



St. Anne's CE (Aided) Primary School

School Prospectus 2018/2019

Growing Together to Flourish in God's World



Welcome to St. Anne's Royton

Growing Together to Flourish in God's World



St. Anne's CE (Aided) Primary School.

Growing Together to Flourish in God's World.

Our school is committed to providing an environment for all God's children which enables them to embrace values for LIFE:

Learning.

We will achieve this by:

- Providing a broad and rich curriculum, presented in an interesting, exciting and imaginative manner.
- Providing teaching and learning of the highest quality.
- Maximising opportunities for first hand experience, practical work, investigation and learning through play.
- Helping pupils develop lively, enquiring minds, the ability to argue rationally and apply themselves to tasks.
- Helping children develop appropriate learning skills and encouraging them to use language, numbers and technology effectively.
- Making connections between subjects and applying key skills across the curriculum.
- Enlivening the curriculum by visits, visitors and extensive use of the environment.
- Supporting and encouraging positive attitudes to learning.
- Offering a curriculum that encourages the knowledge, understanding, skills and attitudes to make informed decisions about our lives.

Involvement.

We will achieve this by:

- Establishing an inclusive school where all children and adults are given equality of opportunity and treated fairly.
- Encouraging children to attend school regularly so that they can maximize their progress.
- Providing children with the confidence, skills and understanding to make healthy food choices.
- Offering healthy and nutritious food and drink across the school day.
- Providing a range of activities for children to be physically healthy.
- Promoting positive emotional health and well being to help children understand and express their feelings.

Family.

We will achieve this by:

- Promoting good behaviour and creating an environment where children can enjoy growing up.
- Creating an environment in which bullying and prejudice are not tolerated.
- Involving parents in their children's learning and encouraging them to develop an active role in school life.
- Working with parents, local residents and other organizations to make the school environment a safer one.
- Ensuring that school takes all appropriate action in safeguarding children and that all adults are aware of child protection legislation and procedures.
- Establishing practices in accordance with the Health and Safety at Work Act.
- Institute a rolling programme of repairs and refurbishment to improve the physical environment.

Excellence.

We will achieve this by:

- Fostering a Christian ethos in which children develop a respect and understanding of Christianity and other faiths through living within a caring, committed and loving community.
- Promoting and positively reinforcing the school's aims and values.
- Treating all children as individuals and differentiating teaching and learning to take account of their individual needs.
- Giving responsibility to children and developing their self confidence by contributing to the community.
- Helping children appreciate their own achievements.
- Having high teacher/pupil expectations and standards.
- Deploying resources effectively and undertaking appropriate staff development.
- Collaborating with other schools, organizations and institutions to develop best practice.



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Welcome from the Headteacher

Welcome to our friendly school. It is an important decision choosing a school for your child and we hope the information in this prospectus will help you to make the right one.

St. Anne's is a Church of England Voluntary Aided School. Being a Church School means that we aim "to serve our community by providing an education of the highest quality within the context of Christian belief and practice." (St. Anne's Instrument of Government)

Children come into school with a wealth of knowledge and experiences. It is our aim to ensure these are built on and promote an enthusiasm and willingness to learn more. We believe that children do their best when home and school work closely together. Through our Christian ethos we aim to cater for your child, your family and your community. We are committed to providing an environment for all God's children that enables them to embrace our shared values and be fully prepared for each phase of their education and their future.

If you would like a visit to our school to see our strong family ethos for yourself please contact the school office to arrange an appointment.

Kind regards,

Mrs Sue Holt
Headteacher



Admissions Policy.

As an Aided School, admissions at St Anne's are the responsibility of the Governors, in agreement with the Diocesan Board of Education and the Local Authority.

Responsibility for admissions is delegated to the Admissions Committee.

Making an application.

Reception

Parents may register an interest in applying for a place in the school's Reception class at any time before the closing date specified by the Local Authority (usually the middle of October prior to admission).

Applications for admission to the school Reception class should be made on-line as instructed by the Local Authority.

All applications will be considered. We do ask parents to also complete the schools own Supplementary Information Form to enable the Governors to apply the oversubscription criteria to place applicants in priority order for admission. These are available in the School Office. Your application will be considered even if not submitted with a Supplementary Information Form.

Letters informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority in April of the year of admission. Children not admitted will be informed of the reason and offered an alternative place by the Local Authority.

Nursery

Parents may register an interest in applying for a place in the school's Nursery at any time before end of the first week in January prior to admission. The school will issue application forms during the January prior to admission. These, and any supporting documentation, should be returned to school by the deadline stated on the form (usually the first Friday in March). In the event of there being more applications than places available the governors will allocate places by use of the same oversubscription criteria as those used for the primary school.

Letters informing parents of whether or not their child has been allocated a place in the Nursery will be sent out by the school by the April of the year of admission.

A place in the Nursery does not guarantee a place in the Reception class the following year. A separate application must be made for a place in the Reception class.





Admissions procedures.

The number of places available for admission to the Reception class in the year 2019 will be a maximum of 40. A maximum of 26 part-time places are available in the Nursery. The Nursery will not contain more than 26 children in any one session.

This arrangement follows consultation between the governing body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area. The governing body will not place any restrictions on admissions to the Reception class unless the number of children for whom admission is sought exceeds 40. By law, no infant class may contain more than thirty children. The school maintains 120 infant places and classes are organised into groups of 30.

The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority allocates places according to the agreed Co-ordinated Admission Scheme. In the event that there are more applicants than places, the governing body will allocate places in Nursery and Reception using the criteria listed in the policy below, which are listed in order of priority:

Pupils with statements of SEN and pupils with EHC plans where the school is named must be admitted. The oversubscription criteria do not apply. If, after the admission of pupils with statements or EHCs, there are more applicants than places remaining available, the following oversubscription criteria will be applied in the order of priority shown:

- 1 Looked after children and previously looked after children.
- 2 Children who regularly attend St Anne's Parish Church.
- 3 Children who will have an older brother or sister attending the school at the time of their admission.
- 4 Children who regularly attend other Anglican Churches.
- 5 Children who regularly attend at any churches within the parish which is a member of Churches Together in Britain and Ireland, or a local Churches Together organisation.
- 6 All other children in order of proximity to the school.

NOTES:

Note 1: A "looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

Note 2: Regular attendance means a minimum of fortnightly attendance at church at public worship for at least the year prior to 1 September in the year before admission to the school. Evidence of regular attendance by the child must be provided by a member of the clergy or other designated church officer on the supplementary form provided. For a membership list for Churches Together in Britain and Ireland please see <http://www.ctbi.org.uk/24>.

Note 3: Brother or sister includes step, half, foster and adopted brothers or sisters living at the same address and full brother or sister living apart.

Note 4: Where there are more applicants for the available places within this or any other category, Oldham Local Authority will measure distances between home and school using the GIS system. Places will be awarded to those living nearest to the school.

Admissions procedures continued.

How is the distance measured?

Distance is calculated by the straight line measurement from the applicants home address location to the centre point (centroid) of the preferred school. (All measurements are subject to prepositional accuracy changes.) On entering the address into the admissions system, the address is PAF (Postal Address File) matched against address-point data held in the system. When an address is PAF matched, the system looks up a six-figure grid reference (e.g. 123456, 123456) for that property known as an Address-Point Location Co-ordinate (APLC). Each property has a unique APLC. The straight line distance from this address point to the centroid (a six-figure grid reference) is then calculated to the nearest 0.001 mile. The PAF file held by Oldham Council is supplied by Royal Mail and is updated quarterly.

Admissions information:

Last year the school was able to admit 40 children.

Late applications for admission

Where there are extenuating circumstances for an application being received after the last date for applications those reasons will be considered by the Local Authority.

Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

Waiting list

Where school has more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

Address of pupil

The address used on the school's admission form must be the current one at the time of application. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, the current-at-the-time-of-application, normal address of the child will be the one used. This will normally be the one where the child wakes up for the majority of Monday to Friday mornings. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use the Local Authority will carry out relevant checks. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

Flats and apartments

Where applications are made from the same multiple dwelling sharing a single address point, such applications in a single criterion will be considered initially by distance between the address point and the school in the normal way.

Where there are insufficient places to admit all those applicants, the individual priority for each applicant will be set by random allocation (lottery).

Applying for a Place Outside of Normal Transfer Times

Parents with children of statutory school age who move into or within Oldham, and require a school place outside the normal transfer times, should apply for a school place the online application form which can be found at www.oldham.gov.uk/inyeartransferform.

Oldham Council co-ordinate transfers on behalf of the school and all applications for an in-year school place in Oldham need to be submitted using this form. This applies if pupils;

1. are moving from another school in Oldham
2. are moving here from another part of the UK, or
3. are new arrivals to the UK

Parents must also complete the supplementary documentation if they wish their application to be considered under the school's faith criteria. This is available on our website: www.stannesroyton.oldham.sch.uk

If a place cannot be offered information about how to appeal against the refusal will be provided.

The admissions team, on request, will provide information to parents about the places still available in all schools within its area.

Applying for a Place Outside of Normal Transfer Times

Parents with children of statutory school age who move into or within Oldham, and require a school place outside the normal transfer times, should apply for a school place using the In-year Transfer Application Form. The In-year Transfer Application Form can be obtained from the Headteacher of the school the child currently attends, if in Oldham, or it can be downloaded from the Oldham Council website or available from the School Admissions Team. The In-year Transfer Application Form should be returned to Access Services at Oldham Council as they co-ordinate transfers on behalf of the school. Parents must ensure that the form is completed in full and submitted with any supplementary documentation if they wish their application to be considered under the school's faith criteria. If a place cannot be offered information about how to appeal against the refusal will be provided.

The admissions team, on request, will provide information to parents about the places still available in all schools within its area.

Appeals

Where the Governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. Parents should notify the Clerk to the Governors at school in writing to the school address within 14 days of receiving the letter refusing a place.

Parents will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. You will normally receive 14 days' notice of the place and time of the hearing. If your child was refused a place in Reception or Key Stage 1 because of Government limits on Infant class sizes, the grounds on which your appeal could be successful are limited. You would have to show that the decision was one which in the circumstances no reasonable governing would have made, or that your child would have been offered a place if the Governors' admissions arrangements had been properly implemented.

Please note that this right of appeal against the Governors' decision does not prevent you from making an appeal in respect of any other school.

Send your form and any other documents to:

School Appeals, Oldham Council, Level 4, Civic Centre, West Street, Oldham OL1 1UL

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of a misleading application from a parent which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of the place. The application will be considered afresh and a right of appeal offered if a place is refused.

Twins

Where there are children of multiple births wishing to be admitted and the sibling is the 40th child, the governors may admit over the infant class requirement if it is possible to do so.

Deferred admissions

Children will be admitted to the Reception class at the beginning of the Autumn term before their fifth birthday, and to the Nursery class at the beginning of the Autumn term before their fourth birthday. Parents may request that their school place be deferred until later in the school year and if they do this the place will be held for the child. They cannot, however, defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the school year for which the original application was accepted. Parents can also request that their child attends on a part time basis until the child reaches compulsory school age.

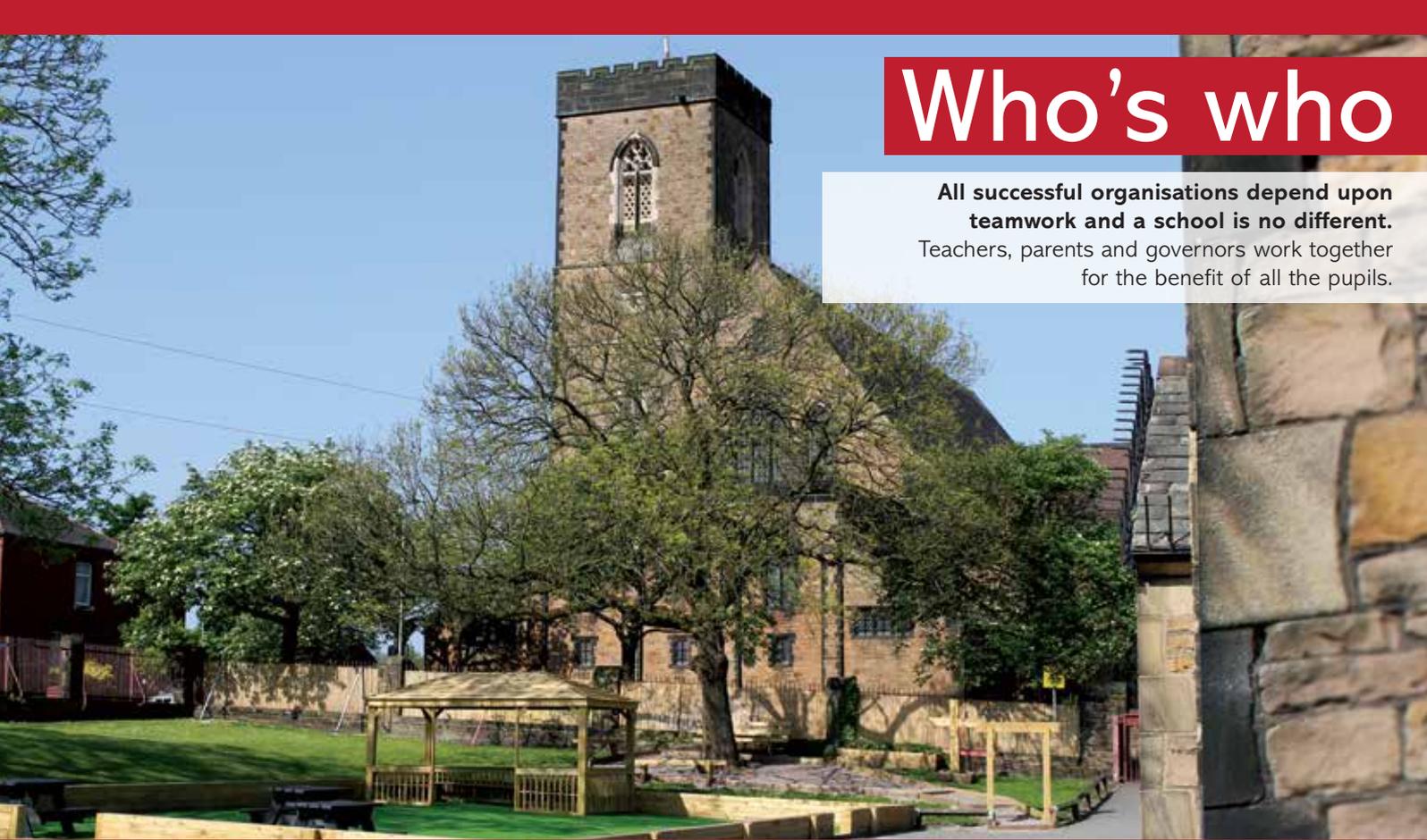
Please give details of the points you wish to be taken into consideration regarding your child's qualifications for entry under the above criteria, either on the school's supplementary information form or in a covering letter.

Please keep this copy of the Admissions Policy for your own information.



Who's who

All successful organisations depend upon teamwork and a school is no different.
Teachers, parents and governors work together for the benefit of all the pupils.



Governing Body.

Mr Steven Burston	Foundation PCC
	Chair of Governors
Mrs Ann Jump	Foundation Diocese
	Vice Chair of Governors
Rev James Read	Foundation Ex Officio
Mrs Sue Holt	Headteacher
Mr Lee Bennett	Co-Opted Governor
Mrs Vicki Snape	Staff Governor
Mrs Michelle Wood	Parent Governor
Mrs Dawn Gates	Parent Governor
Dr Bodrul Alam	Parent Governor
Mrs Janet Pitman	Foundation PCC
Mrs Tracy Ratcliffe	Foundation PCC
Mr Chris Baugh	Foundation PCC
Mrs Natalie Casey	Foundation PCC
Mrs Jennifer Bolger	Foundation PCC
Mr Matt Walsh	Foundation PCC
Mrs Peter Claber	LA

Premises & Cleaning Staff.

Mr Alan Acton	Premises Manager
Cleaners provided by Catering and Cleaning Services	

Mid-Day Staff.

Ms Nasima Begum
Miss Kelly Dunn
Mrs Jakira Jhouria Tuj
Mrs Leslie Parker
Miss Jade Simpson
Mrs Tina Yaw
Ms Kelly Travis

Teaching Staff.

Mrs Sue Holt	Headteacher
Mr Lee Bennett	Deputy Headteacher
Mr Lee Ashworth	
Miss Amy Barr	
Miss Jade Cartwright	
Mrs Sarah Evans	
Mr Martin Gooding	
Mrs Rebecca Hayman	
Mrs Jayne Marshall	
Mrs Lyndsey Martin	
Mrs Angela Mitchell	
Mrs Vicki Snape	
Ms Naomi Walker	
Mrs Laura Williams	

Kitchen Staff.

Mrs. Ann Crossley	Supervisor
Various Assistants	

After-School-Care Staff.

Miss Debbie Warren	Care Club Leader
Mrs Karen Sutcliffe	Deputy Care Club Leader
Miss Jade Simpson	

School Office Staff.

Mrs Diane Helliwell
Mrs Debbie Bardsley

Teaching Assistants.

Mrs Angela Wilkinson	HLTA
Ms Sue Ashton	
Mrs Andrea Brierley	
Ms Sonia Eastmond	
Ms Gill Corrigan	
Ms Mel Gough	
Miss Elizabeth Hurst	
Mrs Deborah Russell	
Mrs Julie Slattery	
Ms Debbie Warren	
Mrs Tina Yaw	

Information correct at time of printing

School Organisation.

St. Anne's Care Club.

We operate a Care Club before and after school on each day the school is open. It is open to children who attend our school and provides snacks, activities, games - and the opportunity to work quietly - for pupils each morning and evening.

The Club is staffed by adults who work in school and are known to all our pupils. It is open in the morning from 7:30am and pupils are supervised until the start of the school day. In the evening the club operates from 3:15pm - 5:30pm

The Club is popular and often quite full, so we encourage you to book your child into the session(s) you wish them to attend. This can be done by contacting the Care Club directly on 0792 128 3041. If parents are 'held up' unexpectedly and are likely to be late collecting their children from school at the end of the day we are often able to accommodate children after school in the Club. Again, contact with the Care Club is the way to arrange an emergency place.

In most school holidays we operate a Holiday Club, depending on the demand for places. The Holiday Club only operates if there is sufficient demand and we contact parents each term to estimate the level of interest for the next holiday.

Details of costs and availability of places can be obtained by contacting the Care Club on 0792 128 3041.

St Anne's Nursery.

We offer high quality Nursery provision 5 mornings per week. We have a fully qualified teacher and L3 Teaching Assistant who ensure children make excellent progress are a ready for Reception. This is part of our whole school offer.

Parents' & Teachers' Association.

A Parents' & Teachers' Association (P.T.A.) has existed in School since 1967. Teachers and parents work together on a voluntary basis to help raise extra funds for our School. They organise a variety of activities which contribute towards the social life of the School.

It is hoped that you will support the P.T.A. in any way possible, for example by volunteering to help at organised events or by joining the committee. Please encourage your child to attend these events.

Details of forthcoming events are made available through newsletters to parents.

The School Day:

Nursery	Morning Only	9:00am - 12:00noon
Foundation Stage	Morning Session	9:00am - 11:45am
	Lunch	11:45am - 12:45pm
	Afternoon Session	12:45pm - 3:15pm
Infants	Morning Session	9:00am - 11:50pm
	Lunch	11:50pm - 12:50pm
	Afternoon Session	12:50pm - 3:15pm
Juniors	Morning Session	9:00am - 12:30noon
	Lunch	12:30pm - 1:15pm
	Afternoon Session	1:15pm - 3:15pm

Staff supervision of children starts at 8:50am and ends at 3:20pm Parents must ensure that their children are collected promptly from their teacher unless they are booked into the Care Club. If any delay is likely the School Office must be contacted as soon as possible. Parents are asked to instil in their children from an early age the importance of staying under the direct supervision of staff whenever they are in school.

The safety of each child is paramount during the school day.

Responsibility for safety must be shared between parents, staff and governors.

As a general rule children should be picked up by the person who brings them to school unless the School Office has been notified otherwise.

Any pupil who leaves school during normal school hours will only be allowed to do so when a parent or other known and responsible adult comes to school to collect him or her. Please call at the School Office on arrival to collect the child, and again on return.

Children are expected to attend regularly. The school must be notified of reasons for absence by telephone on the day of absence and by letter on the child's return. Visitors are asked to enter school by the main entrance, on Broadway, and report to the School Office to sign in before proceeding elsewhere within the school.

Free School Meals

All children in reception, year 1 and year 2 in state-funded schools in England are eligible for free school meals. Please inform our school if you do not wish to receive this offer, otherwise your child will automatically be opted in to the free school meal.

The school meal service offers all primary schools with a multi choice menu and copy of our menu can be requested from the school office. The cost of a school meal is £2.10 a day.

You can get free school meals if your child attends our school and you receive one of the following:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- An income-related employment and support allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you are not entitled to Working Tax Credit) and have an annual income (as assessed by Her Majesty's Revenue and Customs) that does not exceed the current year's level
- the Guaranteed element of State Pension Credit
- Working Tax Credit during the four-week period immediately after your employment finished, or after you start to work less than 16 hours per week.
- Universal Credit, provided you have an annual net earned income of no more than £7,400 (£616.67 per month)

Additionally:

You, as the parent or guardian, must Receive Child Benefit for the child you are responsible for.

Children who receive IS or IBJSA in their own right are also entitled to receive free school meals.

Children who receive "education suitable for children who have not attained compulsory school age" will still need to satisfy the additional requirement of "receiving education both before and after the lunch period", before being eligible to receive free school meals.

There are also cases where the parent/guardian whose children may be eligible for free school meals is not on Housing Benefit/Council Tax Reduction, i.e. where they are not the householder. This is generally the case where the pupils' parent/guardian lives in another household.

Apply:

You do not need to make a separate claim for free school meals if you are already in receipt or have applied for Housing Benefit or help with your Council Tax. The information and evidence you have already provided is used to confirm your entitlement to free school meals. The exception to this is if you live outside the borough and your child goes to an Oldham school. Then you will need to apply through your local council. You will also need to apply if you are getting any of the other benefits listed above.

You need to complete an application form and submit it to Access Oldham. You do not need to re-apply for free school meals every year unless your circumstances change. If your or your child's circumstances change free school meals may be withdrawn, the most common reasons include:

- The parent or guardian ceases to receive a qualifying benefit
- The child leaves school
- The family move out of the borough
- The child goes onto packed lunches (long term)
- The child is absent from school for a long period of time
- All changes of circumstance must be reported by the benefit claimant (schools can also report changes of circumstance).

If a family receives certain benefits or assistance from Social Services the children concerned may be entitled to free school meals. Our system for collection of dinner money is such that no other child need know who receives free meals.

Please return your completed form (available from the address below or download from the council website www.oldham.gov.uk) with benefit proof either in person to the office (open Monday, Tuesday, Thursday, Friday from 8.40am – 5.00pm and Wednesday 9.30am – 5.00pm) or by post to:

Customer Services, Civic Centre, PO Box 4, West Street, Oldham OL1 1UH

Telephone enquiries to 0161 770 6688

Being Healthy

We have achieved Enhanced Healthy School Status and Tooth Friendly Platinum. We believe that we can help our children develop their abilities to make healthy choices regarding food and fitness. Children in the infants are provided with milk and fruit each day and have access to water. The juniors have access to water at all times and can bring in a piece of fruit as a snack each day. Please note that they should not be bringing in crisps, chocolate or dried fruit products for playtime snacks. We also encourage healthy lunchboxes if children do not have a school meal.



School Uniform.

The school uniform has been agreed by governors in consultation with parents. It is attractive, practical and reasonably priced. Red Jumpers and Cardigans, gearing the school name and logo can be obtained from Monkhouses in Oldham and Rochdale. We also offer a service via the internet School Trends www.stparents.co.uk in order to offer a choice of providers. Tesco also provide a service to embroider our logo onto to their range of uniform. Visit www.clothingattesco.com/icat/embschoolwear for more details.

White shirt or polo shirt
V-neck sweatshirt/jumper or cardigan
Grey trousers or shorts
Grey skirt or pinafore
Black shoes
White or grey socks/tights
Golden Promise badge
Optional tie

Children should wear **sensible** socks and shoes - **not "fashion footwear"** or **trainers**. Children can wear small stud earrings which must be removed for PE and swimming for health and safety reasons. No other jewellery is allowed.

PE. Kit: Red polo shirt, Black shorts/skirt, Black pumps.

Key Stage 2 only. Swimming kit:

Boys: Trunks or swimshorts (*shorts must be lined and be no longer than mid-thigh*)

Girls: 1 piece costume (*close fitting leotards and footless tights may also be worn where normal swimwear is not appropriate for religious/cultural reasons*)

Further swimming guidelines are given to parents before lessons commence.

A pump bag bearing the school logo can be purchased from the School Trends website.

Please remember to label every item of your child's clothing.



Health & Safety

The school does all it reasonably can to ensure the health and safety of your children. We take all reasonable steps to ensure that no unauthorised person can gain access to our buildings and the school has CCTV at each main entrance and in main corridors. Pupils are always supervised moving between the buildings and should not move between the buildings without adult supervision. The staff regularly undertake training in First Aid.

Medicine

If your child is ill and in need of medication he or she should normally be at home. However, some pupils do need regular medication for which it is not necessary for them to be absent. We are not obliged to administer the medication, but we will with written parental consent. Parents will need to obtain a permission form from the school office. Medicines are kept in the school office and pupils use them under adult supervision. Please write on the container the name of your child, together with the appropriate dose, and the reason why it is required. For safety reasons medicines are never kept in the classroom unless this is a specific requirement for an individual pupil's regular pattern. Pupils with asthma who require inhalers normally leave them in their classrooms and use them as required. We are also proud to have been awarded the Good Diabetes Care in Schools Award.

Fire Drills

To comply with Health & Safety Regulations our school has a Fire Practice on a regular basis, so that all staff and pupils are familiar with our building evacuation procedures. Each Fire Practice is reported to the Governing Body.

Child Protection

All schools have an important part to play in the detection and prevention of child abuse. Parents should therefore be aware that where it appears to a member of staff that a pupil may have been abused the school is required to report the matter to Social Care. Consequently it is likely that a Social Worker will contact the family and not the school. This requirement forms part of the Local Authority procedures for dealing with child abuse and is not a matter for the discretion of an individual Head Teacher or other members of the school staff.

Class Organisation

As we take a maximum of 40 children in each intake we have vertically grouped classes. This means that two year groups can be mixed together. This is carefully planned to ensure children still receive the appropriate curriculum and work that consolidates, extends and excites their learning potential.

Parking

We have no car parking facilities and before and after school the roads around our school become seriously congested. We encourage parents to walk to school or use public transport as the heavy traffic, and sometimes inconsiderate parking, pose dangers to our children, parents and staff.

Curriculum

The curriculum is the name we give to the subjects we teach in the lessons which are planned for the children. All children aged from 5 to 11 are taught from the National Curriculum and children aged 3 to 5 the Early Years Foundation Stage (EYFS).

In the Early Years (Nursery & Reception) staff plan to cover seven areas of learning. These are directed towards children's personal, social and emotional development, communication and language, literacy, mathematics, understanding of the world, physical development and expressive arts and design.

In Key Stages 1 and 2 we follow the National Curriculum to cover English, Mathematics, Science, Computing, Art and Design, Geography, History, Music and Physical Education and, in KS2, Languages. Our chosen language is French.

In our planning we try to meet the needs of all our pupils and have regard for pupils with special educational needs.



The Early Years Curriculum

There are seven areas of learning and development that shape our curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

We provide high quality activities and experiences for children within these areas:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The teaching staff work towards these early learning goals and a lot of emphasis is placed on well-planned play, both indoors and outdoors, in the Early Years. It is a key way in which young children learn with enjoyment and challenge.

A successful partnership with parents is crucial to the development and learning of each child. We try to keep you as well informed as possible. During the early part of their time with us your child will be assessed against the Early Years Foundation Stage Profile, which gives us detailed information about how he or she is doing. These assessments take place during normal classroom activities. Parents are kept informed about this process before, during and after the assessments.



Religious Education & Worship.

As a Church of England Voluntary Aided School, Religious Education is a subject which has a special place in our plans. We use guidelines from the Manchester Diocesan Board of Education to cover our work.

The teaching of Christianity is our main focus and we aim to provide pupils with a structured and systematic framework which develops their understanding and knowledge of the Christian faith, without imposing belief on them. We also recognise the necessity of learning about major religions of the world other than Christianity, because we are part of a multi-faith society. We seek to foster in our pupils a respect for the beliefs, commitment and practices of people who belong to faith communities other than our own, and help our pupils understand the way in which religious beliefs are lived out in everyday life, in the lives of individuals and communities.

Religious Education as a curriculum subject is only a relatively small part of the timetable, but spiritual development overlaps all areas of the life of our school. It is about discovering what matters to us as individuals, working out how to live and work alongside others, finding meaning and sense for ourselves and our lives. Through the curriculum and the whole life of the school we seek to help pupils explore and reflect upon life, themselves and others within the framework of a Church School ethos.

Collective Worship is very much a part of our corporate life together. It provides an important contribution to the spiritual, moral and general development of each pupil and celebrates the ongoing life of the school through the recognition of individual achievement in our weekly "Good Work Assemblies", successes and events. The sense of community of the school is reflected within the collective worship and within the developing links with our Church congregation. We warmly welcome families to assemblies where their children are performing or receiving awards.

Parents may request to withdraw their child from Religious Education and Worship. Such a request should be discussed with the Headteacher in the first instance.

Key Stage 1 and 2 Curriculum.

At St Anne's the curriculum is taught as creative projects where knowledge, skills and understanding are purposefully linked. Through this the children become fully engaged with the topic, with a strong focus on key skills. We enrich these experiences with well-planned visits and visitors.

English

This area of the curriculum covers spoken language, reading and writing. We aim to develop these skills so that each pupil becomes increasingly confident and proficient in using language, develop a love of literature and be able to write clearly, accurately and coherently.

Spoken Language

Children develop confidence and competence in using spoken language in order to develop their vocabulary, grammar and their understanding for reading and writing. We support children in making their thinking clear to themselves and others before they write by reinforcing the conventions of spoken language. We use a variety of teaching and learning strategies to ensure children use discussion to address any misconceptions they may have and to have positive debates.

Reading

Children are taught to read by developing skilled word reading. This involves working out what words saying by decoding unfamiliar words, with an emphasis on phonics, and increasing their recognition of familiar words on sight. This develops their accuracy and fluency.

In addition children develop their comprehension through engaging discussions with teachers and their peers. We encourage all children to read widely and we provide a wide range of stories, poems and non-fiction to enhance their love of literature. Children read across the curriculum which serves to inspire their interests and knowledge. It also exposes them to a wide range of vocabulary which can be applied in their writing.

Writing

Children are taught to articulate their ideas, which are then structured in writing. They develop their knowledge and understanding of spelling and handwriting within this. The composition of writing is taught and we cover a wide range of writing genres. We teach children how to plan, revise and evaluate their own writing with an emphasis on their awareness of the audience they are writing for. Children develop their understanding of the purpose and context for writing, increase their knowledge of vocabulary and grammar and the spelling structure and patterns of words.

Mathematics

Throughout their primary years we aim for all children to become fluent in the fundamentals of mathematics. We provide varied and frequent practice with increasingly complex problems over time. Children develop their conceptual understanding and ability to recall and apply knowledge rapidly and accurately to solve problems.

Children develop their use of mathematical language to justify or prove their answers. They are taught to see relationships between concepts and develop the ability to reason mathematically. Children are given increasingly complex problems to solve and are taught a range of mental and written strategies. Through the use of spoken language they are able justify their answers confidently. Calculators are introduced towards the end of KS2 to support children in developing their conceptual understanding once written methods are secure.

Science

Children are taught to work scientifically whilst building up a body of key foundational knowledge and concepts. A sense of excitement and curiosity about natural phenomena is fostered. Children become equipped with the scientific knowledge needed for today and the future learning about materials and their properties, life processes and living things and physical processes. Technical terminology is used accurately as children build up a scientific vocabulary and they enhance their mathematical skills through collecting, presenting and analysing data.

Computing

In our increasingly technological world children are taught to understand and apply the fundamental principles of computer science and how digital systems work. The emphasis is on how digital technology is programmed and controlled. As children progress they apply information technology to create products and solutions. A crucial part of computing is also the responsible and safe use of digital technology. Children are taught about Esafety and how to communicate safely and respectfully online.

Key Stage 1 and 2 Curriculum cont.

Art and Design

Children use a range of materials with increasing control to design and make products. They become more accurate using drawing, painting and sculpture to share their own ideas, experiences and imagination. They develop a range of techniques in two and three dimensions and are taught about the work of a range of artists, architects, craftspeople and designers. These are chosen to inspire the children's work and we encourage them to make links between them.

Design and Technology

Children are given opportunities to create, innovate, design, make and evaluate a variety of well-crafted products. They are taught progressively more demanding knowledge, skills and crafts. Children learn about food and cookery including planning healthy meals. Children are also taught to safely use a range of materials, including wood, metal, plastic and card, and to use sewing techniques. They also explore growing plants; they investigate electronic devices and also common construction techniques used in building. They explore the need for good design though evaluating the work of famous designers and respond to constructive comments from others on how to improve their work.

Geography

Children develop their knowledge about the world, the UK and their locality. Children are taught geographical vocabulary, which they use with increasing range, to describe physical and human geographical features. They use fieldwork and observational skills to explore atlases, compasses and aerial photographs. Children enhance their locational and place knowledge and learn to explain how the Earth's features at different scales are shaped, interconnected and change over time. They learn about settlements and land use and the distribution of natural supplies such as water.

History

Children are given knowledge of Britain's past and our place in the world. They develop an awareness of the past and the ways it is similar to and different from the present. Children learn about significant people who have made a difference to the way we live today. The chronology of British history up to the end of the 17th century provides the backbone to the history curriculum and this is complemented with topics on ancient Greece and Rome and our local history.

Music

Children are taught to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They look at the works of great musicians and composers. Children learn to sing and use their voices expressively and understand how music is constructed. They use and develop their understanding in the basics of musical notation.

Physical Education

We aim to inspire all our children with a high quality PE curriculum so they can compete and complete physically demanding tasks. They develop movement, agility, balance and coordination and they do this as individuals and as part of an effective team. Children perform dances and compare their performance with previous ones in order to improve. We also provide swimming and children are expected to swim proficiently over a distance of 25 metres, develop safe self-rescue and use a range of swimming strokes.

As a natural extension of the Physical Education lessons the school organises team games with other schools in football, cross country, rounders and swimming. We are committed to the Olympic 2012 Legacy and developing sportsmen and women of the future.

French

In KS2 children are taught French as a foreign language. They learn how to listen attentively and show understanding by joining in and responding. The focus is on practical communication, developing conversation and written language.

St Anne's Learner

As a school we have established what we believe to be the important features of being an effective learner. We have 5 areas we aim to develop across our whole curriculum:

- Locking on to our Learning: We ignore distractions and focus on the task.
- Perseverance: We never give up and we keep on trying.
- Questioning and Linking Learning: We can see how skills, ideas and facts connect.
- Prove it!: We can explain our understanding and how we know.
- Working alone and working together: We work well on our own and in a group.

We foster these through engaging and challenging lessons and reward children's efforts with St Anne's Learner awards in our whole school assemblies. Throughout this we have embedded the Learning Line as a tool for children to identify and discuss their progress as they take on the challenge of learning. Children grow in confidence as they identify next steps in their learning.

Out-Of-School Activities

The School Choir performs at several school functions during the year. The school organises an Outdoor Pursuits Residential visit for Year 5 pupils (aged 9-10) and also a residential trip for Year 6 pupils (aged 10-11). We also offer a range of after school activities which complement and enrich our curriculum.

Equal Opportunities

All governors and staff recognize our duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

In line with our Behaviour/Anti-Bullying Policy we deal firmly with derogatory language aimed at protected characteristics. We ensure our environment is as inclusive as possible and our resources reflect the diversity in our society.



It is our aim to give every child full access to the whole curriculum regardless of their age, ability, gender or culture.

Children's work is regularly monitored to assess the progress they are making. Parents are informed at an early stage if the school believes the pupil is making particularly good or insufficient progress. Parents receive a report each term on the pupil's progress in basic skills and an annual report on each subject at the end of the school year. Regular consultation evenings are arranged and additional meetings may be arranged at short notice if parents wish to speak to members of staff about their children.

Complaints

All schools have a clear Complaints Procedure. Recently a procedure has been adopted by our Governors. This is as follows:

- If there is a cause for concern by a parent or carer they must firstly approach the classteacher of their child to share this.
- Hopefully most concerns will be dealt with at this stage.
- If a parent or carer remains unhappy then he/she must make an appointment to speak to the Headteacher. A form is available from school which must be completed before the meeting. This details the nature of the complaint/concern and what you would like to see done to solve the problem.
- If you are not happy with the response from the Headteacher then a complaint can be made to the Chair of Governors (c/o the school) in writing.
- An investigation will take place and you will receive a written response from the Chair of Governors.
- If you remain unhappy with this response then a complaint can be made to Local Authority.
- Please note that complaints made directly to the Local Authority or Governors of the school will not be dealt with unless this procedure has been followed.

We take all concerns very seriously and we are pleased to say that most are resolved at a very early stage. We value the partnership we have with parents and carers and aim to keep this positive at all times.

Charging and Remissions Policy

The school operates the charging policy laid down by Oldham Metropolitan Borough Council. This means that parents will be charged for activities where this is permitted. This policy is in line with DFE regulations.

Special Educational Needs

The school regularly monitors the progress of its pupils and if a pupil is found to be experiencing difficulties in learning we try to identify the reasons for those difficulties as early as we possibly can. The school has a teacher who has specific responsibility for special educational needs and assists teachers working with particular pupils (SENCo). There is a National Code of Practice for dealing with pupils at different stages of difficulty and our SENCo records progress and organises meetings to which teachers and others are invited to ensure that we do the best we can for the pupils. The school works closely with the LA and other external agencies and services in putting together individual programmes of work, where appropriate. All pupils with special educational needs have access to the whole of the curriculum in school and as far as possible they are supported in the classroom situation. On some occasions withdrawals from the classroom take place.

The school has a Special Educational Needs Policy which is written in accordance with nationally agreed guidelines. It is regularly reviewed by the Governing Body.

Accessibility

The school has carried out an Accessibility audit. Each building does have disability access but there are still areas that need to be accessed by steps. It is part of our plan to rectify this in the future to increase access.



Working Together

Communications with Parents

Parents have three opportunities each year to meet with their child's teacher(s). One in the Autumn term to discuss any settling in issues, a main one in Spring and a final one after parents have received their child's end of year report. Parents are encouraged to share any anxieties with the class teacher; teachers will provide time outside these meetings to speak to parents. We also use the Parentmail system to send home newsletters electronically and we encourage all parents to sign up to this. We also use Twitter to communicate messages.



The School's Role

We are committed to do our best for each child. We work hard to keep parents as fully informed as possible regarding their child's progress and achievements. If a child experiences difficulties with work, relationships or discipline we will contact parents at an early stage in order to resolve the problem.

The Parents' Role

Education is a shared scheme in which children, their parents and the school participate. A positive relationship between home and school enhances a child's attitude to learning. Each child is expected to work hard and give his or her best in all subjects. We expect each child to respect all other members of the school in and around the school premises.

We hope parents will take an active interest in their child's education and feel free to discuss issues with the class teacher.

In these days of increased use of social media we also ask parents to act as role models to their children by using social websites, such as Facebook, appropriately.

Parents' constructive suggestions for improvements to the school are always welcomed by the Governors, Headteacher and Staff and these can be shared with us via a meeting or a letter.

The Children's Role

Children are expected to display good behaviour at all times, both on and around the school premises. We follow the Golden Promises and the children wear a Golden Promises badge to show that they keep them. Our promises are:

- I promise to be honest at all times.
- I promise to always do my best.
- I promise to show respect to myself and others.
- I promise to keep myself and others safe.
- I promise to look after my property and that of others.

If the children break a promise they are moved down the Promise Board which is in every classroom. In the spirit of Christian forgiveness the children can say they are sorry and work hard to keep the promises. The children will then move back up the board and continue to wear their Golden Promise badge with pride.

They should always show respect for school property. To minimise the risk of theft or loss children should not bring anything unnecessary into school.





Homework

Every pupil in school is asked to do some work at home. Homework is important for developing an effective partnership between home and school, consolidating and reinforcing skills and understanding, particularly in literacy and numeracy, and extending school learning.

In Reception children will be expected to do some reading, spelling or other tasks which can be shared with parents. In the other Key Stage 1 classes a similar situation will apply for a longer period. Pupils in Key Stage 2 will be asked to do some work on projects as well as basic skills, and a more detailed programme of homework is given to pupils as they get older, in preparation for transfer to secondary school.

It has been shown that children whose parents take an interest in school do far better at school than those whose parents take no interest.

To help your child do well

- Encourage your child to read for 10-20 minutes each day.
- Find ways for your child to use numbers in everyday situations.
- Encourage your child to talk about their day at school.
- Try to keep up to date with what your child is learning at school.
- Make sure your child attends school regularly, only being absent in case of illness.

Transfer to Secondary School

As St. Anne's is a Church of England School many parents seek secondary education for their children at a Church of England Secondary School. There are two such schools in Oldham - **Crompton House School** in Shaw and the **Bluecoat School** in Oldham.

Like St. Anne's these are Aided Schools and the Governors control the admission of pupils. They are both effective and popular schools and regularly over-subscribed. The Governors are anxious to ensure that places are offered in the first instance to pupils whose families are committed members of the Church of England. They have their own application procedures, which involve submitting application forms to the priest of the parish in which the family worships regularly. Selection is made on the basis of points accrued depending on the involvement with the Church. Neither the ability of the pupils nor the fact that they have attended a Church of England Primary School are criteria for selection. Application for places is usually made at the start of the last school year in Key Stage 2.

School Calendar for the Academic Year 2018-2019

Autumn Term Begins:	Tuesday 4th September 2018
Half Term:	Monday 29th October – Friday 2nd November (inclusive)
Autumn Term Ends:	Thursday 20th December 2018
Spring Term Begins:	Monday 7th January 2019
Half Term:	Monday 18th - Friday 22nd February (inclusive)
Spring Term Ends:	Thursday 12th April 201
Summer Term Begins:	Monday 23rd April 201
Local Election Day:	Thursday 2nd May 2019 (subject to change)
May Day Bank Holiday:	Monday 6th May 2019
Half Term:	Monday 20th May – Friday 31st May (inclusive-please note this is 2 weeks)
Summer Term Ends:	Friday 19th July 2019

What Happens Next

A programme of pre-school visits is organised for children coming into our Nursery and parents and children are invited into school. Home visits are undertaken by staff who will be working with Nursery children.

Full details are sent out well ahead of time.

We look forward to a long and happy time together.



1. Privacy notice for parents/carers

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about pupils. We, St Anne's CE (Aided) Primary School, are the 'data controller' for the purposes of data protection law. Our data protection officer is the Information Management Team at Oldham MBC (see 'Contact us' below).

The personal data we hold

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs
- CCTV images captured in school

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

Why we use this data

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

Our legal basis for using this data

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. Our record retention schedule/records management policy sets out how long we keep information about pupils.

Data sharing

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required or necessary (and it complies with data protection law) we may share personal information about pupils with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions
- The Department for Education
- The pupil's family and representatives
- Educators and examining bodies
- Our regulator e.g. Ofsted,
- Suppliers and service providers – to enable them to provide the service we have contracted them for
- Financial organisations
- Central and local government
- Our auditors
- Survey and research organisations
- Health authorities
- Security organisations
- Health and social welfare organisations
- Professional advisers and consultants
- Charities and voluntary organisations
- Police forces, courts, tribunals
- Professional bodies

National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census. Some of this information is then stored in the National Pupil Database (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data. For more information, see the Department's webpage on how it collects and shares research data. You can also contact the Department for Education with any further questions about the NPD.

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Parents and pupils' rights regarding personal data

Individuals have a right to make a 'subject access request' to gain access to personal information that the school holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request please contact our data protection officer.

Parents/carers also have a legal right to access to their child's educational record. To request access, please contact the Head Teacher.

Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer:

Barbara Mulvihill, Data Protection Officer, Oldham Council, Civic Centre, West Street, Oldham OL1 1UG. Email: DPO@oldham.gov.uk Tel: 0161 770 1311

This notice is based on the Department for Education's model privacy notice for pupils, amended for parents and to reflect the way we use data in this school.



ST. ANNE'S ROYTON St. Anne's C.E. (Aided) Primary School is SIAMS **'OUTSTANDING'**

Behaviour and attendance ✓ Teaching the basics of Christianity ✓ Quality of school work ✓ Leadership and management ✓

"Behaviour is of the highest standard. Pupils feel safe, happy, valued and well cared for." SIAMS 2017

St. Anne's Royton
Tel: 0161 624 9885
www.stannesroyton.oldham.sch.uk

"Growing Together to Flourish in God's World" THE CHURCH OF ENGLAND

ST. ANNE'S ROYTON St. Anne's C.E. (Aided) Primary School is **CONTINUOUSLY GOOD**

Effectiveness of leadership and management ✓ Quality of teaching, learning and assessment ✓ Pupil development, behaviour and welfare ✓ Governance for pupils ✓

"This is a happy, purposeful school where pupils, parents and staff have a strong sense of belonging."

"Growing Together to Flourish in God's World"

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www.stannesroyton.oldham.sch.uk



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