

Chorley All Saints'

Church of England Primary School and Nursery



Prospectus 2013 - 2014

Welcome to Chorley All Saints' C



School

**All Saints' C.E. (Aided) Primary School
and Nursery Unit**

Moor Road,
Chorley PR7 2LR

☎ (01257) 262489

📠 (01257) 263860

✉ head@allsaintscofe.lancs.sch.uk

Church

All Saints' C of E Church

Moor Road

Vicar - Father Edmund Straszak

☎ All Saints' Vicarage - (01257) 265665

Mission Statement

As a Church of England Voluntary Aided School, we encourage our children to be inspired by the life and example of Jesus Christ. All Saints' children are taught to recognise their own self-worth and potential and to respect other peoples' views, culture and religion.

Our Mission Statement is simple:

“Supporting, Encouraging, Challenging Learning

Church of England Primary School

Welcome to Chorley All Saints' School. Our school is a success story. A joy to visit and a credit to all involved with us. Over the past years, children have consistently made good progress in their learning.

We are proud of our school, which offers opportunities of enrichment and enjoyment within excellent facilities. A good school, however, is more than just an attractive building. The excellent teaching at All Saints' gives children the chances they deserve - the chances that they have a right to.

This, alongside joy and enthusiasm means children love to learn. Church schools have a reputation for achieving high academic standards within an environment of Christian love and care. Our belief is that Chorley All Saints' is very well placed to reach the highest ideals of Church school education.

All Saints' is a Christian school which seeks to support, challenge and encourage learning throughout its community. It is a school with a bright future - it really is a sleeping giant - that has just woken up. We are ready to drive our own improvement, set challenging targets, and to work tirelessly to build on success.

We are a school who prepares children for their future - not for our past.

If you would like to know more about our school please visit our web page at: www.allsaintscofe.lancs.sch.uk or call to arrange a visit.

Which ever school you choose for your child, may I thank you for your interest in All Saints', and wish your child every happiness in their chosen school.

Take care,

Sarah



Headteacher:
Sarah Partington



Vicar:
Fr Edmund Straszak

"This is a good school. It has maintained its good performance since the previous inspection because leaders and managers are an effective team in driving the school forward and improving key aspects of its work."

***Ofsted Inspection
2011***

within a Christian Environment"

Our School

All Saints' is a Church of England Primary and Nursery School initially founded in 1900. Several building phases have been added since. The School originally housed All Saints' Church and provided education for the community. This close association between Church and School continues.

The incumbent leads an assembly each week and contributes to class services. The school visits All Saints' Church on several occasions during the year. Parents are always welcome and are encouraged to join with us in school acts of worship in school and church.



Admissions Policy

A copy of our Admissions Policy is available from school or on the school website: www.allsaintscofe.lancs.sch.uk



"A parent typically commented that, 'The school is a friendly and family-oriented place where the needs and requirements of children are always a priority'."

***Ofsted Inspection
2011***



School Aims

- to develop an understanding and appreciation of the nature of Christianity and its relevance to everyday life
- to provide a broad and balanced curriculum which gives every child the opportunity to achieve their potential
- to equip children with the knowledge and skills to enable them to progress confidently into secondary education and adult life
- to set and expect high standards in everything we do
- to see education as a partnership between home and school
- to provide a structured learning environment which builds on strengths and supports need, thus promoting independence and self-esteem
- to encourage respect for each other and to recognise self-worth and the worth of other people's beliefs, efforts and talents
- to encourage respect and the exercise of a stewardship role towards the environment of the school and wider world

The school is single form entry with 8 classes, each with their own class teacher. Foundation Stage comprises of Nursery and Reception children and is taught by qualified teachers who use the Early Year Foundation Stage Framework until children move on to the National Curriculum.

A nursery placement does not guarantee a place in the Reception Class. On joining main school, children start Reception and are quickly integrated into a full-time day. Children then progress through Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3, 4, 5 & 6). Children joining the school at stages other than Reception, join their appropriate age group. Children leave at the end of Y6 to attend one of the local High Schools with whom we have pastoral and curriculum links.

The class teacher is responsible for the daily care and well being of children in their class. The class teacher or Learning Mentor provides a first point of contact for any concerns you may have about your child. Teachers are usually available before and after the school day. The headteacher is happy to see parents at any time, but a telephone call to arrange an appointment will guarantee availability.

Religious Education and Collective Worship

The curriculum of the school includes Religious Education in accordance with the Diocesan syllabus which promotes the Christian faith through the life of Jesus. Through Religious Education we support children in developing their beliefs, values and attitudes through exploration of common human experiences.

Parents and guests are invited to join us at various collective worship assemblies and services throughout the term. We also invite our wider community to join us in services at church on a regular basis. Keep an eye on the newsletter for diary dates of school events.



Attendance & Punctuality

Regular attendance and punctuality is expected at all times. It is important that children arrive for school on time. Regular attendance and punctuality helps your child to learn, make progress and friends and establish good habits for the future. At the beginning of the morning and afternoon session teachers complete registers promptly.

Parents are asked to call in, ring, or write if their child is absent for any reason. All school doors are security doors, which are locked at 9:00am. Holidays, in line with Government advice, should be taken, within the school holidays as the Headteacher cannot authorise leave for holidays within term time.



Uniform

The school has an attractive uniform which we believe encourages and promotes pride in the school and prevents discrimination. All children are expected to wear uniform, which is available to purchase from school, please see Secretary.

Our uniform:-

- Royal blue sweatshirt
- White polo shirt or blouse
- Grey or black trousers/ skirt
- Black shoes (old trainers can be brought for playtime in KS2)
- Optional Royal blue fleece or showerproof fleece lined jacket

P.E. Kit:-

To be left in school for half-term.

- White or house colour (blue, green, red, yellow) T-shirt
- Black/blue shorts
- Pumps (gym in hall)
- Trainers (outdoors)
- Swimming kit (Y5)

Jewellery in school is restricted to stud ear-rings (this is a LCC ruling after several accidents in the county) and watches. We cannot accept responsibility for the loss of any personal items.



Healthy Schools

The school has achieved Lancashire Healthy Schools Status and has now achieved Flagship Standard. Fruit and milk are offered to children in both KS1 and KS2. All children may bring a water bottle to drink from during the day. At morning break Year 5 children sell toast and fruit.

Discipline, behaviour & the SEAL Project

We recognise that children in the Primary School are near the beginning of their development towards becoming disciplined and confident adults. We believe that progress towards this end should, at all times, be handled in a positive and supportive manner.

We see the prime aim of discipline within the context of All Saints' as being the development of patterns and habits of behaviour which contribute to effective learning and to a sense of shared values and purpose appropriate to a Christian Community.

We are committed to maintaining a high standard of appropriate behaviour by encouraging the development of self-discipline and a care and concern for the environment. Children are recognised for consistent effort and citizenship in the weekly Achievement assembly. Also children who put in consistent effort throughout each half-term are rewarded.

We see parents as an integral part of a child's education. Within the context of discipline, we expect parents to work with us when dealing with a child's unacceptable behaviour. In return, parents can expect the school to respond promptly to and deal thoroughly with any concerns which they report to us.



Breakfast Club

Working in association with Greggs the Bakers, the school is able to offer a free breakfast to those children who want it. In line with the Healthy Schools Policy children can choose cereal, wholemeal bread, yoghurt, croissants, breakfast bars, fruit - on special occasions a warm breakfast may be served.

Community Hub

The school is well placed in providing a link with multi agencies. The School Nurse and Community Beat Officer regularly walk the yard with staff and are happy to address issues. We also provide the opportunity for these people to meet with you confidentially. The school has close links with the Community House on Liptrot Road. From here all kinds of services can be accessed, see the Learning Mentor for more details.

Curriculum Details

The aim of the curriculum at All Saints' is to give each child the opportunity to develop to their full potential as independent learners, by supporting weaknesses and encouraging children to build on their strengths.

Children follow the National Curriculum requirements and includes Personal, Social, Health & Citizenship Education and Road Safety Programmes. The teaching and learning is progressively skills-based and children leave us fully independent ready for the fresh challenges of high school.

English

A broad based approach to English work is taken encompassing the elements of reading, writing, speaking and listening. This is supplemented by a variety of books and materials. Other selected materials and methods are used to support children who develop language skills slowly.

Maths

Children are encouraged to develop an understanding of numeracy, shapes, measure and data through practical investigation. Strategies and practice in mental skills are given during numeracy activities. A variety of books and resources supplement the work. Children of all abilities are supported through National Initiatives.

Science

The purpose of the science curriculum is to allow pupils to develop their understanding of the world around them by acquiring knowledge and by investigation. Our science is mainly taught within a topic approach which ensures that each child is given the opportunity to fulfil National Curriculum requirements.

History

Within the History Curriculum, Key Stage 1 children are introduced to people viewed in an historical dimension and to changes brought about through the passing of time.

In Key Stage 2 this work is continued. Children learn about Ancient Civilisations and important episodes and development in Britain's past. The school is ideally placed to investigate the local history at Astley Hall (Tudors), industry and canals.

Opportunities are taken to reinforce literacy skills in this subject area.



"Pupils achieve outstanding outcomes in several aspects of their personal development."
Ofsted Inspection
2011

Geography

The main aim of the Geography Curriculum is to develop in children an appreciation and understanding of the world in which they live. In Key Stage 1 we aim to create in children an interest in their immediate surroundings (Birkacre Nature Reserve) and to encourage the development of geographical skills. As children move through the school, the curriculum broadens to encompass communities and people beyond their immediate experience. Opportunities to investigate the locality occur throughout the Key Stages.

Opportunities are taken to reinforce literacy skills in this subject area.

Art, Music & P.E.

These three subjects are about developing practical skills, aesthetic appreciation and an awareness of self.

Art work gives children the opportunity to experience a range of creative arts using a variety of craft materials; and to appreciate the pleasure of their own and recognised artists' work.

Music fosters a child's sensitivity, understanding and enjoyment of, music from their own and other cultures. Children are given the opportunity to participate in making, joining in with and listening to a wide variety of music.

P.E. develops physical skills so that children can move efficiently, safely and effectively. School is part of The Chorley Sport Partnership and initiative originally set up by the government to improve the quantity and quality of PE and sport undertaken by young people aged 5-19 in England. School has achieved Active Mark Status for the last 3 years through its commitment to sport and physical education. In July 2013, All Saints' became the only school in Lancashire to achieve the Gold School Games Kite Mark Status, a government led awards scheme to reward commitment for our commitment to competition across school and the community.

The curriculum ensures all children have the opportunity to learn through action and observation at their own level. We aim to provide a balance of individual and team work, co-operative and competitive activities which cater for and enhance each child's abilities and preferences.



Design & Technology

We encourage children to investigate, design, and make, identify problems, discuss their work, propose solutions and evaluate what they have done.

Information Communication Technology

The children have a taught lesson in our newly refurbished, state of the art, resource centre. The room contains an interactive whiteboard and 17 dual boot Apple MAC computers and 20 Ipads, each with internet and email access. The children will use the computers a second time during each week - generally this will be to support Literacy, and Numeracy.

The curriculum helps children to increase their awareness of the practical uses of IT keyboard skills and the use of other peripherals are taught.

Opportunities are taken to reinforce literacy skills in this subject area.

Personal, Social, Health & Citizenship Education & SEAL (Social Emotional Aspects of Learning)

Personal, Social, Health and Citizenship Education permeates the curriculum. It is concerned with acquiring values and developing attitudes understanding and discrimination. It focuses on the development of the skills necessary for an appreciation of self and of others and of the responsibilities and benefits of living in a community. We actively teach the principles of respect and citizenship through circle time activities. Aspects of the PSHCE curriculum: Road use; Sex and Drugs education; the Law are taught in discrete blocks throughout the year. We are proud of our links with the wider community.



Collective Worship

An act of collective worship is held daily. This offers children opportunities to explore and share Church of England beliefs and practices and to consider their relevance to themselves. Collective worship also offers an opportunity to re-affirm, interpret and put into practice the values of the school and to celebrate achievement and effort. Parents have the right to withdraw their children from all or part of Religious Education or Collective Worship. However, as the conduct of the school as a whole reflects its Church of England foundation, the removal of children cannot isolate them from the religious life of the school. The school offers parents the opportunity of joining in worship throughout the year and at any of the services in church.

Special Educational Needs (SEN)

A proportion of children in the school may require some additional support (either physical, intellectual, emotional, social or behavioural) for all or part of their school career.

Pupils with SEN will be admitted to School in line with the school admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the acts requirement. School endeavours to ensure good links with feeder Pre-schools and Local High Schools over children who have SEN.

In order to give all children equal opportunity of access to the National Curriculum, we have developed our own SEN policy based on the Local Education Authority code of Practice. This covers how we identify, monitor, support and keep records on children who receive Special Educational needs support. Support for Special Educational Needs is met from the school's own resources and from the Local Education Authority funding, which is attached to individual children.



Children are assessed using Baseline Reception Entry Assessment activities during their first half term in school. The results and any Special Educational needs that are identified are discussed with parents and carers during the autumn term meetings.

All children with Special Educational Needs are integrated fully into mainstream classes and may be supported in a variety of ways, e.g. individual or small group 'in-class' support from sources within or from outside the school; individual or small group support away from the class. The child and his or her parents/carers are informed and involved in discussions concerning his or her needs and in the plans designed to meet them as soon as the need is identified. We believe that it is vital to have parental support and co-operation in order to help the child overcome his or her difficulty.

Where available and appropriate, advice and support is also sought from outside agencies. One of the governors has responsibility for overseeing Special needs provision within the school. We are aware that all children have individual learning needs and we provide them with work matched to their abilities. We recognise that children of exceptional talent or ability may also have special needs and following assessment we will cater for them, appropriately matching work to their strengths and needs.

The Governors and Staff recognise that, at any one time, the school may be teaching a significant percentage of children with “special needs”. These needs may be as a result of mental or physical disability, or a marked learning difficulty.

The school regularly monitors the progress of the children, compiles a termly register of children with ‘special needs’ and maintains a close link with the appropriate support services. This is all done within the official guidelines of the Code of Practice. Staff have been very conscientious in implementing the changes due to the revised policy, with INSET and staff meeting time being dedicated to support developments in this area. We are extremely proud about the achievements and success of SEN pupils.

The revised SEN Policy highlights the importance of early identification, assessment and provision for pupils with special educational needs. We place a high priority in developing effective liaison and relationships with external support services and agencies.

The responsibilities for pupils with SEN lies with all staff. Throughout the policy, we aim to maximise access to the National Curriculum and a broad and balanced curriculum. More details can be found in our policy. The Governors have a nominated governor who is specifically responsible along with the Headteacher, our Special Educational Needs Co-ordinator, for matters connected with special needs provision. Parents will be informed by teachers of any concerns regarding their children.

The school provides facilities for children with physical disabilities having ramps, double doors, a disabled toilet with appropriate handrails, changing facilities and shower.



Gifted and Talented Pupils

Pupils with a high level of achievement may be recognised as Gifted and Talented. The school has developed a new policy, using DFE guidelines. The schools Able, Gifted and Talented leader works alongside the staff to ensure that these childrens’ needs are met both inside and outside the classroom.

Pupils with Disabilities

In terms of access and provision under the Disability and Discrimination Act (2005) it is the school policy to admit pupils according to the parent’s wishes. The school provides facilities for the disabled including ramps and double doors at most entrances allowing easy access to the premises.

Our Accessibility Plan addresses how the school will meet the needs of disabled pupils and covers a three year cycle. It is available on request.



Child Protection Statement

Because of day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of school staff that a child may be at risk, the school is required, as part of the local Child Protection Procedures, to report their concern to the Children's Social Care Department immediately.

Child Protection issues are dealt with following Lancashire Education Authority guidelines and procedures. The Headteacher is the designated member of staff for Child Protection.

"Their spiritual, moral, social and cultural development is outstanding, with pupils demonstrating a mature ability to recognise the differences between right and wrong and developing a clear set of personal values."

*Ofsted Inspection
2011*



"Pupils' behaviour is good and fosters positive attitudes to learning."

*Ofsted Inspection
2011*

Equalities Policy

The school's Equalities Policy provides a framework within which the governing body strives to ensure that relevant measures allow all pupils, irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination to participate as fully as possible in all the activities the school has to offer.

Anti-Bullying Policy

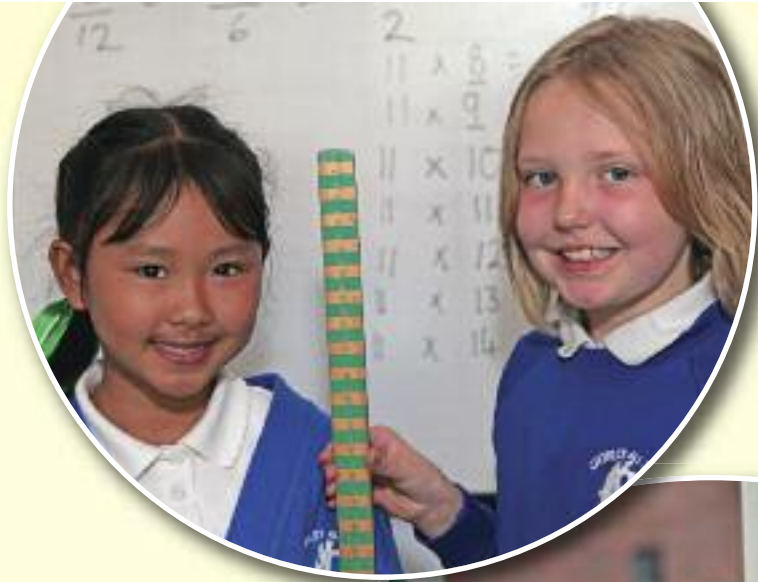
As a school community, we agree that bullying is defined as the persistent, wilful and conscious desire to hurt, threaten or frighten another, and put that person under stress.

Bullying can be physical, verbal or psychological. It is not confined to physical threats and assault. Name-calling, teasing, racial harassment, sending nasty notes and exclusion from peer groups, are other common forms of bullying.

Bullying has a damaging effect on the atmosphere of a school as well as causing considerable suffering to individual pupils. The effects on pupils, both short and long term, are distressing for the victim resulting in, for example, low self-esteem and lack of confidence.

It is our aim to provide a happy, secure environment in which our pupils can become caring, self-confident individuals. To this end, our Policy has an Anti-Bullying Code which states that every child has a right to enjoy learning free from intimidation and that the school community will not tolerate unkind actions or remarks.

Children are taught that any concerns or complaints will be taken seriously and that they will be supported and protected by the adults who are responsible for them.



Extra-Curricular Activities

At All Saints' we seek to deliver an enriched curriculum. We are fortunate to have the services of a sports coach who delivers a range of after-school sporting activities. We look to give children the opportunity to extend their experience and develop their skills and talents in a variety of activities both in and out of school time. There are a wide range of extra-curricular clubs available for the young people of All Saints' for example Football, Homework club, Singing, Cookery, Indian Food Cookery, Hockey, Reading, Inter school quiz, Hi 5's, Basketball to name just a few. In addition there is a disco each term (at least), for the children to enjoy. A range of food is sold - any profits are used to help to finance school trips and outings.



Homework

Homework is planned to compliment and extend work carried out in class. The amount and level of homework will vary according to the age, needs and ability of the child. Parents are kept informed about homework activities and their support is seen as essential. School has a wide range of colour-banded home reading books which offer children a width of reading experiences to broaden their confidence.

Assessment

Children are assessed on a continuous basis by their class teacher. This is based on knowledge of the child, observation, questioning and discussion, marking and testing. In addition, Nursery and Reception children are assessed on intake and at the end of the year in line with statutory requirements. Y2 and Y6 children are assessed using Statutory Assessment Tests (SATs).

All Year groups are tested using Optional SATs or performance indicators each summer term. Parents have the opportunity to formally discuss their child's progress at Parents' Evenings held in the Autumn, Spring and Summer Terms.

Interim report cards are sent home at the end of every half term, and an annual written report is issued to parents at the end of the school year. Class teachers are also available throughout the year at the beginning and end of the school day to discuss parental concerns, and also at the 'classroom call ins.'



Home/School/Governor Links

We value parental support and see parents as an integral part of a child's education. We try to keep you as informed as possible about school matters and appreciate any help you can give us. All teachers write a Curriculum Letter at the start of each half term, which sets out the intentions for the lessons, homework and ideas on how parents can support learning at home. Headteacher's newsletters are sent home weekly.

The schools holds a variety parent evenings throughout the year. 'Meet the teacher' evening in the Autumn term, Classroom call-ins where children are encouraged to bring their adults into the classroom setting and a formal parents evenings in the Spring and Summer terms. An end of half-termly progress sheet informs parents of attainment, effort, progress and attendance.



Communication

At All Saints' we recognise the importance of home school links. We believe that if the staff, parents and children all work together then your children will make maximum progress. A weekly newsletter, gives dates of termly parent/teacher meetings, helper meetings, and other events in the school year. Parents are free to contact school at any time, and should have confidence in knowing that we will contact you should the need arise.

Parents

The school realises the importance of involving parents in school life. We support adult learning through workshops.

We have a Learning Mentor who meets with parents to discuss any concerns or listen to ideas they have for supporting the education of the children. We are always seeking the help of other adults in the community.

A copy of the LEA Curriculum Policy and various school policies are available on loan from the school.

If parents have any concerns or complaints about the curriculum or any related matter, this will be dealt with informally in the first instance, by the Headteacher and staff. Formal complaints, concerning the actions of the Governing Body or LEA, must be put in writing. Further details are available from school.



“Pupils’ good academic progress is complemented well by their personal development.”

***Ofsted Inspection
2011***

School Security

All visitors, including parents, are requested to use the main entrance when calling into school and to sign-in at the office. During the course of the day, all doors are inaccessible from the outside.

Access to school may only be made by ringing the front doorbell and waiting for the security lock to be released.

No child is allowed to leave school grounds without permission. Adults wishing to take a child from the school must seek permission from the class or headteacher.



Meet the staff

Headteacher: Sarah Partington
Acting Deputy Headteacher: Charlotte Chadwick

Teachers:

Caroline Marsden	Year 6
Dalziel McAlister	Year 5
Justin Stretch	Year 4
Nicola Griffin	Year 3
Charlotte Chadwick	Year 2
Kath Hayes	Year 1
Kate Harrison	Reception
Angela Ratcliffe	Nursery
Kath Walmsley	SENCO
Louise Constable	Learning Mentor

Teaching Assistants:

Graham Crow	Gwen Barnes
Debbie Eades	Judith Martland
Rachel Trainor	Andrea Walsh
Vickie McVittie	Sophie Nightingale
Ann-Marie Faulkner	Janet Brooks
Jackie Rose	Sam Hall
Sharon Bamber	Melanie Johnson
Sarah Hunter	



Non-teaching staff

School Business Manager	Joanna Walters
Admin Assistant	Sharon Kellie
IT Technician	Robert Bradley
Site Manager	Judith Martland
Cleaners	Susan Eltman Jennifer Gough

Welfare Staff:

Maddalena Esposito	Debbie Egan
Katherine Southern	Rachel Cosens
Brian Rose	

Kitchen Staff:

Kitchen Unit Manageress	Dawn Flynn
	Lisa Pennington Jeanette Seddon

Transition to Secondary Education

The children leave All Saints' at the end of Year 6 to move on to one of the local high schools: Southlands, Albany Science College, Parklands, St. Michael's C.E. or Holy Cross R.C.

We have good links with all our high schools, and will keep parents notified of the various open evenings that may be arranged.

A Leavers Performance is held for the children in Year 6 when their parents and the whole school community come together to celebrate their successes at All Saints'.



Useful Addresses

School

All Saints' C.E. (Aided) Primary School and Nursery Unit,
Moor Road, Chorley PR7 2LR

☎ (01257) 262489

📠 (01257) 263860

✉ head@allsaintscofe.lancs.sch.uk

Church

All Saints' C of E Church
Moor Road

Vicar - Father Edmund Straszak

☎ All Saints' Vicarage - (01257) 265665

Education Offices

Chorley District Education Office,
Union Street Offices, Chorley

☎ (01257) 276321

Lancs Education Committee for Educational Psychologists,

S.E.N., High School and Primary School Admissions
Joint Divisional Offices,
East Cliff, County Hall, Preston.

☎ (01772) 261597/261818

Education Welfare

Chorley District Education Office,
Union Street Offices, Chorley

☎ (01257) 239915

Blackburn Diocesan

Education Offices, Church House,
Cathedral Close, Blackburn.

☎ (01254) 54421

School Nurse - Wendy Hall,

School Clinic,
Chorley Health Centre,
Collinson Avenue, Chorley

☎ (01257) 262709

Community Police

☎ (01257) 246225

Information from school to Home

We will let you know about

- The half term curriculum
- Drop in sessions & Parents Evenings
- Class trips
- Food tasting sessions
- Behaviour issues
- Health checks
- Sporting fixtures
- If your child is unwell or had a bump on the head
- Child's progress
- Annual report
- Extra curricular activities
- Newsletter

Information from home to School

Please let us know about

- Your child's illness/allergies etc
- If your child needs glasses/ medicine in school
- Reasons for absence
- Change in family circumstances
- Your address, and any changes to this
- A general and emergency contact number
- If someone different is collecting your child from school
- Permission to attend out of school activities
- The things you like about our school
- Changes we could make to our school



Holidays 2013 - 2014

Autumn Term

<i>School Re-opens</i>	8.50am on Thursday, 5th September
<i>Half-term Closure</i>	3.30pm on Thursday, 24th October
<i>Inset Day</i>	Friday, 25th October
<i>School Re-opens</i>	8.50am on Monday, 4th November
<i>Closure for Christmas</i>	2.30pm on Friday, 20th December

Spring Term 2014

<i>Inset Days</i>	Thursday & Friday 2nd/3rd January
<i>School Re-opens</i>	8.50am on Monday 6th January
<i>Half-term Closure</i>	3.30pm on Friday 14th February
<i>School Re-opens</i>	8.50am on Monday, 24th February
<i>Closure for Easter</i>	2.30pm on Friday, 4th April

Summer Term 2014

<i>School Re-opens</i>	8.50am on Tuesday, 22nd April
<i>May Day Closure</i>	Monday, 5th May
<i>School Re-Opens</i>	8.50am on Tuesday, 6th May
<i>School Closes</i>	3.30pm on Wednesday, 21st May
<i>Inset Days</i>	Thursday, 22nd /23rd May
<i>School Re-opens</i>	8.50am on Monday, 2nd June
<i>Closure for Summer</i>	2.30pm Wednesday, 23rd July 2014

“The school’s outstanding care, guidance and support are evident in lessons and throughout the school.”

*Ofsted Inspection
2011*



SATs Results & Performance Targets

This information will be updated on the internet annually. Please see <http://www.ofsted.gov.uk/reports/> and search for Chorley All Saints’)

2013 Key Stage 1 National Curriculum Test Results

	Level 2+	Level 3
Reading	70%	15%
Writing	60%	5%
Mathematics	75%	15%

2013 Key Stage 2 National Curriculum Test Results

	Level 4+	Level 5
Reading	88%	19%
Writing	94%	44%
Mathematics	94%	50%

2014 Performance Targets for KS2 Tests

The percentage of pupils expected to attain level 4 or above in English and Mathematics in the NCR Test	71%
The percentage of pupils to progress by 2 or more levels between Key Stage 1 and 2 in English	100%
The percentage of pupils to progress by 2 or more levels between Key Stage 1 and 2 in Mathematics	100%



Headteacher: Sarah Partington
Chairman/Incumbent: Revd Straszak

All Saints' C.E. (Aided) Primary School & Nursery

Moor Road • Chorley • Lancashire PR7 2LR

☎ 01257 262489

✉ head@allsaintscofe.lancs.sch.uk

☎ 01257 263860

www.allsaintscofe.lancs.sch.uk

