

# **Haydock English Martyrs' Catholic Primary School**



**School Prospectus  
2023/24**

## General Information

**School:** Haydock English Martyrs' Catholic Primary School

**Address:** Piele Road  
Haydock  
St Helens  
WA11 0JY

**Telephone:** 01942 723552

**Email:** [englishmartyrs@sthelens.org.uk](mailto:englishmartyrs@sthelens.org.uk)

**Website:** [www.hemcps.co.uk](http://www.hemcps.co.uk)

**Head Teacher:** Miss Karen Prescott

**Chair of Governors:** Mr B Dooner

**Other useful sites:** <https://www.classdojo.com/signup/>  
<https://www.parentapps.co.uk/>  
<https://login.eduspot.co.uk/public/portal/parent/?app=schoolmoney>

### School Mission Statement

We provide a stimulating, varied education which challenges all to achieve, encouraging everyone to live in the spirit of Jesus. As part of the wider community, we will work towards success.

## School Aims

To provide a curriculum which is varied, stimulating and challenging for all children.

This will be achieved by:

- Effective, thorough planning which is reviewed and monitored.
- Reviewing and monitoring our whole school approach to long term curriculum planning, ensuring continuity and progression.
- Inclusive policy documents in each curriculum area with agreed aims.
- Differentiation and a variety of learning and teaching styles shown in weekly planning.
- Effective use of ICT throughout the curriculum to stimulate and challenge children.
- Involving children in the learning process, self-assessment, peer assessment and involvement in the target setting process.
- Thorough systems of assessment which informs future planning.
- A variety of visitors/visits to enhance learning.
- Effective liaison with external agencies to enhance the curriculum both within and beyond the school day.
- Children to leave school literate and numerate and confident in a wide variety of skills.
- Well trained staff with appropriate subject knowledge.

To provide a richly stimulating learning environment.

This will be achieved by:

- Clean, attractively decorated rooms, attractive book areas and well labelled, accessible resources.
- Bright, regularly changed informative displays including a mixture of 2 and 3 dimensional work.
- Interactive displays.
- Learning environment which engages all learning styles.
- Children being actively involved in displaying their work.
- Extending the learning environment to the school grounds thus providing an effective outdoor learning area.
- High quality outdoor provision in the Foundation Stage.

To prepare children for their future, ensuring all meet their full potential through academic excellence and strong personal values.

This will be achieved by:

- Effective links with external agencies.
- Positive relationships between pupils/adults and pupils/pupils.
- Reinforcing positive reward systems.
- Successes celebrated regularly.
- Individual academic targets set and met.
- Children involved in their own target setting/assessment.
- Gifted and talented children provided for.
- Groups at risk of underachievement identified, tracked and catered for.
- Well trained staff with good subject knowledge.
- Good use of support staff.
- Additional/medical and pastoral needs catered for.
- Good attendance and punctuality.
- Strong PSHE curriculum.

- Encouraging and developing parental support and understanding of the curriculum.
- Spiritual, moral policy in place.
- Tasks well matched to ability.
- Effective transition across the age phases.
- Effective provision for all groups of children to remove any barriers to learning.
- All staff and learning mentor to work effectively with all children.

**To develop strong links with home, the Parish and the wider community.**

This will be achieved by:

- A wide range of communication with parents and shared parish and community events e.g. singing in the community.
- Good attendance at events.
- Two open evenings per year for reporting progress.
- Homework policy.
- Encouraging involvements in school on a day-to-day basis.
- Sacramental preparation carried out by the parish.
- Use of local environment for curriculum enhancement.
- Good range of adult education available for the community.
- Wide range of visitors in school.
- Success shared with parents through noticeboards/newsletters.
- Strong links with other schools.
- Kids club to offer additional childcare for children.
- Effective promoting community cohesion.

**To create a culture of learning where children are motivated to develop lively, enquiring minds.**

This will be achieved by:

- Providing interesting activities and experiences across the whole curriculum.
- Accessible and well labelled resources in classrooms and all areas of the school.
- Varied interactive displays.
- A variety of learning and teaching styles in use.
- Active learning.
- Planned opportunities for independent learning in topics of interest to children.
- Children encouraged to develop their learning over and above the taught curriculum.
- Encouragement and praise of independent activities.

**To encourage the personal, social, moral, spiritual and cultural development of children within the context of the Catholic ethos, whilst nurturing a respect and understanding of other cultures and beliefs.**

This will be achieved by:

- Promoting a strong Catholic ethos throughout the school.
- A high standard of RE teaching using the Come and See scheme.
- Visits from other cultures/faiths to supplement the Come and See scheme.
- Arranging child friendly church activities and services.
- Regular class and school masses.
- Providing high quality opportunities to engage in collective worship.
- Openness and example set by staff; children able to see Gospel values in practice through tolerance, forgiveness, and honesty.

- Cultural diversity reflected in planning, teaching, learning, the environment, and resources.
- Children to be made aware that they are valued within their Parish communities and encouraged to take part in the celebration of weekly Mass.
- Encouragement of sense of responsibility within the school and the wider community through fundraising for charities.
- Positive reward system.
- Good quality, well planned assemblies linked to Come and See scheme.
- Pupil involvement in school council, activity leaders, buddies.
- Actively seeking to meet healthy schools' standards.

To provide a welcoming, caring, and safe environment which enriches the spirit.

This will be achieved by:

- Greeting all visitors with a smile.
- Behaviour Management Policy based on positive rewards system shared with all stakeholders.
- Staff and pupils treat everyone with respect and courtesy.
- Opportunities for older children to help and support younger children.
- Staff are approachable to parents and visitors.
- Attractive well-maintained school and grounds.
- Good relationships amongst staff/pupils.
- Health and safety policy adhered to.
- Security Policy in place.
- Pupils will be encouraged to take increased responsibility (e.g school council).
- Extra-curricular activities available, where children will be encouraged to work as team members.
- Appropriate and effective safeguarding policies, procedures and practices in place across the school.

## Admission Policy

### Nursery

Children aged three on or before 31<sup>st</sup> August 2023 are considered for nursery place by St Helens Local Authority beginning in September 2023.

Children aged three after 31<sup>st</sup> August are eligible to be considered for a place from the beginning of the term after their third birthday (i.e. three intakes per year). There is a separate closing date for applications for each term of admission.

Where the number of applications exceeds the number of places available, the Governing Body will apply the following oversubscription criteria:

1. \*Baptised Catholic children who are in the care of the Local Authority.
2. \*Baptised Catholic children living in the Parish of Blessed English Martyrs', Haydock.
3. Children who are other than Catholic and in the care of the Local Authority.
4. Children with brothers and sisters in the school at the time of likely admission. (This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters or a child of the parent/carer's partner, and in every case who is living at the same address and is part of the same family unit.)

5. \*Baptised Catholic children living in other Catholic Parishes outside the area as defined in (2) above.
6. Children whose parents express a preference for a place at the school.

*Please note:*

*A nursery place allocated in either January or April does not guarantee a place for the following September. A separate application may be required for each academic year. Attendance in the nursery does not guarantee admission to the school. A separate application must be made to transfer from nursery to primary.*

## Primary School

In the event of oversubscription into primary school the following criteria will be applied:

1. Looked After Children and previously Looked After Children.
2. \*Baptised Catholic children who have a sibling in the school at the time of admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships.
3. \*Baptised Catholic children resident in the Parish of The Blessed English Martyrs', Haydock.
4. \*Other baptised Catholic Children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

**\*'Baptised Catholic'** means within the policies and practices relating to school admissions, any child who, before the due date of application, is a baptised Catholic or who, having been baptised into other Christian denominations whose baptisms are recognised by the Catholic Church, has subsequently been formally received into the Catholic Church.

For a child to be considered as a Catholic, evidence of a Catholic Baptism (i.e. Baptismal Certificate) is required. Baptism should take place before the closing date for applications. If your child was baptised in the parish served by the school, then the parish baptismal records will be checked by the school to confirm baptism. If your child was baptised in another parish, a copy of your child's Baptismal Certificate should be submitted with the Local Authority's common application form.

## Tie Break

In the event of any oversubscription in the number of applications made under any of the categories above, then the Admissions Committee will offer places first to the children whose family home is nearest to the school. The Measurement shall be done by the Local Authority in a straight line using a Geographical Information System (GIS) based on Local Land and Property Gazetteer (LLPG) data and the National Grid co-ordinates for the family home and the school.

Where the tie-break does not distinguish between applicants, e.g. twins or triplets living in the same house or children living in the same block of flats, random allocation will be used. This will be done by drawing lots and supervised by someone independent of the school.

Children with a Statement of Special Education Needs or Education Health Care Plan that names a school will be offered a place without using the admission criteria and will count as part of the school's published admission number.

*Please note:*

*Whilst we are a feeder school for St Edmund Arrowsmith Catholic High School, admission to our school does not guarantee admission to St Edmund Arrowsmith.*

## Early Years

The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of their reception year. The EYFS recognises that good parenting and high-quality early learning together provides the foundation children need to make the most of their abilities and talent as they grow.

*"When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."*

*Develop Matters 2021*

At Haydock English Martyrs' our aims are to:

- Provide the children with a positive and structured environment which encourages and facilitates independent learning.
- Promote a stimulating working environment, which will enhance the child's understanding of language.
- Enhance a child's personal, social and emotional development.
- Develop communication, language, literacy, mathematical skills and knowledge and help foster an understanding of the world in which we live.
- Provide opportunities to further a child's physical and creative development.
- Provide a high quality early education for every child.

We aim to provide a broad range of activities that are both adult directed and child initiated. The Early Years Foundation Stage framework is designed to expand children's knowledge in a variety of ways through seven areas of learning.

### **The 3 prime areas of learning are:**

Communication and Language Development

Physical Development

Personal, Social and Emotional Development

### **These will be strengthened through the four specific areas, which are:**

Literacy

Mathematics

Understanding the World

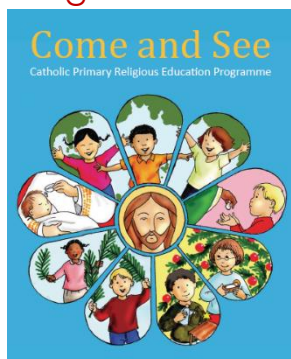
Expressive Art and Design

## The School Curriculum

The school conforms to the requirements of the National Curriculum 2014 and continues to update its curricular provision in line with Government guidelines.

The curriculum is designed to be a continuous, structured progression from the Foundation Stage to the age of eleven. There is an emphasis on basic skills and the curriculum aims to meet the child's individual needs through a broad range of experiences.

## Religious Education



Being a Catholic school, the Religious Education we provide conforms to the requirements of the Catholic Church and its Trustees. Religious Education is provided within the school day according to the approved syllabus, 'Come and See', authorised by the Archdiocese.

The mission of the school is to encourage 'everyone to live in the spirit of Jesus'. We interpret the Gospel as a basis for everyday living, with the school community contributing to the spiritual and moral development of the pupils as well as to their academic achievement. Our faith permeates our school day. Many opportunities are taken to allow children to reflect on and respond to the values, beliefs and practices of their own religion and that of others. Children are taught to respect and be sensitive towards other people and their beliefs.

The Relationships and Sex Educations now called 'Journey in Love' programme is run from Foundation Stage to Year 6 and reflects the Catholic nature of our school.

The Catholic Church currently offers children aged 8+ the opportunity to receive the Sacraments of Reconciliation and Holy Communion in the same school year. These Sacraments will be offered to your child in Year 4, when parents/guardians will be invited to work with the Parish in preparing him/her to receive the Sacraments.

Key Stage 2 classes attend Church on a rota with whole school masses being held for special occasions and at the end of each term in celebration of our learning.

## English

The 2014 Primary National Curriculum identifies English as a 'core' subject. At our school, we believe that English extends to all areas of a pupil's life. In order for a pupil to become a fully developed and fulfilled individual, a knowledge and enjoyment of both the English language and literature is essential. We want pupils to leave our school as young people with the confidence to:

- Express themselves clearly and confidently.
- Listen to and consider the views of others.
- Read for information and enjoyment.
- Write confidently and clearly for a range of purposes.

In English, we aim to:

- Provide a stimulating and motivating curriculum that promotes interest and enjoyment.
- Provide a wide range of literature for pupils to enjoy and learn from.
- Develop each pupil's ability in English through the use of carefully planned activities.





- Set high expectations and aim for high attainment.
- Involve pupils in Self-Assessment and Target Setting, so that they understand what to do to make progress.
- Take account of current research on Teaching and Learning to improve attainment in English.
- Inform parents of pupils' targets, in order to work as a partnership.
- Include pupils of all abilities.
- Enable children to speak clearly and audibly, in ways which take account of their listeners and situations.

## Mathematics



We aim to make mathematics dynamic, using ICT to enhance learning. We aim for staff to teach with motivation and enthusiasm thus providing excellent role models for the future. We strive for all children to be numerate, to have the ability and inclination to solve numerical problems, have a positive attitude towards the subject, to be highly motivated during lessons and to achieve their full potential. Mathematics teaches us how to make sense of the world around us through developing a child's

ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Children use ICT in Mathematics lessons where it will enhance their learning. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

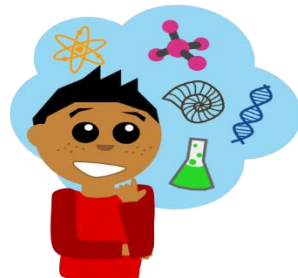
The aims of Mathematics are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- To promote confidence and competence with numbers and the number system.
- To develop the ability to solve problems through decision making and reasoning in a range of contexts.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shape and space and develop measuring skills in a range of contexts.
- To understand the importance of Mathematics in everyday life.
- To begin to grasp Mathematical language using it to explain methods and reasoning.

## Science

The aim of our science teaching is to provide first-hand learning experiences and to develop scientific knowledge of the physical world. We want to encourage children to explore, engage, enquire and explain. We feel pupils achieve this by:

- Learning about the world around them.
- Looking at materials, feeling them, talking about them and asking questions.
- Collecting things and sorting them.
- Trying things out.
- Talking about what they have noticed.
- Making things work.
- Trying to suggest explanations about why things have happened.



- Taking things apart and thinking about how they work.

Testing out their own ideas or ideas suggested by the teacher.

We aim to increase pupils' knowledge by following a structures scheme of work and develop the skills, concepts and attitudes mentioned above by well-planned, practical experiences that allow opportunities to discuss and reflect on what they have learned.

## Music



Music is a powerful and unique form of communication that can influence the way children think, feel and act.

All children are given opportunities to explore sounds, to compose and to perform using a wide range of percussion instruments, body and vocal sounds. We sing a variety of songs beginning with action and number rhymes in the nursery, leading to singing in harmony, rounds and multiple parts in Key Stage 2. Lower Key

Stage 2 pupils have the opportunity to learn to play an instrument and through peripatetic provision, pupils are able to continue to learn and further expand their musical skills.

Performing is an integral part of school life and we hold concerts to which parents are invited.

## Art

Art stimulates creativity and imagination. It is taught as an individual subject but is also integrated into the teaching of other subjects.



Children are taught specific drawing, painting and sculpture techniques and learn about the great artists in history. To ensure children achieve their full potential they are given access to a range of good quality resources that support the learning of each topic. The children also use technology to produce images, patterns and decorative pieces of work.

Through a topic-based approach, the children are given the opportunity to learn about the part that art plays in their own and others' lives and in different times and cultures.

## Design/Technology

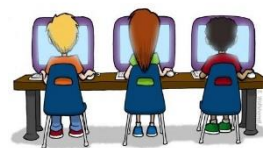


The Design and Technology curriculum involves the children in designing, constructing and testing models. Technological activities are cross-curricular and can include purposeful writing, scientific and mathematical work as well as encouraging imaginative thinking. In order to develop the necessary skills and knowledge, the children will experience a wide range of materials, tools and techniques that will be

introduced at an appropriate stage.

## Computing

At English Martyrs' Primary School, we value the individuality of all our children. As we live in a technological world, we aim to equip our children with the confidence and capabilities to meet new challenges within an ever-changing society. We want children to be independent problem solvers and to apply their skills to all curriculum areas. Through Digital literacy we want to ensure that children use technology to find, evaluate and compose clear and concise information using their ideas, thoughts and opinions. When using computer science, we want our children to learn how to solve problems, as an essential life skill, by showing resilience, creativity and critical thinking. Finally, we want to keep our children safe by providing them with the skills to deal with online usage and know what to do if they feel unsafe.



## History



We aim to inspire pupils' curiosity and provide them with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that pupils are able to think critically and ask historically valid questions when examining evidence and can develop their own ideas and opinions, which are backed up by historical evidence. In our school, History makes a significant contribution to citizenship education by teaching about how

Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today and to appreciate and respect the diversity in our country that has developed as a result of this.

## Geography

The school helps pupils to develop a sense of identity by learning about their own locality, the UK and its relationships with the rest of the world. This is achieved by developing relevant geographical skills, concepts and terminology through geographical enquiry. Studies undertaken focus on places and themes and involve fieldwork and classroom skills.



We use a variety of teaching and learning styles to teach geography. Teachers promote learning through enquiry-based projects and lessons in order to foster children's independent research skills. Children develop knowledge, skills, awareness and understanding relating to their own immediate environment and the wider world. We offer the opportunity to use a variety of data, such as maps, globes, statistics, graphs, pictures, and aerial photographs and we incorporate the use of ICT in geography lessons where this serves to enhance learning. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environment problem or use of the Internet to investigate a current issue. As far as possible, geography should be biased towards practical lessons, with maps, models and fieldwork playing a key part. External trips and visitors to our school also greatly enhance our geography curriculum.

We recognise the fact that within our school there are children of widely different geographical abilities. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Teachers are best placed to judge,

whether the learning needs of individual children and adapt teaching accordingly to provide opportunities for all children to succeed.

## Physical Education



Pupils at our school benefit from high quality PE provision which contributes to healthy and active lifestyles. Our PE curriculum provides a wide range of physical activities including gymnastics, dance, swimming and a variety of individual and team games. Children are taught by staff as well as external providers who also deliver sessions out of school hours.

PE lessons take place in one of two halls or outside on the extensive playing field which is marked out for athletics and rounders in summer. Both our playgrounds are equipped for a variety of outdoor games which can be played in the 'MUGA'. We also have permanent netball and basketball posts on both playgrounds along with numerous playground markings.

Children from all year groups are given the opportunity to represent the school in different sporting activities, from football to cricket to boccia and new age kurling. These events not only enable the children to show their sporting abilities but allow them to demonstrate other personal qualities such as enthusiasm, dedication and fair play.

## MFL

Spanish is taught as a modern foreign language to all our junior pupils. We believe that many children enjoy speaking another language and that the earlier a child is exposed to a language, the faster that language is acquired. Learning a new language opens many opportunities, from improving literacy skills, to developing self-esteem and widening cultural awareness.



## Healthy Schools/PSHEE



The personal, social, health and citizenship wellbeing of the children underpins the curriculum and Catholic ethos of the school, allowing the children to achieve their academic potential whilst being happy.

All teachers endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently.

The school encourages both children and parents to adopt healthy lifestyles and, as a school, we have been successfully awarded the Healthy Tuck award. As a healthy school, we provide fruit or toast for snacks and allow the children to have access to water throughout the day. A healthy, active lifestyle supports all children throughout their academic learning, incorporating the balanced curriculum of the school. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; recycling and reusing; and by taking on roles of responsibility

for themselves, for others and for the school. Collective Worship lessons focus on developing children's British, Christian and School Values.

We encourage the children to lead a healthy, active lifestyle to support and maximise their learning. Our school dinners offer healthy options to ensure children are eating balanced and nutritious meals at lunchtime. We have implemented a 'no sweets' policy and encourage the children to eat a healthy packed lunch. We provide many opportunities for fun physical activities both in and out of the curriculum, providing many intra sports competitions and after school sports clubs.

## **Special Educational Needs & Disability Arrangements**

We aim for all children with additional needs to be happy and confident learners who achieve their potential. We aim to provide a supportive and stimulating environment. Class teachers provide quality first teaching with differentiated learning activities. Needs are equally met through individualised and small group provision. Our experienced Learning Support Assistants as well as our Learning Mentor help to support those with additional needs. Achievable but realistic targets are recorded on a 'One Page Profile' an IEP (Individual Education Plan). These are reviewed regularly, and the review meeting allows progress to be celebrated, as well as future learning targets and methods of teaching to be shared. For those with recognised complex needs the support of outside agencies, including the Local Authority is essential. The SEND policy is available on the school's website or from the school. The school's Additional Needs Co-ordinator is Mrs Webster.

## **Educational Visits**

These are arranged, as appropriate, to supplement topic work being covered in class work or to provide an experience that would be impractical within school. The Governors have established a Charging Policy in line with the Education Reform Act and requests are made for Voluntary Contributions towards the cost of transport or any entrance fees involved, although discrimination is not made against children whose parents are unable or unwilling to contribute. There is a wide range of liaison activities with St Edmund Arrowsmith School to minimise the worries of transition to secondary education and this often involves visits to familiarise the pupils with the building and the staff.

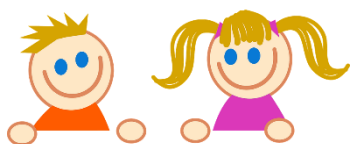
## **School Organisation**

The children are divided into classes of mixed ability, by age. Where numbers are such that classes of mixed ages have to be formed, then one mixed class will be formed from two age groups thus: -

- A class of older children in the older age group.
- A class of the younger children in the older age group combined with the older children in the younger age group.
- A class of the younger children in the younger age group.

In order to provide the best education for each child, the teachers provide differentiated work which allows every child full access to the curriculum. The staff plan a two-year learning programme, which has been designed to ensure that all children cover all aspects of the National Curriculum.

## Enrichment Activities



It is intended to provide Enrichment Activities which may include the following:

Football	ICT	Netball	Cookery
Tri Golf	Singing	Dance	Judo
Boccia	Sewing	Textiles	Kurling

When any of these activities take place after school, parents are required to give written consent for their children to attend to ensure that they are aware of late arrival home. If any activity is cancelled for any reason, parents will be informed on the previous day or the children will be supervised in school until the agreed finishing time. It would be appreciated if parents who collect other children at the close of normal school could check that the activity is going ahead and take their children home then if there is a cancellation.

## Breakfast & After School Clubs

The Kids Club Manager is Mrs S Irving.

A Breakfast Club is available from 7.30am – 8.50am each morning. At present the cost is £3.50 per session.



An After School Club is available from 3.05pm – 5.30pm. At present the cost is £6.50 per session.

The sessions are subject to review. Registration forms and further details are available from the school office. Parents must book and pay for sessions at least 24 hours in advance, via our online payment system 'SchoolMoney'. If parents are late collecting children, they will be charged a late fee in line with the policy.

## School Meals

School meals are cooked on the premises and offer an excellent quality of meal with a wide variety of choices. School collects dinner money on behalf of the Local Authority and should be paid for via the online payment system 'SchoolMoney'. From September 2014 the Governing introduced its Universal Free School Meals offer to all children in Reception – Year 2.



At the time of publication (April 2023) the current cost of a school dinner is £2.50 per day (£12.50 per week) however, this is reviewed by the Local Authority each July and any price increase notified to schools before they close for the summer holiday.

The collection and management of dinner money is governed by the Local Authority's policy, including arrangement for the collection of arrears. A copy of the policy is available from school upon request.



**Dinner money is payable in advance each Monday.** Payments need to be paid via our online payment system 'SchoolMoney'.

**One week's notice** is required when changing from packed lunches to school dinners or from dinners to packed lunches. **This notice must be given to the school office in writing.**

## Medication

Occasionally, children may need to take medication that has been prescribed by a doctor. Where this is necessary, we require parents to complete a form giving permission for the medicine to be administered and details of the dosage required (available from the school office). This also applies to those children on long-term medication for illnesses such as asthma. School would appreciate being notified of such circumstances and updated on any changes which may occur.



## Parents In School

Parents are an integral and natural part of the educative process at our school. We recognise the vital contribution which they can make not only to their own child's development, but, under the guidance and auspices of the class teacher, to all our children's education. As valued members of a team, the tasks which parent helpers can become involved in are many and varied. To explore the possibilities of helping out in school, please contact the Head Teacher, Deputy Head Teacher or a member of staff. As with all adults who work with children, volunteers in schools are subject to the relevant safeguarding checks.

There is a regular newsletter to keep parents informed of the events concerning the school. Copies are also displayed on the Parents Notice Boards. Spare copies are available from the school office. The Newsletter is also published on the school's website and will be sent out via our ParentApp.

Parents will also receive a termly RE Newsletter.

Your support at functions is also encouraged, details of which are circulated through the Newsletter, flyers and posters around school.

## School Rules and Discipline

School rules are for the safety and wellbeing of the school community generally and are an important aspect of training for life in the community at large. They are made so that everyone – children, staff and parents can have a common goal to provide an environment that is safe and where everyone's interests are considered. It is most important for the children to see consistency in the application of these rules and parents can play a major part in this by supporting what is being taught in school.

A copy of the Behaviour Management Policy can be obtained from school, but punctuality, good behaviour and good manners are most important. We uphold the Local Authority's

view that jewellery should not be worn for school with the exception of watches, especially earrings which should be removed before attending school. The school cannot accept any responsibility for the loss of any items of value on the premises.

Children who persistently break the school rules with bad behaviour or disobedience will have disciplinary measures taken against them in a progressive manner as outlined in the Policy. Parents will be notified if action within school does not have the desired effect and may be referred to the Governors for further appropriate action to be taken in extreme cases of indiscipline. Both the infant and junior departments complete entries in Discipline Books when misbehaviour occurs, and break time detention is often given for persistent incident. The following Code of Conduct was compiled by children in the school as a guide to appropriate behaviour.

## **Pupils' Code of Conduct**

1. **TRY YOUR BEST TO BE POLITE AND WELL BEHAVED AT ALL TIMES** – remember that good manners cost nothing but bad manners cause damage to the school's reputation and a loss of your own respect.
2. **BE KIND AND FRIENDLY TO EVERYONE** – nasty remarks, name-calling and falling out with others are hurtful things to do. Bad language and swearing is offensive and must not be used. It is impolite to shout and often offends others. A good motto might be "Think before you speak". Do not be afraid to say you are sorry or admit you have done wrong.
3. **BE QUIET, ATTENTIVE AND SENSIBLE IN CLASS** – you will make it easier for others to learn and help your teacher to teach everyone.
4. **BE PUNCTUAL AND ARRIVE AT SCHOOL ON TIME, READY TO START LESSONS** – it is important that time in school is not wasted. Try your hardest at everything especially those things at which you are not so good.
5. **ALWAYS SHOW CONSIDERATION TO OTHERS AND TREAT THEM AS YOU WOULD LIKE TO BE TREATED YOURSELF** – running in school or pushing can cause hurt to other pupils and noise is disruptive. Keep your own possessions safe and respect the property of other children. Always offer help if you can see someone is upset, lost or hurt.
6. **HELP ME TO MAKE THE PLAYGROUND A SAFE PLACE** – playing games such as 'Bulldog', wrestling or karate can cause damage to other children and uniform and should be avoided. Fighting is forbidden and hitting back is just as bad. The teacher on duty, the Head Teacher or Deputy Head Teacher will sort out any problems if they are told. If you are being bullied, it is important for you to tell one of the staff as early as possible so that it can be stopped quickly.
7. **HELP TO KEEP OUR SCHOOL CLEAN AND TIDY** – outside, keep litter off the playground by putting it in the bins provided. Inside make sure that you tidy away when you have finished with them and pick up all litter from your classroom especially when you put your chairs up at the end of the day. If you see coats or litter on the floor in the corridors or cloakrooms, please pick them up and put them in the correct place. Don't leave everything to everyone else.
8. **RESPECT SCHOOL PROPERTY** – do not damage anything including writing on desks, scribbling on books or snapping pencils. Keep your desk tidy so that you can find your things quickly and take care of the equipment that you are given like pens, rulers and rubbers. It is advisable not to bring in expensive property in case it gets lost or is broken.



9. **ALWAYS LOOK SMART AND COME TO SCHOOL IN FULL SCHOOL UNIFORM** – jewellery, such as earrings, necklaces and bracelets should not be brought to school. Any child wearing earrings will not be allowed to do PE, games or swimming, for safety reasons and in line with the Local Authority Policy. They will not be allowed onto the playground at playtimes or lunchtimes until the earrings can be taken out and left at home. PE, games and swimming are compulsory, and the correct kit should be provided for all lessons. Chewing gum is also not allowed.
10. **THIS IS A SCHOOL FAMILY AND WE DEPEND ON ALL OF US TO LIVE HAPPILY TOGETHER** – the school reputation depends on you, both inside and outside school. Do not let us all down by bad manners, bad behaviour and being cheeky.

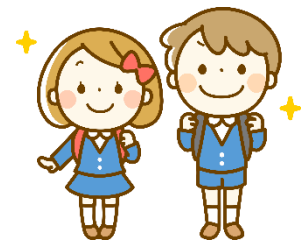
It would be appreciated and beneficial to school life if parents would support our children's Code of Conduct by reinforcing its principles at home and encouraging their children to follow it.

**It is assumed that parents who accept a place for their child at Haydock English Martyrs' Catholic Primary School will accept the rules and standards as laid out in this prospectus and will encourage their child to support and follow them.**

## School Uniform

The school uniform consists of:

- Boys:** white shirt or polo shirt; grey trousers or shorts; grey socks; maroon pullover and maroon/gold tie.
- Girls:** white blouse or polo shirt; grey tartan skirt/pinafore or grey trousers; white socks; maroon cardigan and maroon/gold tie. During winter grey, black or navy tights may be worn.



In summer, girls may wear a pink and white gingham dress and boys are allowed to attend in a short-sleeved shirt without a school tie. Ties can be purchased from the school.

Sweatshirts and cardigans, embroidered with the school emblem, are available from Slaters (Wigan), Topaz (Haydock) or Jaymax Uniforms (St Helens). Shoes should be black or brown, substantial and without a high heel. Trainers and boots are not considered as suitable school footwear for daily use.

P.E. wear should be white t-shirt and black shorts with pumps. If possible, **provision of a P.E. bag would be beneficial and children are encouraged to keep it in school and only take the kit home at holidays or weekends for washing.**

Please ensure that all items of school uniform are named, even if only with initials written in biro and regularly remarked. One of our main purposes for the wearing of uniform is to give a common identity and to eliminate the element of competition of children wanting 'named brands' which often causes distress, especially to those families who cannot afford them. We would ask, therefore, that parents stand firm when their children request to deviate from school uniform especially in the wearing of trainers (even if black) and shoes bearing names/fobs etc. it would be appreciated if radical haircuts could be avoided.

## School Day



	Registration	Morning Session	Afternoon Session
Nursery	8.55am	8.55 am – 11.55am	
Reception	8.50am	9.00am – 12.15pm	1.15pm – 3.05pm
Key Stage 1	8.50am	9.00am – 12 noon	1.00pm – 3.05pm
Key Stage 2	8.50am	9.00am – 12.30pm	1.15pm – 3.15pm

## Number of Hours Taught Per Week

Nursery	15 hours
Key Stage 1 – Reception, Y1, Y2	22 hours 55 minutes
Key Stage 2 – Y3, Y4, Y5, Y6	25 hours

**Please note: It is proposed to extend the finish time of Reception and Key Stage 1 to 3.15pm from September 2023.**

## Attendance/First Day Response

Please notify school, by telephone, ParentApp, email or letter of all absences of children as soon as possible, on the first day of illness. The school operates a 'First Day Response' system, whereby you will be contacted on the first day of absence if we have not heard from you to ascertain the reason for absence. The school has a policy of sending letters requesting reasons for absence if we have been unable to contact you to find out why your child is away. Although it sometimes causes some irritation if parents are asked by mistake when they have already notified school, we feel it is better to be safe than sorry and avoid any possibility of a child being away from school without either school's or home's knowledge.

## Fixed Penalty Notices

The Governing Body of the school has agreed to adopt fixed penalty notices. By law fixed penalty notices can be issued in cases of unauthorised absences. The issuing of a penalty notice may be considered in any of the following circumstances:

- Unauthorised holiday in term time
- Truancy sweeps
- Parentally condoned absence (when a parent has been unwilling to engage with the school in improving attendance)
- Persistent lateness after the register closes
- A pupil being in a public place whilst excluded from school.

Please note that whilst the Governing Body have not issued any to date, due to falling attendance rates we will be using this sanction during this academic year. Please ensure holidays are not booked in term time in order to avoid a fixed penalty.

## Absence Rates for 2021/22

Group	Authorised Absences	Unauthorised Absences	% Attend
AM	8.8	3.2	88.0
RWA	7.2	1.0	91.9
Y1/2L	4.7	2.0	93.3
YR1D	7.7	1.4	90.9
Y2W	5.2	0.5	94.3
Y3J	7.9	1.8	90.3
Y3/4M	5.1	1.0	93.9
Y4Y	4.5	1.0	94.5
Y5LR	5.0	1.2	93.8
Y5/6N	4.9	0.9	94.1
Y6G	7.8	2.2	90.0
Totals	6.1	1.4	92.5

## Inspection of Documents

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask Mrs Comber, our School Business Manager, to let you see the scheme or provide you with a copy free of charge.

## Reporting to Parents

Parents receive two consultations each year. The verbal report in the Autumn Term gives parents the opportunity to assess how their child has settled into the new class and initial progress made. The written report in the Summer term will deal with the core curriculum and foundation subjects of the National Curriculum plus R.E. This report will include achievement at the end of Key Stage 1 (Y2), and Key Stage 2 (Y6) following the Teacher and Standard Test/Task Assessment. Information will also be provided about the overall performance of the year-group for English, Mathematics and Science to allow parents to make comparisons with their child's peers. Split parents can request this information to be sent to them by contacting the school office.

Apart from official Parents Evenings, parents are welcome to consult with members of staff at any other time when mutually convenient.

## Arrangements for Visiting School

The Deputy Head Teacher or other members of staff are available before the start of school or after its finish for as long as consideration is taken of their teaching commitment and the fact that staff meetings are held each Wednesday evening. On other occasions and whenever possible, a request for an appointment, made by telephone or letter, would be

appreciated so that a mutually convenient time can be arranged. Parents wishing to visit the school for any urgent reason are welcome to come into school and speak with a member of staff during school hours.

For the safety of the children, the school has a closed-door policy with digital locks on the main doors and fire exit doors only able to be opened from the inside. Parents needing to visit school whilst it is in session are asked to report first to the office in the main school building in Piele Road. Parents needing access to the other areas of the school will then be directed accordingly. We feel sure that parents appreciate that any inconvenience is worthwhile to maintain safety.

Prospective parents wishing to have a look around school prior to application can arrange to do so at a mutually convenient time by contacting our office staff.

## Consideration of Complaints

The 1988 Education Act requires the establishment of a procedure for dealing with complaints about the curriculum or related matters.

If anyone has a cause for concern, they should express this initially to the school. If the issue is not then satisfactorily resolved, the full procedure involving Governors will be implemented. All details of the full procedure are available on request.

The Archdiocese has established a Complaints Procedure for Religious Education and Collective Worship, details of which are also available from the Archdiocese upon request.

## Holidays 2023/2024

Reopen	OPEN	Wednesday 6 <sup>th</sup> September 2023
Autumn Half Term	CLOSE	Friday 20 <sup>th</sup> October 2023
	OPEN	Tuesday 31 <sup>st</sup> October 2023
Christmas Holiday	CLOSE	Friday 22 <sup>nd</sup> December 2023
	OPEN	Monday 8 <sup>th</sup> January 2024
Spring Half Term	CLOSE	Friday 9 <sup>th</sup> February 2024
	OPEN	Monday 19 <sup>th</sup> February 2024
Spring Holiday	CLOSE	Thursday 28 <sup>th</sup> March 2024
	OPEN	Monday 15 <sup>th</sup> April 2024
May Weekend	CLOSE	Friday 3 <sup>rd</sup> May 2024
	OPEN	Tuesday 7 <sup>th</sup> May 2024
Whit Holiday	CLOSE	Wednesday 22 <sup>nd</sup> May 2024
	OPEN	Monday 3 <sup>rd</sup> June 2024
Summer	CLOSE	Tuesday 23 <sup>rd</sup> July 2024