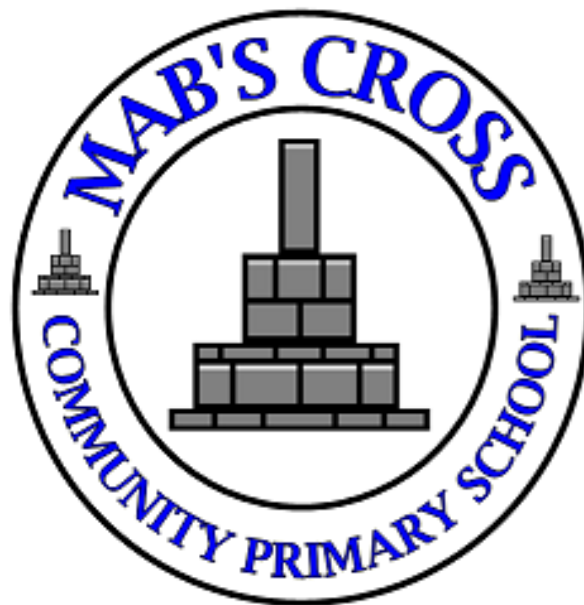


2017/2018

Welcome to
Mab's Cross Primary School



Bringing out the best in everyone

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Dear Parent/Carer,

It is my great pleasure to welcome you to Mab's Cross Community Primary School.

Children are at the heart of everything that the school does, and we are committed to providing your child with the highest quality education in a happy, safe and caring environment. We not only want children to achieve well academically but develop a thirst for knowledge and a love of learning. We provide children with a range of exciting and enriching experiences across the curriculum, where children are encouraged to think for themselves and become confident and independent learners.

We would like our children to be successful, happy and confident citizens who recognize their own self-worth and realise their potential. Mab's Cross is a family and we encourage children to live and work together, showing respect, tolerance and understanding.

We understand that education is a partnership between home and school and we welcome parents into school for a variety of different events, including class assemblies, performances and parent information nights.

I hope this booklet gives you a sense of our school, its ethos and aspirations.

Please feel free to contact the school with any queries you have.

Mrs. A. Poole

Head Teacher

School Ethos and Aims

Mab's Cross Primary School's aims, policies and practices are designed to create a learning community where everyone can experience success. Our school is a place where everyone develops and achieves the best they can, both academically and personally. This is represented by our School Motto:

"Bringing out the best in everyone."

We believe that all members of our school community have the right to work and learn in an environment where children:

- become confident, resourceful, enquiring and independent learners
- develop self-esteem and build positive relationships with others
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings
- show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards others
- understand their community, and help them feel valued as part of it
- grow into reliable, independent and positive citizens

Education is a responsibility shared between parents, children and school staff. We encourage parents/carers to work in partnership with the school and community. Our school has a pivotal role in the community.

Mission Statement

"Within a safe, caring, and creative school environment we aim to inspire all our children to think for themselves, to be ready for life's challenges and opportunities and to be active citizens in a global society"

To achieve our aims we shall:

- Encourage the quest for knowledge and develop our children academically, physically, socially and spiritually
- Value each child's individuality and his/her individual needs
- Give our children the opportunities to become logical, critical and reflective thinkers
- Prepare our children to be independent, responsible, tolerant and respectful members of society
- Give our children a wide range of exciting and enriching learning experiences
- Develop self-esteem and creativity and a love of learning
- Maintain high expectations for all in all that we do.
- Maintain interaction with the local community, encouraging its involvement with our school and celebrating its history and rich diversity

The School – History and Background

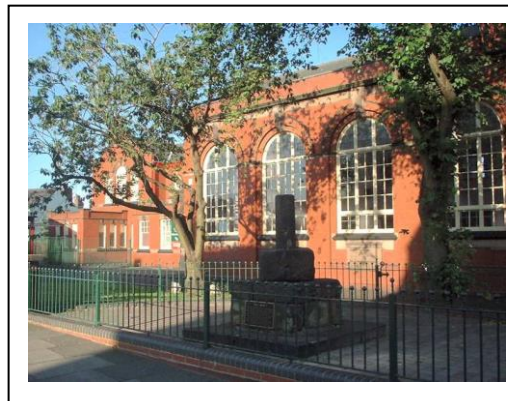
Mab's Cross Primary School is a Community Primary School for children aged 4 to 11. At present there are 470 children on roll. There will be a maximum of 70 children admitted into the Foundation Classes for 2017. The school is situated close to the town centre of Wigan and takes children from many different areas including Swinley, Standish, Ince, Scholes, Poolstock, Whelley, and Wigan Central.

It has no affiliation with any particular religion or religious denomination.

The school is named after Lady Mabel Bradshaigh who was forced to walk barefoot to the cross from Haigh Hall as penance during the 14th century. The legend is engraved on a plaque at the base of the cross in front of the school.

The school was built in 1914 and originally housed Wigan Girls' High School. It is a building of historic interest and has many interesting and attractive architectural features. In 1965 the High School moved to the Whitley site and the school became Woodfield Junior School, eventually becoming Mab's Cross Primary School in 1972.

Mab's Cross was awarded the Wigan Early Years Quality Standard in December 2011 which recognises the high quality of provision for our children within the Foundation Stage. The school also holds the Healthy Schools' Award. In addition, the school was awarded the Sports Active Mark in 2010 by Sport England in recognition of our commitment to promoting the benefits of physical activity and school sport. In 2015 we achieved the Eco-Schools Green Flag Award for the third time.



Members of Teaching Staff

Mrs A. Poole	Head Teacher Assessment Manager, Safeguarding Lead, Looked After Children Co-ordinator, Health and Safety Manager, Senior Leadership Team, Governor
Mr D. Clarke	Deputy Head Teacher Teaching and Learning Manager, SENDCo, P.E. Senior Leadership Team,
Mrs L. Jones	Deputy Head Teacher Curriculum, Teaching and Learning Manager, Maths, Modern Foreign Languages, Senior Leadership Team, Governor
Mrs C. Cunliffe	Foundation Stage Leader & Teacher, Pastoral Leader, Senior Leadership Team
Mrs K. Gallagher	Year 1/2 Class Teacher and Senior Leadership Team Key Stage 1 Leader and English Leader
Miss M. Lobedan	Reception Class Teacher
Mrs C. Martin	Reception Class Teacher
Mrs L. Alcock	Year 1 Class Teacher
Mrs K. Martinus	Year 1 Class Teacher
Miss B. Roberts	Year 2 Class Teacher
Miss F. Lloyd	Year 2 Class Teacher
Miss L. Atherton	Year 3 Class Teacher
Miss J. Mulcrow	Year 3 Class Teacher
Mrs S. Thompson	Year 4 Class Teacher
Mr M. Walsh	Year 4 Class Teacher
Mrs C. Hutchinson	Year 5 Class Teacher
Miss D. Browne	Year 5 Class Teacher
Miss H. Malins	Year 6 Class Teacher
Mrs C. Smith	Year 6 Class Teacher

Senior Higher Level Teaching Assistant

Mrs C. Bevan

Higher Level Teaching Assistants

Mrs V. Tarbuck Miss L. Collier Mrs S. Sammut Mrs T. Halsall

Teaching Assistants

Mrs D. Moffatt	Miss S. Pemberton	
Mrs E. Pearson	Mrs T. White	
Mr D. Kaaria	Mrs A. Rudd	Mrs G. Gleeson (music teacher)
Mrs Y. Clements	Mrs T. Lockett	Mrs E. Walsh
Mrs E. Mitchell	Miss E. Pearson	Mrs R. Hodge
Miss R. Roberts	Mrs J. Webster	Mrs L. Wright
Mrs G. Beard	Mrs J. Watson	Mrs D. McGivern

Lunchtime Supervisors

Mrs N. Flanagan	Mrs K. Birchall	Mrs G. Beard
Mr D. Kaaria	Mrs D. Byrne	Mrs S. Birch
Miss J. Baker	Mrs S. Wright	Mrs A. Hurley
	Mrs M. Edge	Miss D. Barton

School Administrative Officers

Mrs A. Cole	School Business Manager, Senior Leadership Team
Mrs M. Badrock	Data Manager and Attendance Officer, Staff Governor
Mrs D. Sinfield	Office Administrative Assistant
Mrs D. Collier	Office Administrative Assistant

Site Manager

Mrs E. Rylance

Caretaker

Mr T. Wain

Cleaning Staff

Mrs A. Hurley Mrs M. Edge

Senior Welfare Assistant

Mrs D. McGivern

Kitchen Staff & Dining Room Assistants

Mrs P. Chapman (Cook)	Mrs D. Taylor	Mr V. Demings
Mrs J. Millar	Mrs K. Ackers	

Governing Body

The Governors play an active part in the life of the school and its organisation and development.

Our Governors are:

Chair of Governors

Mr S. Martlew

Chair of Resources Committee

Co-opted Governors

Ms C. Williams

Rev'd. S. Higginson

Mr N. Higham

Parent Governors

Mrs A. Middlehurst

Mrs N. Lowe

Mrs C. Morrell

Chair of Curriculum & Standards
Committee

Staff Governors

Mrs A. Poole

Head Teacher

Mrs L. Jones

Mrs M. Badrock

If there is anything you wish to discuss please see one of our Governors. They can be contacted through the school.

Parents and the School

We want parents and children to feel part of our school community. We have developed our links with parents and carers and involve both children and parents in school improvement. We regularly ask parents for their opinions regarding the school and act accordingly.

We will also be asking you about the 'special talents' that your child may possess so that we can be involved in building their potential to higher levels.

We are always happy to discuss your child's progress and welfare with you but need prior notice. If you need to see the Head Teacher or any other member of the teaching staff about your child, a telephone call or a brief visit to arrange the meeting would be appreciated. We also have Parents' Evenings twice a year when parents/staff can discuss children's progress and next steps for learning at these sessions. In Foundation Stage parents are invited into school at regular intervals to look at their children's work.

Parents helping in school

We find the help of parents invaluable in school and ask for practical help, both on a regular and occasional basis.

Regular help includes such things as helping in the classroom, baking, reading or making toast for the morning break. Not everyone can commit him/herself to helping on a regular basis, but may be able to help occasionally, perhaps accompanying us on school visits. We really are most grateful for all the help we receive from parents. We hope that you will be able to support the school in this way.

All adults, including volunteers, who work with children in school, need to have D.B.S. (Disclosure and Barring Service) clearance.

Parent Staff Association

The school has an organised Parent and Staff Association (PSA) and we have regular events to raise money for school and to provide a range of social events for our children and their families. We encourage new parents to attend and become actively involved in the life of the school either as a member of the Committee or on an occasional basis.

Admission Procedures

Parents should approach the Head Teacher or the School Administrative Staff for a school application form. Our maximum admission number into Foundation classes for September 2017 is 70.

If we have fewer requests for places than our limit, then a place will be offered to each child. If we are over-subscribed, places are offered in accordance with our admission criteria, as stated in the admissions policy.

Children start school on a part time basis for the first week from the beginning of the school year in which they are five. We encourage parents who are interested in sending their children to this school to visit us beforehand. This is by far the best way for parents to learn about our school and how we work. We have an Open Afternoon in October / November for parents to look around the school. We believe that starting school is an important time for every family and we try to make the transition from home a happy and secure one. Children will be invited to visit school before they start, to take part in activities and to familiarise themselves with the school and staff. A member of the Foundation Stage staff will also visit your child in nursery.

Parents will be offered places by the Local Authority during April 2017. School will then invite you to our Parents' Meeting (June) followed by two visits for children later in June/July.

Admissions Policy 2017

The school has a maximum capacity of 490 children. The number of places available in the reception year 2017 / 2018 will be a maximum of 70.

The Governors will not place any restriction on admissions for any one academic year unless the number of children for whom admission is sought is likely to exceed this number

In that event the Governors will admit by use of the following criteria which are listed in priority order:

1. Children in Public Care.
2. Children with Special Educational Needs who have been identified by the Local Authority as requiring Targeted Individual Support at Level 2 (TIS2)
3. Children whose older brothers or sisters attend the school and who will still be there at the time of admission.
4. Where there are more children in one particular criterion than the numbers of places available, places will be allocated to the children who live nearest to the school. The distance will be measured in a straight line from the child's home address to a central point at the school using the Local Authority's Geographical Information System (GIS) based on Ordnance Survey.

Fair Access Protocol

The school agrees to co-operate with the Local Authority's Fair Access Protocol and Code of Practice.

Extended Schools' Provision

Although the school does not offer child care facilities on site we work together with 3 local providers, including our Children's Centre at Douglas Valley, who offer this service. Some will bring children to the school in the morning and all will collect children after school.

The 3 providers are:

Douglas Valley Children's Centre	01942 322473
Little Acorns Nursery	01942 510903
Heron Day Nursery	01942 202198

School Organisation

Foundation Stage

There are three classes in Foundation Stage. Each class has a full time teacher and at least one teaching assistant.

Years 1, 2 and 3

There are seven classes in this department: two Year 1 classes, one Y1/Y2, two Year 2 classes and two Year 3 classes.

Years 4, 5 and 6

In this department there are eight classes, two for each year group.

Curriculum Policy

Aims

- To deliver a rich, broad, balanced and relevant curriculum.
- To deliver a curriculum which stimulates the children's enjoyment in learning and provides the opportunities for personal achievement.
- To meet the needs of all children at our school with regard to their moral, spiritual, aesthetic, physical and academic requirements.
- To recognise and provide for individual needs.
- To ensure that all children have equal access to the curriculum regardless of gender, disability or race.
- To foster continuity and progression through a common approach to planning.

Curriculum

Our new curriculum across the school is called 'Cornerstones'. The Cornerstones Curriculum is a creative approach to learning, ensuring that the children learn in an exciting way, developing knowledge and skills for life. It is delivered through a range of inspirational, yet rigorous learning projects based on the content of the new national curriculum, but brings learning together in a new and exciting way. Each project offers children the opportunity to;

ENGAGE: first hand, memorable learning experiences where children have the chance to investigate and explore using all their senses. Learning takes place both in and out of the classroom

DEVELOP: develop and research skills, knowledge and understanding

INNOVATE: apply skills, knowledge and understanding to a creative and inspirational challenge – children work both independently and collaboratively

EXPRESS: perform, share, evaluate and celebrate learning

Details of the topics being covered will be sent home at the beginning of each term in the class newsletter.

English

Throughout their time in this school, children are encouraged to read for pleasure. To support their reading development we use a variety of published reading schemes and a wide selection of other materials both fiction and non-fiction.

We have a lending library in school, which is run by our School Librarian, Mrs. Lockett. Children can take home a library book every week. Children take a reading book home to read to someone at home. Bags for carrying books can be purchased from the school office.

Children are encouraged to write independently for a variety of purposes and to share their work with others wherever possible.

Key Stage 1 children take part in a daily phonics session to improve their reading and spelling.

Mathematics

In mathematics we aim to:

- Encourage children to enjoy mathematics, promoting positive attitudes towards and enthusiasm for the subject
- Show children the relevance of maths to their everyday lives
- Develop children's mental strategies
- Develop children's ability to use efficient written methods of computation
- Encourage children to refine their mathematical explanations
- Introduce mathematical terminology in a systematic way
- Develop children's problem solving skills
- Involve parents in their children's mathematical education through homework activities

In order to achieve these aims we encourage children to use mathematics creatively in a climate where they are challenged to think logically and where they are encouraged to achieve greater independence. Much of the work in the early years is of a practical nature.

Personal, Social and Health Education

Personal, Social and Health Education and Citizenship (PSHE & C) is central to the school's philosophy, aims and values. The curriculum is delivered either as a discrete subject or through a cross-curricular approach.

In Year 5, we place a particular emphasis upon health education by preparing the children for puberty and encouraging them to develop an awareness of the internal and external changes that will take place to their own bodies, including menstruation. Permission for children' to undertake these sessions on puberty will be obtained from all Year 5 and 6 parent(s) / guardian(s).

Parents have a right to withdraw their child from all or part of the PSHE & C curriculum but they may not withdraw their child from the National Curriculum statutory requirements for science.

After School Clubs

We provide a wide range of extra-curricular activities including which vary from term to term. These have included dance, football, netball, archery, Spanish and crafts. In addition, music lessons in violin, keyboard and guitar are available to KS2 children.

Homework

We recognise that homework can have an important influence on children's learning. It supports and extends the work done in class and allows parents to become involved in their children's learning.

The amount of homework given depends on the child's age, home circumstances and ability.

The amount varies from 5/10 minutes per day in reception to up to 30 minutes per day in Y6.

Homework may consist of reading, spelling, writing, mathematical investigations, extension activities, reinforcement sheets. The children are also involved in extended homework which is based on the topics taught in class. These are called 'Learning Logs'.

Equal Opportunities

All our children have access to a planned, well balanced and broad curriculum and staff hold high expectations of all children. Staff are aware of how factors surrounding issues of race, gender, disability, creed, social class, or ethnic origin may affect learning.

All instances of racist or sexist behaviour and language are challenged and reported to the relevant authority.

We promote the development of self-respect and respect for others through co-operative learning and play and collective assemblies.

Positive strategies and attitudes in countering disadvantage reflect the philosophy of Wigan Council's Equal Opportunities Statement and permeate our own philosophy and practice.

Children with English as an Additional Language

We have approximately 10% of children this year in school with English as a second language. These children have joined us from countries such as Libya, Vietnam, India, Nigeria, Lithuania, Latvia, Poland and the China. We celebrate the diversity of cultures within our school.

Safeguarding Children

The school has a Safeguarding Policy which is updated annually.

The school will endeavour to:

- Foster a trusting and caring partnership between school and parents.
- Reassure parents that the welfare of their children is our first priority.
- Advise parents that schools have a legal responsibility in respect of the Child Protection Act.
- Inform parents about the school's duties and responsibilities under the Child Protection Act.

As the staff are in day to day contact with children they are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop. Parents should be aware therefore that where it appears to a member of the school staff that a child may have been abused or neglected, the school is required, as part of the Child Protection Procedures, to report our concern to the Social Services Department immediately.

The Safeguarding Lead is the Head Teacher, Mrs Poole.

The Deputy Head Teacher will lead safeguarding in the absence of the Headteacher.

We have a Single Central Register which includes details of all adults working in school and their DBS (Disclosure and Barring Service) details.

Special Educational Needs

We aim to enable each child to fulfil his/her full potential in all aspects of the curriculum and in all areas of school life. The school is particularly successful in the provision it makes for both statemented and non-statemented children with special needs. Children with statements of special educational needs are very successfully integrated into the school and are provided with the support recommended in their statements.

We aim:

- To ensure that school is always available for support, counselling, and sympathy and to reassure parents that the school has their child's interest and welfare at heart.
- To provide an approach to S.E.N.D. which clearly focuses on identification and strategies for dealing with those children with S.E.N.D. in our school.
- To give a positive caring image to all degrees of need across race, gender, class and physical and learning disabilities.

Our Special Needs Co-ordinator is Mr David Clarke (DHT).

The Special Educational Needs Policy for the school is available on request.

Reporting to Parents

An annual report of each child's progress will be sent to parents. There are also two Parents' Evenings per year where you will be able to discuss your child's progress and development with the teacher and also find out how you can support your child with his/her learning targets. Foundation Stage classes also hold open afternoons for parents to view what their children are learning in class.

Behaviour & Anti-Bullying Policies

Our Behaviour Policy and Anti-Bullying Policies must be viewed within the context of the school's mission statement and be seen to support the school's aims and values.

At Mab's Cross we believe that good behaviour is essential to ensure that effective teaching and learning take place. It is the responsibility of all staff, children, parents and carers to promote appropriate behaviour.

Good behaviour is rewarded in the same way that unacceptable behaviour is discouraged.

We will give out copies of the School's Behaviour Policy at the beginning of the new school year to all new parents and we will notify any parents of any revisions as and when they occur.

Our Behaviour Policy is reviewed annually.

Eco-Council

The school has an Eco-Council consisting of children from Y1-Y6. In 2015 we were awarded a third Eco-Schools Green Flag Award.

Educational Visits

The children will take part in many educational visits during their time with us. These are an integral part of the children's learning. We regard these visits as the essential first hand experiences of learning upon which many educational activities are based.

A cultural and historical visit to London is organised for the children in Year 6, including a visit to the theatre to watch a West End show. For the last few years we have organised a trip for Y4 children to Winmarleigh Hall, which is a PGL adventure centre, and Year 4 take part in a three day visit to Low Bank Ground, an outdoor education centre in the Lake District.

Charging and Remissions Policy

The Education Act (1996) contains provision relating to charges, which may or may not be made for activities in schools. The Governing Body has decided that its policy will be to request voluntary contributions for non-residential and activities taking place within school time. There will be no obligation to contribute and children will not be treated differently whether or not parents have contributed.

Parents will receive a letter explaining the nature of any proposed activity and its value in educational terms. It will indicate the contribution per pupil, which will be required to enable the activity to take place, and any subsidy provided by school fund. It will emphasise that no pupil will be omitted from the activity because parents are unwilling or unable to contribute, but it may make it equally clear that the activity may not take place if parents are reluctant to support it. The school must receive written parental permission before children are taken on a visit. Parents are therefore asked to return permission slips promptly.



Communications

Parents are given information regularly by means of fortnightly newsletters and other occasional letters pertinent to each class. We also have a texting service to inform parents of important messages. All absences should be explained by a note, visit or a telephone call on the first day of absence, preferably before 9.15a.m. A letter should then follow on your child's return to school. Absences, which are not explained, are recorded as unauthorised in the register. One of our administrative staff may also telephone to enquire about the reasons for your child's absence. Children leaving the school premises during the day for any reason need to be 'signed out' in the register kept by the main office, and 'signed back', on return if the same day.

Parents are always welcome to look around the school at any time convenient to the staff. Parents' evenings are held twice a year and a Parent Information Night is held in September.

If parents have any concerns about the curriculum or other areas of school life, then they are welcome

to discuss the matter with their child's class teacher or the Head Teacher. Most concerns are resolved in this way. However, if issues are not resolved, then a more formal process is required, and parents should follow the schools' complaints procedure (available from the school office or on the website.)

Holidays in Term Time

Regular school attendance is essential if your child is to maximise their educational opportunities. Interruptions in school attendance not only disrupt your child's education but make it harder to catch up on work missed, and can also affect his/her social life within school. It is the school's responsibility to provide the best education possible. We can only do this if your children attend regularly.

Holidays during term time will only be authorised in exceptional circumstances, and only for a maximum of 5 days. Holidays will not be authorised in the following circumstances:

- If your child's attendance is less than 95%
- If the absence would result in your child's attendance falling below 95%
- If your child already has unauthorised absences
- During September when children are settling into the new school year.
- If your child has had a holiday granted in the last 12 months
- In the lead up to SATS in Year 2 and Year 6.
- During assessment weeks in other year groups (the dates will need to be checked with school before a request is submitted).
- On the grounds of a holiday being cheaper in term time.
- A wedding abroad, unless it a direct family member (mum, dad, sister, brother)

Request forms should be submitted at least two weeks before the first day of absence.

Any granting of leave does not set a precedent for similar future requests and the frequency/duration of such leave periods will be considered as factors in any decisions.

Requests will be considered by the Head Teacher.

Any approved leave must be subject to a contract/agreement between parents and the school stating what leave has been granted and the pupil's date of return to school.

Penalty Notices (Non-School Attendance)

From January 2005 Section 23 of the Anti-Social Behaviour Act 2003 empowered Head Teachers to issue Penalty Notices in cases of unauthorised absence from school.

The issuing of a Penalty Notice could happen in the following circumstances:

1. Truancy
2. Parentally condoned absence
3. Excessive holidays in term time
4. Excessive delayed return from extended holidays without prior school agreement
5. Persistent late arrival at school after the register has closed

If concerned the Head Teacher will consider if:

- At least 10 school days have been lost to Unauthorised Absence by the pupil
- There has been a deliberate taking of a holiday in term time, without school permission and where this has created a period of Unauthorised Absence in the current term of at least 10 sessions (5 days)

Punctuality

Parents should note that school lessons begin at 8.55am promptly. We ask for your co-operation to ensure that children are in school on time. If your child is continually late you will be asked to come into school and meet with the Head Teacher. School is open from 8.45am onwards and children may go straight into class at this time, where they will be supervised at all times by a member of staff.

Health and Safety

All minor injuries in school are logged and dealt with by a member of staff trained in First Aid. Parents will be informed of minor accidents by a letter home or a phone call. Many members of our staff are trained in first aid and paediatric first aid.

In the case of more serious injury or emergency where a hospital visit is required, parents will be informed immediately. If this is not possible, the next point of contact (emergency telephone number) will be tried. If no contact is made then a member of staff will accompany the child to hospital. Parents will then be informed at the earliest possible time.

We have a school register of children with special medical needs and we have Health Care Plans for medical needs such as diabetes, epilepsy and asthma.

Medicine Policy

Medicines prescribed by the doctor will only be administered by school staff in special circumstances when parents will be required to complete and return the appropriate consent forms. Some children will administer their own medicines i.e. asthma inhalers or eczema cream.

We ask parents not to send medicines in to school unless this has previously been agreed with the school office and the consent forms completed.

School Entrances

All children enter school through the gates at the north end of school. The gates are opened at 8.45am, when children can go straight into their classroom. The gates are locked at 9.00am. After this time, children must enter the school via reception to report late and be signed in by a parent. Reception children will go around the back of school and go directly into their classrooms.

Parents should collect children at 3.30pm from outside their classroom doors (3.25pm for Reception children)

Parents are asked not to drive in to park in the school grounds for reasons of safety (except for disabled access). Parking on the hazard warning lines outside school is also not allowed. There are also other parking restrictions in the local area.

Parents and children should leave the school premises by the small gate, as the large gate is for vehicle access only.

If you are bringing or collecting your child during the day, you may use the visitors' car park.

School Uniform

Governors expect all children to wear school uniform. All items of clothing and footwear should be named.

Autumn/Spring Term

Mab's Cross check skirt or pinafore (available at Standish Sports or Slaters)

Grey trousers

Pale blue shirt cotton shirt

Mab's Cross tie – elastic or clip (available at Standish Sports or Slaters)

Navy blue sweater with school logo (available at Standish Sports or Slaters)

Footwear – dark shoes (low heels) – no trainers please.

Summer Term

Light blue gingham dresses

Grey short trousers (if preferred to long); pale blue cotton shirt; tie

No jewellery is allowed except for a wrist watch

Hair styles should be traditional and appropriate. Inappropriate hair colours such as blue, orange or green are not permitted.

PE

Children need to have in school a pair of pumps, a navy T-shirt with embroidered school logo (available at Slaters and Standish Sports) and a pair of navy blue shorts. These should be kept in a pump bag on your child's coat peg during term time. Please do not send large sports' bags to school, as they cause many problems for storage. P.E. bags with the school logo may be purchased from school.

Children in Year 5 and 6 who visit Robin Park should have an outdoor PE kit, which should include a sweater and training shoes.

Children from Y3 – Y4 who attend the swimming baths will require appropriate swimwear and a towel.

All children with long hair should have a swimming cap.

Access to Public Documents

Inspection of copies of any documents, which are required to be made available by or under the Education (School Curriculum and Related Information) Regulations 1989, can be arranged by contacting the School Office. Parents who wish to have a copy of any policy will be asked for a small charge to cover the cost of photocopying.

MAB'S CROSS COMMUNITY PRIMARY SCHOOL

SCHOOL WORKING PATTERN 2017/18

AUTUMN TERM 2017

Staff INSET Day – Monday 4th September

Term begins Tuesday 5th September

Term ends Wednesday 20th December

Autumn Half Term Holiday

Monday 23rd October to Friday 27th October inclusive

SPRING TERM 2018

Term begins Thursday 4th January

Term ends Thursday 29th March

Spring Half Term Holiday

Monday 19th February to Friday 23rd February inclusive

SUMMER TERM 2018

Staff INSET Day – Monday 16th April

Term begins Tuesday 17th April

Term ends Friday 19th July

Bank Holiday Monday 7th May

Summer Half Term Holidays

Monday 28th May to Friday 1st June inclusive

Staff INSET Day – Friday 20th July

Summer Holidays Monday 23rd July to Friday 31st August

Staff INSET Day Monday 3rd September

Term begins Tuesday 4th September

TOTAL PUPIL DAYS 190

This information and information relating to School Working Patterns is available at
www.wigan.gov.uk

