Prospectus 2019-20

www.christchurch-pri.oldham.sch.uk

Delph Rd, Denshaw, Saddleworth, Oldham OL3 5RY
Tel no: 01457 874554
Dear Parents,

May I take this opportunity to welcome you to Christ Church C.E. Primary School. I hope you find the information in the prospectus interesting and useful.

We place great emphasis on the ethos of our school by promoting Christian morals. The school prides itself on providing a very caring and supportive environment; all staff ensure that every child feels welcome and happy in our school.

We have high standards and expectations both academically and in behaviour. We expect children to be polite, work hard and take pride in themselves and their school.

Please make an appointment to meet me if you would like to see the school. I welcome visits from parents of prospective pupils, so you can be well informed before making a decision to apply for a place for your child.

I look forward to meeting you.

Yours sincerely,

S. Callaghan

Mrs. S. Callaghan
Headteacher
Our Christian vision

As a school community, we have Faith in each child’s potential to become conscientious, caring citizens.

   And now these three remain: faith, hope and love.
   But the greatest of these is love.
   1 Corinthians 13

In our school, faith is all about trust and fundamentally a belief in God. We believe in ourselves and having a positive growth mindset-‘I can do it’.

Hope is being happy, kind and thankful. A strong determination to achieve our dreams and aspirations. Hope is the future- that our children are ready in Year 6 for secondary school and later the world of work.

Love for us is always caring, showing compassion and affection and following the Golden Rule of ‘treating each other like you would yourself’. We celebrate that we are all unique and ‘there’s only one you’. We are part of a family- our class, our school, our community.

Faith: ‘I can do it’
Hope: ‘Our future dreams, aspirations and achievements’
Love: ‘Treat each other as you would yourself’

Our Mission Statement

Christ Church Primary School, Denshaw offers a happy, safe and caring environment. We have a unique family atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child’s natural curiosity through varying challenges, experiences and opportunities. As a small church school, we develop a knowledge and understanding of Christianity and foster a respect for other people and their beliefs.

Our School Aims

We aim:
★ To make this school a place of enjoyment where success is celebrated.
★ To create a welcoming environment where every child’s contribution is valued and where our pupils feel happy and secure.
★ To create stimulating and challenging learning areas, with activities that are purposeful and relevant.
★ To enliven and enrich the curriculum by visits, visitors and the use of the local environment.
★ To involve parents and the wider community as equal partners within the school.
★ To provide well for our pupils’ personal development.
★ To give responsibility to our pupils to develop their self-confidence.
★ To treat our pupils as individuals and to differentiate teaching to ensure all pupils achieve their full potential in all areas.
★ To develop within the pupils a caring attitude for themselves, for others and for the environment.
★ To ensure all pupils are given equal opportunities and treated fairly.
★ To enable pupils to develop a knowledge and understanding of Christianity and acknowledging other faiths in our multi-cultural world.
Christ Church Primary School, Denshaw

The School Staff

Headteacher
Mrs S. Callaghan

Foundation Stage
Mrs H. Keyl
Mrs A. Mudd (HLTA/TA)

Key Stage 1
Mrs. J. Felstead
Mrs P. Thompson-Lloyd
Mrs V. Melling (HLTA/TA)

Year 3 & 4
Miss G. Holden
Mrs S. Wilson (TA)
Mrs K. Wrigley (TA)

Year 5 & 6
Miss E. Bell
Mrs P. Kelly (TA)
Mrs G. Lees (TA)
Miss C. Cimdins (TA)

School Administration
Mrs N. Markham-Bew
Miss C. Reynolds

Mid-day Supervisors
Mrs P. Kelly
Mrs K. Wrigley
Miss C. Cimdins
Mrs W. Akhtar
Miss C. Reynolds
Governing Body of Christ Church C.E. Primary School

Chair of Governors
Mrs P. Parslow

Parent Governors
Mrs A. Mitchell
Mr. G. Scott-Smith
Mrs R. Lee
Mrs T. Sutcliffe

Foundation Governors
Mrs R Martin
Rev. A. Jackman (ex-officio)
Mr R. Rodgers

L.A. Governors
Mr. M. Dodd

Teacher Governor
Mrs J. Felstead

Co-opted Governors
Mrs P. Parslow
Mrs H. Keyl

Headteacher
Mrs S. Callaghan
Christ Church Primary School, Denshaw

History of Christ Church C of E School Denshaw

Christ Church has rather an interesting history. Established as a trust in 1824 it was paid for by public subscription to educate the children of the village up to the age of twelve. Originally it was a single room building with the entrance on Delph Road. At that time Denshaw did not have its own church, being a part of the parish of St. Thomas, Heights.

When built it had its own schoolhouse, bell tower and outside toilets but these were demolished when further extensions were made.

The Georgian stone building is well maintained in its picturesque setting. It has good recreational facilities including, asphalt playgrounds and playing field with extensive rural views.

Its situation in the centre of a small, rural Pennine village gives very easy access to open areas of moor-land, farms, rivers and a variety of natural habitats. Yet it is only six miles from the centre of Oldham, a thriving Metropolitan Borough with a mixed ethnic community.

Just below the date stone there is a motto engraved (in Latin) which translates as “Education is Always Worthwhile”.

This motto is as relevant today as it was in the year 1824 and will take us through and beyond the next millennium.

At the present time the school can accommodate a maximum of 105 children between the ages of 4 and 11 years.
Admission to primary school is based on parental choice. Children to attend this school are eligible for admission to school in the September of the school year in which they become five.

For pupils wanting to start school in September 2020, parents are requested to complete an online application form by 15th January 2020.

www.oldham.gov.uk/admissions

At our school a maximum of 15 children are now admitted each academic year from the prospective entrants list. If there are more than fifteen registrations the Local Authority will use the admissions policy to offer places.

Criteria for admission in the policy is as follows:-
1. Exceptional medical or social reasons.
2. Where brothers or sisters are in attendance.
3. Geographical proximity and ease of access to the school taking into account distance and ease of access to other schools.

Appeals

Parents may appeal against the decision of the L.A. and details can be found on the website. An appeals form will need to be downloaded and completed.

schoolappeals@oldham.gov.uk
Level 4, Civic Centre
West Street
Oldham OL1 1UL
Tel 0161 770 4213
The Curriculum

The curriculum taught at Christ Church complies with the statutory requirements of the new National Curriculum which was implemented in September 2014. The school has adapted the various new initiatives to cater for the needs of our children with the overall view of continuing to raise standards within the school.

Teaching and learning provides a curriculum unique to our school which focuses on our personalised learning approach. We want a curriculum which will enhance the individuality of the school and create a feeling of ownership.

We have produced a skills based curriculum which will promote excellence and enjoyment whilst providing the optimum opportunities for learning based on our mission statement

'We encourage a love of learning and promote a child’s natural curiosity, through varying challenges, experiences and opportunities'

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### Topic Overview 19-20

<table>
<thead>
<tr>
<th>Class</th>
<th>Aut 1</th>
<th>Aut 2</th>
<th>Spr 1</th>
<th>Spr 2</th>
<th>Sum 1</th>
<th>Sum 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>What makes me special? Are all houses the same?</td>
<td>Who will we remember? Where did Paddington visit in London? What is Diwali? Who celebrates Christmas?</td>
<td>Who can help us?</td>
<td>Why were the 70s so great?</td>
<td>How did Jack’s beans grow? Are all pirates scary?</td>
<td>Where do wild animals live?</td>
</tr>
<tr>
<td>KS1</td>
<td>Why did the Titanic sink?</td>
<td>How are your toys different to the ones your Grandparents played with?</td>
<td>Where did all the wheels on the bus go?</td>
<td>Why were the 60s so great?</td>
<td>Is Earth the only planet?</td>
<td>Would you rather live in England or Africa?</td>
</tr>
<tr>
<td>3/4</td>
<td>How can we re-discover the wonders of Ancient Egypt?</td>
<td>What Makes the Earth Angry?</td>
<td>Why were the 50s so great?</td>
<td>Who first lived in Britain?</td>
<td>Who were the Mayans?</td>
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<tr>
<td>5/6</td>
<td>What is so great about the Greeks?</td>
<td>How does water travel?</td>
<td>Why were the 80s so great?</td>
<td>What is special about our country?</td>
<td>How can you help save the planet?</td>
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When children first start school, this is called the Foundation Stage or Reception, children's work at this age is planned to incorporate all aspects of the Early Learning Goals. This learning lays the foundations for the National Curriculum which is introduced in Year 1. The Foundation Stage has three prime areas of learning. These are:

- Personal, Social & Emotional development
- Physical development
- Communication and Language

There are 4 specific areas:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Each area of learning has early learning goals that establish expectations for most children to reach by the end of the Foundation Stage.

Pupils in Years 1 to 6 follow the National Curriculum. This consists of two core subjects: English and Mathematics, There are also foundation subjects: History, Geography, Music, Art and Design and Physical Education. Science and Computing. Children are also taught Religious Education and Personal Social and Health Education (PSHE)

All these subjects have to be organised within school to form a broad and balanced curriculum which matches the needs of infant children (Key Stage 1) and junior children (Key Stage 2). We need to ensure progression and continuity both within and between the two stages.

**English**

The English Curriculum is directed towards the achievement of high levels of literacy in reading, writing, speaking and listening. A sound grasp of these skills will enable children to
make good progress in all other areas of the curriculum. We introduce children to a wide range of learning experiences through whole class, group and individual teaching.

**Reading** is of paramount importance and we devote much time and effort to ensuring that children learn to read as soon as and as well as they are able. We use a variety of approaches and encourage children to use a range of strategies whilst reading. We foster children’s love of literature by providing appealing texts, story time and ensuring a range of reading experiences. We use the Oxford Reading Tree Scheme in Key Stage 1. The development of reading skills will continue throughout your child’s primary education. Children are encouraged to develop a critical response to texts as they become fluent and independent. Teachers monitor reading development and plan for progression. Parents and carers have an important role to play in helping children to become good, keen readers and we value the help children get at home.

**Writing** We have a developmental approach to writing, where the emphasis is placed on developing children’s written ideas. From the beginning children are encouraged to write unaided and to organise their writing for different audiences and purposes. Pupils are taught to plan, draft, proof read and edit their own work with support and direction from the teacher. As developing writers children will be introduced to and expected to use, with increasing accuracy, conventional spelling, punctuation and grammar. Neat, legible handwriting is encouraged and children are taught to form letters correctly to enable them to use joined-up writing as soon as they can manage to.

**Speaking and Listening** Pupils are encouraged to develop good listening skills through a variety of activities, including drama activities. We provide many opportunities for children to develop the vocabulary with which to express themselves clearly and confidently.

**Mathematics** Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logic, reasoning, problem-solving skills and the ability to think in abstract ways. We aim to provide a strong foundation through practical activities in maths to ensure that all children gain a firm understanding of concepts. We try to ensure that maths is enjoyable and that children develop the understanding needed to use maths with confidence. To support the maths curriculum we use a wide range of learning resources and materials. Computers are an integral part of our mathematics teaching, as are games which help children to memorise facts and to practise skills. We use problem solving and
investigational tasks to provide children with opportunities to use their maths and make links with everyday situations.

**Science**
Learning about science helps children to understand the world around them. From starting school, children are given every opportunity to consider their surroundings and find out as much as possible about them.

We encourage children to make observations and comparisons, to test their own ideas, consider evidence and provide their own possible solutions to problems. Science is as much to do with the way we find out as what we find out.

As children progress into Key Stage 2, scientific knowledge about subjects such as magnetism, electricity, light, temperature, growth, plants, weather, and space is acquired through observation, investigation, experimentation, access to books, use of computers and visits out of school all play an important part.

**Computing**
Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We have invested in laptops so group lessons can now be taught and skills developed for a range of purposes including

- Algorithms and programing
- Data retrieving and organising
- Communicating
- Using the internet
- Databases
- Presentations

The laptops are also used to increase knowledge and skills right across the curriculum, especially in numeracy and literacy. Each teaching area has an interactive whiteboard and software which allows us to enhance the teaching and learning of all areas of the curriculum. The children have opportunities to use digital cameras, camcorders, beebots as well as ipods and ipads to enhance their learning.

**History**
Our starting point is the child's own history and experience. We want to help children to develop an historical understanding of time and place. We encourage them to develop an interest in events of the past and to question why things happened as they did and why change has occurred. As they develop their thinking, children learn to distinguish between fact and fiction and
gradually to realise that past events have many different and often conflicting explanations.

We want children to develop the ability to give their own explanations as to why events may have occurred based upon sound interpretation of evidence. We encourage children to listen to the views of others and to find and handle information in a variety of forms.

Children are taught about important episodes and developments in Britain's past. They will also study ancient civilizations and historical events in other parts of the world.

**Geography**

Geography develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. We want children to be inspired to think about their own place in the world, their values, their rights and responsibilities to other people and the environment.

The children will have opportunities to investigate their local area and contrast it with another area in the region. The children progress in their studies to the consideration of places in a wider world context. Trips are an important element in stimulating work in geography and the children will broaden their understanding of the world in geographical terms on one-day field trips.

**Art and Design**

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. The visual arts have the power to enrich our personal and public lives. We encourage children to become confident with a range of art materials and techniques by exploring their use. Children are taught art skills, such as drawing, painting, collage techniques, printing and model making.

**Music**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables
personal expression, reflection and emotional development. Music also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

We provide a range of musical opportunities which allow all pupils to explore and experiment using a range of instruments. They will gain experience of performing, composing and listening to music in a variety of styles and from various historical and cultural traditions. Each key stage has a regular music session and there are opportunities for learning to play the recorder. In Key Stage 2 we offer the opportunity to have brass lessons.

**Physical Education**

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

We aim to give all children a varied programme of athletics, dance, gymnastics and team games including cricket, football, hockey, netball, lacrosse, basketball and rounders. Year 3 and 4 children have swimming lessons. We use the Sports Hall at the Village Hall and the school grounds for our PE lessons.

**Religious Education**

R.E. contributes to children’s spiritual, moral, social and cultural development. It deepens understanding of feeling curiosity, us and appreciation of the wonder and mystery of creation. It encourages a positive attitude to the search for meaning and purpose in life.

Religious education fulfils the requirements of the syllabus laid down by Oldham Education Authority. Parents have the right to withdraw their children from R.E. lessons which allow each individual to establish their own religious beliefs.

There is provision in place for any children whose parents do not wish them to participate in R.E. lessons.

**Personal, Social and Health Education**

A strong emphasis is placed on developing children's personal and social skills and promoting safety. We want children to acquire knowledge about themselves and to be able to use their knowledge to help them make choices and decisions that are right for them.
It is important that we all learn about living in a community and become useful members of the community. This learning starts at an early age and continues throughout life.

**Modern Foreign Languages**

From September 2006, the school has adopted Spanish as its modern foreign language. All children throughout the school have started to learn the language and have a weekly session led by one of our members of staff.

**Sex Education**

It is the policy of the Governors of Christ Church to incorporate in its general curriculum appropriate teaching on matters of human love, the function of the body and an understanding of God’s creative love as embodied in human reproduction at a level suitable to the growing child at various stages of development. Sex education is not taught as a subject in itself, but is incorporated into P.S.H.E. lessons.

**Collective Worship**

The Education Reform Act states that each day must contain an act of collective worship but leaves schools to organise this in a way which suits them. Our school has a daily collective worship when either the whole school or separate key stages come together. A close association between our village church and the school is encouraged. We have a weekly act of collective worship across in the church and hold our Harvest Festival, Christmas and Easter services in the church. It is expected that parents will want their children to participate in the daily act of Collective Worship but they have the right to withdraw them if they so wish.
In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British values from September 2014.

The British Values are defined as:
- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

At Christ Church Primary, Denshaw we are committed to actively promoting British values combined with our Christian values and the spiritual, moral, social and cultural development (SMSC) which is ongoing within our school. This is predominantly through the Golden Rule of ‘treat others as you wish to be treated’ (Do unto others as you would have them do unto you- Matthew 7:12)

**Aims & Objectives**

We aim to:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the wider society
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and the support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
We are totally committed to the development of children's learning and we want to offer them the best start possible on their learning journey. Our curriculum complements the principles of Every Child Matters and prepares our children for a future world. Our curriculum is evolving to ensure we are responding to an ever developing world. We are continually reviewing our planning to ensure that the children are achieving a high standard as possible. We encourage our children to become confident learners. We want to ensure that every child believes they have the ability to succeed with their learning and to overcome any difficulties.

Forest school is a Danish concept that relies on learning by experience. Forest school teachers focus on personal development and individual learning styles of the children. Teachers provide children with a good environment in which to learn and achieve, helping them to build their self-esteem, social skills and independence. Mrs Callaghan is a level 3 practitioner in Forest School and supports Mrs Mudd who delivers our Forest School sessions.

Each programme is tailored to meet the needs of the group. We will take account of children's stage of development, capitalise on their interests, promote a sense of ownership and be as far as possible, child led. Forest school activities develop practical and intellectual skills which can be linked to the National Curriculum and Foundation Stage Curriculum. Each session combines outdoor and woodland activities with teambuilding games. The children are set up for a successful experience leading to increased self-confidence. All instructions are given verbally and by practical demonstrations in order to cater for all learning styles and ensure children make achievable learning steps. Our activities will take place within the school grounds.
As Forest school takes place outside it is important that your child is adequately clothed. In poor weather clothes may get wet and dirty. Several layers may be needed to keep your child warm and comfortable. A spare set of clothes for your child to change into will be a good idea. Please ensure these are old clothes and the child can relax and join in all activities.

**School grounds**
In 2009 we were successful in a bid to get a grant for £4000 to continue with our school grounds development. We have a variety of fixed play equipment which the children enjoy using at playtimes. We also have a football pitch marked out and we have a wide selection of activities and games at lunchtimes.
Assessment

Assessments are planned as part of the continuing curriculum. From children’s earliest days in school, they will be assessed informally to determine their own abilities and areas for future learning. At the end of the first year in school, a “Foundation Stage Profile” is produced which highlights the progress made throughout this important first year in school.

Throughout Key Stage 1, informal assessments take place on a regular basis. Targets to develop the children’s learning will be set and monitored. At the end of Key Stage 1 (Year 2), teacher assessments using Standard Assessment Tests (SATs) take place informally to establish how each child’s achievement relates to others in the year group, to children in similar schools and other pupils nationally. There is a Phonics Screening Check for all children in Year 1.

In Key Stage 2 (Years 3-6), informal assessment and target setting again takes place. Optional SATs are carried out at the end of each year and the compulsory end of Key Stage 2 SATs are administered in Year 6.

Homework

We believe that children learn best when parents, the school and children work together in partnership

Our aims

We:

• Are consistent in our approach when we give homework, with its content and how it should be completed.
• Support children’s learning, by reinforcing skills learnt in class and by encouraging independent research skills.
• Encourage children to develop personal organisation skills.
• Take account of the needs of the individual child.
• Ensure parents and carers understand what is expected of them.
• Make homework manageable, meaningful and enjoyable for parents, teachers and children.
Ways in which parents can support children’s learning at home:

• Try and hear them read every day (as little as 5 minutes will do!)
• Give them help and encouragement. Try and get involved and above all talk to them about their learning and listen to what they tell you.
• Using the information sent home in the curriculum overview sheet every half term, try and take them to museums and libraries.
• If you have access to the Internet, there are many websites that can help your child explore the subjects they are learning at school. There will be many useful links on our school website.
• During school holidays, continue to hear them read and revise their times tables.

The details:
The following information is consistent across the whole school from Year 1 upwards.

• Daily reading at home
• Spellings or phonics
• Maths activities which may be a game, practical task or a worksheet linked to the learning.
• Half termly learning challenges based on the current topic

Reception:
Parents are strongly encouraged to read the book with their child and discuss it with them. As the school year progresses letter sounds and basic number work will be sent home to revise and learn.

Year 6
In year 6 in preparation for their transition to secondary school and to help them prepare for SATs in English and Maths, extra work will be sent home after Easter.

Reading log:
Children learn to read best when they can be heard and they can share their reading. All children should read for a minimum of 10 minutes a day and read to an adult at least twice a week but ideally every day. Parents/carers should sign the log and children must bring it in every day in their book bag with their reading book. Teachers check reading logs regularly. Children should be encouraged to read a range of books so even if your child does not have their reading book, they can read other books at home. Questions are provided to support the reading and include activities to complete.
**English & Topic**
Y1 short date on the left
Y2 upwards long date in English at the top of the page
Write the title and target number
Write your letters on the line or in the space
Start writing on the left of the page near the margin if there is one.
Start on a new line if your writing doesn’t fit
When drawing a line, use a ruler
Use pencil crayons in your book
Best handwriting

**Maths**
short date on the left
Write the title and target number
Write 1 digit in 1 box
Write number of sum then use a bracket 1) then miss a square then write out the sum or the answer
Use a ruler when drawing lines
Records of Achievement

To encourage continuing improvement in academic, sporting and social activities, children have an individual file where samples of their work gathered throughout their Primary school years are maintained and are presented to the children at their Year 6 Leaver’s Service in July. All the children’s achievements throughout the year are valued by the presentation of certificates, awards and trophies at this July service that has become a traditional and respected end to the school year.

Transfer to Secondary School

At the beginning of the school year in which a child becomes eleven years of age, parents are asked to make a choice of secondary school to which their child will transfer. They will be advised of the choices available to them and given the opportunity to visit the secondary schools. Pupils from our school transfer to a number of different schools within the borough, including the church voluntary aided sector. The children attend the Leavers’ Service at Manchester Cathedral, this is a great opportunity to celebrate ‘moving on’. This year, 3 children went to Bluecoat, 4 to Crompton House, 1 to Saddleworth School, 1 to Waterhead Academy and 2 to Tameside Schools. The Parents Association fund a day out at the end of the summer term for year 6 as a reward for all their hard work leading up to and during SATs. This is something which the children really enjoy. This year’s leavers voted to go rock climbing and crazy golf at the Trafford Centre. They had a brilliant day.
Positive behaviour is an essential foundation for a creative and effective teaching and learning environment in which all pupils can thrive and feel respected, safe and secure.

We aim to develop self discipline, self respect and self esteem and to cultivate an attitude to work hard for as high a standard of achievement as is possible.

The family atmosphere of this school is of paramount importance. The values, standards and attitudes we expect are made clear to the children by example and through discussion. The staff take great care to work positively together to make the school a happy and safe environment for all children.

‘Treat other people as you want them to treat you’

Our School Charter
Give Me 6
★ eyes looking
★ Ears listening
★ Lips closed
★ Hands still
★ Brain ready
★ Smile
Always work hard
Be kind and friendly
Tell the truth
Always listen
Respect others
Do the right thing
Be happy

The whole philosophy of our behaviour policy is based on positive strategies. Positive behaviour should not be taken for granted, but actively taught and reinforced.

Praise begins with the frequent use of encouraging language and gestures in lessons and around school so that positive behaviour is constantly recognised. This needs to be supported by a coherent system of rewards.

In Foundation Stage/Key Stage 1, there are a lot of good strategies used:
• ‘Achievosaurus’- the dinosaur goes home each night with the ‘achiever of the day’ in our reception class and with Year 1.
• ‘Pippin the perseverance pig’ goes home each night with a child who has persevered well during the day in Year 2.
‘Snow Blossom the friendship bunny’ goes home each week with a child who has shown kindness and friendship during the week.

Whole school:
- The children are awarded Christian value pounds when showing a value which are banked in the vault, each child will also receive a sticker. At the end of each month the class with the most Christian values money will receive an extra playtime.
- Stickers and small certificates - these are given to individual pupils as a reward for good work or good attitudes.
- Housepoints - all children are in a ‘house’ and work together to gain housepoints. On a Friday, the winning team will be announced and the House captain will receive a trophy. The winning team for the term will have a treat at the end of term.
- Star of the week - each week one child from each teaching group is chosen who has impressed a member of staff with a personal achievement. These pupils are presented with a certificate in Friday’s ‘Achievement’ assembly.
- Reward from the Headteacher - pupils can take their good work to the Headteacher for praise and a special sticker as a reward.
- Each class may implement its own internal reward system such as raffle tickets or ‘star table’.

Lunchtimes
We see lunchtimes as part of our time in school so our expectations for good behaviour are exactly the same. We have rewards for those pupils showing good behaviour.

Special stickers
‘Top table’ - 6 children each week sit at a special table on a Friday and get served first. These children receive a certificate.

Sanctions
Sometimes we do need to remind pupils about good behaviour so we do have procedures in place for dealing with these pupils. We use a range of reflective, consistent and fair consequences. The message of forgiveness is implicit in all we do.

We need to:
- Make it clear, it is the behaviour and not the pupil that is unacceptable.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent behaviour.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Encourage pupils to reflect on the effects of inappropriate behaviour.

When there are cases of minor, low level issues with behaviour, such as:
- Talking/chatting at inappropriate times
- Disturbing others
- Calling out
- Fidgeting
- not having the right equipment
- Making noises on purpose
- Answering back
- Swinging on chair
- Not getting on with work
- Getting out of seat & wandering around
- Not following instructions

action is taken and the pupils are dealt with by the following procedures:

**In class**
- a verbal warning
- 2nd warning, their initials are written on the board
- A further warning about behaviour - name in book & missing 5 minutes of the next available playtime.
- If the behaviour continues in the session, the result will be an additional loss of playtime in chunks of 5 minutes play.
- Each session is a fresh start.
- Time will also be spent on the ‘thinking chair’ in Reception if it is felt appropriate rather than missing playtime.
- If the behaviour is deemed unacceptable - sent to see either Mrs Callaghan or Mrs Felstead

**outside**
- A verbal warning
- 2nd warning
- A further warning about behaviour - name in book & receive a ‘time out’ standing by the gate for 5 minutes or missing 5 minutes of the next available playtime.
- If the behaviour continues in the session, the result will be an additional loss of playtime in chunks of 5 minutes play.
- If the behaviour is deemed unacceptable - sent in to see either Mrs Callaghan or Mrs Felstead
- If brought in, miss the rest of playtime and will be given a reflective task to do
- It may be necessary to miss further playtimes if behaviour is still not acceptable.

The following list outlines the types of behaviour we feel is unacceptable in our school.
- Aggression/ violence to staff or other pupils
- Absconding
- Biting
- Bullying
- Defiance
- Disruption of learning
- Foul language or swearing
- Inappropriate sexual behaviour (dealt with under child protection procedures)
- Name calling designed to upset another pupil or pupils
- Racial incidents
- Stealing
- Vandalism

For any children who have their name in the book three times during the week, there will be a phone call or face to face meeting with parents

Any incidents of unacceptable behaviour would warrant an immediate loss of playtime and will be dealt with by the Head teacher.
Parents will also be informed if the behaviour is deemed unacceptable
Each case will be dealt with on its own merits and using the discretion of the adults concerned.
We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of our school. Therefore, no aggressive or threatening behaviour to children or staff will be tolerated in our school.

**Bullying**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Each pupil has signed the anti-bullying pledge. Reported incidents of bullying are dealt with as soon as possible and are taken very seriously.

![No Bullying Icon](image)

**Partnership with Parents**

Parents have a vital role to play in supporting and encouraging their child’s positive development. We believe that parents should be informed of the positive achievements of their children and do this in many different ways- including informal chats at the end of the day for Foundation Stage and Key Stage 1, notes home, certificates and formally at Parents Evening. Each class holds an informal ‘Come & Create’ session for parents/carers and children each half term- this is well supported and a fun opportunity to come and see what happens in school.

If there is a problem we believe in early intervention between home and school and will inform parents if we are concerned about their child’s behaviour. This enables us to work together. It is helpful if parents inform school if there is a problem at home which might affect a child’s behaviour in school. If parents have any concerns about major changes in their child’s behaviour, they should discuss them with the class teacher.
Special Educational Needs

At some point in their school lives, many children may need additional support to enable them to fully participate in their education. This could be a difficulty in an area of learning; difficulty with behaviour or exceptional ability. Our staff use their professional skills to assess all children’s needs and to provide for each of them in an appropriate way.

Help will be needed to support these pupils and enable them to maintain their individual progress. Within our school we have systems to monitor children on a regular basis and assess children who appear to have problems of any type. Individual targets are drawn up which meet the children’s specific needs and these are implemented within the classroom. We do consult specialist support services provided by the LEA, when appropriate- however as parents, you would have been involved before this stage. At Christ Church, we conform to the Code of Practice for Special Educational Needs 2014 and have a SEN Register with children receiving support at different levels.

Mrs. Callaghan is our Special Educational Needs Co-ordinator, a post, sometimes referred to as SENCO. She has a Post graduate Certificate & Diploma in Specific Learning Difficulties. The Governors also have a monitoring role, with a link Governor having special responsibility for ensuring the success of the school’s SEND policy and practice.

Disabled Children

The school’s philosophy is to ensure that all children are treated equally. Since September 2002, the Governing Body has had three duties towards disabled pupils under Part 4 of the Disability Discrimination Act. We will not treat disabled pupils less favourably for a reason related to their disability and where possible we will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage. We have also planned to increase access to education for disabled pupils.

Gifted, Talented & Greater Depth

The school recognises that all children are individuals with their own strengths, gifts and talents. However there are some children who are more able intellectually than others and children who are particularly talented in certain specific areas of ability. We believe that every child has the right to be included in a broad and balanced curriculum and everyone is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so they can each reach their full potential. In the past, we have had a number of children achieving greater depth in the Year 6 SATs.
**Pastoral care**

Children in our care are made to feel secure and happy in the day to day routine of school life.

Please inform school if another adult is collecting your child at home time.

Please ensure your child does not arrive at school before 8.50 am as school cannot accept responsibility for their safety before this time.

In the event of your child becoming ill or having an accident at school, we will need to contact parents or carers quickly. Each year we send out a form requesting emergency contact telephone numbers or addresses where you can be reached if necessary. If these details change, please inform us as soon as possible.

It is essential that we are informed about any serious or recurring medical problems so that we may deal with them appropriately.

**Child Protection**

All schools have an important part to play in the detection and prevention of child abuse. Parents should be aware therefore, that where it appears to a member of staff that a child has been abused the school is required to report the matter to Social Services. As part of this procedure it is likely that a social worker will contact the parents and not the school. This requirement forms part of the Local Education Authorities Procedures for dealing with child abuse and is not a matter for the discretion of an individual head teacher or the members of school staff.

**Equal Opportunities**

Discrimination and prejudice on the basis of race, religion, culture, gender, age or ability is unacceptable in our school. All individual members of our school are considered to be equal worth and valued for themselves. Difference and diversity is valued for the enrichment of the school community as a whole. Everyone at our school will be expected to endeavour to further this objective by personally contributing towards a happy, caring and supportive environment.
**Punctuality and Attendance**

It is very important for all pupils to attend school every day and to arrive on time. Children who arrive late miss instructions and explanations and they disturb other pupils who have settled to work.

When a child is unwell please call the school on the first morning of absence by 9.30am. If a child has been sick or has had a temperature it is important they stay at home for 24 hours.

From September 2013, in accordance with DfE regulations, the school will not grant any leave of absence during term time for holidays unless there are exceptional circumstances.

Following the Supreme Court findings, Oldham Council have agreed to applying the previous protocol of unauthorised term time absences of 10 sessions or more.

Therefore from September 11th 2017, a penalty charge notice will be issued and (if unpaid) parents will be prosecuted for any term time holidays taken of 10 sessions (5 days) or longer either as a block or accumulated over a 12 week period.

Our overall attendance for last year (2018-19) was 95%. Please help to improve this percentage this year. As a school, we are constantly monitoring attendance. We monitor attendance carefully and inform parents when trigger points are reached.

Morning registration will take place at the start of school at 9am. The registers will remain open for 30 minutes. If your child arrives after 9am but before 9.30am, he/she will be marked as late. Any pupil arriving after this time will be marked as having an unauthorised absence unless there is an acceptable explanation. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorized absence code will be entered.

If a pupil is late on several occasions, parents will be contacted to discuss reasons/difficulties for the lateness.
**Safety**

Everything possible is done at Christ Church to ensure the safety and well-being of our children.

There is a door entry security phone which is operational on both doors of the school. This type of security is becoming increasingly important and visitors to the school are asked for proof of identity before being allowed access.

A system of telephone contacts is in operation between local schools should anything dubious be reported in the vicinity of any school in the area. Numbers for this system are always kept by the office telephone and used immediately should there be any cause for alarm. Staff are notified as soon as such a call is received.

We carry out regular risk assessments on the building and equipment and have termly fire practices to ensure all children know the procedures in case of fire.

**Morning & Afternoon Procedures**

Children line up in the playground at 8.50 and are escorted into school by our staff.

School starts at 9.00am

The school day finishes at 3:15 p.m. Staff take the children out into the playground and will hand over to whoever is collecting them. We ask older children to wait in the playground until they are collected.

Please inform us if somebody different is collecting your child at the end of school.

**Parking**

Parking is available on both Huddersfield Road and Delph Road. It is illegal to park on the school yellow lines and also to double-park. Parents may be fined for parking on the zig zag lines during school time. We request that parents park safely for their children's safety.
School Meals

School meals are cooked on the premises and children are catered for as individuals. There is a two course mid-day meal which offers good value for money. As of September 2014, all children in Reception, Year 1 and Year 2 are eligible for a free school meal.

Facilities are also available for children bringing a packed mid-day lunch. All children must have a conventional lunchbox which can hold sandwiches etc and a cold drink. Christ Church School is a Healthy school so we encourage healthy eating at all times. Please try to promote this with your child’s meal.

Dinner money should be paid on Mondays a week in advance. If a child is absent or forgets, we require the money to be brought the following day. Many parents at our school prefer to pay at the beginning of the month, half-termly or termly online or by cheque. We ask for half a term’s notice to change from school dinners to packed lunches and one week’s notice to change from packed lunches to school dinners.

Milk
Children in the Infant class are provided with milk every day. Please let us know if your child will not require it.

Fruit
Infant children are provided with a piece of fruit each day. Again, please let us know if your child will not require it, but we do encourage children to try the fruit.

Water
Children are encouraged to drink water and a filtered water cooler is provided in school for the use of pupils and staff. We ask children to bring in a clear, named water bottle either filled with water or this can be filled from our water cooler. We do ask that the bottles are taken home and washed regularly.
Parent and Teachers Association

Although Christ Church is a small school, there is an active parent and teachers association which serves to develop good home/school links and also to raise much needed extra funding. All the parents at the school are automatic members and are very welcome to come to any of the meetings. Notice of meetings or information about forthcoming events are sent out in newsletters via your child or displayed on the website. The meetings take place about once every half term and are held in the Printer's Inn, Denshaw. The main fund raising events are the Christmas Fair and Summer Fair, other social events are held throughout the year. New members are always welcome.

Money raised by school social events allows us to enhance the school facilities and enables us to buy additional educational materials and amenities.

Links with Home

We are always happy to see parents and carers in school to discuss any problems. If it is likely to take more than five or ten minutes to discuss it, we would appreciate an appointment being made before or after school.

Newsletters are distributed on a regular basis to keep parents up to date regarding school matters.

Our website - www.christchurch-pri.oldham.sch.uk is regularly updated and the latest newsletters are posted here.

There are individual meetings with parents to discuss their child during the academic year arranged at the convenience of staff and parents. Additional meetings follow on from agreed action plans when required. Annual reports are sent out in July and further time is made available for parents to discuss them.
Activity Holidays

Adventure holidays are planned annually for Year 5 and 6 children. Activities include abseiling, archery, canoeing, quad biking and rock climbing. Over the past few years, we have visited Robinwood, Todmorden and Kingswood at Penistone and North Wales.

Out of School Trips

At Christ Church, we value greatly the importance of educational trips to reinforce the curriculum and give hands-on experience of the topics being studied. In order to fund these trips we do ask parents/carers to make a voluntary contribution to cover the cost of the outing (this is never usually the total cost). This is in line with the School's Charging Policy which is available from the office.

All pupils will be allowed to go whether or not their parents/carers have made a contribution. However if insufficient funds were collected, a trip might have to be cancelled.

After School Activities

We have links with our Dovestone Learning Partnership schools and take part in 'friendly' matches. We also have a partnership sports link with Saddleworth Secondary School so we play in local tournaments. Activities are changed on a termly basis, children and parents are notified accordingly. When it is necessary for us to buy in expertise from outside the school the children may be asked to pay for these sessions.
Community Links

Christ Church School maintains as many links as possible with the village and surrounding communities. There are links with the Parish Council, Church, Police, Fire Brigade, Health Authority and Village Olympics. We have a strong link with the schools in the Dovestone Learning Partnership. We have organised joint events, including a Year 5&6 writing project. For the past few years, we have developed links with Coppice Academy through the Oldham Linking Project and meet up regularly throughout the year. This includes sessions at Oldham Coliseum and Gallery Oldham.

Various local and national charities are supported throughout the year. These have included: - Dr. Kershaw's Hospice, Children in Need, NSPCC, Children's Society and Comic Relief.

Awards

We have achieved the following awards:

☆ Platinum Tooth Friendly Award
☆ Sainsbury Schools Awards- Gold
☆ Artsmark.
☆ Achievement for All Quality lead School
☆ Gold RE Quality Mark
☆ Music Mark
☆ Governor Mark

In 2009 we were awarded a grant by Supergrounds to develop our school grounds.
School Uniform

Parents are requested to name all items of uniform clearly

Girls uniform:

- Navy skirt or pinafore / Plain navy trousers.
- White blouse or navy / white polo shirt.
- Plain navy cardigan or sweatshirt.
- Blue gingham or striped cotton dress for summer.

Boys uniform:

- Grey shorts / trousers.
- Plain navy sweatshirt,
- Navy / white polo shirt.

Shoes

Black shoes

PE clothing

White T-shirt, navy sports shorts and slip-on black pumps.
Jogging pants, sweatshirts and trainers are allowed for outside PE during the winter

Jewellery

Basic jewellery i.e. wristwatch and stud ear-rings are permitted. Ear-rings must be removed or taped over for Physical Education activities. Ear-rings are not allowed to be worn for swimming.
Medical Matters

At some time, during your child’s first year of school, a thorough medical examination is carried out by the school doctor. This takes place in school and parents are invited to attend.

Hearing and eyesight tests, as well as dental inspections, are also carried out, but as these are routine in nature, parents are not normally informed in advance and only afterwards if treatment is necessary.

Illness and Medication in School

If your child is away from school for any reason—illness, dental appointments etc., please send a note or telephone school to let us know either in advance (in the case of medical appointments) or on the first morning your child is absent. This helps us to keep all our children safe, as unexplained absences can be checked quickly.

A child who is not fully fit is better off at home where he/she can be nursed back to health. Normally children should not return to school until they have finished their course of medication and are fully recovered. However if a child needs to take medicine during the school day, then the following guidelines must be observed:

Parents are welcome to come up to school to give medicines to their own child

Medicine must be brought to school by the parents with a letter giving dosage, times and permission for children to self administer. This must be given to the School Administration team. Forms are available in the office.

These guidelines will be reviewed if a child needs permanent medication.

Children using asthma inhalers may need to use them at anytime. If your child does need to use an inhaler, it is important that the school is notified in writing with any specific instructions.
**Headlice**

As in all schools we sometimes have reports from parents that their child has caught head lice. If you discover that your child has head lice then please do not send them into school until the whole family has been treated, but please inform the school. Details about checking for lice and treatment may be obtained from pharmacies or Health Visitors.

**First Aid**

As part of Health and Safety Policy all staff are trained in basic first-aid. We are trained to deal with minor injuries and identify the need for professional help should this be required. We have a large number of staff also trained in paediatric first aid.
**Summer 2019 data**

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Test results</th>
<th>achieved</th>
<th>Greater Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>55%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>100%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Grammar, Punctuation &amp; Spelling</td>
<td>82%</td>
<td>64%</td>
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</tr>
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</table>

One child in KS2 is represented by approximately 8% this year.

<table>
<thead>
<tr>
<th>Key Stage 2</th>
<th>Average scaled score</th>
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<tbody>
<tr>
<td>Reading</td>
<td>110.5</td>
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<tr>
<td>Grammar, Punctuation &amp; Spelling</td>
<td>109</td>
</tr>
<tr>
<td>Maths</td>
<td>107.5</td>
</tr>
</tbody>
</table>

One child in KS1 is represented by approximately 8% this year.

- Y1 phonics screening -73%
- Y2 resit-67%
- Reception: Good Level of Development 87% (13 out of 15 children)
In October 1st 2017, our school formed part of the Dovestone Learning Partnership together with Delph Primary School, Diggle Primary School, Knowsley Junior School, Saddleworth School, St Agnes CE Primary School, St Mary’s CE Primary School, Greenfield and St Thomas' Leesfield CE Primary School.

Our Governors considered different options for how we will work in partnership with schools within Saddleworth and Lees. The Governors decided to move forward with the proposal of becoming an associate partner and strengthen this relationship with the schools in Saddleworth and Lees.

All schools in the partnership have considered what is happening both nationally and locally and are keen to protect the strong working relationship we have established, working more formally in collaboration with a range of strong partners across Saddleworth and Lees. Our vision for such partnership is of a ‘strong family of inspiring schools that serve our local community and contribute fully to the highest standard of provision of education in the area and collaborate with other partners to achieve common goals.’

We want to achieve our vision by creating actions to support this- we have 5 main areas for this year 2019-20

- School improvement review across the DLP
- Scoping financial efficiencies that would enable schools within the DLP to be self-sustaining
- Building resilience across the DLP
- Improving transition across the DLP
- Enhancing extra-curricular opportunities for children across the DLP
Complaints Procedure

Any parents or interested party can complain if a school or local education authority is not fulfilling its legal duties in offering the National Curriculum, including R.E. and worship.

Please see our complaints policy on our website

Our school procedure for dealing with complaints is that:-

- There is an expectation of pupils, staff and parents to listen carefully and respectfully to each other.
- Children, parents or carers should contact us immediately they perceive a difficulty or problem.
- Minor complaints should be dealt with by the class teacher but, if the child or parent is not satisfied refer the matter to the Headteacher.
- Serious complaints will be investigated immediately by the Headteacher.
- A parent who is still not satisfied should contact the Chair of Governors (or another member of the Governing Body)
- If a parent is still not satisfied, the Chair of Governors will appoint a Governing Body Appeal Panel.
- If the person making the complaint is still not satisfied, the complaint can be referred to the Secretary of State.

School Documents

All school policy documents are available for inspection on application to the School Office, many policies are now available on our website.

www.christchurch-pri.oldham.sch.uk
## School Details

<table>
<thead>
<tr>
<th><strong>School Address:</strong></th>
<th>Christ Church CE Primary School, Delph Road, Denshaw OL3 5RY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tel/Fax:</strong></td>
<td>01457-874554</td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.christchurch-pri.oldham.sch.uk">www.christchurch-pri.oldham.sch.uk</a></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Type of school:</strong></th>
<th>Voluntary Controlled Church of England</th>
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</thead>
<tbody>
<tr>
<td><strong>Head Teacher:</strong></td>
<td>Mrs. S. Callaghan</td>
</tr>
<tr>
<td><strong>Chair of Governors:</strong></td>
<td>Mrs P. Parslow</td>
</tr>
</tbody>
</table>

The information and particulars contained in this brochure are correct at the time of publication. It should not be assumed that there will be no changes affecting the relevant arrangements or some matter particularised:

- a) before the start of, or during the school year in question
- or
- b) in relation to subsequent school years.