

ST MICHAEL'S CATHOLIC PRIMARY SCHOOL

PROSPECTUS 2013-2014

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As you read our prospectus you are sharing in almost fifty years of catering for the educational needs of the Catholic population of St Michael's parish. Throughout the years a tremendous amount of hard work and time has been devoted to develop and maintain the school's standards. The school is fortunate to have the excellent support of Catholic families, staff and friends in the community all of whom have helped to promote the caring apostolic work of the school.

We welcome your interest in our school. This prospectus tells you about us: about the aims of our school and the ways in which we work to achieve them. We hope that you will find the following pages interesting and informative. Should you have any questions please do not hesitate to contact the Headteacher who will be very pleased to give you any further information you need.

The Governors, staff, children and parents welcome you to our school.

Mrs. C Williams
(Headteacher)

Mrs. R. Watkins
(Chair of the Governing Body)

Please note that the information contained in this prospectus is correct at the time of printing but is subject to alteration should circumstances change. Parents will be informed by newsletters of any changes taking place during the year.

St Michael's Catholic Primary School

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St Michael's Catholic Primary School
Mission Statement and Aims

**Praise the Lord in Work, Play
and Prayer**

St Michael's Catholic Primary School is established to support Catholic parents in their responsibility for the academic, physical, spiritual, moral and religious education of their children in accordance with the teachings of the Church.

This means that Governors, staff, parents and pupils are committed to:

Being part of the Church's mission, to place Christ and the teaching of the Catholic Church at the centre of people's lives.

Upholding the uniqueness of the individual in which each person is seen as made in God's image and loved by Him.

Promoting the search for truth and excellence in which each pupil is given every opportunity to develop individual talents to the full.

Forming pupils' consciences, nurturing their relationship with God through prayer and fostering a sense of social responsibility.

Mission Statement is reviewed annually by Governors

ABOUT OUR SCHOOL

St Michael's is a voluntary aided primary school for boys and girls. It also has a Nursery class which children can enter when they are three years old. A separate booklet is available to tell you more about our nursery provision.

First and foremost, St Michael's is a Catholic school. It was founded by the Diocese over 40 years ago to provide a primary education for the children of St Michael's parish. Today it continues to provide a high quality all-round education within a setting that is designed to nurture the development of our children's Faith. Parents and children alike value this environment, in which staff and children pray together regularly during the day, and participate in the Church's journey through the liturgical year. Our children still come mostly from the area covered by St Michael's Roman Catholic parish; all are encouraged to take their part in parish life. Most are parishioners, though families from elsewhere appreciate our expressed Catholic ethos and also entrust their children to our teachers' care. We are glad that families recognise our good record in enabling each child to achieve his or her very best, academically and beyond.

Visits to the school

Parents who are considering applying for their child to join the school are welcome to come and view the school. We do ask you to contact the school in advance to agree a convenient time for your visit, so that a member of staff is available to show you round and answer any questions you may have.

Parents of all children who are given places at the school are invited to an introductory meeting to hear about school routines and arrangements for induction.

Joining arrangements for children entering full time education in the main school

Application for a place must be made via the LEA coordinated admissions procedure. As we are a voluntary aided school the governors determine which children are admitted if the number of applications exceeds the number of places available. Governors give priority to Catholic children living in St Michael's parish. For full details please see the admission policy amongst the appendices at the back of this prospectus, or contact the school office administrators.

Children who have their birthday between 1st September and the end of August are admitted to the reception class in the September before they reach their fifth birthday. As part of the Local Authority school admissions policy, from September 2007 there is a single intake in September for all Reception children.

The Reception class is part of our Foundation Unit, which also includes the Nursery class.

I

PROMOTING THE SEARCH FOR TRUTH AND EXCELLENCE.....

ORGANISATION AND PASTORAL CARE

Classes

The school is organised in such a way as to ensure that the progress of each individual pupil is carefully monitored by the class teacher. If at any time the class teacher is concerned about any aspect of your child's progress, development or welfare the class teacher in consultation with the Headteacher, will contact you so that the problem can be discussed together.

Children are grouped into classes mainly on the basis of age. Parents and children are informed in the summer term of the class arrangements for the following school year.

Houses

Our children, across all age ranges, are divided into Houses named after Saints. Nursery – St. Catherine of Sienna, Reception – St. Anne, Year 1 – St. Francis of Assisi, Year 2 – St. Martin, Year 3 – St. Anthony of Padua, Year 4 – St. Philomena, Year 5 – St. Catherine, Year 6 – St. Peter and St. Paul. House

points are awarded for academic achievements and Houses have a high profile on Sports Day, when events are entered on the basis of House teams.

WORSHIP

Prayer is naturally an integral part of our school life and children join in prayer at relevant times throughout the school day. Staff and children pray regularly in their class groups and also join each week in key stage and whole school assemblies. Father Stephen Squires, our parish priest, frequently visits the school and celebrates Mass each week and at key times, for instance at the start or end of a term or for the feast of St Michael. The children walk to St Michael's church to join other parishioners for Mass on some Holy Days of Obligation. During May and October we urge you to join your child in school for a few minutes at the end of each school day, to recite a decade of the Rosary in honour of Our Lord's mother, Mary.

THE CURRICULUM

Subjects included in the curriculum

A broad and balanced curriculum is planned for all children so that they can learn at their individual levels, reach their potential and develop lively and enquiring minds. Children are encouraged to present their work with a sense of worth and self respect.

The teaching staff plan together to cover all appropriate areas of the learning experience for the youngest children, who are taught in our Foundation Unit. Further information about this is available in the separate booklet.

Across key stage one (Infants) and key stage two (Juniors) classes all subjects of the required curriculum, including Religious Education (RE), the core subjects of English, mathematics, and information and communication technology (ICT), and also science, history, geography, music, art, design technology and physical education, are taught. A variety of subject based and cross curricular approaches are used to deliver this curriculum.

At key stage two the delivery of the curriculum is more subject based but relevant use of cross-curricular topics is exploited to aid children's learning. For instance a history topic may also be designed to develop an aspect of the pupils' writing skills.

Religious Education (RE)

The Diocesan religious education programme is followed throughout the school. All RE taught in our school is in accordance with the beliefs, rites and practices of the Catholic Church.

As a Voluntary Aided Catholic School, our essential Catholic ethos is to be found embedded in the whole curriculum and not just within timetabled Religious Education lessons. The whole aim of the school is the Christian growth of the children in their own faith, together with their growing awareness, as maturing Christians, of the world about them. With this as a basis of our religious teaching it would be difficult to envisage the withdrawal of children from specific periods of the timetable. Similarly prayer is integral to the life of the school and parents should consider carefully before requesting the Headteacher to allow a child to be excluded from this important part of our life.

Within Religious Education lessons pupils will also be introduced to materials that explore other faiths in recognition that our pupils are members of a multicultural society.

Sacramental Preparation: In year 3 children are prepared for the sacrament of Reconciliation and for their First Communion. The programme of sacramental preparation involves parents and catechists in attending sessions that are led by Father and are held within the parish. In Year 6 pupils are prepared to receive the sacrament of Confirmation. We welcome the links with our parish community that contribute to the children's preparation at these very important times.

English

The school follows the Literacy framework for teaching English.

Reading: Children are helped to progressively develop reading skills. They meet and enjoy a wide variety of stories and other literature. The school also encourages a reading partnership to exist between

home and school, to aid children's progress. Children will regularly take books home to share with their parents.

In teaching reading we use a variety of approaches which include an emphasis on phonetic teaching. We do all that we can to find the right approach for the individual child.

Writing: Development of writing skills builds from the children's early attempts at letter formation to them becoming independent writers. Children are encouraged to write with a sense of purpose and an awareness of the audience who might read their work. Children will also be encouraged to be aware of spelling patterns and the need to be familiar with various spelling rules.

Mathematics

We follow the Numeracy strategy in school. This strategy develops children's mathematical knowledge and understanding through five strands. The first three strands: numbers and the number system; calculations; and solving problems all relate to number skills. The fourth strand is linked to measures, shape and space and the fifth incorporates handling data. These topics are taught in an integrated way; many connections are made within and between the five strands. Staff have received relevant training and additional resources are in place to enhance delivery of the Maths curriculum.

Science

All children are given many opportunities to explore and discover more about the world around them. They are encouraged to make observations, predict and establish findings and record results. Over several years staff have worked collaboratively to produce and develop a science scheme of work. The scheme provides for breadth, balance and progression in the child's learning. The scheme is also closely linked with the science scheme of work that was first introduced by the Curriculum and Assessment Authority.

Information and Communications Technology (ICT)

The school currently has banks of laptop computers that ensure each child has access to computers within a full range of lessons and enables cross curricular links to be explored. There are also a number of classroom computers that are linked to the network. The school has also purchased banks of laptops that are wireless networked.

The school also benefits from being a partner in an LEA broadband initiative. This gives staff and children access to a wide range of curriculum resources and learning opportunities.

All classes have had interactive whiteboards installed and these are used effectively to enhance the curriculum for our pupils.

During the past year members of staff have undertaken training to ensure improvements in the quality of teaching and learning relating to ICT knowledge, skills and understanding.

During the academic year 2013/2014 the school will continue to develop the use of a learning platform which will enable both pupils and the parents to view curriculum areas and access work and monitor progress from home as well as in school.

Physical Education (PE) and sporting aims and achievements

Children follow an extensive programme of activities in physical education lessons and in extra curricular activities.

During this academic year the children have had the opportunity to take part in sporting activities which include football (for boys and girls), netball, hockey, tag rugby, cross country, gymnastics, athletics, dance, cricket, Gaelic football, orienteering, tennis, basket ball, golf and street dance. Some of these activities are supported by a number of our pupils who have been trained as sports leaders.

During lunchtime periods pupils are encouraged to engage in a range of physical activities. The school has purchased a full range of equipment to support the development of the children's active play. During the academic year 2011/2012 the PTA and Governors worked collaboratively to provide a Trim Trail for the pupils to use during their outdoor play sessions and this is a welcome addition to our outdoor provision.

We are proud of the way the children develop their sporting skills and interests through belonging to our school teams and in taking part in sporting activities and competitions. During the past year pupils who have represented our school have achieved many inter-school sporting successes and have become City Champions in tennis, Sports Hall Athletics and Tri Golf. Teams have also become Boys' 4 a-side

Football League winners, Premier League 6 a-side City Finalists, Tag Rugby Competition winners and Football League Cup Finalists.. We are very grateful for the commitment shown by staff and by parent helpers who give their time and commitment to enable these activities to take place. As a result of this commitment pupils have achieved considerable success in sporting events with some of them being highlighted to take part in programmes of excellence.

St. Michael's is in a cluster group of primary schools that work together with secondary schools in the area to encourage the development of sporting activities and celebrate achievement.

We welcome parents and other relatives to our annual sports day, which is one of the highlights of the summer term.

Other subjects of the curriculum

The curriculum is broadly based. Teaching time is given to the areas of Science, History, Geography, Music, Art, Design and Technology as well as to the areas already outlined above. Instrumental music tuition is available in school. Music and drama get a high profile in the autumn term as all children are involved in rehearsals for our traditional Christmas performances. Year 6 have their own 'Leavers' Production' in July. The school has developed performing arts practice where throughout the year pupils can develop a range of performing arts skills. Personal, social and health education (PSHE) and citizenship are taught through lessons in other subjects wherever this is relevant, but there are also discrete lessons on specific topics such as drugs education. School trips that enhance children's learning are a regular part of the curriculum. Older children have residential visits to the diocesan youth centre at Alton Castle and to the Pioneer Centre. Parents interested in discovering more about the broader curriculum that their children will be following are welcome to meet with the Headteacher who will be happy to share further information with you.

Family Life Education (Sex and Relationships Education)

Family Life Education is based on Catholic principles and is delivered in accordance with Diocesan guidelines. Specific aspects of Family Life Education are delivered through science and religious education lessons. Throughout their school life pupils are encouraged to have due regard for moral considerations in all circumstances and to respect the value of family life. Please ask the school if you wish to see the Family Life policy that has been adopted by the Governing body.

Parents will always be kept informed when anything of a specific sexual nature will be discussed. They are told of the nature of the materials children will be studying. Parents are within their rights to withdraw their child from this lesson if they so wish, but it is hoped that parents thinking about doing this would first of all discuss the matter with the Headteacher.

The Governors and staff regularly review the Family Life Education policy. Parents are consulted about the policy and their views are taken into account when the review is undertaken.

Extra-curricular activities

We feel it is important that our children receive a broad curriculum both during formal lessons and through extra-curricular activities. Fund raising efforts for a range of charities are a regular feature of our school life. Other activities include a full range of extended schools opportunities including tag rugby, hockey, cross country, athletics, football, netball, cricket, drama, dance, creative activities, choir and samba band. Such activities enhance children's skills and experiences. Individuals can opt to have instrumental music tuition. After school activities change from time to time. Children and parents will be kept up-to-date with what is currently on offer. Please ask at the school if you would like further information at any time.

Homework

Parents are encouraged to work in partnership with the school. At times children may be given homework. This work is regarded as a logical development of, or as a conclusion of work which has been undertaken in school. When homework is given, the support of parents in seeing that homework assignments are completed is valued highly. Parents may be assured that if homework is given the amount of work will be kept within the bounds of reason. Further details are included in the homework policy. Copies are available for parents, please ask if you do not already have one.

COMMUNICATIONS WITH PARENTS

Home-School Contract

This is an important part of the formal communication between parents and the school. It gives parents, children and the school the opportunity to consider the Catholic ethos and expectations that all at St Michael's believe underlie a child's happy and successful education. This agreement expresses the vision of our school and is meant to assist parents practically in their contribution to the essential partnership that must exist between parents and school. All parents are invited to sign this contract; there is also a part for children where they can show they understand their part in the contract.

Newsletters

Newsletters are regularly sent to parents of all registered pupils at the school. The newsletters include information about forthcoming dates that parents may wish to enter in their diaries.

Teachers also send information home at the start of every term about the work that will be covered during the term.

Parents' evenings

Three parents' evenings are held each year, one in each of the Autumn, Spring and Summer Terms. On the consultation evenings in the autumn and spring terms parents are given the opportunity to meet with the class teacher to talk about their child's progress and achievements. During these evenings the Headteacher and the Special Educational Needs Co-ordinator are also available to answer any questions that parents may have. An open evening is held in the summer term.

Reports

A written report is sent home in the summer term prior to the open evening. Each child's development is monitored and recorded in every subject. At the end of key stage one and key stage two, in Year 2 and Year 6 the children's reports will also indicate assessment levels relating to the National Curriculum.

MATTERS OF ROUTINE

The School Day

School hours are 9.00 am to 3.15 p.m.

Session times for Junior children are 9.00 am - 12.20 p.m. and 1.15 p.m. - 3.15 p.m.

Sessions for Infant children are 9.00 am - 12.00 noon and 1.15 p.m. - 3.15 p.m.

The taught hours for Key Stage 1 are 21.30 hours per week and for Key Stage 2 23.5 hours per week.

The school bell which signals the beginning of the school day is rung at 8.55 am. Children are supervised in the playground from 8.45 am and children should not arrive at school before this time. The school records any late arrivals at school and involves the services of the Education Welfare Officer when this action is thought to be necessary.

We remind you that staff members are not legally responsible for children until 10 minutes before the teaching day begins and legal responsibility ends ten minutes after the teaching day ends. Please ensure that children arrive at school on time, dressed appropriately, and also that they are collected on time.

Lunch Time

During lunch time children are cared for by a team of supervisors, who guide their behaviour and help them to spend their play time happily. The supervisors notify teachers about any problem that arises during the lunch time period. The school has purchased an extensive range of play equipment that can be used by pupils during the lunchtime periods. During the academic year 2012 the PTA and Governors completed a joint project to raise funds to establish a Trim Trail for the children's use during outdoor play sessions and this facility has been very well received and is much appreciated by the pupils of our school.

School Meals

School meals are cooked on the premises. Our cooks make meals attractive and nutritious for the children, in line with LEA and government healthy eating/food standards guidelines. Children enjoy choosing from a range of dishes. Parents have the choice of their children having a school meal or of providing them with a packed lunch. We ask you to notify the school in writing, in advance, if you wish your child to change from one form of meal to another.

Dinner money is collected on the first day of the school week. Please send the money in an envelope marked with the pupil's name and class.

Each child having a packed lunch must bring his/her own in a rigid plastic container, clearly and indelibly marked with his/her name. No bottles or cans of fizzy drinks etc, or hot drinks may be brought to school.

Sandwich boxes are kept in a designated place until it is time for the children to eat. All wrapping and other remnants must be put in the boxes which will be replaced in the classroom and taken home. No food may be eaten at any other time or anywhere other than the stipulated place.

Free School Meals

If your family is on a low income, your child (or children) may be entitled to receive a free luncheon every day. Both you and the school will benefit if you take advantage of this. This is because the school receives extra funds in proportion to the number of pupils registered for free school meals. So long as you register, the school will benefit, even if your child does not actually take the free meals. However we hope you would allow your child have a school lunch, as they are attractive and good to eat. We encourage parents and carers to contact either the school, or the Pupil Support Department in the Civic Centre if you think your child might be eligible for free meals. To be eligible for free school meals you should be in receipt of Income Support, Income Based Jobseeker's Allowance, Child Tax Credit (but not Working Tax Credit) or receive support from the National Asylum Support Service.

Milk

1/3 pt cartons of milk are available daily. Parents are notified of the termly charge at the beginning of each term. Full cream milk is only available for pupils aged under 5. All other pupils are provided with semi-skimmed milk.

Drinking Water

You are encouraged to let your child bring in a bottle of drinking water with a sports' top (labelled so as to be easily identifiable by the individual) which he or she may have available during the day.

Fruit

Our school takes part in the Government's National School Fruit Scheme for 4 – 6 year olds. Under the scheme, each of our younger children is entitled to receive a free piece of fruit each school day, in the interests of healthy eating. The fruit is fresh and of good quality. The Scheme is voluntary but we very much hope you will encourage your child to take part. Older children may bring a piece of fresh fruit to eat prior to their morning break.

Medication and illness

Only in very special circumstances will it be necessary to have medicines in school. If your child has a long term medical condition that requires medicine to be taken during the school day, please talk to the Headteacher about this.

If your child needs to have an asthma inhaler in school please make sure it is clearly labelled with the child's name. Please make sure you tell the teacher about your child's medical needs. Inhalers will be kept close at hand in case of an emergency.

We have staff trained in first aid procedures who look after children in the case of sickness or accident. Please make sure we always have an up-to-date phone number where we can contact you during the day. Parents will be contacted if your child is considered to be unwell or if staff are concerned about your child's health or welfare.

The school nurse team offers valued support to the children whilst they are pupils at St Michael's Catholic School. A member of the team visits the school regularly and will be happy to speak with parents about any aspects of a child's health care. The school nurse team can be contacted via the school or else at Whitmore Reans Clinic, telephone 444018.

Allergies

It is essential that you inform us of any allergies your child may have, so that we can ensure they are not given anything which they may be allergic to. If you have any queries please do contact the Headteacher. If your child suffers from any severe allergy you should notify the headteacher in writing of the problem and of any emergency action which the school might reasonably be expected to plan for.

Child Protection

Parents should be aware that the school is required to take any reasonable action to ensure the safety of our children. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect, or any other form of abuse, the Headteacher is obliged to follow the procedures established by the local area child protection committee and inform social services of the concern.

Family holidays in term time

Parents are asked to refrain, wherever possible, from interrupting children's education by taking holidays during term time.

If you do find it necessary to take your child on holiday during school time you must first complete the appropriate holiday form (available from the school secretary). Only in exceptional circumstances will the amount of leave granted be in total more than two weeks (ten school days) in any year. Holidays over and above the ten days allowed will be classed as unauthorised absence unless permission is gained in advance from the Governing Body. Governors will consider each case on its own merits and issue a ruling as to whether leave of absence may or may not be authorised.

II

MADE IN GOD'S IMAGE AND LOVED BY HIM.....

INCLUSION AND EQUALITY OF OPPORTUNITY

At all times we aim to fulfil our mission statement, which commits us to 'Promoting the search for truth and excellence in which each pupil is given every opportunity to develop individual talents to the full'. We welcome all children regardless of ability or physical requirements. We aim to always supply a suitable level of challenge for each individual whatever their ability. As well as catering for those with special educational needs, we make relevant provision for any children with particular gifts or talents. Wherever possible, within the limitations of funding, we will make provision for any specific mobility or other needs so that each child receives their entitlement of access to the curriculum. (See also mentions in our admissions policy regarding admission of children with disabilities). A toilet for the disabled is available in the Foundation Key Stage area/Key Stage 1 and in the entrance foyer. Governors have surveyed the existing buildings so as to identify improvements likely to aid access for all parents, staff and children. To bring about these improvements The Governors have adopted an accessibility plan. This plan is being followed to ensure that we offer good physical access to the school premises and that the opportunities for educational and personal development that we offer are tuned to the needs of each individual. Ramped access is now provided at various entrances to the school and internal changes have also been made so that the building offers easier access for wheelchair users. The latest accessibility plan has been advised by pupils from Penn Hall special school who assisted Governors in reviewing the accessibility of our school building. Thanks to our team of advisors.

The school has developed a Disability Equality Scheme which has been produced as a result of full consultation with a range of persons. Copies of the scheme are available on request.

Special Educational Needs

The Governing Body recognises its responsibilities to make provision for pupils with special educational needs. The school's special educational needs co-ordinator (SENCO) takes responsibility for co-ordinating special educational needs provision. Our trained, skilled support staff give valuable help to class teachers in catering for individual needs and abilities. The school's adopted policy, together with the school's established routines, provide for the identification of pupils with special educational needs and pay due consideration to the Department of Education's publication 'Code of Practice on the Identification and Assessment of Special Educational Needs' and the Disability Code of Practice.

Children with SEN are identified in three main ways. Firstly, by judgements made by teachers throughout the school. Secondly, needs become apparent through baseline assessment, National Curriculum assessment, and other assessment procedures used by the school. Finally, and very importantly, any concerns that parents have about their child's development are taken seriously and followed up. We ensure that parents are informed and involved with regard to plans for the learning of children with special educational needs.

Once a child's special educational needs have been identified the class teacher will devise an education plan that is appropriate to address the children's learning needs. The delivery of the plan is monitored and the child's progress is reviewed. Parents are kept fully informed at each stage. Our SENCO will also be involved in advising staff and parents regarding the next stages in the child's learning and how learning needs can best be addressed.

In accordance with the Code of Practice, children with a mild learning difficulty are placed in the band of **School Action** (or, in nursery or Reception, **Early Years Action**). Those in greater need of support are in the band **School Action Plus** (or **Early Years Action Plus**) and the support of outside agencies is enlisted to help assess their needs. Some children with the greatest need may be eligible to receive a **Statement** and the LEA may give extra support so that the child can stay in mainstream education. The school regularly consults Local Authority services and outside agencies in relation to addressing the needs of our pupils. We do all we can to access the external advice and resources needed to benefit some children with very individual needs.

The school has developed good links with the Wolverhampton Parent Partnership Service and this is proving a good source of extra support to parents regarding SEN.

Class teachers are alert to the needs of others not identified at the level of school action or action plus who may still benefit from a degree of extra support. Much care is given to assessing individuals'

progress and to setting them suitable targets for further learning. Appropriate support also helps any children identified as having specific behavioural difficulties.

The school also identifies those children who are gifted and talented and also have their own individual needs to be met. The school has an identified Gifted and Talented Co-ordinator who works as one of our teaching team to support the development of and the co-ordination of our gifted and talented provision.

III *FOSTERING A SENSE OF SOCIAL RESPONSIBILITY.....*

CONDUCT

Behaviour

The schools' behaviour policy is developed through the Catholic family atmosphere which pervades the whole school. The staff and children of our school have high expectations of what is considered to be acceptable and appropriate behaviour. Children are expected to be polite, considerate, diligent and obedient. For good work, effort, honesty, helpfulness, success, courage and other qualities, children are praised verbally or in writing, offered commendations or mentioned in assemblies. Certificates of merit or of service to the school are awarded. Parents are informed of their child's success. Children who display outstanding behaviour throughout the year are invited to share an afternoon tea with the Headteacher of the school and are awarded certificates throughout the year indicating the school's acknowledgment of the outstanding behaviour that is displayed by the majority of our pupils.

We have established School Rules and a Code of Conduct which all are expected to follow.

For disobeying rules or instructions, for laziness, dishonesty, vandalism and other unpleasant practices, pupils will be reprimanded and will be invited to apologise to those injured. For some offences children may be deprived of their free time by detention. In other cases letters are sent home and parents are invited to visit the school to discuss the pupil's behaviour.

Rarely, if a child's behaviour should become very poor, he or she may be excluded from attending the school. This may be on a short term or permanent basis. Parents are always informed in writing, and use of this sanction is always reported to the Chair of the Governing Body. Parents have the right to appeal against the Headteacher's decision to exclude their child.

For further information, please ask for a copy of the school's Behaviour Policy.

Parents are asked to note the following important school regulations

1. Pupils must be punctual. Lateness without a valid reason is unacceptable.
2. If a pupil is absent from school parents are asked to telephone the school on the first day of absence. A note outlining the reason for absence must be sent to school upon the child's return. (Failure to notify the school in writing of the reason for your child's absence will result in the child's absence being classed as being unauthorised and this will appear on the child's school attendance record).
3. If a pupil is to be absent for any reason other than illness permission must be sought from the Headteacher and the governing body of the school.
4. Children are only to enter and leave the premises through the designated gate into the school site.
5. Only those children who have passed the Cycling Proficiency test may cycle to school.
6. At all times the children must walk about the school.
7. No jewellery is to be worn other than watches or studs where children have had their ears pierced.
8. All money and valuables brought to school must be handed to the class teacher for safe keeping.
9. Sweets are not to be eaten in school as they spoil the midday meal, besides damaging the children's teeth.
10. Except for those who go home to dinner, no child may leave the school during the day unless collected by a responsible adult and the school is notified beforehand.
11. All visitors to the school must first call at the office and see the secretary, Headteacher or other member of staff. All visitors must sign the visitor's book and also sign to state the time when they arrive or leave the building..

School Code of Conduct

1. Everyone should act with courtesy and consideration to others at all times.
2. In class pupils should make it easy for everyone to learn and for the teacher to teach. (Children should get to desks quickly and in an orderly fashion, they should listen carefully, follow instructions, help each other where appropriate, be quiet and sensible).
3. Pupils should move quietly around the school (never run, push or shout. Remember to let people pass and help to carry things).
4. Speak politely to everyone.
5. Be silent when required to be.
6. Keep the school clean and tidy. (Pick things up, put things back. Keep the toilets tidy).
7. In the playground be friendly and considerate. (Don't fight).
8. When engaged in out of school activities be mindful that they represent the school.
9. Always listen and try to understand others point of view.
10. Be in the right place at the right time.

School Uniform

St Michael's recommended uniform is:

St Michael's recommended uniform is:	
Boys	Girls
Winter: Grey trousers, white/grey shirt and socks Scarlet V-necked long sleeved pullover Scarlet and yellow striped tie Black shoes.	Winter: Infants - grey pinafore slip or recommended formal full length school trousers (Trutex style JWT 200) Juniors - grey skirt or recommended formal full length school trousers (as stocked by Buxton & Bonnett) White blouse or shirt Scarlet V-necked pullover or cardigan Scarlet and yellow striped tie (but in Summer a white open neck 'polo' type shirt, without a tie, may be worn). Grey or white socks, or red, grey, white or black tights. Black shoes
Summer As Winter, but a white open neck 'polo' type shirt without a tie may be worn	Summer: Red and white gingham check or red and white candy striped dress can be worn.

PE uniform:

The children are also required to have a pair of shorts, top and a pair of plimsolls for use in PE lessons. We would like the children to wear red shorts and a white top for their PE lessons. A track suit may be allowed as an option for PE activities for both boys and girls where the teacher considers this to be appropriate.

Children should also bring a change of footwear with them for use in PE lessons.

Children will also require swimming costumes/trunks/swimming caps once they enter the Junior classes of the school.

Note: It is not the policy of the Education Authority to make compulsory the wearing of any distinctive clothing or uniform, but all pupils are required to attend school appropriately dressed. For the assistance of parents St Michael's has, like many other schools, adopted guidelines on dress.

Parents may choose to purchase items of uniform from any retailer they wish. The school tie is however available from only two known stockists. Lads and Lasses, Warstones Road, Penn, Wolverhampton and Buxton and Bonnett, Victoria Street, Wolverhampton.

COMMUNITY CONCERNS

St Michael's Parent Teacher Association

We are very fortunate to have the support of an active and successful Parent Teacher Association.

All parents are automatically members of the Association and we very much appreciate the active part that many play in its work. We ask that you do your best to support the events that the Association organises. The considerable amount of money raised by the Association enables us to extend and improve the curriculum we provide for our children. The PTA also provides children with PE equipment, new books, new computers and other resources, First Communion trips, leavers' bibles, parties, presents: the list goes on and on. Most recently the PTA raised funds to enable us to develop the school's maths and reading resources. The PTA have also assisted us to develop our outdoor play facilities to enhance our pupils' outdoor education. During the academic year 2012 the PTA joined forces with the school Governing Body and have purchased a Trim Trail for the children to use during their outdoor play sessions. We invite you to help the list to grow by offering your help and support to our school. If you are interested in coming along to any of the PTA meetings the Headteacher would love to hear from you. Thank you.

We welcome parent helpers into school, for instance to hear children read, to assist children in food technology (cooking), to assist with the school library and to accompany children on educational visits. Please see our Headteacher if you think you might be willing to help in any way. Any person working with our children will be expected to receive Criminal Record Bureau clearance.

The school would also be delighted to hear from any gardeners who are willing to support our pupils as they develop their own garden area. Once again persons working with pupils will require clearance from the Criminal Record Bureau.

Out of school childcare provision

There are various childcare providers operating in the area. Please contact Wolverhampton Information for Families who will be able to advise you of local providers. The Service can be contacted on telephone no. 01902 554242.

What to do if you have a concern about your child

The Headteacher and staff of the school are always willing to meet with parents. Please do not wait for a parents' evening if you have any concerns about your child. We think it is important to sort out any concerns as soon as possible. We do suggest that you ring the school to arrange an appointment, to make sure the right person is available to meet with you.

If members of staff are concerned about a child for any reason then they will contact the parents and ask to meet with them to discuss the cause for their concern.

What to do if you want to make a complaint about anything to do with the school

In relation to section 23 of the Education Reform Act 1988, the governing body has adopted a policy concerning the arrangements for dealing with complaints (if any) about the curriculum or religious worship. A separate policy covers other complaints. Briefly parents are advised in the first instance to discuss their concerns with the Headteacher who will do her best to resolve the situation. If this approach is unsuccessful parents should address their concerns in writing to the Chairman of the School's Governing Body.

School policies and other important documents

The Governors approve and regularly review a number of policy documents that describe how the school will be organised and how the children will be taught. The range of documents is covered by a publication scheme, in line with legal requirements. A file of policies is placed in the entrance hall for parents to look at. Various other documents are required by legislation to be available for inspection at the school and are available on request. The Headteacher will be pleased to discuss any aspect of school policies with parents.

CHARGING POLICY

During their school life children will take part in activities both in and out of school hours. Essentially no compulsory charges can be made for any activities which take place wholly or mainly during the school day, but the Act does allow schools to ask parents to make voluntary contributions to cover costs. Parents will therefore understand that some activities will only take place if there are sufficient funds available to meet costs.

The governors' policy includes a statement about charges for pupils whose parents are in receipt of Job seekers allowance, Working families tax credit, Disability living allowance, Disability working allowance, or in other cases where parents face hardship. Such parents will not be required to make any contributions towards the cost of the activities held wholly or mainly during school time. No pupil will be excluded from an activity because his/her parents cannot pay, but if a significant number of parents are unable or unwilling to pay, any trip or other planned activity may be cancelled.

The information in this prospectus is correct at the time of printing.

The Governing Body of St Michael's Catholic Primary School

The legal responsibility for looking after our school lies with the Governing Body.

This is made up of fourteen appointed or elected governors, together with the Headteacher, who may choose whether or not to be a governor.

Eight Foundation Governors appointed by the Archdiocese of Birmingham.

(term of office finishes 31 August 2014)

Mrs. R.E. Watkins (Chairman)

Father Stephen Squire (Vice Chairman)

Mr. M. Gay

Mr. P. Galyas

Ms. M.C. Arthurs

Mr. P. Ricketts

Mrs M Nock

Head Teacher Governor

Mrs. C. Williams

Governor Appointed by the Local Education Authority

Cllr. Mrs. C. Mills

Four Elected Governors

Two are Elected by Parents:

Mr J. Andrews (next election Sept 2015)

Mrs. C. Westwood (next election Sept. 2015)

Elected by non-teaching Staff:

Mrs T Lewis (next election Oct. 2013)

Elected by Teaching Staff:

Mrs S Griffiths (next election Oct. 2013)

Clerk to the Governing Body

Mrs. A. Aleksandrowicz

St. Michael's Catholic Primary School

Telford Gardens

Merry Hill

Wolverhampton WV3 7LE

Tel 01902 556368

Chairman of the Governing Body

Mrs. R. Watkins

Birches Barn Road

Bradmore

Wolverhampton WV3 7BL

Tel 01902 330553

Special educational needs:

The Governors have nominated one of their members, at present Mrs Watkins, to take a special interest in special needs and to maintain an overview of how the school policy is put into practice throughout the school.

The Staff of St Michael's Catholic Primary School (at September 2013)

Headteacher:	Mrs C. Williams
Deputy Head	Mrs S. McHale
Key Stage 2 Classes (Juniors) Y6 Class Teacher: Y5 Class Teacher: Y4 Class Teacher: Y3 Class Teacher:	Mrs M Fergusson Mr. P Kay Miss R Starkey Mrs L Bradley
Key Stage 1 Classes (Infants) Y2 Class Teacher: Y1 Class Teacher:	Miss A Walton Mrs A Walters
Foundation Key Stage Teachers Reception Nursery	Mrs C Tudor Mrs S Griffiths
SEN/Additional Cover Teaching Assistants who are deployed to support the educational development and needs of pupils across the school: Mrs. D. Visentin Mrs M Mall-Ganger Mrs. E Jarvis Mr. E. Blaney Mr A McGinn Mr A Jones Teaching Assistants who support specific needs of individuals: Mrs. T. Lewis Mrs. P. Cullen Mrs S Singh	
ICT technician	Concero UK
School Secretary: Clerical Assistant:	Mrs. A. Aleksandrowicz Mrs. J. Laurie
Site Supervisor:	Mr. G. Timmins
Cleaners:	Mrs L. Roberts Mrs K. Clarke Mrs S Sarmoria
School Cook: Assistant Cook:	Mrs T Bood Mrs D Edwards
Lunchtime Supervisors: Mrs T West (Senior Supervisor), Mrs C. Hickman, Mrs J. Diamond, , Miss K Hickman, Mrs E Evans	

Prospectus Appendix 3
Diocesan Education Service
Wolverhampton 2014/15 Model Primary Admission Policy
ST MICHAEL'S CATHOLIC PRIMARY SCHOOL

Section A: Admissions to the Main School *(for Nursery admissions see Section B, below).*

The Admissions process is part of the Wolverhampton LA co-ordinated scheme.

The Admissions Policy of the Governing Body of St Michael's Catholic Primary School is as follows:

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

The School's Admission Number for entry to the Reception class for the school year 2014/15 is thirty.

If the number of applications exceeds the admission number, the governors will give priority to applications in accordance with the criteria listed, provided that the governors are made aware of that application before decisions on admissions are made (see Note 1 below). A map of the parish boundary is available on the school website: <http://www.st-michaels-rc.wolverhampton.sch.uk> , at the school and parish (St Michael's Presbytery, 173 Coalway Road, Wolverhampton) or by post on request.

1. Baptised Catholic children (see Note 2 below) who are in the care of a local authority (looked-after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Evidence of a child in care from the placement authority to support this claim must be submitted with the Common Application Form.
2. Baptised Catholic children living within the Parish of St Michael who will have a brother or sister (see Note 3 below) in school at the time of admission, *(A map of the parish boundary is available at the school and parish and on the school website as indicated above).*
3. Baptised Catholic children living within the Parish of St Michael. *(A map of the parish boundary is available as indicated above).*
4. Other Baptised Catholic children who will have a brother or sister in the school at the time of admission.
5. Other Baptised Catholic children.
6. Non-Catholic children who are in the care of a Local Authority (Looked After Children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). This must be indicated on the common application form and evidence (e.g. evidence of a child in care from the placement authority) to support this claim **must be submitted** with the Common Application Form.
7. Non-Catholic children who will have a brother or sister in the school at the time of admission.
8. Non-Catholic children.

Over-subscription

If there is over-subscription within a category, the Governors will give priority to children living closest to the school determined by shortest distance. The measurement between home and school will be determined by the straight line measurement from the designated point of the home address to the designated point of the school using a computerised software system'. (see Note 4).

In a very small number of cases it may not be possible to decide between the applicants who are seeking a place, when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and school is exactly the same, for example, blocks of flats. If there is no other way of separating the applications according to the admissions criteria, for example if the distance between two or more homes and the school is exactly the same (e.g. homes are in the same block of flats), and if to admit both or all of the children would cause the legal limit to be exceeded, the Governing Body will draw lots to randomly select the child to be offered the final place. As an exception, the governing body will give careful consideration to offering places above the Admission Number to applications from children whose twin or sibling from a multiple birth is admitted, even when there are no other vacant places.

Additional Notes

Note 1

Children with a Statement of Special Educational Needs that names St Michael's Catholic School must be admitted. This will reduce the number of places available to other applicants.

Note 2

For a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism/Reception should contact their Parish Priest.

Parents making an application for a Catholic child should also complete a supplementary information form (SIF). Failure to complete the SIF/provide evidence of Catholic Baptism/ Reception may affect the criterion the child's name is placed in.

Note 3

The definition of a brother or sister is:

- A brother or sister sharing the same parents;
- Half-brother or half-sister, where two children share one common parent;
- Step-brother or step-sister, where two children are related by a parent's marriage;
- Step-brother or step-sister
- Adopted or fostered children

attending the school at the time of application and who will still be attending at the time of admission.

The child for whom the school place is sought must be living in the same family unit at the same address as the brother or sister.

Note 4

The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence for the majority of the school week. Documentary evidence may be required.

Please note that child-minders' addresses will not be accepted. This applies to both formal child-minders and relatives and friends acting in a child-minding capacity.

Where care is split evenly between mother and father, parents must name which address is to be used for the purpose of allocating a school place.

SCHOOL ENTRY

Children must, by law, start school by the beginning of the term after their fifth birthday. A parent may defer a child's entry to the school, but not beyond the academic year for which the application is accepted. Parents may discuss this with the Head Teacher. Parents can request that their child attends part-time until the child reaches compulsory school age.

NURSERY

Attendance at the nursery does not automatically guarantee that a place will be offered in main school. Parents must apply on the LA Preference form (Common Application Form) for a place in Reception Class.

APPEALS

Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may apply in writing to Chair of Governors. Appeals will be heard by an independent panel.

REPEAT APPLICATIONS

Any parent can apply for a place for their child at any time outside the admissions round. Parents do not have a right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the admission authority has accepted a second application from the appellant because of a significant and material change in the circumstances of the parent, child or school but has still refused admission.

LATE APPLICATIONS

Late applications will be dealt with according to the LA co-ordinated scheme.

WAITING LISTS

Waiting lists for admission to the 2014/2015 Reception class will remain open until the end of the Autumn term (31 December 2014) and will then be discarded. Parents may apply for their child's name to be reinstated until the end of the academic year when the list will be discarded. The waiting list will be kept by the governing body in admission criteria order. This means that the child's position on the waiting list could go up or down. Inclusion of a child's name on the waiting list does not mean that a place will eventually become available.

Children who are the subject of a direction by a local authority to admit or who are allocated to a school in accordance with a Fair Access Protocol take precedence over those on a waiting list.

Applications other than the normal intake to reception class (In-Year applications)

An application should be made to the local authority, who will need to consult with the governors.

There is no charge or cost related to the admission of a child to this school.

Section B: Admissions to the Nursery of St Michael's Catholic Primary School:

It is important to note that admissions to the main school are decided completely separately from admissions to the Nursery. Admission to the nursery does not guarantee admission to the reception class in the main school. Parents must apply on the LA Preference form (Common Application Form) for a place in Reception Class.

Children who have home addresses within Wolverhampton are eligible for admission. Current Local Authority policy and practice will be referred to in responding to applications for places for children living outside the Wolverhampton boundaries. Governors will also refer to information about the availability of funding when considering applications from outside the city boundary.

Up to 26 part time places are available in the Nursery each morning and each afternoon. If there are insufficient places for all the children seeking admission, places will normally be offered in accordance with the children's date of birth. Older children will be admitted before younger ones. Exceptionally, governors may take special circumstances into account when they consider admissions to the Nursery.

Children join the Nursery as soon as practicable after their third birthday. Usual start time is September, in line with local authority practice. Pre-joining visits are offered in the summer term prior to admission.

Children's religion is not taken into account in determining admissions to the nursery.

Transfer from the nursery into the reception class is not automatic. Applications from children in the nursery are considered alongside those from other children. If applications for places in the reception class exceed the places available, places are allocated according to the admission criteria at Section A (above).

The Clerk to the Governing Body will be able to give parents up-to-date information about the likely availability of spaces in any particular year.

Note: (applies to sections A and B) There is no charge or cost related to the admission of a child to this school.

In defining and revising this policy the Governing Body takes full account of advice received from the Diocesan Schools Commission and the Local Authority.

Signed

Chair of the Governing Body

Date of this policy review:

9th October 2012

APPENDIX to Admission policy

DEFINITION OF A “BAPTISED CATHOLIC”

A “Baptised Catholic” is one who:

- Has been baptised into full communion (Cf. *Catechism of the Catholic Church*, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome (i.e. Latin Rite, Byzantine Rite, Coptic, Syriac, etc., 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 (Cf. *Code of Canon Law*, 877 & 878).

Or

- Has been validly baptised in a separated ecclesial community and subsequently received into full communion with the Catholic Church by the *Right of Reception of Baptised Christians into the Full Communion of the Catholic Church*. Written evidence of their baptism and 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 (Cf. *Rite of Christian Initiation*, 399).

WRITTEN EVIDENCE OF BAPTISM

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

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

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept.

Governors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not.)

ST MICHAEL'S CATHOLIC PRIMARY SCHOOL

Appendix 4a

School Term dates 2013/2014

<i>Autumn Term</i>	-	Monday 2 September 2013 – Friday 20 December 2013
<i>Half Term</i>	-	28 October – 01 November 2013
<i>Spring Term</i>	-	Monday 06 January 2014 – Friday 11 April 2014
<i>Half Term</i>	-	17 February - 21 February 2014
<i>Summer Term</i>	-	Monday 28 April 2014– Monday 21 July 2014
<i>Bank Holiday</i>	-	Monday 26 May 2014
<i>Half Term</i>	-	26 May - 30 May 2014

In addition to the holidays indicated above, there will be In-service Training days for our staff. The school will be closed to pupils on these days. You will be told these dates as soon as they are determined.

Family holidays in term time

Parents are asked to refrain, wherever possible, from interrupting children's education by taking holidays during term time.

If you do find it necessary to take your child on holiday during school time you must first complete the appropriate holiday form (available from the school secretary). Only in exceptional circumstances will the amount of leave granted be in total more than two weeks (ten school days) in any year. Holidays over and above the ten days allowed will be classed as unauthorised absence unless permission is gained in advance from the Governing Body. Governors will consider each case on its own merits and issue a ruling as to whether leave of absence may or may not be authorised.

Appendix 4b absence statistics

<u>Authorised and Unauthorised Absences during the School Year 2012- 2013</u>	
<i>(In accordance with Department for Education and Employment guidelines, for the purpose of reporting these figures, this school year is deemed to have finished on the Friday before the last Monday in May).</i>	
Number of pupils (<i>that is, children of compulsory school age in attendance for at least one session*</i>)	186
Pupils with at least one unauthorised absence	19
% of pupils involved in unauthorised absence	10.2 %
	Absences as % of total possible pupil sessions
Authorised absences	4.5 %
Unauthorised absences (<i>absences for which no acceptable explanation has been received</i>)	0.8 %

*One session means one morning or one afternoon. There are two sessions in each school day.

