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Our Lady of Lourdes Catholic Primary School
Witney

Dear Parent / Guardian,

Welcome to Our Lady of Lourdes Catholic Primary School. Choosing a school for your child can be one of the single most important decisions you will face as a parent. The purpose of this Prospectus is to give you information about our school to help you make that choice.

Our Lady of Lourdes is a happy, caring and supportive school, where all children are encouraged to develop to their full potential. We work together with home and the Parish community to help each other to provide a rich and stimulating learning environment for the children. At Our Lady of Lourdes we encourage children to take responsibility for themselves to become independent learners.

The Gospel message is the focus of our school life, not only in celebration and prayer, but through all our work and play. We educate and celebrate the whole child as an individual, preparing them spiritually and morally, physically and socially, intellectually and emotionally.

If you have any further queries or you would like to visit the school, please do not hesitate to contact either the school office or me.

Yours sincerely,

Jenny Walker
Headteacher

Our Lady of Lourdes Mission Statement

At Our Lady of Lourdes Catholic Primary school we aim to create:

“A happy, learning community, where Christ is our guide and the children are nurtured to achieve their full potential”

About Our Lady of Lourdes School . . .

Our Lady of Lourdes School is a Catholic primary school which aims to give the best possible foundation for life to all the children who attend it within an open, friendly and welcoming community. The school is built in the market town of Witney, to the west of Oxfordshire.

The school was opened in 1959 and two more classrooms were added in 1963. Since then there have been several other extensions providing a good range of facilities for staff and pupils.

Our school motto is “Caritas Christi urget nos”, meaning “The love of Christ fills us with enthusiasm”.

This motto is from the Sisters of Charity, the religious order which provided the first Headmistress of our school, Sister Petronilla Maher (1959-1978). The armorial symbol of the school, displayed on the school sweatshirts, is also that of the Sisters of Charity.

The school is situated within a three and a half acre site, just off the Curbridge Road into Witney. The nursery school, which has recently had a large extension, is also incorporated within this site, thus providing good continuity for the children from early years until they enter mainstream school.

The school has a large tarmac pitch outside surrounded by playing fields and shrubbery. It has a beautiful “Gazova” which takes centre stage outside, providing the children with shade in hot weather. This was kindly donated by the Friends of Our Lady of Lourdes School and we also have an outdoor “trim trail” for the children to use, with activity equipment added to provide more physical activity and fun.

We are very proud of our school and welcome you to come and visit us and see it for yourself!

Our Staff

Teaching Staff

Acting Headteacher (until June 2011)	Mr Chris Crouch
Head teacher	Mrs Jennifer Walker
Deputy Head	Mrs Joy Nelson
Year 6	Mrs Robyn Jones
Year 5	Miss Sally Arthur
Year 4	Mr Adam Rush
Year 3	Miss Lucy Plant
Year 2	Mrs Joy Nelson
Year 1	Mr Daniel Long
Foundation Stage	Miss Beth Lumb
SENCO	Mrs Linda Purple
PPA Cover	Mrs Brigid Quinn

Teaching Assistants

Mrs Anne Marie Mapp	Mrs Clare Miller
Mrs Anne Ryan	Mrs Tessa Rumble
Mrs Clare Collins	Mr Joe Cummings
Mrs Jenny Haynes	Mrs Becky Windle
Mrs Jo Baker	Mrs Paula Dick
Mrs Margaret Hinds	Mrs Sarah Woodcock
Mrs Renata Palmer	

Operations Manager	Mrs Cath Waite
Secretary	Mrs Clare Fletcher
Extended Schools Co-ordinator	Mrs Sue Pratley

Caretaker	Mr Ron Windebank
Cleaners	Mrs Sharon Birchmore
	Mr Nathan Bone

Lunchtime Supervisors	Miss Jill Hoskin
	Mrs Emma Stokes
	Mrs Sarah Woodcock
	Mrs Becky Windle
	Mrs Clare Collins
	Mrs Sharon Birchmore
	Mrs Paula Dick

Lollipop Lady	Mrs Mary Snowdon
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Staff Curriculum Responsibilities

Member of Staff	Year Group	Curriculum Responsibility
Jenny Walker	Headteacher	Assessment
Joy Nelson	Y2	RE Literacy Modern Foreign Languages (MfL)
Beth Lumb	Foundation Stage	Art Design Technology FS
Robyn Jones	Y6	ICT SEAL/Healthy Schools/ Pastoral Care
Sally Arthur	Y5	Music, School Council
Brigid Quinn		Numeracy
Adam Rush	Y4	Science History/Geography
Linda Purple	SENCo	Special Educational Needs
Lucy Plant	Y3	G&T
Daniel Long	Y1	PE

Oxfordshire County Council
 Director of Learning and Culture
 Education Department
 Macclesfield House
 Oxford
 OX1 1NA

Archdiocese of Birmingham
 Diocesan School's Commission,
 61 Coventry Road
 Coleshill
 Birmingham
 B46 3EA

School Term Dates

Academic Year 2010/11

Term	Dates	Number of days
Term 1	1 Sept 2010 – 22 Oct 2010	37
October holiday	25 Oct 2010 – 29 Oct 2010	
Term 2	1 Nov 2010 – 17 Dec 2010	34
Christmas holiday	20Dec 2010 – 3 Jan 2011	
Term 3	4 Jan 2011– 18 Feb 2011	32
February holiday	21 Feb 2011– 25 Feb 2011	
Term 4	28 Feb 2011 – 8 April 2011	30
April holiday	11– 25 April 2011	
Term 5	26 April 2011 – 27 May 2011	23
Late Spring Holiday	30 May 2011 – 3 June 2011	
Term 6	6 June 2011 – 22 July 2011	34

Inset Days

Wednesday 1st September 2010

Friday 8th October 2010

Tuesday 4th January 2011

Wednesday 5th January 2011

Monday 6th June 2011

Tuesday 7th June 2011

Extra holiday (Royal Wedding) Friday 29th April 2011

Times of the School Day

Morning session 8.50 am – 12.00 pm

Morning Break 10.30 am – 10.45 am (KS1)
10.45 am – 11.00 am (KS2)

Lunch 12.00 pm – 1.00 pm

Afternoon Session 1.00 pm – 3.10 pm

SCHOOL GOVERNORS

Governor	Type of Governor
Father Pat Armstrong	Parish Priest
Mrs Jennifer Walker	Headteacher
David Norris	Vice Chair
Helen Lynch	Foundation
Dr Lloyd Lukama	Foundation
Declan Jordan	Foundation
Sally Hartwell	Foundation
Vacancy	Parent
Mary Hull	Chair of Governors
Chris Morris	Foundation
Robert Dick	Parent
Jo Browne	Foundation
Clare McGrane	Parent
Jon Ray	Local Authority
Adam Rush	Teacher Governor
Anne-Marie Mapp	Non-teaching Governor

Organisation

Our classes are organised into single year groups, with no more than 30 children in our Key Stage 1 classes.

Within each class there are opportunities for working individually or in groups depending on the nature of the task. Sometimes there will be whole class teaching, sometimes group or 1:1 teaching. The children will spend most of their time with one teacher but will have contact with other staff through certain curricular activities.

Homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

While homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. Homework should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside school.

We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. Children should be encouraged to read every day.

We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework and children in years 5 and 6 to spend at least 30 minutes per night. (averaged out over the week – so they may be given 2 pieces of homework that could take an hour each and an additional 30 minute activity over the week). This is in line with the DfEE guidelines that were issued in 1998.

During First Confession, Communion and Confirmation preparation children will be asked to take home work to share with their parents.

Administration

Lunchtime

All our children bring sandwiches or similar packed lunch to school. If you think you are eligible for free school meals then please contact the secretary.

Withdrawal of children during the school day:

Children are usually withdrawn for health appointments or have family reasons for leaving school early, for which permission has been given. We request that whoever is collecting the child reports to the school office.

Medicines (see medicine Policy)

If your child needs medication at school the container must be clearly marked with your child's name and clear instructions for the administration of the medicine and left with the school secretary. **WITHOUT THIS INFORMATION WE ARE UNABLE TO ADMINISTER ANY MEDICINE.** Parents/guardians will be asked to sign a form indicating their wish that their child take medicine during the school day. **THE SCHOOL CANNOT BE RESPONSIBLE FOR THE ADMINISTRATION OF MEDICINE TO PUPILS WHERE THE TIMING OF ITS ADMINISTRATION IS CRUCIAL.**

Charging Policy

1. Charges may not be made for education provided during school hours.
2. Charges may be made for education outside school hours.
3. It will be our normal practice to look for voluntary contributions for activities such as cooking, school trips etc. Without sufficient voluntary contributions these activities may have to be cancelled.

Health and Safety

- The happiness and wellbeing of your child in school is of paramount importance to us. If your child should have any worries or concerns, please do discuss them with your child's teacher. Often we can reassure him/her and rectify the situation very quickly.
- Any accidents which occur within the school boundary are reported to a teacher or member of staff. If the child requires medical attention, parents will be notified immediately so arrangements can be agreed.
- Few medicines need to be administered during the school day; however, if your child is prescribed a course of antibiotics or medication, please ask your Doctor to prescribe a course which can be given outside school hours. This is because, under Health and Safety Regulations, staff cannot be asked to administer medicines to children without the appropriate procedures being followed. However, if your child has a serious condition which requires long-term or regular medication, please do come into school and discuss this with the Headteacher. In these circumstances, we will complete a health-care plan in line with DfES guidance, take appropriate advice and have a designated volunteer who will administer such medicines.
- Asthma is a common ailment and it is essential that a labelled and properly maintained, updated inhaler is available in school for your child's use. It is advisable to request a second inhaler from the Doctor so that one remains in school at all times.
- Bullying is a concern for all children and the school has a very clear anti-bullying policy and procedures. If you or your child have any concerns, please contact the class teacher so that the matter can be dealt with quickly, sensitively and appropriately.
- If there is a stressful situation at home, it can often affect your child's sense of well-being and may result in some changes in behaviour at school. Whilst not wishing to intrude on your privacy, it is often helpful if the class teacher is aware of the fact and, at a particular time, a family experiencing stress. Any information you share with us will be treated with the strictest confidence.
- Nutritionally it is important for your child to have an intake of five portions of fruit/vegetables a day. We wish to support parents in educating their children to enjoy a healthy diet. We encourage children to bring fruit/vegetables into school as snacks for break and also as part of their lunch. In Foundation Stage and Key Stage 1 fruit or vegetables are given to the children during morning break. Regular hydration is also important and children are encouraged to bring in a named water bottle every day, with only water in them – no juices.
- In the interest of safety, children must not wear jewellery to school, with the following exceptions:
 - A functional watch (to be removed for PE and swimming).

- Children with pierced ears may wear one plain stud in each ear (to be removed for PE and swimming).
- The school car park is only for staff members and may not be used at any time by parents during the day.

Each time your child is absent from school you need to notify the school by means of a telephone call, followed up by an explanatory note as necessary.

The School Day

The school day is divided into two sessions, morning and afternoon. The morning session is from 8.50 a.m. to 12.00 noon and the afternoon session is from 1.00 p.m. to 3.10 p.m.

Children should not arrive in school before 8.40 a.m. as they cannot be supervised. They should be collected after school by 3.20 p.m. for the same reason. In an emergency children will wait in the entrance hall until collected by the parent or guardian.

Due to a shortage of car parking space and for the safety of the children, parents are requested NOT to drive their cars up to the school.

Children who come to school on a bicycle must not ride their bicycle on the school approaches. Parents are asked to ensure that their child's bicycle complies with the legal requirements i.e. brakes that work effectively, a bell and reflectors and that they wear a helmet.

Our school day allows for: 10 minutes morning registration, 15 minutes morning break, 1 hour lunch. Key Stage 1 children also have a 10 minute afternoon break.

School Uniform

Our Lady of Lourdes is proud of the fact that we have a school uniform. We believe that this helps to give the school a sense of community and belonging. We hope that parents will do their utmost to ensure that the children will wear the uniform.

The colours of the uniform are blue and grey.

BOYS

Black/Grey trousers
Royal blue jumper or school sweatshirt
White shirt or polo shirt
Black / blue shoes

GIRLS

Grey, navy or black skirt/trousers
Royal blue jumper, cardigan or school sweatshirt
White blouse or polo shirt
Black / Blue low heeled shoes
Socks or tights (navy, white, grey or black)

NB. Trainers are not part of the school uniform.

In summer term **only** the girls wear a blue and white check dress or grey skirt and white polo shirt and the boys wear a short sleeved shirt or white polo shirt and trousers. Children may continue to wear winter uniform during the summer.

School uniform can be purchased online at:-
www.simplyschoolwear.co.uk/shop/our_lady_of_lourdes_primary_school
There is also a link on our web-site.

PE kit plain white or blue T-shirt, blue or black shorts. **Dark coloured PLAIN tracksuits maybe worn for outdoor PE should the weather necessitate this.**

We would like you to ensure that **ALL** items of clothing including wellington boots are marked with the child's name.

Children will also need a pair of indoor shoes, with a back and a gripping sole.

Children should not wear make up or nail varnish to school.

Pastoral Care/Discipline

Discipline in the school will be along Christian lines. The purpose is to develop the character of the pupil to respect his own person and his belongings and to respect other people and their property.

Our aim in this school is to encourage self-discipline and not just the sort of discipline which is imposed by strict teachers. We believe that lasting discipline is self-discipline based upon good manners and consideration for others.

We have behaviour for learning policy which, along with all our policies, can be viewed on request.

Parental Involvement

We value all the help we receive from mums and dads, whether it is assisting with arts and crafts, cookery, school trips, after school activities, general classroom help or DIY. If you want to help any member of staff then please approach the teacher concerned because your help makes us more effective which benefits the children.

We like parents to feel welcome at any time to discuss their children with us or to make known any worries or problems that arise. There are opportunities for parents and teachers to meet together on a formal basis to discuss your child's work.

We also welcome grandparents and any friends of the school who would like to help.

Secondary Transfer

St Gregory the Great School, Oxford is our feeder Catholic secondary school for our children. Children also transfer to Henry Box School and Wood Green School.

During their final term at Our Lady of Lourdes the children have opportunities for visiting their new schools and meeting their new teachers.

Absences

Please inform us as soon as possible if your child is going to be absent. A phone call on the first day of absence is preferable, otherwise a note on your child's return.

Absenteeism during term time for any reason is undesirable. Occasionally, family circumstances might make this unavoidable. In this case parents should request a '*leave of absence*' form which must be completed and returned to the school for the Headteacher's consent.

Parents have an obligation to ensure that children attend school regularly and should be aware that there is not entitlement to 'time out'. Unnecessary absences can cause great disruption to a child's continuity of education.

If at any time you are unhappy about some aspect of your child's schooling the procedure is as following:

1. Speak with the class teacher, then the Head Teacher.
2. If you are still unhappy contact the Chair of Governors.
3. If in the unlikely event you are still unsatisfied, then the matter can be referred to the Local Education Authority.

Information

All curriculum documents, DFE documents and school policy documents are held in school and are available for parents to look at on request.

The Friends

The Friends is a group of parents who support Our Lady of Lourdes School on a voluntary basis.

The Friends organise fund-raising events throughout the year. Past events include fetes, coffee mornings, bingo, discos, sponsored keep fit, ladies' evenings, Christmas pantomime and an annual Spring Ball.

These events are also great social occasions and are enjoyed by parents, staff and governors.

Money raised by The Friends has purchased computers, whiteboards and educational equipment for the classroom and the Trim trail. We are currently raising money for outdoor play equipment that will encourage exercise and help keep our children fit.

Any parent or relative of a child at the school can volunteer to be part of the The Friends. All volunteers are made most welcome.

CURRICULUM

National Curriculum

The curriculum embraces three stages.

The early learning goals which are followed in the **Foundation Stage** cover six curriculum areas: Personal, Social and Emotional Development, Knowledge and Understanding of the World, Language and Literacy, Mathematics, Physical and Creative Development.

The subjects included in the National Curriculum for **Key Stage 1 and 2** are:

Literacy, Numeracy, Science, Information and Communication Technology (ICT), Design and Technology (D&T), History, Geography, Art, Music and Physical Education.

At each Key Stage, Programmes of Study set out what pupils should be taught, and attainment targets set out the expected standards of performance. The curriculum is delivered in a variety of ways. Using the Programmes of Study, individual teachers will adopt a variety of approaches, including whole-class work, group, individual work and, as appropriate, inter-year work. Whole-School curriculum planning, individual teacher planning and the overview of subject co-ordinators ensures a whole-school approach to curriculum organisation under the general direction of the Head Teacher. Thereby we ensure breadth and balance within the delivery of our school curriculum. Cross-curriculum themes are carefully selected to ensure that each child experiences the appropriate range of Attainment Targets in each Key Stage.

Pupils'	Ages	Year Groups
Foundation Stage	4 to 5	Reception
Key Stage 1	6 and 7	1 and 2
Key Stage 2	7 to 11	3 to 6

Curriculum

Religious Education

Religious Education plays an important role in the life of the school.

Our religious education curriculum follows the strategy from the Archdiocese of Birmingham.

'We belong and succeed with Christ'

This provides the children with opportunities to learn about:

- The Liturgical Year
- The Celebration of the Sacraments
- The Sacred Scriptures
- Living as Christians
- The Role of the Church and the Wider Community

Children take part in collective worship, regular Masses, Liturgy and Reconciliation.

In conjunction with the Church, children are prepared for the sacraments of Holy Communion, Reconciliation and Confirmation.

Christian values are celebrated in assemblies and the classroom. Our strategy provides opportunities for the children to study other faiths too.

Preparation for Holy Communion

- Children prepare to receive the sacrament of the Holy Communion in Year 3.
- The preparation programme is taught in school. Our Parish Priest, Father Pat Armstrong, and Sister Pauline, support the children in preparing for this important occasion.
- Parents are invited to come along to preparation meetings to learn how they can help their children to prepare.

Reconciliation

- As part of the First Communion programme, the Year 3 children are prepared to receive the sacrament of Reconciliation.
- The sacrament of Reconciliation is celebrated in school during Lent and Advent by all junior children.

Confirmation

- Pupils are prepared for Confirmation in Year 6 as part of their RE lessons.
- Parents are invited to preparation meetings so they can support the child's journey in faith.
- Our Parish Priest and Catechist are involved in the preparation programme.

Mass

Mass is celebrated in Church or in school:

- At the beginning and end of each term.
- On Holidays of Obligation.
- On Special Feast days.
- In Thanksgiving for First Communion and Confirmation.
- Throughout the year for different classes and departments.

English

Literacy is vital to a child's understanding in all other curriculum areas and has a high priority in our school. We aim to enable children to speak, listen, read and write with fluency, confidence and enjoyment.

Speaking and Listening

Development of these skills, essential to reading and writing, are taught through opportunities designed to encourage children to express themselves clearly and effectively in a variety of situations and to listen carefully and respond appropriately. Drama, which crucially involves both listening and speaking, is used by teachers in a variety of curricular areas.

Reading

A wide range of strategies and materials are employed to teach reading, including "big books", electronic texts and reading books. Besides fostering a love of reading fiction for pleasure, we teach children to read reference and non-fiction works, always encouraging both an analytical and enjoyable approach. We value the support of parents who are often enthusiastic to read with their children at home. All pupils have a book bag and reading diary to record shared books. As a school we have reading workshops in the afternoons to promote various reading activities.

Writing

To develop written language skills, even the youngest children are encouraged to express themselves on paper, whiteboard or computer screen. They begin by using phonetic knowledge of how words sound, progressively learning the conventions of spelling, letter formation and English grammar as they move up the school. They are encouraged to write in a range of styles including narrative fiction, information texts, reports, plays and poetry.

Maths

Our aim is to promote confidence, competence, enjoyment and enthusiasm by learning through practical activities, exploration and discussion. These should facilitate the understanding of mathematical concepts, processes, techniques and skills.

At Our Lady of Lourdes, we teach Maths according to the National Primary Framework which identifies four areas of knowledge, skills and understanding, each forming a content specific Attainment Target. This provides the basis upon which teachers plan their work and is supported by published mathematics schemes and a variety of other resources provided in school.

Attainment Target 1:	Using and Applying. Use and application of mathematics to practical tasks, real-life problems and exploration within mathematics itself.
Attainment Target 2:	Number
Attainment Target 3:	Shape, Space and Measures
Attainment Target 4:	Handling data

A lot of mathematics that is taught involves developing mental skills which can be applied to a range of problems and situations. We initially encourage children to develop informal methods of recording, working through calculations in a horizontal format so that they understand how to manipulate numbers to solve problems, using the four operations of addition, subtraction, multiplication and division. Children are then introduced to more formal written methods of calculations in Year 3 and 4. Calculators are used by our older children as a tool to reinforce and extend their learning.

Science

The teaching of science helps children:

- To explore and understand the way in which our world works.
- It helps in the development of problem-solving skills.
- As one of the core subjects, the national curriculum for science is divided into four areas.

1. Scientific Enquiry
2. Life Processes and Living Things
3. Materials and their Properties
4. Physical Processes

Foundation Stage

Science is introduced, where it draws upon children's personal experiences.

Years 1-6

A new science topic is introduced each term, these topics are often revisited as children get older in order to deepen and expand their scientific knowledge. Science has close links with other curriculum areas, such as ICT and Maths, especially in relation to data presentation. Good resources encourage scientific experiments in class.

ICT-Learning Platform

ICT is an integral part of the curriculum at Our Lady of Lourdes. We have a fully networked site, running an RM Curriculum Connect 3 system. In school we have:

- ICT Suite with 16 computers and Interactive Whiteboard
- Computer and Interactive Whiteboard in each classroom
- Mobile Trolley of 15 Laptops
- Digital Cameras
- Digital Video Cameras
- Programmable toys
- Part time ICT Technician

All our children have at least one session per week in our ICT suite and one session in their classroom with the laptops.

ICT skills are taught in discrete lessons; however the majority of ICT teaching takes place within the context of other subjects. There are 4 strands to ICT which we have planned in exciting and innovative ways into our curriculum. These are: exchanging and sharing information; finding things out; developing ideas; making things happen.

We are currently developing the school's Learning Platform which is an on-line teaching and learning website. During the next academic year 2010-2011, the children will be using the platform as a learning tool. Parents will be able to access the platform to find out school information and to see what their children are learning and examples of their work.

Art

Opportunities to understand and enjoy art, craft and design are developed through a wide range of experiences. Children are introduced to the work of artists and designers from a variety of genres. They learn to communicate ideas and feeling in a visual form using a wide range of materials and techniques.

D&T

Through topic work children are given opportunities to design and make models using a variety of materials, techniques and products. They learn how to select appropriate tools and materials. The children are encouraged to evaluate their ideas and those of others and to identify strengths and weaknesses.

Geography

The children learn about the environment both locally and globally. Each year group will focus on specific topics and information, looking at both the physical and human areas of geography. Fieldwork investigations carried out by the children, link their learning skills.

Children are introduced to aspects of social concern through geography, such as climate change, pollution and conservation, enabling them to make a conscious decision to help make our environment a safer and healthier place in which to live and grow.

History

Our aim is to develop children's awareness of the past and ways in which it differs from the present.

Foundation Stage and Key Stage 1

Children are taught about everyday life, moving from familiar situations to those more distant. Past events and the lives of different famous individuals are explored.

Key Stage 2

Children are taught about:

- Important episodes and development in British History.
- Roman to Modern Times
- Ancient Civilisations
- History from other parts of the World

We are fortunate that Oxford holds such historical importance, as sites such as Chedworth Roman Villa, Gloucestershire and many other monuments and museums can be accessed with ease.

MfL

French is taught in Years 3, 4, 5 and 6. Class teachers use a variety of strategies including song and rhyme, games, drama, ICT and paper and pencil activities. The fun approach aims to teach children how to speak in French using basic everyday phrases, to begin to write and read a foreign language and to enhance intercultural understanding.

Music

In all Key Stages the children have opportunities to sing and create their own music. They are all encouraged to compose and perform using musical instruments, and to respond to music using an appropriate vocabulary.

PE

All classes regularly take part in PE activities which include dance, gymnastics, games and swimming (for junior years). All children are given the opportunity to take part in inter-school swimming competitions, sports tournaments and displays through the Witney Partnership as well as intra-school competitions such as the Annual Sports Day. We take pride in the children's achievements which are celebrated in whole school assemblies. We have after-school activities such as netball and hockey clubs.

PHSE

The SEAL scheme of work focuses on the children's social and emotional aspects of learning. It comprises seven topics which are each taught over the period of the year. Each topic is introduced through an assembly and class lessons stem from this. A sharing assembly, held at the end of each topic, enables classes to share their work.

We have been successfully awarded **HEALTHY SCHOOLS status** by **Oxfordshire Authority**.

WHAT IS A HEALTHY SCHOOL?

"A healthy school is one that is successful in helping pupils to do their best and build on their achievements"

- It is committed to ongoing improvement and development.
- It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make decisions about their health.
- A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards.
- It also recognises the need to provide a physical and social environment that is conducive to learning.

National Healthy Schools Standard (NHSS) DfEE 1999

We actively involve pupils in the planning, implementation and evaluation of initiatives. It is particularly important to ensure that the views of pupils are taken into account. We have an active School Council where children meet to discuss issues around the school representing the views of their peers.

Children with Special Educational Needs

We recognise that every child is a unique gift from God. Our Catholic community, inspired by the teaching of Jesus Christ, will always try to meet the needs of every child within our inclusive school.

Pupils with identified Special Educational Needs are given support that is additional to, or different from, that which is provided as part of the school's usual curriculum. Individual Education Plans, identifying targets and provision,

are set and reviewed three times a year. Pupils and parents are encouraged to be involved in this process.

The school has well established links with outside agencies, organisations and support services. Advice is sought, where necessary, in identifying, assessing and meeting children's Special Educational Needs.

Our dedicated resources base, "The Den", has an excellent and varied range of up-to-date materials, which are widely used by teachers and other staff to support pupils.

More Able Children

At Our Lady of Lourdes we recognise that children have different learning styles, skills and talents. We also recognise that some of our children are more able and demonstrate a higher level of ability than most children of the same age in one or more of the curriculum areas.

We have a system of identification, provision and monitoring. More able children are identified by teachers, with judgements based on a variety of assessments. We have a register which is updated annually to raise awareness of a child's abilities amongst all staff members.

More able children are catered for through careful differentiation within classroom lessons and are given opportunities to extend and enrich their learning. To ensure they continue to excel and enjoy their learning, children who are identified are challenged within a group appropriate to their age and maturity.

The school has a policy that outlines provision.

Pupil Assessment

A foundation stage profile is carried out in the Partnership Early Years Unit and individual work programmes in basic skills are planned.

Key Stage 1 assessment is undertaken towards the end of Year 2 and results communicated to parents.

Year 3,4 and 5 optional SATs are also administered toward the end of the school year.

Key Stage 2 SATs are undertaken by Year 6 pupils and results are published nationally. Parents are informed of individual results. Our school results and national average can be found in Appendix 1.

Early in the Autumn term curriculum information evenings are held for all parents followed by an individual appointment later in the term. During the Spring term individual appointments are arranged for private consultation regarding pupils' progress. In the summer term an annual report to parents is sent out and teachers are always on hand to discuss issues if required.

Admissions to Our Lady of Lourdes School

Our Lady of Lourdes School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its Governing Body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and it seeks at all times to be a witness to Jesus Christ.

The admissions process is part of the Oxfordshire Local Authority Co-ordinated Scheme. A copy of our full Admission Policy is available from the School website.

Priority is given to:

- Baptised Catholic children who are in the care of the Local Authority (looked-after children) or provided with accommodation by them.
- Baptised Catholic children living within the Parishes of Our Lady and St Hugh in Witney and St Peter in Eynsham who have another brother or sister at the school at the time of admission.
- Baptised Catholic children living within the Parishes of Our Lady and St Hugh in Witney and St Peter in Eynsham.
- Baptised Catholic children living outside the Parishes of Our Lady and St Hugh in Witney and St Peter in Eynsham.
- Baptised Catholic children living outside the Parishes of Our Lady and St Hugh in Witney and St Peter in Eynsham, who have a brother or sister at the school at the time of admission.
- Non-Catholic children who are in the care of the Local Authority, or provided with accommodation by them (looked-after children)
- Non-Catholic children who have a brother or sister in the school at the time of admission.
- Non-Catholic children.

Please read our full policy regarding applications, over-subscription and appeals. Written evidence of Baptism is required.

Age of children at entry to school:

Children must, by law, start school no later than the beginning of the term after their fifth birthday. A parent may defer a child's entry to the school up to that time. Parents may discuss this with the Headteacher.

SEN Profile Our Lady of Lourdes Catholic School

January 2011

What is Good About SEN in Our Lady of Lourdes School

CVA in 2010 for Year 6 pupils was 100%.

Our SEN priorities this year (2010-2011) are:

- To consolidate the whole staff's knowledge and understanding of children who have Speech, Language & Communication Needs (SLCN), Specific Learning Difficulties (Dyslexia) and Autism, so that barriers to learning can be overcome.
- To develop the whole staff's knowledge and understanding of pupils with Behavioural, Emotional and Social Difficulties (BESD) so that barriers to learning can be overcome.

Staff Training (2009 – 2010)

All staff attended in-house training on the second wave of the Government's Inclusion Development Programme (IDP): Autism Spectrum Strand.

Some staff also attended a talk on Autism and Asperger's Syndrome, given by Terry Gilligan, Speech and Language Therapist, and by Donna Williams, autistic author, artist and screenwriter.

All TAs attended in-house training on Handwriting and Differentiation, which were also Performance Management focuses, together with knowledge and understanding of Autism Spectrum Condition.

Our SENCo, Linda Purple, attended all partnership locality inclusion meetings. She also attended further CAF (Common Assessment Framework) training in June, 2010, and the Oxfordshire SENCo Conference in July 2010.

Attendance of SEN pupils (2009 – 2010)

Attendance for pupils with SEN/AEN was 94.4% and our whole school attendance was 94.7%. The improvement in attendance of SEN/AEN pupils of 2.4% from the previous year reflects the attendance policy which was agreed by governors in March, 2009. The Engagement and Attendance Officer and relevant school staff have worked together with pupils and parents to address any areas of concern.

Current Register of SEN pupils (2010-2011)

Name of SENCo: Mrs Linda Purple

Name of Assistant SENCo: Mrs Anne Ryan

Name of SEN Governor: Mrs Anne-Marie Mapp

School Action and EY Action (SA & EYSA): 24

School Action Plus and EY Action Plus (SAP & EYAP): 6

Statement: 2

AEN: 10

Children are currently supported by:

- Educational Psychology Service,
- Behaviour Support Service
- Autism Service
- Speech and Language Therapy Service
- Visual Impairment Service
- Teacher of the Deaf
- Physical Disability Service
- Ethnic Minority Achievement Service (EMAS)
- Primary Child and Adolescent Mental Health Service (PCAMHS)

Pupils with specific physical conditions requiring occasional or regular staff intervention – needs are met by the specifically trained staff members.

Attendance at Extra Curricular Activities by SEN pupils

School Council: 1 pupil on the SEN Register is a member of the School Council in the current academic year. All pupils were provided with equal opportunities to do so. Two pupils per class (10 children in total) are chosen for the School Council.

Pupils with SEN and AEN attend the following clubs: Eco Club, Drama Club, Football Club and Magazine Club.

Exclusions

During the academic year 2009/2010 there were 3 fixed term exclusions following inappropriate behaviour of a pupil.

