

<b>Section A – Contents</b>	<b>Page</b>
<b>Governors / Staff</b>	<b>3</b>
<b>Welcome message</b>	<b>4</b>
<b>Admissions</b>	<b>4</b>
<b>School environment</b>	<b>6</b>
<b>Security</b>	<b>6</b>
<b>Ethos and values (vision statement)</b>	<b>7</b>
<b>School discipline</b>	<b>8</b>
<b>Home-school links</b>	<b>9</b>
<b>Complaints Procedures</b>	<b>10</b>
<b>Extra curricular activities</b>	<b>11</b>
<b>Links with the community</b>	<b>12</b>
<b>School uniform</b>	<b>12</b>
<b>Class size</b>	<b>13</b>
<b>Ofsted Inspection</b>	<b>13</b>
<b>Professional development of staff</b>	<b>14</b>

<b>LOSTOCK HALL PRIMARY SCHOOL</b>	Mallard Crescent, Poynton, Cheshire. SK12 1XG.
<b>TELEPHONE</b>	Poynton (01625) 871010
<b>FAX &amp; E-MAIL</b>	01625 858193 / admin@lostockhall.cheshire.sch.uk
<b>WEB SITE</b>	<a href="http://www.lostockhallprimary.co.uk">www.lostockhallprimary.co.uk</a>
<b>ACTING HEADTEACHER</b>	Mr Graham Hamilton
<b>CHAIR OF GOVERNORS</b>	Mr. S. Barber

<b>GOVERNORS</b>	Name	End of term of office
<b>Chair</b>	Mr. S. Barber	2006
<b>Vice Chair</b>	Mr. M. Evans	2010
<b>Parent Governors</b>	Mrs. C. Clouston	2010
	Mr. A. Brennan	2010
	Mr. A. Oldham	2010
	Mr. M. Evans	2010
<b>LEA Appointed Lab</b> <b>LEA Appointed Con</b>	Ms. N. Stephens	2007
	Mrs. H. Trollope	2007
<b>Teacher Governor</b>	Mrs. J. Cooper	2007
<b>Community Governors</b>	Mr. S. Barber	2006
	Cllr. D. Robbie	2007
<b>Acting Head teacher</b>	Mr Graham Hamilton	2007
<b>Staff</b>	Mrs Carole Rayner	2007

The school has a board of governors who meet once a term. Four of the governors are parents, chosen by election every four years. Any parent of a child at this school may stand for election. Minutes of the governors' meetings are available in school for inspection by parents. The governors make an annual report to parents, which is followed by a meeting between parents and governors.



	<p>Getting off to a confident start in their education is very important for young children and to this end we do the following:</p> <ul style="list-style-type: none"><li>• We liaise with local playgroups and groups of children, and staff from Lostock Hall pay them visits.</li><li>• We invite parents of reception children to an evening meeting prior to the children starting at school.</li><li>• Children attend school for mornings during half-term prior to starting school officially.</li><li>• Parents and pre-school children are encouraged to attend our regular coffee afternoons where a crèche facility is provided.</li></ul>
--	---



<p><b>Ethos and values Vision statement (devised by staff)</b></p>	<p>Lostock Hall Primary School is a place where children are at the heart of everything, and all the people are valued.</p> <p>People work together to support each other in a caring environment.</p> <p>Everyone will reach his or her full potential through active, independent and challenging learning.</p> <p>The broad, balanced curriculum is delivered with an emphasis on the development of skills through problem solving.</p> <p>The environment is stimulating, attractive and celebrates children’s achievements within the context of the school.</p>
--	--

<b>School discipline</b>		We have a fully agreed discipline contract which celebrates children's achievements while providing guide-lines for acceptable behaviour.
--------------------------	--	---

<b>Home –school links</b>	<p>We believe that a partnership between home and school is vital to the children’s best interests. We do genuinely seek to involve parents in school life, and many give regular help in the school or become involved in PTA activities. In addition:-</p> <ul style="list-style-type: none"><li>• We have a full range of strategies to ensure that lines of communication between school and home are as open as possible</li><li>• We believe that by having a programme tailored to meet parents’ needs, it should solve most concerns that parents or teachers may have about children.</li><li>• We welcome children and parents into school in the mornings, which allows informal communication between parents and class-teachers on a daily basis.</li><li>• We have a weekly ‘surgery’ when a class teacher can meet a parent confidentially: times are displayed in each class area.</li><li>• We have a formal parent/teacher meeting each autumn term to set targets for assessing progress. In February these targets and progress made are reviewed with parents.</li></ul>
---------------------------	---

<p><b>Complaint procedures</b></p>	<ul style="list-style-type: none"><li>• Parents are given a written report covering all aspects of the curriculum in July.</li><li>• At any time a parent may make an appointment with the headteacher to discuss any of their concerns.</li><li>• Parents wishing to take any issues further can discuss them with a parent-governor representative (see list at the front of this prospectus or at the front of the governors' annual report).</li><li>• Parents wishing to make a formal complaint to the governing body, LEA or both regarding the curriculum should ask to see the school's copy of the LEA document setting out the arrangements.</li></ul>
------------------------------------	---

<b>Extra curricular activities</b>	<p>The junior children are invited to participate in after-school activities (run by both teachers and parent volunteers from 3.15 – 4.00 p.m.) such as art, cooking, computers, drama and chess. Athletics, gymnastics, cycle training, football, tennis, netball, rounders and tag rugby are also on offer, leading to competing in local tournaments. A music tuition scheme run by Music for Schools Foundation provides opportunities for children to learn orchestral wind instruments.</p> <p>Educational visits, both residential and non-residential, are accompanied by teachers and parents, and provide valuable experience in the areas of independence and maturity.</p>
------------------------------------	--

<p><b>Links with the community</b></p>	<p>The children are involved in local music festivals from time to time. Also they raise funds for local, national and international charities. The school benefits from association with local churches, the Guides, Brownies, Lostock Hall Pre-School Nursery, First Steps Kindergarten.</p>
<p><b>School uniform</b></p>	<p>Children are encouraged to wear the school colours of brown and gold and we have a complementary Physical Education kit – all available from Mrs. A. Taylor in school.</p> <p>Telephone: 01625 876885.</p>

<p><b>Class size</b></p>	<p>It has always been a high priority to maintain a favourable pupil / teacher ratio within financial constraints.</p>
<p><b>Ofsted Inspection</b></p>	<p>The school had a short inspection in March 2001. The main finding of the report state that:</p> <p>Lostock Hall is a <b>very good school</b> where pupils learn very effectively and achieve consistently <b>high standards</b>. The Headteacher provides exceptional management and is well supported by the staff. The schools caring and positive ethos is a notable feature.</p> <p>Throughout the school there is a commitment to maintaining high standards and all staff have high expectations. The high standards were recognised by the Department for Education and Employment when presenting the school with a second <b>Excellence Award</b> for their results in 2001 and 2002. The quality of teaching is very good.</p> <p>A copy of the full report may be seen on application to the Headteacher.</p>
<p>Professional Development of Staff</p>	<p>The school has, since 1999, been recognised as an</p>

	<p>organisation with Investor in People status. We have used the process involved to match the needs of the school improvement to the targeted developmental needs of the staff.</p>
--	--

**Section B – Contents**

<b>Curriculum</b>	<b>Page</b>
<b>Literacy</b>	<b>17</b>
<b>Reading</b>	<b>19</b>
<b>Numeracy</b>	<b>19</b>
<b>Science</b>	<b>20</b>
<b>Geography</b>	<b>21</b>
<b>History</b>	<b>22</b>
<b>ICT</b>	<b>23</b>
<b>Religious and moral education</b>	<b>23</b>
<b>Art</b>	<b>24</b>
<b>Music</b>	<b>24</b>
<b>Design Technology</b>	<b>25</b>
<b>Physical Education</b>	<b>26</b>
<b>Parents and school</b>	<b>28</b>
<b>School times</b>	<b>28</b>
<b>Pupil welfare</b>	<b>29</b>
<b>Attendance</b>	<b>29</b>
<b>School meals</b>	<b>30</b>
<b>Fire drill</b>	<b>30</b>
<b>Valuables and lost property</b>	<b>31</b>
<b>Parent teacher association</b>	<b>31</b>
<b>School governors</b>	<b>31</b>

<b>Special needs</b>	<b>33</b>
<b>Disabilities</b>	<b>33</b>
<b>Religious education</b>	<b>34</b>
<b>Sex education</b>	<b>34</b>
<b>Homework</b>	<b>35</b>

<b>Literacy</b>	<p>Literacy unites the important skills of reading and writing, it also involves speaking and listening. Our children are taught to understand language in both oral and written forms and the way language can be used to communicate. The Literacy hour is implemented throughout the school to provide a daily period of dedicated literacy time for all pupils. Clearly defined objectives are followed with the emphasis on whole class and group teaching. Each terms work is focussed on a particular range of reading and writing. Reading and writing objectives are closely linked throughout and through shared reading and writing the literacy hour covers word level, sentence level and text level tasks. A wide range of teaching strategies are employed to promote high levels of motivation and active engagement for all children. Throughout Key Stage 1 teachers ensure that work in speaking and listening, reading and writing is integrated. Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm.</p> <p>During Key Stage 2 children learn to change the way they speak and write to suit different situations,</p>
-----------------	--

	<p>purposes and audiences. They read a range of texts, explore the use of language in literacy and non literary text and learn how language works. Teaching objectives in each year group are divided into three strands, word level, sentence level and text level.</p> <p>Using the word level focus, children are taught phonological awareness, phonics and spelling, word recognition, spelling, strategies and conventions, vocabulary extension and handwriting. The sentence level objectives teach grammatical awareness, sentence construction and punctuation.</p> <p>Text level objectives focus on fiction and non-fiction texts and poetry, teaching children the skills in writing, composition and reading comprehension.</p>
--	---

<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>Numeracy</b></p>	<p>The need to encourage children to have regard for books cannot be stressed enough. Some children may be reading when they start school, but try not to be too impatient with your child if he/she is not an early reader. In school all the necessary preparatory work for reading will be going on.</p> <p>Following the implementation of the National Numeracy Strategy in September 1999 a daily maths lesson is taught to all the children lasting between 45 and 60 minutes depending on the children’s ages.</p> <p>The daily maths lesson is taught in three parts as detailed below:-</p> <p><u>Mental maths warm-up</u> whole class 5-10 minutes</p> <p>Practising and developing oral and mental skills (e.g. counting, learning mental strategies, practising rapid recall of number facts).</p> <p><u>Main teaching activity</u> whole class / groups 30-40 minutes</p> <p>Introducing a new topic to the whole class. Practising or extending previous work. Group work (usually no more than three groups, one main group, one group which needs extension work, one group which would benefit from consolidation tasks.</p>
--	--

<p><b>Science</b></p>	<p><u>Plenary</u> whole class 10-15 minutes</p> <p>Assessment of what the children have learned during the lesson. Misunderstanding sorted out, summary of key ideas and work set to do at home.</p> <p>Science teaching is now introduced as study units, focussing directly on three main areas;</p> <ul style="list-style-type: none"><li>• Life and living processes</li><li>• Materials and their properties</li><li>• Physical processes</li></ul> <p>Science will offer children opportunities to develop their knowledge and understanding of important scientific ideas, processes and skills; and to relate these to everyday experiences. Children will learn about thinking, finding out and communicating ideas. They will explore values and attitudes through science.</p> <p>Many skills will be developed through our science teaching such as predicting, hypothesising, asking questions, making inferences, identifying patterns and trends, concluding and evaluating. Children will also develop skills in other core curriculum areas; they will develop language skills; they will practice mathematical skills such as counting, ordering, sorting,</p>
-----------------------	--

<p><b>Geography</b></p>	<p>measuring, drawing and interpreting diagrams, charts and graphs; work will also be reinforced and consolidated through Information Communication Technology. An essential feature of science teaching will be through investigation. It will encourage children to act as independent learners, teaching them how to investigate; to plan, observe, record, present and reflect on their investigations. All children will be actively involved and activities should be a response to children’s ideas, wherever possible. There is a Science Area in each classroom which presents a stimulating, informative and interactive environment; with scientific posters and pictures to look at, and equipment and resources to handle.</p> <p>Children study geography on an increasing scale of complexity moving from local to global. Through Key Stage 1 the children learn about their immediate surroundings, they construct simple maps, find out about a contrasting locality from the wider world, learn the basics of British geography, recognise physical features in the landscape and begin to use maps, globes, atlases and ICT resources to develop geographical</p>
-------------------------	---

<p><b>History</b></p>	<p>skills.</p> <p>In Key Stage 2 the children build on this knowledge and study the world around them in a more structured way. They learn about their local area in far more depth and contrast it with locations from Britain, Europe and a developing country. Other geography is taught through annual study units, such as, climate, settlement patterns, water and environmental problems.</p> <p>In each year we attempt to include an element of fieldwork and use visits as often as possible to illuminate learning.</p> <p>There is a need for children to come to terms with history so they understand their country and culture and why events happened as they did.</p> <p>In Key Stage 1 through a study of their family the children develop a notion of passing time and the past. They will study changes in everyday objects over time, such as clothes, buildings and toys. They will listen to and write stories of significant historical characters such as Guy Fawkes, Florence Nightingale etc.</p> <p>Development of Information Communication</p>
-----------------------	---





<p><b>Design Technology</b></p>	<p>and performance. Our children learn about a range of features of musical composition including using pitch, tempo, rhythm, melody and texture. Children have the opportunity to take part in musical productions.</p> <p>We are very fortunate at Lostock Hall to have two design and technology areas which are well designed and well equipped with tools and technological equipment. These areas, one at Key Stage 1 and one at Key Stage 2 provide an excellent resource for children and teachers to work in providing real experiences for children to consolidate and extend the knowledge and skills they have learned within the class.</p> <p>Technology at Key Stage 1 places particular stress on inventiveness. For example, you will find children designing and making animal shelters and evaluating their success. At Key Stage 2 the children build on their knowledge to design more complex models. For example, they will design and construct simple mechanisms using wheels, axles and construction kits. They evaluate their models to find out how they can improve their stability and design.</p> <p>The children’s designing and making skills will flourish as they experience a range of materials e.g. weaving, tie</p>
---------------------------------	--

<p><b>Physical Education</b></p>	<p>dyeing and baking.</p> <p>The school curriculum provides plenty of opportunities for the children to enjoy a wide variety of sporting activities including field games, gymnastics, athletics, dance, outdoor pursuits and swimming.</p> <p>Children enjoy a wide range of physical activities which include both indoor and outdoor games. The purpose behind these activities is to consolidate and extend the children’s gross and fine motor development. Children will be taught how to develop basic techniques in throwing, jumping and running both short and long distances. All children are involved in our annual sports day.</p> <p>We have excellent indoor facilities for teaching gymnastics which include a spacious hall, wall bars, climbing apparatus and ropes. The children are encouraged to move their bodies in a variety of ways. They are given tasks to encourage turning, rolling, swinging, jumping, climbing, balancing and travelling on hands and feet. As they move from Key Stage 1 to Key Stage 2 they learn how to adapt and control these movements to emphasise shape, speed and direction. Finally, they will develop more complex movement</p>
----------------------------------	--

	<p>sequences combining floor and apparatus work. As the children gain confidence they are given the opportunity to enter for their British Amateur Gymnastics Awards.</p> <p>Opportunities are given to children to experience outdoor, adventurous activities. The school organises a four day residential outdoor pursuit's experience which introduces the children to rock climbing, abseiling, canoeing and initiative tests.</p> <p>Children in Key stage 2 receive two terms swimming instruction. The children are encouraged to develop confidence in the water and perfect a variety of swimming strokes. For those who are already competent in swimming groups of children are trained in personal survival and life saving. This culminates in them having the opportunity to enter for the Amateur Swimming Association Awards for personal survival.</p> <p>All children should bring a change of clothing for physical education which should be kept in a drawstring bag and clearly marked with the child's name. The kit should remain in school during the week and only be taken home at weekends and holidays.</p>
--	--

<p><b>Parents and the school</b></p>	<p>We value our personal contact with parents. To support this we have a weekly surgery for each teacher. This surgery enables a parent or teacher to call for a meeting where they can talk about any issues that may be concerning them.</p> <p>The school tries to keep parents well informed of school events through notes and newsletters. We encourage parents to join in the life of the school by inviting them to harvest festivals, Christmas concerts or Nativity play and parent/teacher social events. We also hold special assemblies where children celebrate the work that they have been engaged in the previous term.</p>												
<p><b>School times</b></p>	<table> <tr> <td>Start</td> <td>9.00 a.m.</td> </tr> <tr> <td>Morning break</td> <td>10.45 – 11.00 a.m.</td> </tr> <tr> <td>Lunch (KS1)</td> <td>12.00 – 1.15 p.m.</td> </tr> <tr> <td>Lunch (KS2)</td> <td>12.15 – 1.00 p.m.</td> </tr> <tr> <td>Afternoon break</td> <td>2.15 – 2.30 p.m.</td> </tr> <tr> <td>Finish</td> <td>3.15 p.m.</td> </tr> </table>	Start	9.00 a.m.	Morning break	10.45 – 11.00 a.m.	Lunch (KS1)	12.00 – 1.15 p.m.	Lunch (KS2)	12.15 – 1.00 p.m.	Afternoon break	2.15 – 2.30 p.m.	Finish	3.15 p.m.
Start	9.00 a.m.												
Morning break	10.45 – 11.00 a.m.												
Lunch (KS1)	12.00 – 1.15 p.m.												
Lunch (KS2)	12.15 – 1.00 p.m.												
Afternoon break	2.15 – 2.30 p.m.												
Finish	3.15 p.m.												

<p><b>Pupil welfare, infectious diseases (quarantine periods).</b></p>	<p><u>Chicken Pox</u></p> <p>The child should be excluded from school for six days from the onset of the rash.</p> <p><u>German Measles</u></p> <p>The child should be excluded from school for four days from the onset of the rash.</p> <p><u>Measles</u></p> <p>The child should be excluded for seven days from the onset of the rash</p> <p><u>Mumps</u></p> <p>The child should be excluded from school until the swelling has subsided.</p> <p><u>First Aid</u></p> <p>The school has trained first-aiders and basic first aid facilities to deal with minor injuries. In more serious cases it will be necessary to contact parents / carers on their emergency numbers. <b>PLEASE MAKE SURE WE HAVE YOUR EMERGENCY TELEPHONE NUMBER WHEN YOU ARE NOT AT HOME.</b></p>
<p><b>Attendance</b></p>	<p>It is important that children have continuity of education without frequent breaks which destroy patterns of work. Regular attendance is therefore very</p>



<p><b>Valuables and lost property.</b></p> <p><b>Parent Teacher Association (PTA)</b></p> <p><b>School Governors</b></p>	<p>Please ensure that children bring nothing valuable to school. If the occasion arises when money or other valuables have to be brought into school they must be handed to the class teacher.</p> <p>We have a properly constituted and very active PTA. All parents are automatically made members of the PTA and there is no subscription. Through its various educational, social and fund raising activities the PTA aims to help communication between home and school and at the same time provide funds for extra equipment. The management and control of the PTA is vested in a committee. Any parent may attend Lostock Hall's PTA committee meetings as an observer.</p> <p>The Articles of Government state that the Governors have responsibility for the oversight of the conduct of the school. More specifically, the Articles are likely to involve the Governors when decisions are to be made on finances, care and use of the school premises, appointments of Headteacher, teachers and non teaching staff, school hours and holidays. Apart from the legal side, Governors also play a significant role in the strategic management of the school. The Governing Body will consist of fourteen persons,</p>
--	--

	<p>namely;</p> <ul style="list-style-type: none"><li>3 Local Education Authority appointees</li><li>3 Co-optees</li><li>4 Parents</li><li>1 Minor Local Authority</li><li>1 Headteacher (if Head so chooses)</li><li>1 Teacher</li><li>1 Staff</li></ul> <p>The period of office for all school governors is four years.</p> <p><u>Annual Parents Meeting</u></p> <p>Once a year the governors of the school hold a meeting to present the Annual Report to parents. The meeting must provide an opportunity for parents to discuss with the governors and the head what has happened at the school over the past year.</p>
--	---



<p><b>Religious education</b></p>	<p>Religious Education is taught in accordance with the Cheshire Religious Education Agreed Syllabus, which is based on encounter and response to the main world religions.</p> <p>Children celebrate the main Christian festivals and are introduced to the wide richness of world culture through Christianity, Judaism and Buddhism.</p> <p>Through the teaching children learn to respect other people's views and beliefs.</p> <p>Parents have the right to withdraw their child from religious education or from daily school assemblies.</p>
<p><b>Sex education</b></p>	<p>The main stages of the human life cycle is a specific topic in the National Curriculum. Year 5 and Year 6 are also given the opportunity to attend a talk given by the school nurse. Parents are informed of their right to remove their children from this aspect of the curriculum.</p>

<b>Homework</b>	<p>All children take home books for reading on a regular basis. We set homework, as either reinforcement or extension of particular pieces of work. We hope that parents will encourage their children to give these tasks proper care and attention.</p>
-----------------	---

<b>Section C</b>	<b>Page</b>
<b>Summary of school's National Curriculum assessment results</b>	<b>37</b>
<b>Absence rates</b>	<b>38</b>
<b>School holidays</b>	<b>39</b>

Key Stage 1 Test Results May 2006.

Test	Level 1	Level 2	Level 3
English Reading	8%	76%	16%
English Writing	8%	80%	12%
English Speaking and Listening	4%	64%	32%
Numeracy	4%	76%	20%
Science	8%	44%	48%

Key Stage 2 Test Results May 2006.

Test	Level 3	Level 4	Level 5
English	12%	44%	44%
Numeracy	18%	38%	56%
Science	6%	38%	56%

<b>Absence rates</b>	<b><i>Pupil information for the Autumn Term 2006(this does not include our 4 year olds)</i></b>	
	Number of pupils on roll	114
	Number of pupil sessions	16190
	Number of authorised absences	398
		(2.46%)
	Number of pupils with at least one	
	Authorised absence	79
	Number of unauthorised absences	14
		(0.09%)
	Number of pupils with at least one unauthorised absence	8

**School Holiday Calendar**

**1<sup>st</sup> September 2006 to 31<sup>st</sup> August 2007.**

	<b>Date of closing</b>	<b>Date of re-opening</b>
Summer 2006		Tues 5 <sup>th</sup> September
Autumn half term 2006	Friday 20th October	Monday 30 <sup>th</sup> October
Christmas 2006/7	Weds 20th December	Weds 3rd January 07
Spring half term 2007	Fri 9 <sup>th</sup> February	Monday 19th February
Easter 2007	Fri 30 <sup>th</sup> March	Monday 16th April
May Day 2007	Thurs 3 <sup>rd</sup> May	Tues 8 <sup>th</sup> May
Summer half term 2007	Fri 25 <sup>th</sup> May	Mon 11 <sup>th</sup> June
Summer 2007	Tues 24th July	

**INSET Days**

Monday 4<sup>th</sup> September

Friday 4<sup>th</sup> May 2007 – PDA Inset

Please keep an eye on newsletters for holiday date alterations (the DfES sometimes alter them).

