



St Luke's CE Primary School
School Prospectus
St Luke's Christian ethos underpins all aspects of its policy and practice

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Headteacher: Mrs K. Farrall

Chair of Governors: Mrs L. Coxell



Type of school: Voluntary Controlled

Headteacher: Mrs. K. Farrall

Assistant Head Teachers:
Mrs G. Cropper
Ms K. Spears

Chair of Governors: Mrs L. Coxell

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Welcome to St Luke's CE Primary School

Thank you for your interest in St Luke's Primary School. We hope you find the information in this prospectus useful.

We aim to make your child's experience with us one that is happy and enjoyable, where they can be encouraged to develop a love of learning in a secure and caring environment. We want all of our children to know that learning is interesting, exciting enjoyable and fulfilling.

Please feel free to contact the school if you would like to look around or discuss the provision that is available at St Luke's CE Primary School.

Yours sincerely,

Mr S. Bentham.
Headteacher

At St Luke's we aim to:

1. Promote the Christian values that are built into the ethos and teaching;
2. Place collective worship at the centre of its daily life;
3. Provide a happy, caring and stimulating environment.
4. Promote high standards of learning, achievement and behaviour
5. Offer a broad and balanced curriculum to challenge and stimulate our pupils.
6. Place great emphasis upon the quality of learning and achievements of the children.
7. Through interaction with other children and adults, children will develop social responsibilities in keeping with the ethos of the school.
8. Enable all learners to develop independence, knowledge and understanding to fulfil their potential
9. Respect the rights and views of other people and to value and celebrate diversity.

The History of St Luke's Schools

In 1696 the Bishop of Chester granted a licence for a school-master to teach in Heywood. This was the start of education conducted by the curate ministering at the Chapel-of-Heywood.

In 1717 the Heywood estate of Robert Heywood was sold to John Starky. John Starky accepted the responsibility for education in this estate. He was responsible for the building of a school next to the chapel. This school educated twenty poor children in accordance with the principles of the Church of England and may be regarded as the forerunner of St Luke's School.

In 1815 the National Society for promoting the education of the poor in the principles of the established church opened St Luke's School in York Street. It was intended for the daily education of 300 children. Classes were crowded and educational materials scarce. The children learned their letters by tracing them in sand on the floor. Many children worked in the cotton mills through the week and acquired such education as they could on Sunday afternoons. This was the beginning of St Luke's Sunday School.

During the first half of the 19th century schools were built in Heywood. Overcrowding was still a problem in St Luke's School in York Street and so when Julius Shadwell became the incumbent of St Luke's Church in 1859, a site was bought in William Street which is now Queen's Park Road.

Here our previous buildings stood - now replaced by houses. From 1850 our children were taught in this building. A long educational history indeed!

The first phase of the new St Luke's School was opened in 1970. Two classrooms accommodating the two oldest junior classes were built. Then in 1981 the final phase of the new building was opened by HRH Princess Alexandra. The building now provides for a three infant classroom unit with its large creative working area and extensive outdoor play areas, a multi-purpose hall (assemblies, dining, PE and games,) and an open library including a computer suite, and a four junior classroom unit (Year 3 and Year 6) with a large creative work area. All classes have one teacher taking the 30 children in each class, each supported by a full time classroom assistant.

Now the seven classrooms with their shared areas burst with activity and purpose. A school with facilities second to none! A school that looks to the future but does not forget its traditions!

School Objectives

- 1) To ensure that in following the National Curriculum, children perform up to and beyond their expected levels of achievement.
- 2) To provide active learning experiences, including a range of extra-curricular activities, which encourage the children to apply their knowledge and develop their skills and attitudes.
- 3) To provide an environment where children will develop respect for others, good manners, self-discipline and independence.
- 4) That the school offers a safe and secure environment for pupils and staff.
- 5) To provide an environment where staff are valued and they are given opportunities to develop their professional skills.
- 6) To promote equal opportunities for pupils and staff.
- 7) To maintain good relationships and links with parents so that they are well informed and used effectively in the work of the school.
- 8) To work co-operatively with other schools in the area and to maintain links with the local community and businesses.

8.45 am	Doors open
9.00 am	Registration
9.05 am	Session 1: guided reading/ phonics/ follow up work
9.30 am	Session 2
10.30 am	Break
10.45 am	Assembly
11.05 am	Session 3
12.00 noon	Lunch time
1.00pm	Afternoon registration for juniors and 4 th session
1.15pm	Afternoon registration for infants and 4 th session
2.00pm	Junior break
2.15pm	infant break and start of 5th junior session
2.30pm	5 th infant session
3.30pm	Home time

Children will not be permitted to leave school before these times unless a written request is received or parents call in person to collect their children.

Children should not arrive at school before 8.40 a.m. as there is no supervision. If children arrive before the appointed time, it must be on the understanding that the school or local authority cannot be held responsible for any accidents which may occur.

Punctuality & absences

The school doors close at 9am and it is expected that all children will be punctual. Pupils arriving late must be accompanied by their parents and report to the school office

Any absence should be reported on the first day of absence as soon as possible by ringing the school office.

Holiday absence

In line with DfE guidance St Luke's does not authorise due to a family holiday.

Read more about our absence policy [here](#):

Admissions:

Standard Admission Number: 30

Allocation of places for the school are determined by the Local Authority on the basis of:-

- i) Children with a statement of special educational need that names the school**
- ii) Children in care to the Local Authority (Looked After Children)**
- iii) Children with a Medical/ Psychological reason for attending a particular school**

If you consider that there are strong medical/ psychological reasons for your child to attend a particular school you must attach a medical certificate/ letter from your child's own doctor to the Application Form at the time of application. Following receipt of the professional advice from the Local Authority, a place will only be allocated under this criterion if there is firm evidence to show that the child's needs can only be met at the school to which the parent is applying.

Parents should note that providing evidence does not automatically mean that a place will be allocated under this criterion.

iv) Sibling Priority

A sibling is either a brother or sister or a step-brother or step-sister living at the same address, but not a cousin or other relative.

You may claim this priority if your child has an older brother or sister who will be in attendance at the school in September.

v) Children with church affiliation

vi) Proximity and ease of access

Once places have been allocated using the above criteria, any remaining places are allocated to pupils on the basis of their relative proximity and ease of access to the school but also to other schools nearby.

Further details about admissions can be found on line at www.rochdale.gov.uk/schooladmissions

Induction process:

What happens:

- Parents are invited to attend an initial meeting in the summer term after confirmation of a place at St Luke's. The purpose is for you to meet the Headteacher, the class teacher and other staff who will be working with your children. We outline the aims of the school and the induction process for September.
- We have two meetings during the school day in June. The first meeting is for you and your child to come into school together. The second meeting is for your child in our reception classroom where they have the chance to stay on their own.
- For the first few days in September your child will come to St Luke's either in the mornings or in the afternoons.

Mornings	9.00 - 12.00
Afternoons	1.15 - 3.30

- When children are happily settled the full day will commence, including school dinner. The children will be tired at the end of the day so don't be surprised if they are irritable and unresponsive - be patient and enjoy some early nights!
- During your child's first year at school, you will be invited to attend a series of meetings to discuss the work your child will attempt in Year R, and how it is developed during the following six years within the framework of the National Curriculum.

Children start school in the year in which they have their fifth birthday. This is in the academic year from 1 September to 31 August.

Children transfer to Secondary school in the year that they have their eleventh birthday. Children have seven years in Primary school. Children who transfer to the secondary phase have visits in school from the local secondary schools - Siddal Moor, Holy Family RC/ CE and St Ann's Academy.

Arrangements are also made for children to enjoy a full day in their designated secondary school prior to leaving St Luke's. St Luke's is actively involved in the process of primary to secondary transfer.

School Staff

Teachers:

Head teacher: Mrs K. Farrall

Assistant Headteachers: Mrs Cropper
Miss Spears

Reception: Miss Longmire

Year 1: Miss Jones

Year 2: Miss Yates

Year 3: Miss O'Brien

Year 4: Miss Gomm

Year 5: Mrs Grindrod

Year 6: Mr Hignett

Teaching assistants:

Mrs Mort

Mrs Whitworth

Mrs Stewart

Mrs Neil

Mrs Reed

Mrs Hughes

Mrs Lang

Special needs support staff:

Mrs Lawrence, Miss Davenport, Mrs Novotny. Miss Kenton, Mrs Cain, Mrs Bromiley, Mr Shaw, Miss Davenport

Mrs Rhodes (intervention teacher)

Miss Seedall (ThInc Room Co-ordinator/Family Support)

Mr Marsh (Computer technician)

Mrs Monks (School secretary)

Mrs Thompson (School Business Manager)

Mr Taylor is the cleaner-in-charge assisted by Mrs .

Lunchtime supervisors:

Kitchen Staff:

Kitchen supervisor: Mrs T. Quinn

Cook: Mrs D. Allen

Kitchen assistant: Mrs C. Dawson

School Governors

The Head teacher is responsible to the School Governing Body for the smooth and efficient running of the school. Governors are nominated by the Local Authority and by the Church and by the teachers and you the parents. Parent Governors are elected for a maximum of four years. They can bring any concern to meetings of the full Governing Body. The Governors meet once each term. All parents are welcome to attend these meetings as observers. The date and time of these meetings are advertised in the school's newsletters.

The present Governors are:

- Mrs Lynne Coxell (Chair of Governors)
- Mrs Fiona Fogurty (Vice Chair of Governors)
- Mrs Kim Farrall (Headteacher)
- Rev. Matthew Carlisle
- Mr Brian Bennion
- Mrs Tony Sparran
- Mr Peter Rush
- Mr Anthony Hignett
- Mrs Christine Clegg
- Mrs Joanne Horner (Parent governor)
- Mr Adrian McCouaig (Parent governor)
- Ms Celia Ramsbottom (Parent governor)

Dinner Money

Dinner money is collected on Monday morning of each week, it is £1.90 per day. The money is paid in advance for the full week's dinners. It is a great help to the school if this money arrives in school in an envelope, clearly marked with the child's name, year number, and amount enclosed. The children are offered a choice menu each day which includes at least two main courses and two sweets.

Free Meals

All children Reception, Year 1 and Year 2 are entitled to a free school meal. If your child is in Key Stage 2 and you feel that your child is eligible by reason of your income, please complete the form and return an application to the Unified Benefits, Housing Department as soon as possible. It is still essential that if your child is in the infants and you are eligible to make a claim please do so. Application forms are available from the school office. Please do not hesitate to claim what is an entitlement.

School Milk

Milk is provided daily for all children during their first three years at school free of charge. Milk is available to children in Key Stage 2 it is free for those on free school meals other children are able to have this at a charge payable every half term. If your child does not take milk please let us know. NO SNACKS (sweets or crisps) of any kind are allowed in school. This is to ensure that the mid-day meal is not wasted due to lack of appetite! Children also have an item of fruit each day in Years R – 2 and school provide all children with free toast at morning playtime.

Uniform

The following school uniform is sold in the office:

Sweatshirts	£	Sweatcardi	£	Reversible coat	£
Embroidered T Shirt	£	Blue PE shorts	£	Nylon PE bag	£
Blue water proof book bag	£				
Special offer: PE Kit (T shirt, shorts, bag)	£				

The school does not seek to make any profit from the sale of uniform.

Holiday dates 2014/15

Autumn term:

School opens Wed 3rd September

Autumn Half Term 2014

Fri 24th October Mon 3rd November

Christmas 2014/15

Thurs 18th December Mon 5th January

Spring Half Term 2015

Fri 13th February Mon 23th February

Easter 2015

Thurs 2nd April Mon 20th April

Bank Holiday

Monday 4th May

Summer Half Term 2014

Fri 22nd May Mon 1st June

Summer 2014

School closes Fri 17th July

Ownership

Please make sure that every article of clothing (especially shoes, pumps, Wellingtons and coats) are clearly marked with your child's name. Remember that there are 210 children at St Luke's and that many will have similar items of clothing! A box containing LOST PROPERTY is kept outside Year 3 classroom. At the end of each term unclaimed property is moved to the caretaker's room to be disposed of at the end of the following term!

School Crossing Patrol

A crossing warden is on duty morning and afternoon to cross children and parents over Queen's Park Road. Over the years this road has proved extremely dangerous, with a history of near to serious accidents. We would recommend most strongly that children from their first days at school are trained to use the Crossing Warden.

Adventure Playground

The school has developed an adventure playground and outdoor learning and activities to offer more opportunities for creative play at break times and dinner times. At these times children, on a rota basis, will have the opportunity under supervision to use the adventure playground.

The Governors cannot accept any responsibility for children using the playground either before or after school. Children are not allowed to use the adventure playground at these unsupervised times.

Jewellery

The school policy on jewellery is that only studs can be worn at school. No chains, rings or necklaces can be worn. This is according to Rochdale Local Authority guidance. Wrist watches are allowed.

Clothing for P.E. and Games

Shorts

T-shirt (a T-shirt printed with the school crest is available)

Gym shoes (the slip-on variety for younger pupils)

Trainers

Tracksuit (for cold weather)

These items should be kept in school in a draw-string bag, clearly marked with the pupil's name.

Swimming

For swimming lessons in the juniors, children need:-

A costume and a towel carried in a plastic bag.

Girls should wear a swimming cap, no jewellery and goggles may be worn.

The Curriculum at St Luke's

The school curriculum is the total experience that the pupils encounter. It aims to promote the spiritual, moral, cultural, mental and physical development of the pupils and prepare them for the opportunities, responsibilities and experiences of adult life in an environment where the children can both profit from and enjoy their life at school.

In developing a school curriculum we take account of the principles of:

- **Christian values and beliefs** – as a church school, St Luke's ethos is based firmly upon Christian values which provide essential skills and basic morals that are necessary for modern life in both a global and local community. Our core Christian values are: love, trust, respect, friendship, forgiveness and patience.
- **Excellence and Enjoyment** – introducing the pupils to a wide range of knowledge, understanding and skills through an exciting and stimulating curriculum.
- **Personalisation and differentiation**– tailoring the curriculum to ensure that what is taught is relevant to the pupil's own experience and needs, differentiating learning opportunities to ensure that they address all of the different learning styles of our children.
- **Safety & health** – developing a secure learning environment and safe practices. Teaching children about how they can adopt healthy lifestyles.
- **Make a positive contribution** – Provide children with the skills to develop positive relationships, self confidence, to value others and their opinions and to value achievement and attainment.

Sex Education

Children are introduced to topics concerned with personal health and growth. The Governing Body have approved a scheme of work which concludes in Year 6 with children looking at puberty and considering "from conception to birth". Parents do have a right to withdraw their children from Sex Education sessions taught in Year 6.

Special Needs

The equality of opportunity in education lies in providing for ALL pupils to attain their fullest potential. The Assistant Head teacher, Mrs Cropper, is the school's Special Needs Coordinator through thorough on-going assessment and screening the school identifies children so that appropriate provision can be made within the resources available. A Special Needs Register is kept of children at school.

Homework

Children are encouraged to take their reading books home to share with you. Please read every night with your child. Sometimes other activities are linked with home (spellings, multiplication tables etc). You are the first and best educators of your child. They will thrive with your continuous interest and support and our professional expertise.

Reception – The Foundation Stage Learning and teaching through play

In Reception the children follow the Foundation Stage curriculum which is specifically tailored to the needs of the children of this age range. This is a national strategy that promotes learning through play and exploration.

Young children learn best when engaged in meaningful activities which can either be child initiated or teacher led. These activities may seem like simple play to the children but they are structured to provide them with a range of skills and attributes that will enable them to progress throughout the school.

The Foundation stage has six different areas of learning:

- Personal, emotional and social development
- Communication language and literacy
- Mathematical development
- Knowledge and understanding of the world (incorporating subjects such as science, geography, history, Religious Education and ICT)
- Creative Development (Art and Design Technology)
- Physical Development

Throughout the reception year the children are supported in their learning, providing them with a supportive and safe environment that builds confidence and self esteem through celebrating achievement and effort.

The Foundation stage provides the building blocks for the rest of the children's educational development. The staff at St Luke's are committed to continually improving the children's experiences and facilities.

The Curriculum at St Luke's - The core subjects:

Mathematics

We encourage an enjoyment of Mathematics aiming to provide children with a range of mathematical skills with an emphasis upon mental calculations and problem solving. The children's learning experiences are differentiated in order to provide them with meaningful and relevant activities at an appropriate level for each child's ability.

Mathematics is taught daily we use Abacus Mathematics as our core scheme. Abacus is founded on a unique and robust approach to creating inspired and confident young mathematicians. It inspires a love of maths and ensure understanding and progression for every child. We have also introduced Assertive Mentoring in Mathematics for Y2 to Y6. Assertive Mentoring places the child at the centre of their learning. Children are regularly assessed in maths using weekly basic skills tests. Any resulting gaps in their skills and knowledge will become your child's targets and will be addressed over the following half term by their teacher.

English

The teaching of English addresses the National Curriculum components of Reading, Writing (including spelling and handwriting) and Speaking and Listening. The school follows the requirements of the National Curriculum. In Reading, we aim to develop the ability of the children to understand and respond to all types of genre and to encourage them to enjoy reading in all its forms. We have a comprehensive and progressive reading scheme throughout the school that has guided reading at the core of our teaching.

In Writing we aim to foster the ability to convey meaning in written language with increasing fluency, accuracy and appropriateness. The children are to be encouraged to write for a purpose with a clear audience in mind and to increase self-respect and confidence through their writing.

In Speaking and Listening we aim to develop the ability of all the children to understand the spoken word and to express themselves effectively in a widening range of situations.

Computing

At St Luke's we have unparalleled provision for Computing and we aim to provide our children with the skills and understanding that will provide them with the capability to address their own future needs in an increasingly technological society.

Our provision is based around different resources that enable the children to address computing as a discreet subject as well as in a cross curricular way. It is our vision that computing will develop to underpin all aspects of the curriculum. At present each classroom has an interactive whiteboard and 2 apple PCs. Our ICT suite boasts a fully fitted range of Apple computers as well as a suite of laptops. We have a class set of iPods and iPads.

Learning Challenge Curriculum

We have worked alongside education consultants from Focus Education to introduce the 'Learning Challenge Curriculum'. The Learning Challenge Curriculum captures the interests of the children and makes learning relevant to them, whilst meeting the National Curriculum requirements.

The Learning Challenge concept is built around the principle of greater learner involvement in their work resulting in a meaningful curriculum which promotes high standards. (Focus Education)

The Learning Challenge Curriculum requires teachers to actively think what their curriculum needs to include in order to meet the needs of the children at this school – leading to high standards in all areas of the curriculum. The approach allows teachers to focus on the best way to present their lessons rather than what they need to teach. At St. Luke's we use this approach to deliver Science, Geography, History, Science, Art, DT and RE.

Music and Drama

We have a specialist music teacher who delivers music across KS1 and KS2.

In the teaching of Music, we aim to enable the children to progress in the National Curriculum targets of "performing and composing" and "listening and appraising". Children are given the opportunity to be involved in the composition and performance of music (including assemblies, annual performances, local schools' music festivals etc.) and to be exposed to as wide a range of music as possible for listening and discussion.

We encourage the children to be involved in a range of Drama activities, organised by the class teachers and making use of educational broadcasts. Children perform in class assemblies for other members of the school and parents and in Christmas productions.

Physical Education

We have a specialist PE coach who delivers Physical Education across KS1 and KS2. We aim to develop the children's ability and enjoyment in the areas of Athletics, Dance, Games, Gymnastics, Outdoor Activities and Swimming. To this end the children will be encouraged to be physically active, to maintain flexibility and to develop strength and endurance, to be independent learners and participants, to develop concepts of fair play, team work and awareness of others and to be aware of safety considerations in all areas of physical education. We provide lunchtime activities should they wish to do so and provide a range of after school activities, teams and clubs.

French

We have a specialist French teacher who delivers French to children in KS2 every week.

Religious Education and collective worship

Our aim is to encourage an interest in religion in our pupils, to develop a knowledge of religious beliefs, practices and values in the Christian tradition, to foster respect for other people, their beliefs and cultures and to contribute to the moral development of our pupils. This is achieved through daily assemblies which Christian in content but which will refer to other religions, through class assemblies presented by the children and through classroom activities. The classroom curriculum is based on the Rochdale Agreed Syllabus and is delivered through a series of topics which are planned in conjunction with the Learning Challenge Curriculum.

Parents have the right to withdraw children from religious education if they wish to do so.

Health Education

Health Education is a cross-curricular theme which includes Safety Education and is designed to promote the well-being of the pupils in school and in later life. A central thread is giving children the opportunity to make informed decisions about choices that may affect their well-being. Sex and Relationships Education is a part of Health Education and the school governors have decided that it will be included in our curriculum as part of a wider topic of the Human Body and Growth. Parents will be given the opportunity to preview any materials used upon request.

Governing Bodies have the discretion to accept requests from parents to have their child withdrawn from Sex Education, for example on religious grounds, in accordance with the Education Act, 1986.

Sporting Activities

Pupils have the opportunity to participate in various activities taking place during and outside of curriculum time. These include cycling proficiency, netball, football, rounders, dance, cross country, cricket, tennis and athletics amongst others.

Assessment and Pupil Records

Records are essential to provide an overall picture of each child's needs, work accomplished and progress. They ensure a smooth transfer from one school to another with minimum disruption to the child. Each pupil is given a record folder which contains details of any tests, either national, school or LEA-based, that are used to measure progress.

The SATs tests are held for all children at the end of Year 2 and Year 6. Each child is given a level at each stage. This is a quick guide to each of these levels:

Level 1 is the lowest level of attainment. Children below this level are said to be 'working towards level 1'

Level 2 is split in the infants to give level 2C, 2B (which is the average expectation for a child in Year 2) and 2A (which is above average)

Level 3 represents a very high level of attainment

Level 4 is the national average expectation for junior children

Level 5 in Year 6 is above the national average.

Assessment:

The children's abilities are constantly assessed in order to match their learning needs to our teaching methods.

Formal assessments are carried out as follows:

Reception:

Foundation Stage Profile – an ongoing series of observations

Year 1:

Phonics screening check

Year 2:

Children sit the Standardised Assessment Tests (SATs).

Year 6:

SATs tests are sat in year 6 to gauge the children's progression and the performance of the school.

Special Educational Needs

Most children with specific learning needs are taught in the normal classroom situation where programmes of study are devised according to their needs and abilities. Children with specific needs can either be withdrawn from the class to work individually or in small groups or taught as part of the class with extra support, where it is appropriate.

Some children may be referred to the school psychological service, following consultations with parents, staff and the headteacher. Mrs Cropper has overall responsibility for the SEN policy in the school.

Accessibility plan and arrangements for pupils with physical disability:

St Luke's is constantly looking to improve our accessibility. We have ground level access to the school building at all entrances and have numerous disabled facilities for toileting etc. St Luke's prides itself on its ability to include all children no matter what their specific needs.

Inclusion:

We aim to include all children and their families at St Luke's so that each and every child enjoys learning with us and develops their unique talents and aspirations. We believe children learn best when learning opportunities cater for the different preferences of learners, developing their independence and motivation as an individual. Inclusion at St Luke's underpins everything we do: learning and teaching, the curriculum, resources, budget management and our whole ethos and culture.

School Documentation

Copies of the school's policy documents are available from the Headteacher upon request.

Home/School Links

Parents' Evenings

Teachers are always willing to see parents before or after school so that problems or queries can be solved as quickly and effectively as possible. Staff are available before the start of the school day at 8.30am and at the end of the school day at 3.30pm. Parents are able to visit the classrooms, before school, subject to arrangement with the class teacher, so that they can see their children's work. Two Parents' Evenings are arranged during the academic year so that parents can see their child's work and discuss their progress with the teachers. Parents are invited into school, to look at their child's work and to a class assembly. At the end of the school year formal written reports are distributed to all parents.

Some advice on Preparing Your Child for School

- Try not to appear anxious yourself. Comments such as "I'm dreading him/her starting school", will cause a child to become anxious and wonder what there is to dread.
- Try on your school uniform before 'the day' so that your child feels comfortable in it.
- Children also need to be able to dress themselves and cope with doing up buttons and shoes.
- Your child can either have a school dinner or a packed lunch. Reassure him/her that they will not be made to eat things they don't like. The school needs to be made aware of any special dietary needs.
- The staff should also be told of any special medical needs e.g. asthma or eczema. Reassure your child that the teacher knows about it.

Collecting your child:

Try to be on time to collect your child as he/she may become anxious if you are late.

If someone else is collecting your child, please let the school know in advance. We do not allow children to leave the school premises with anyone other than a parent unless we have had prior consent.

Reading and Writing

Some Hints for the Early Stages

-Children should be encouraged to develop a wide vocabulary and be able to name common objects found and used in and around the home, colours and animals. They should be encouraged to look at pictures in books and they will be more interested if you show pleasure in reading and sharing books.

-Read to your child for a short time as often as possible. Choose a time and place when you are not likely to be interrupted. Children regard reading as a special way of sharing your undivided attention, an intimate experience. Research has shown that 'good readers' are often children who were exposed to bed-time stories and reading by parents. Try to be regular with your help and attention. It is far better to spend five or ten minutes daily at a regular time than half an hour once a week.

-Take care not to exceed the child's span of interest.

-Traditional nursery rhymes and songs are important. Children soon learn them by heart and love to 'pretend' to read them from a book. Point to the words as you read them together. Encourage children to observe print and words in their environment, for example, street signs, shop names, entrance, exit, food wrappers and labels etc.

-Try not to compare your child's early progress with other children, as they all develop at differing rates. Always praise even the smallest improvement. By the time they are seven, most children will not need this daily practice and should be encouraged to read silently as well.

- Let your children see you read books, magazines, newspapers etc.

- Building your child's confidence is essential. Don't be over-concerned about moving on to more difficult material. It is much better to allow plenty of time to practise at one particular level than to press on and become frustrated.

When buying or choosing books for children consider some of the following points.

-The language content should be appropriate to the child's experience. Books should not be too easy but should represent a challenge. If a child reads more than one word in ten incorrectly, the book is probably too difficult. The illustrations should be well drawn, coloured and clearly reproduced. The size of the print should be suitable for your child's eyes - the younger the

Health and Welfare

Absence

In the event of illness, please contact the school (by phone or personally) on the first day of absence. We would be particularly like to know if your child is suffering from a condition that might be infectious so that the teachers can look out for further cases and warn other parents, if necessary. When your child returns to school, please send a written note to school explaining the absence. These notes are kept with the school registers so that absences for illness can be classified as "authorised" in the attendance figures that we must publish. We do ask you to keep your child at home until fully recovered as the closeness of the school environment does lead to the high risk of cross-infection. If your child is ill at school, a teacher will contact you by telephone and ask you to come and collect your child as soon as possible.

Your child may receive a minor injury that is not considered serious enough to contact you immediately but it is thought wise to inform you of the incident (e.g. a minor bump on the head). In this case you will be informed by a small written note and a back-up verbal message from a teacher. In the unlikely event of a serious injury, your child will be taken to hospital. You will be contacted immediately and arrangements to meet your child at hospital will be made

Term Time Holidays

If it is not possible for us to authorise holidays during term time. A key part of the current Ofsted Inspection Schedule, the Behaviour and Safety Judgement looks at overall school attendance which is expected to be at least 95%. Ofsted would expect to see that we only authorise holidays in Exceptional circumstances. Parents may receive a Penalty Notice fine from the Local Authority for taking their child out of school during term time without consent from the school. The fine is £60 per child per parent if paid within 21 days and £120 if paid between 22 and 28 days. Failure to pay the fine could lead to prosecution in magistrate's court.

Further information can be obtained from www.dfe.gov.uk.

Medicine in School

If your child requires medicine to be given during school hours, it is best for you to come and administer the medicine yourself. Teachers and school staff cannot, regrettably, accept legal responsibility for administering medicines. If you are not able to come into school, medicine or drugs should be brought to school by the parent, NOT BY THE CHILD, and handed in at the school office where you will need to fill in a consent form. The medicine request form will state details of the medicine, dose, frequency etc.. Please ensure that all medicines etc., including inhalers. Medicines must be clearly labelled with the child's name and instructions.

Please note: we will not administer non prescription medication

If the condition is of a long-term or permanent nature e.g. Epilepsy, Asthma, Diabetes etc. please discuss any necessary arrangements with the Headteacher.

Health and Safety

Through its Health and Safety Policy, the governing body of the school is committed to securing the health, safety and well-being of employees, pupils and others affected by the school's activities, including visitors and contractors. Everyone has a part to play in bringing this into effect and full cooperation is therefore expected. We would particularly ask parents to cooperate in this area by notifying the headteacher of any hazards or risks that they may notice and to respect, with their children, any decisions or rules that are introduced to promote the health and safety of all connected with the school.

Pastoral Care and Discipline

The school shares responsibility with parents for each individual during school hours. We are concerned with the social and personal development of each child as well as their educational development. We aim to create a warm, friendly Christian environment for our pupils as a foundation for caring adulthood. We expect children to show courtesy and consideration and to take pride in themselves and their achievements.

No form of corporal punishment is acceptable at our school. Minor matters will be dealt with by the adult responsible for the children at the time. Punishments usually involve the loss of privileges.

More serious misdemeanours will be dealt with by the Headteacher and parents will be involved if appropriate.

The school has a written Behaviour and Anti-Bullying Policy which is available for inspection upon request.

Home contact numbers:

It is important that we have a telephone number by which we can contact you during the day in case of an emergency. Please inform us of any subsequent changes.

Medical Appointments

It is sometimes necessary for children to visit the doctor or dentist during school hours. If you have an appointment which means collecting your child once the school is in session, please report to the main entrance and ask a member of staff to collect your child from their class. We do not allow children to leave the school unaccompanied. Please show the medical card or appointment letter to the school office and send a note in advance, indicating when the child will be collected and by whom. **If someone else is collecting your child, please let the school know in advance. We do not allow children to leave the school premises with anyone other than a parent unless we have had prior consent.**

Educational Visits and the Schools' Charging Policy

During the year, teachers arrange visits to sites of historic, scientific or topical interest. Speakers, poets and entertainers are invited into school to enhance the school curriculum. A fee is usually required and therefore, parents will be requested, in advance, to make a voluntary contribution to cover the costs. If insufficient contributions are made, the activity will, unfortunately, have to be cancelled.

This Document

St Luke's CE Primary School, its Governors, and Rochdale Local Authority have taken care to ensure that the details contained in this document are accurate at the time of publication. Its aim is to be a source of information for existing parents and to give prospective parents a flavour of our school. We do stress the importance of a visit to obtain a fuller picture. The headteacher, staff and governors will be pleased to help with any queries you may have.