

St. William's Catholic Primary School

Prospectus 2017



If you can dream it, you can achieve it!

A letter from the headteacher

A very warm welcome to our school

This prospectus is a brief introduction to the range of opportunities on offer in our school along with information you will need before you join us.

We aim to make our school a lively, happy place where children can learn in a positive Christian atmosphere. Our dedicated staff plan the curriculum and organise their classrooms in such a way that children are well motivated and enjoy being at school. By creating a safe, caring environment with the emphasis on co-operation and mutual respect; we expect a high standard of behaviour enabling every child to develop their full potential.

We want each one of our children to excel within our Christian community where our expectations are clear and consistent and our standards are high. Our high expectations not only apply to our children, but also to our staff, who strive to develop the best possible learning experience for the children entrusted in our care.

We are extremely proud of our school and its growing reputation within the community. We expect the highest standards from our children and we celebrate together when they do well. We aim to work in partnership with parents/guardians to ensure the best possible education for our children.

This prospectus may be your first contact with our school and we hope that it will give you an insight into the opportunities that we can offer your child during their journey of lifelong learning,

We would welcome the opportunity to show you around our school and meet our school family, so that you can find out more about the way we work.

We look forward to meeting you very soon

Mrs. E. C. Ellis
Headteacher.



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Our School

School Name

St. William's Catholic Primary School

Address

Ince Green Lane
Ince
Wigan
WN2 2DG

School Telephone

01942 235782

Fax

01942 824185

Nursery Telephone

01942 825657

E Mail

enquiries@admin.saintwilliams.wigan.sch.uk

Website

www.saintwilliams.wigan.sch.uk

Headteacher

Mrs. E. C. Ellis

Chair of Governors

Mrs. A. Foster

Parish Priest

vacant

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A Statement from the Governors

As a school which forms part of Wigan LEA, the Governors of St. William's school are well aware of their pupil's right of entitlement to experience an education which has balance, breadth, is relevant to the children's situation, allows for difference between children and provides progression and continuity throughout their years at St. William's.

In addition, we are also dedicated to maintaining the Catholic ethos of the school defined by the Vatican Council as one "...that is permeated by the Gospel of freedom and love."

This is achieved by strengthening links between home and the parish community through:-

- Well planned programmes of religious education under the directive the Liverpool R.C. Archdiocese department of Christian Education.
- The quality of relationship within the school through the knowledge, love and respect of the people of God and his world.

As a result, these will encourage pupils to think and act positively towards their faith.

We are all working to develop our children not only academically, but also spiritually and morally.

Our Mission Statement

By following Jesus' example, standing side by side we will nurture each other to fulfil our hopes and dreams.

Aims

Following Jesus' example we will:

Develop trusting relationships
Respect, love and forgive all
Encourage curiosity and confidence
Aspire to be the best we can be
Make a Difference by working together

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The following objectives detail some of the many practical ways in which we hope to achieve the aims of our Mission Statement.

Develop trusting relationships by:

- Create a welcoming school, with honest and open communication, in which we work in co-operation with our parents in an atmosphere of mutual respect and friendship.
- Encouraging children to interact in a positive, caring, mature and sensitive manner and to become aware of the individual needs of others.
- Following examples set by all staff – children see the Gospel values in practice every day, everywhere they look.
- Encouraging children to take an active part in decision making through the School Council.
- Having high expectations of standards of behaviour and having a consistent approach with all children.

Respect, love and forgive all by:

- Ensuring that our Mission Statement is the foundation of all policies.
- Communicating the Christian message of love, justice, tolerance and respect as the basis of all relationships.
- Staff leading by example - consistently modelling positive relationships and promoting high standards in all areas of school life.
- Having daily acts of collective worship which are often planned and led by children.
- Exploring other faiths and developing empathy and understanding of others beliefs and traditions through our Come & See RE scheme.
- Supporting everyone's journey of faith; making prayer, worship and liturgy central to all we do.
- Integrating the Gospel Values and teaching of the Catholic Church into every aspect of learning, teaching and the whole school life.

Encourage curiosity and confidence by:

- Delivering a creative curriculum which allows links to be made between all subjects and promotes pupils curiosity and creativity.
- Providing opportunities to explore our world through trips and visits, and in doing so making learning real and enjoyable.
- Supporting those with additional needs through differentiation and our SEND policy and the use of outside agencies when necessary.
- Providing opportunities for children to take part in a wide variety of extra-curricular activities, e.g. music, cooking, a wide variety of sports.
- Providing our staff with ongoing professional development programmes.

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- Actively promoting an awareness, concern and responsibility for creating an attractive and safe environment both internally and externally.

Aspire to be the best we can be by:

- Encouraging children to produce their best efforts and work independently through praise, encouragement and reassurance.
- Providing all with differentiated work and individual targets to enable them to become the best that they can be.
- Monitoring and addressing individual needs regularly.
- Showing positive reinforcement at all times and in all areas and encouraging everyone to take a sense of ownership.
- Making children feel valued by recognising their individual talents and achievements through weekly celebration assemblies, reward certificates and individual rewards within each class.
- Celebrating personal qualities and strengths through weekly celebration assemblies.

Make a difference by working together by:

- Acknowledging and valuing the uniqueness of each individual and having a shared belief.
- Welcoming all with a warm and caring atmosphere.
- Fostering strong relationships with all members of our school community.
- Respecting our environment and encouraging all to take a pride in our school through projects with Forest Schools, Eco Warriors and gardening club.
- Supporting charities, including local ones such as 'The Brick Project' and Wigan and Leigh Hospice, as well as international ones such as CAFOD.
- Collaboratively working with governors, staff, pupils, parents, parish and community.
- Being interested in the world outside of our school and future development
- Developing our home-school links by always being accessible to parents. We listen to parents and act on information received; involve parents with homework; hold half-termly topic afternoons; stay and pray sessions; weekly newsletters; RE newsletters; school website, information meetings for parents in Nursery, Reception and Year 6; two parents evenings and end of year reports.
- Liaising closely with St John Fisher High School to encourage smooth transitions.

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Our Staff

Teaching Staff

Headteacher	Mrs. E. Ellis
Deputy	Miss. H. Eccles (maternity leave)
Assistant Head	Mrs D Walls (maternity leave)
Acting Deputy	Mrs Stack
Acting Assistant Head	Mr Orrell

Teachers:	Mr. D Gaskell
	Mrs. L. Greenall (Maternity Leave)
	Mrs. E. Kaviany-Maram
	Mrs. S. Latham (Maternity Leave)
	Mrs. R Liptrot
	Miss. N. Magee
	Mrs. E. Seddon
	Miss B Speakman

HLTA	Mrs. A. M. Jolley
	Mrs. J. Yates

Teaching Assistants	Mrs. L. Beardsworth
	Mrs. M Brimelow
	Miss. R. Farrell
	Mrs. L. Fitzsimmons
	Ms. P. Guthrun
	Mrs C Heaton
	Miss. C. Hepworth
	Mrs. P. Hodson
	Ms. L. Lawton
	Mrs. C. Mather
	Miss. H. Moore
	Mrs. J. Roberts
	Ms. K. Ruddy
	Miss. T Smalley
	Miss. C Taylor

Support Staff

Business Manager	Mrs J Gaskell
Admin Officer	Mrs. C. Hackett
Caretaker	Mr. G. Roberts
Cleaner	Mrs. C Barlow
Welfare Assistants	Mrs J. Hitchen
Cook	Mrs. Y. Unsworth

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Our Governors

Roles and Responsibilities

The governors have the responsibility of running the school. The school is voluntary aided which means that the Roman Catholic Archdiocese of Liverpool appoints a proportion of the governing body.

Other governors are selected by the LEA or elected by the various groups within the school i.e. teacher governors are elected by teaching staff, staffing governor elected by non – teaching staff, parent governors elected by parents of the school. Elections are held every four years.

The school governors meet three times per year (one meeting each term) to discuss with the Headteacher the progress of the school's curriculum and general conduct. An annual report known as the School Profile is completed on line via the Internet for parents.

Governors

Foundation Governors

Mrs A Foster (Chair)
Mrs C Thornley (vice chair)
Mrs S. Sharrock

Staff Governor

Mrs E. Stack

Parent Governor

Mrs. S. Connolly
Miss. R. Heyes

Headteacher Ex Officio gov.

Mrs. E. Ellis

LA Representative

Mr. M. Taylor

Clerk to the governors

LEA governor services

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School Organisation

Daily routines are a very important part of school life. The following section provides you with important information on how you can support the smooth running of the school.

The School Day

The School Gates open from 8.45am, to access the playgrounds. The school office is open from 8am for breakfast club.

We have a meet and greet session every morning in the Early Years and Key Stage One enabling parents to catch up with staff in an informal way.

Nursery and Reception Classrooms are open from **8.45am**

Year 1 and Year classrooms are open from **8.50am**

Key Stage 2 classrooms are open from 8.50am; Y5 and Y6 enter school through the library door.

School begins at 8.55 am promptly the registers close at 9.05am.

Nursery and Reception Classes have a

Morning break

During morning break all children have access to water as well as a snack of fruit or toast. These are provided by school.

Lunch

In the Infants (Reception, Year One & Year Two) ALL children are entitled to a free school meal at lunchtimes. In all other classes school dinners are available at the cost of £2.10 a day (£10.50 a week). Dinner money is collected in advance on **Friday mornings**.

All children who have a school meal in school, select their meal choice every morning, this ensures that each child gets the meal they want each day.

Children who bring packed lunches will have their meal in the school hall. They should carry any liquid in a strong plastic container with a screw top or air – tight lid. Glass bottles and glass thermos flasks are not allowed in school for reasons of health and safety. **No nuts or foods containing nuts are allowed in school.**

We have two meal time sessions each day:

11.45am – 12.15pm: Nursery, Reception, Y1 & Y2

12.15pm – 12.45pm: Y3, Y4, Y5 & Y6

After each sitting children then access a structured playtime for 30 minutes.

In Year 1 and Year 2 children also have an afternoon break

School ends at 3.15pm Children should be collected from the external classroom doors. Any children who may be left after this time will be asked to wait in the main entrance to the school until they are collected.

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Our Curriculum

Our curriculum at St. William's is carefully designed to meet the needs of the children in our school. Both the National Curriculum and The Early Years Foundation Stage are delivered in diverse of ways and experiences that enable each child to develop positive attitudes, skills, knowledge and understanding. A rich variety of teaching and learning styles are used to maximise learning opportunities. Our children work in whole class situations, in part of a group and at an individual level; whichever is most appropriate for each experience.

Religious Education

Our Mission Statement underpins everything we do at St. William's. The school's foundation of the Catholic Faith is very important, as it is part of our ethos. Christian values are conveyed through the attitudes expected of pupils and staff. They are reflected in the way pupils relate to staff, and how relationships between school, church, parish and the wider community are fostered and nurtured.

Staff work together with the Governors and parish to create a Christian environment to enable pupils to learn and grow in a healthy and balanced way. The Liverpool Archdiocesan RE scheme "Come and See" is used throughout the school.

Collective Worship

Collective worship is central to Catholic Education. All pupils take part in daily acts of worship (prayer and reflection), either as a whole school or as a class. Parents should be aware that the removal of pupils from Worship or Religious Education (as parents are legally entitled to) is not encouraged, as we cannot insulate pupils from the religious life of the school. It permeates all that we do.

The Foundation Stage

At St. William's we aim to provide an inspiring, creative and balanced curriculum that effectively meets the needs of all of our children.

The children in our Nursery and Reception classes experience all areas of the Early Years Foundation Stage Curriculum. There are seven areas in total and these are split into three Prime:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

and four Specific:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

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Key Stage One and Two

Children experience all aspects of the National Curriculum through our thematic approach

English There are five lessons per week in every class and cover three specific areas:

Speaking and Listening – the children are encouraged to speak clearly, fluently and confidently to different people, to talk effectively as members of a group and to participate in a range of drama activities.

Reading – the children have the opportunity to read with fluency, accuracy, understanding and enjoyment using a range of strategies, to understand the characteristics of different types of text and develop the ability to read a range of literature, non-fiction and non-literal texts.

Writing – the children will develop knowledge, skills and understanding using composition, planning and drafting, punctuation and spelling strategies. They will write legibly in both printed and joined styles with increasing fluency and speed. They will learn how to write for a range of purposes and in a variety of forms of writing.

Mathematics –The children experience a Maths session each day which consists of Oral & Mental work, focussed learning, review and extension activity.

As the children progress throughout the school, their knowledge and understanding of mathematics will be enhanced by them drawing on their personal experiences in order to understand how mathematics can help them in their everyday lives.

Science –is based on exploration and investigation through a variety of activities and topics. These activities increase the children's perceptions and encourage them to interpret, evaluate and record findings and results. This enables the children to explore, communicate and relate science to their everyday lives.

ICT – the children are encouraged to use ICT in both independent and group learning activities and situations.

Each classroom has access to laptops and notebooks, these are used to support all areas of the children's learning. Interactive whiteboards have also been installed to enhance learning situations.



Other Curriculum Areas

History – the children's education develops through story telling, artefacts and observation of changes over a period of time. This enables children to become aware of time span by involving them in past and present events.

The programmes of study which run through the Key Stages are allocated to specific year groups, which ensures that the pupils experience a broad and balanced history curriculum.

Geography – the geography curriculum in Key Stage 1 enables the children to increase their knowledge and understanding of their immediate and extended

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environment by studying geographical vocabulary, local areas, field work and journeys through a variety of contexts.

As the children grow older, the subject is studied through a thematic approach beginning with their immediate environment and widening to encompass national and international issues.

Music –The children are provided with opportunities to work individually and in groups exploring various aspects of music such as vocal, percussion and composition.

Through their later years the children work on a variety of topics to develop their vocal and instrumental experiences. All aspects of musical appreciation are encouraged through lessons and performance. In Year 4 all children are taught to play an instrument and receive specialised tuition.

Art – through the use of different mediums children acquire basic skills such as painting, gluing and line drawing. The children are encouraged to develop their own ideas and to interpret directed activities in individual ways.

The older children are provided with a wide variety of stimuli and materials in order to express themselves using various media. They also study the history of Art and Artists.

P.E. - during Key Stage 1 the children will develop their skills in order to perform a range of simple linked movements and tasks which will incorporate dance and gymnastic activities. Simple skills such as throwing and catching are taught through the use of small apparatus linked to the TOPS PLAY scheme.

As the children progress through Key Stage 2, they are provided with a range of physical activities which match their age, ability and physical maturity. These range from individual skills on large and small apparatus to an awareness of their role when competing in team games. Children also have the opportunity to experience dance, swimming, athletics and outward bound activities.

The school also provides a range of after school sports clubs for both Key Stages, which cover competitive and non – competitive disciplines.

Design Technology – offers the children the opportunity to investigate and design using real and imaginary situations. In Key Stage 1 the children are given tasks which are appropriate and achievable. By gathering information the children can plan and use information to produce and design.

In Key Stage 2 the children are encouraged to produce artefacts, systems and environments based on themes studied. Opportunity is given to use more sophisticated equipment and materials. Their ability to design and record is also further developed.

Health Education – is an essential part of every child's development within our school. It helps to project an awareness of developing a healthy life style which in turn helps to improve their quality of life. Our school shows its' commitment towards this end by developing strategies which will enhance the school's standing as holders of the "Healthy Schools" standard awarded by the LEA to those schools which have demonstrated good practice in the past.

Sex Education – is taught as part of the wider curriculum encompassed by the R.E. syllabus under the title "Educating for Personal Relationships". Through the final years of the children's education they study family relationships and the sacrament of marriage. During their final term in school, Year 6 are paid a visit by the School Nurse who discusses personal hygiene, functions of the body and any other topics of interest to the children.

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Special Educational Needs

All our children are made to feel. At times it may be necessary to give individual children extra support under the terms of the school's SEND Code of Practice. At such times these children will be provided for through appropriate programmes of work matched to their ability and covering their particular needs. A fuller explanation of how this is achieved can be found in the school's SEND policy document which parents are welcome to see a copy of.

Assessment

Assessment of the children's' work forms a very important part of their overall development. It is a continuing process which measures each child's progress. In addition to everyday informal assessments other formal procedures are carried out to ensure that each child is following a programme of work matched to their ability in order that they may continue to make progress.

The following specific assessments are carried out on behalf of the LA and Central Government:-

Reception class	Baseline Assessment and Early Learning Goals
Year 1	Internal assessment judgements made against end of Year Expectations & Salford Reading Test Year One Phonics Screening Test
Year 2	Internal assessment judgements made against end of Year Expectations, NFER & Salford Reading Test End of Key Stage One Statutory Assessment test
Year 3,4,5	Internal assessment judgements made against end of Year Expectations, NFER & Salford Reading test
Year 6	Internal assessment judgements made against end of Year Expectations, NFER & Salford Reading Test End of Key Stage Two Statutory Assessment test

School Performance

Key Stage 1 Results 2017

These tables show the percentage of pupils at the end of Key Stage One achieving each level

Key Stage 1	Reading	Writing	Maths
National Results	76%	68%	75%
St William's	60%	53%	60%

There were 30 children in this cohort

Key Stage 2 Results 2017

Key Stage 2	Reading	Writing	Grammar & Spelling	Maths
National Results	71%	76%	77%	75%
St. William's	57%	70%	67%	60%

There were 30 children in this cohort

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Transfer of Pupils at 11

In September 2017, 14 pupils (out of 30) transferred to St. John Fisher Catholic High School, which is the designated feeder school.

16 children transferred to Rosebridge High School.

General Information

Reporting on progress – there are two occasions when parents have the opportunity to discuss their children’s progress with members of staff.

In the Autumn term and Spring term there are parent’s evenings when you may discuss your child’s progress with their class teacher.

A written report is produced and distributed to all parents towards the end of the summer term, together with any exam results which may be relevant to certain age groups.

In addition parents are invited into school each half term for “TOPIC AFTERNOON”. These are opportunities to see your child’s most recent work and to have an informal discussion with the classteacher about your child’s progress.

Pastoral Care – Every child’s welfare is important to us. The children spend a great deal of time in school and therefore we as teachers take our role as substitutes for you as parents during school hours very seriously indeed. Should any serious problem arise the matter will be referred to the Deputy Headteacher in the first instance or Headteacher should the need arise. Should parents need to speak to a member of staff it is advisable to make an appointment to speak to them in order that sufficient time may be allocated for the discussion to take place.

Good Behaviour and Discipline – help the school to run smoothly and effectively. We aim to ensure that every child feels wanted, valued and safe. We want our children to set good examples by developing their self-discipline and demonstrating positive attitudes towards each other and other people at large. We encourage the children to become more aware of school procedures and rules and to react towards them in a positive manner. We use praise, various rewards systems and a Play Leadership system to develop the children’s sense of responsibility and achievement.

From time to time it may be necessary to impose sanctions for behaviour which is not in keeping with the family atmosphere encouraged within the school. Loss of privileges, apologies, behaviour report forms, may be considered to underline the importance of working together in a supportive way. For further information on the school’s behaviour policy please refer to the leaflet enclosed with this pack.

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Medicines – when a child is prescribed anti-biotics by the doctor then they should remain at home until the course has finished. The staff will not be responsible for administering any medicines. In the case of cough sweets, throat lozenges etc. where a child is quite capable of taking the sweet themselves then of course they are allowed to do so. Where parents are able to administer medicine to their child during school hours then we would appreciate it if this could be done during the lunch hour. All our procedures are meant to protect our children and keep them safe. If your child has a medical condition such as asthma, diabetes etc. then other arrangements are in place and parents should discuss these with the Headteacher.

Accidental Injury – it is probable that children will have accidents in the school grounds from time to time. On these occasions parents will receive an accident report for minor injuries. In more serious cases, parents will be informed immediately. Therefore it is vital that the school has at least one other address and telephone number to contact in case of emergency when parents are unobtainable.

Extra Curricular Activities

The school runs a variety of after school clubs for the coming school year the children will have access to a range of sporting, artistic, and performing activities.

In addition to these, the school sports teams hold coaching sessions and league games throughout the season. The school currently runs rugby, soccer and Tag Rugby teams.

Charging for Outings and Activities – the school offers the children the opportunity to attend activities which are held off school premises as part of their access towards the wider curriculum. The money given by the LA is insufficient to cover the cost of such visits therefore it is necessary to ask for a voluntary contribution from you to enable visits to take place. Each time an activity is publicised you will be notified by letter about the arrangements. No child will be discriminated against because of costs but we do rely on your support to help ensure that activities go ahead. Arrangements for residential visits are different and will be explained to those parents at the appropriate time.

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School Uniform

St. William's school has a uniform which pupils are required to wear. It encourages a feeling of belonging and of having pride in the school and in their own appearance.

Boys

Gold polo shirt
Green sweatshirt
Black trousers
Black shoes
Black, white or grey socks
Summer wear may include black shorts



Girls

Gold polo shirt
Green sweatshirt or cardigan
Tartan skirt or pinafore
Grey skirt or pinafore
Black school trousers (not leggings)
Black shoes
Black, white or grey socks
Black, green or grey tights



In summer green gingham dresses may be worn as an alternative.

P.E. Kit – all items of P.E. kit are kept as simple as possible :

Plain T – shirts, shorts, pumps are to be worn for P.E.

Rugby/soccer shirts, shorts, boots, trainer tops/tracksuits, for winter months

All items of P.E. clothing should be marked with your child's name and kept in a P.E. bag.

Swimming

In Year 3 all children take part in swimming lessons at Wigan Pool. You will be notified by letter about the Bath's rules concerning correct clothing, hair, jewellery etc., before swimming lessons commence.

All items of uniform are available from a range suppliers.

Jewellery

Parents are advised not to send children to school wearing any type of jewellery. Earrings are NOT allowed to be worn during PE lessons for health and safety reasons

Hairstyles

Unusual or inappropriate hairstyles, e.g. dyed hair, shaved patterns are not permitted

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Holiday Dates 2017/18

Autumn Term 2017

**Tuesday 5th September 2017 – Thursday 21st December 2017
(73 days)**

Autumn Half Term: Monday 23rd October 2017 – Friday 27th October 2017

Christmas Holidays: Friday 22nd December 2017 – Friday 5th January 2018

Spring Term 2018

**Monday 8th January 2018 – Thursday 29th March 2018
(54 days)**

Spring Half Term: Monday 19th February 2018 – Friday 23rd February 2018

Easter Holidays: Friday 30th March 2018 – Monday 16th April 2017

Summer Term 2018

**Tuesday 17th April 2018 – Friday 20th July 2018
(63 days)**

May Day: Monday 7th May 2018

Whit Half Term: Monday 28th May 2018 – Friday 1st June 2018

Staff INSET Days:

Monday 4th September 2017

Friday 22nd December 2017

Monday 16th April 2018

Plus Twilight sessions

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Attendance and Punctuality – our children have the opportunity to develop their potential fully during their time at St. William's. Therefore it is very important that they attend school on a regular basis and on time each day. We look towards parents for their help in this matter. A child who is persistently late is missing out on one of the most important times of the school day when Maths lessons are delivered between 9.05 and 9.35 am each morning.

When a child is absent from school, parents are asked to notify us by telephone on the first day of absence. This will ensure that the absence is recorded as being authorised by the school.

Leave of absence for appointments during school hours must be covered by a note, appointment card or telephone call.

Further information regarding attendance can be found in the parent's leaflet which is included in this pack.

Visiting the School – visits to school are very welcome. However, we would be grateful if all visitors report in the first instance to the school office via the Main Entrance. Mrs. Hodgkiss, the school's Administration Officer will deal with any enquiries and inform the Headteacher and or staff as required.

Entrance to the school is via a security lock and electronic bell system. Please be patient, you will be admitted to the school by a member of staff should there be no one in the office.

Consideration of Complaints – any complaint should initially be addressed to the Headteacher. In the event of the problem remaining unresolved parents should put their complaint in writing and address it to the Headteacher. The matter will then be dealt with in accordance with procedures laid down in law.

Access towards Public Documents – Inspection of any documents, which are required to be made available by or under the Education Act (school curriculum and related information) Regulations 1989, can be arranged by contacting the school office.

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ST WILLIAM'S CATHOLIC PRIMARY SCHOOL
ADMISSION POLICY AND ARRANGEMENTS 2018/19

ST WILLIAM'S is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Wigan Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2017, the Governing Body has set its admissions number at 30.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.wigan.gov.uk following the links. If you wish to have your application considered against that school's faith/denomination criteria then you should **ALSO** complete the Supplementary Form which is available from the Local Authority and the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

1. Looked After Children and previously Looked After Children.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parish of St William's, Ince.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

If it is not possible to offer places for all applications within any criteria above then places will be allocated to the children who live nearest to the school. The distance

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will be measured in a straight line from the child's home address to a central point at the school using Wigan Council's Geographical Information System (GIS) which is based on ordnance survey. In the event of distances being the same for two or more applicants where this distance would be last place/s to be allocated, we will use a system to randomly pick who will be offered a place.

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

Notes:

- a. All applications will be considered at the same time and after the national closing date. Applications received after that date will be **treated as late applications** and will not be considered until **after** the main allocation of places has taken place. The only exception to this will be applications for looked after children that are received by the date stated in the Local Authority Admissions Booklet.
- b. 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 (under section 22(1) of the Children Act 1989. A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, residence or special guardianship order.
- c. For a child to be considered as a Catholic evidence of a Catholic Baptism is required. Baptism should take place before the closing date for applications.

A Baptised Catholic can also be defined as one who has been baptised by the Rites of Baptism of one of the various Churches in communion with the See of Rome (cf Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place.

Or

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section of the Baptismal Registers of the Church in which the Rite of Reception took place.

The Governing Body will require written evidence in the form of a Certificate of Reception before applications for school places can be considered for categories of 'Baptised Catholics'. A Certificate of Reception is to include full name, date of birth, date of reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of reception.

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Those who have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Catholics but only after they have been referred to the parish priest who after consulting with the Vicar General, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

- d. Home Address is considered to be the address where the child normally lives. Where care is split and a child moves between two addresses, the household in receipt of the child benefit would normally be the address used but the admission body reserve the right to request other proofs as fit the individual circumstance. Applicants should not state a childminder's or other relative's address.
- e. Sibling is defined in these arrangements as full, half or step brothers and sisters, adopted and foster brothers and sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships.
- f. A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. The waiting list does not consider the date the application was received or the length of time a child's name has been on the waiting list. This means that a child's position on the list may change if another applicant is refused a place and their child has higher priority in the admissions criteria. The waiting list will be retained until at least the end of December of the relevant year of the admissions process.
- g. For 'In Year' applications received outside the normal admissions round, if places are available they will be offered to those who apply. If there are places available but more applicants than places then the published oversubscription criteria will be applied.
- h. If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to submit that appeal. Parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.
- i. The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to the application.
- j. It is the duty of governors to comply with regulations on class size limits at Foundation Stage and Key Stage One. The Governing Body may exceed the regulations for twins and children from multiple births where one of the children is the 30th child admitted. This also applies to in-year applicants who are looked after/previously looked after, children of UK service personnel or children who move into the area for whom there is no other school available within a reasonable distance.
- k. If a child is a "summer born child", parents can request that the date their child is admitted to school is deferred to later in the school year. However, the child has to start school before the end of that school year. If a parent wishes their

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child to be educated out of their normal school year (kept back a year), they must discuss this with the school before applying. However, the decision on this rests with the school (para 2.17 of the Admissions Code).

- I. Parents may request that their child attend school part-time until he/she reaches his/her fifth birthday.

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