activity co-ordinated across the school curriculum.

There is a "whole school" approach to food and nutrition which promotes the importance of healthy eating in the provision of healthy snacks and school meals.

Education in personal health, citizenship, and social relationships, including human growth and development, form a part of the School Curriculum and are approached within the context of family life; as appropriate to the maturity of the child.

## Education in Sexuality

At St. Gregory's School we believe that education in sexuality is an integral part of the growth and development of our children. The teachers at St Gregory's always have taken a pastoral interest in the welfare and well-being of pupils; whilst recognising that the first responsibility for education in sexuality belongs to parents within their families. We acknowledge the need that parents have for support and assistance in this whole area. We believe that parents should be consulted and their co-operation and involvement sought.

We acknowledge the Amendment to the Education Bill (1993) which gives parents the right to withdraw their children from lessons outside National Curriculum which deal with issues of sexuality.

# Learner Entitlements

We believe that throughout their time in school, children need a full range of experiences and opportunities to support and extend their learning and development within and beyond the statutory curriculum.

## National Curriculum

The National Curriculum core and foundation subjects are taught for a sufficient time so that each can make its own special contribution. More time is given to teaching English, Mathematics, Science and Religious Education.

The curriculum is taught within the guidelines set out in the National Curriculum and the new Frameworks.

The focus of this National Curriculum, together with the wider school curriculum, is therefore:

- to ensure that pupils from an early age pupils develop the essential skills they need to learn;

- to provide them with a full and rounded entitlement to learning

and

- to foster their creativity by providing a broad, balanced and relevant curriculum based on their needs.

We strive for high expectations and teachers seek to inspire in their pupils a joy and commitment to learning that will last a lifetime.

# Subject Areas

## Literacy

We feel that an early emphasis on language, Literacy and communication, reading, writing and skills is an essential foundation. Skills in English are taught both incidentally, in appropriate learning situations and specifically, using a variety of books and resources. There is a daily Literacy hour, plus additional time for teaching English.

We believe that speaking and listening are central to all learning; our English curriculum therefore seeks to develop a flexible range of speaking and listening situations, which includes both poetry and drama. It enables pupils to express themselves creatively and imaginatively and to communicate effectively with others.

In the classroom we encourage pupils to be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction texts. Guided reading sessions are a feature of literacy lessons. We link reading and writing so that pupils can connect new learning with previous experiences.

In writing, we seek to develop a growing ability to construct and convey meaning fluently, accurately and appropriately. We value high standards of presentation and encourage handwriting and spelling skills by regular practice.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

## Numeracy

We aim to ensure pupils learn Mathematics effectively, gain confidence and experience enjoyment and success. We have high expectations of the children and give them the opportunity to develop their mathematical skills through well-structured lessons, taught at a suitable pace.

Lessons emphasise oral and mental work, effective questioning and the correct use of mathematical language. Written methods build on secure mental strategies and standards reflect expectations in the National Numeracy Framework for teaching Mathematics and the National Curriculum programme of study.

## Science

We aim to develop an enquiring mind and introduce basic scientific principles of investigation such as observation, experimentation and recording, interpretation and analysis. We want our

children to enjoy the excitement of beginning to understand the way things work in the world around them through their own investigations and observations; to develop skills of enquiry through interest and curiosity and help to build up a framework of concepts which make sense of real experience; to become caring people who consider and respect the environment and who will not wish to waste natural resources.

## **Information and Communication Technology (ICT)**

Information technology prepares pupils to participate in a rapidly changing world. In our school pupils use ICT tools to find, explore, analyse, exchange and present information creatively, and with discrimination. They learn how to access information and ideas and experiences from a wide range of people, communities and cultures, within a protected environment. Opportunities for developing this key skill are provided explicitly through the subject of ICT and embedded across the curriculum. Every child has access to computers in the classroom and this provision has been enhanced with a purchase of 16 brand new laptops to support and extend their learning. An inter-active white board available in each class provides an exciting learning and teaching tool enriching individual, small and whole group ICT experiences. Digital cameras, programmable toys and microscope also enhance leaning and teaching opportunities. The ratio of computers to pupils is 1: 8

### **Foundation Subjects**

**History, Geography, Music, Art, Design Technology,**  
**Physical Education**

### **Arts Policy and Provision**

The arts provide visual, tactile and sensory experiences and offer a unique way of understanding and responding to the World. We aim to provide a range of cultural experiences and opportunities to visit concerts, theatres, museums, art galleries and crafts facilities.

We provide collaborative opportunities for participation in the arts with other schools and the local community. The school develops links with arts specialists such as Cheshire Dance Workshop, local organisations' education programmes and the wider community. Our children have opportunities for arts participation and practice in and outside the formal curriculum. We develop understanding, appreciation, and enjoyment of the visual arts, through art and design activities, drama, dance and music to enrich our pupils' lives.

## **Art**

Pupils are taught to use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think and to express themselves creatively. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions. Pupils explore ideas and meanings in the work of artists, craftspeople and designers both in contemporary life, as well as a range in different times and cultures.

## **Design Technology**

Our purpose is to give pupils opportunities to become creative problem-solvers, as individuals and members of a team. Pupils are taught to look for needs, wants and opportunities then respond to them by developing a range of ideas and skills in designing and making. They are given opportunities to select and use safely, appropriate materials, tools and techniques.

## **Music**

We encourage active involvement in different forms of amateur music-making, both individual and communal, developing a sense of group identity and togetherness. We believe that music is a powerful form of communication that brings together intellect and feeling whilst enabling personal expression, reflection and emotional development. It is an integral part of our arts policy and provision and enriches our celebrations and liturgy.

We seek to develop each pupil's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. From the earliest days all pupils are encouraged to sing together and use simple percussion instruments.

Older pupils are taught by a qualified music teacher to play and read music. We have introduced this year, a Wider Opportunities project which involves percussion instruments for year 5 children and enables them to take Glock Kits home to support their learning in school.

## **A Physical Education Specialist**

Throughout Physical Education activities we teach our pupils to take part in activities individually and in groups, co-operatively and competitively, whilst appreciating the importance of fair play, rules and codes of conduct in all they do.

We seek to foster an understanding and appreciation of a wide range of physical activities and sports, which may develop confidence and competence in physical skills. Through this experience pupils will be able to select, practice, perform and evaluate their own performances. We teach pupils the value the contribution which physical education and exercise can make towards their safety, well being and healthy lifestyle.

## History

Our purpose in teaching history is to stimulate and develop an interest and enthusiasm for the past in our own culture and the wider world. We wish to foster skills of enquiry and investigation which will help pupils understand how the past has influenced the present and to learn about important characters and events in history. Classroom topics are enriched by visits to places of relevant historical interest, the use of historical artefacts and source materials. Wherever possible we use our immediate and wider locality to make our learning relevant and aim to help our children to become interested and aware of their heritage and its link to modern life.

## Geography

We aim to help our pupils develop knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative skills both inside and outside the classroom. Our immediate locality is one of our most valuable geographical resources. Geography is a focus within the curriculum for understanding issues about the environment and sustainable development. It can inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

## Recording Progress

Each child has a Portfolio which contains evidence of progress and achievements. Progress is regularly assessed and recorded by the teacher and by the child and used to inform next steps in our teachers' planning. There are opportunities for parental contributions which are welcomed and valued by both children and teachers. All activities tests taken in school, whether school initiated, National Curriculum or other diagnostic assessment opportunities taken to support new learning are always available to parents.

## Provision for Sport

We have excellent hard-court and extensive field areas for sporting activities. This is seasonally marked for football, netball, rounders and athletics.

Adequate time is given to sport both in the formal curriculum and in after-school activities, this includes team sports. Children are given the opportunity of becoming involved in local sporting events and competitions. They are encouraged to play in their local community teams and clubs and their achievements are recognised in school.

The school values the contribution made by Bollington United Junior Football Club; 2nd Bollington Cubs; Bollington Festival Sports Association and parent volunteers.

Sporting achievements are rewarded by school certificates, small schools certificates and an annual Award for sporting endeavour.

## **Extra Curricular Activities**

St Gregory's also offers many opportunities for pupils to develop their interests outside the classroom. Pupils take an active part in the following sports:

football, netball, rounders, athletics, cross-country.

Clubs and other activities in which pupils are engaged include rugby, football, netball, choir, touch typing, fun and games, art, cycle training, French, Sacramental Preparation and prayer groups.

Older children experience a residential outdoor pursuit's programme, and our Year 6 pupils attend a day retreat during their final term.

The School, with community support from Sunday Schools Foundation Trust, Bollington Town Council and parental contribution, provides swimming lessons in the autumn, spring and summer terms for Key Stage 2 pupils.

## **Policy for the Consideration of Complaints**

Any concern expressed by parents and others about the school curriculum and related matters, or religious worship, can be dealt with in informal discussion with teachers, deputy and head teacher as quickly and efficiently as possible. However, in any case where such concerns cannot be resolved informally, a formal complaint can be made and, if appropriate, referred initially to the Governing body, and finally to the L.A. The school has adopted the recommended DFES Complaints Procedure. Details of arrangements can be obtained from the head teacher.

## **Charging for School Activities**

The Governors of St. Gregory's Catholic Primary School will charge parents for board and lodging on residential visits except in cases where parents receive Income Support.

The school maintains the right to free school education so that activities offered wholly or mainly during normal teaching time are available to all pupils regardless of their parents' ability or willingness to meet the cost. However, where voluntary contributions are requested, the activities may have to be cancelled if there is not sufficient support. The school retains the discretion to charge for optional activities provided wholly or mainly out of school hours. Parents will be asked to pay for the cost of replacement, breakages or other damage done to school property, resulting from a pupil's behaviour

## **Statutory Information**

**Under the Freedom of Information Act 2000, the school has adopted the Primary Model Publication Scheme.**

Categories of information published -

School Prospectus,

Governor's Documents e.g. Governors Annual Report

Pupils & Curriculum- information about policies that relate to pupils and the curriculum

School Policies and other information related to the school

On application parents may inspect copies of documents.

If your request means that we have to do a lot of photocopying or printing, or pay a large postage charge there may be a charge. We will let you know the cost before fulfilling your request.

## **Education Improvement Partnership**

We are also part of the wider Macclesfield and Bollington cluster of Primary and High schools known as the E.I.P. This is an active enthusiastic group of schools providing a collaborative working partnership aimed at providing vision and opportunities for the learning community together with support and continuing professional development for staff - the best in education for all.

## The Catholic Schools Partnership

The community of East Cheshire is served by The Catholic Schools' Partnership comprising of seven schools, which are maintained jointly by the Dioceses of Shrewsbury and the Cheshire Education Authority. Our voluntary Church schools cover a large catchment area and comprise the following institutions:

St. Alban's Catholic Primary School, Macclesfield  
St. Benedict's Catholic Primary School, Handforth  
St. Edward's Catholic Primary School, Macclesfield  
St. Gregory's Catholic Primary School, Bollington  
St. Mary's Catholic Primary School, Congleton  
St. Paul's Catholic Primary School, Poynton  
All Hallows Catholic High School, Macclesfield

As Catholic schools we are members of a unique educational community which has a common identity and is involved in a common enterprise. We are united in a common faith, we share a common philosophy and we have a common vision of how best to serve the individual needs of the children who spend most of their young lives in our care.

We recognise, therefore, that we are literally community schools in that we are supported morally, spiritually and financially by the whole Catholic community. We also recognise, however, that we exist within a still wider community and so our schools, with our distinctive aims and character, offer themselves to all. The education which we offer addresses all pupils and attends to the needs of every child who has been admitted whatever his or her religious background.

Furthermore, we develop together by being mutually supportive and by working in close collaboration as one unit. This enables our schools to work towards the same clear objectives, to share our resources and professional expertise, to plan co-operatively and to ensure efficient and effective transfer at 11+ from our primary schools to All Hallows School.

To us, the curriculum means everything that is experienced by the pupils. It includes all the events and contacts of daily life within our schools and is very much influenced by the attitudes and behaviour of all the children and adults who make up the learning community. The beliefs and values it communicates influence every aspect of life in our schools. It stamps our schools with our distinctive Catholic character and makes us essentially different from other institutions in both our philosophy and practice. Above all, we believe that our ethos and our curriculum are inseparable.

*Please also see our 'Welcome' booklet for new parents.*