

Eccleston Mere Primary



School Prospectus 2006-2007

Saleswood Avenue, Eccleston, St. Helens WA10 5NX

Tel: 01744 678280 Fax: 01744 678281

E-Mail: ecclestonmere@sthelens.org.uk

HEADTEACHER: Mr. P. Friend B.Sc.(Hons), PGCE, M.Ed. F(COLL)P

CHAIRPERSON OF GOVERNORS: Mrs. I. Pritchard

CLASSIFICATION OF THE SCHOOL

The school is a primary school for boys and girls in the 3+ to 11 age range. There are approximately 300 children on the school roll including the Nursery.

GENERAL

The information contained in this booklet relates to the school year 2006/2007. However it should not be assumed that there will be no change affecting the relevant arrangements or some other matter particularised:

- before the start of, or during, the school year in question, or
- in relation to subsequent school year

ADMISSIONS POLICY

Allocation of places at Eccleston Mere are administered by the Local Education Authority. Parents seeking admission should contact the Headteacher of the school they wish their child to attend in order to obtain an admissions form (ADP). Applications for school places can only be made in the year prior to the admission date (i.e. forms for September 2006 will only be made available for children whose fifth birthday falls between 1st September 2006 and 31st August 2007. Application forms for admission in September 2005 should be completed and returned to the Headteacher by Friday 9th December 2005. Applications may also be made online: https://emsi.sthelens.gov.uk/admit_transfer/at_welcome.asp

Parents will be advised of the allocation of primary school places by the end of March 2006.

Every attempt is made to meet parents' first preference of school but parents should also state a second and third preference. If the demand for the school exceeds the num-

ber of places available, priority is given to:

- Children in Public Care
- Children who have a brother or sister presently attending the school
- Children whose family home is nearest the school. (The measurement will be taken from the front door of the family home via the shortest route along public highways to the school, as determined and measured by the LEA)

It should be noted that it may be necessary to apply a combination of the above criteria.

Similarly, if any application is made to transfer a pupil during the year into the school, the normal admission procedures would apply. For information on admissions to our Nursery, please see the Nursery Prospectus.

If you are concerned about the allocation of a place you may wish to discuss the matter with one of the Authority's senior officers who can be contacted at the Community Education & Leisure Department, Rivington Centre, Rivington Road, St. Helens WA10 4ND. There is an Appeals procedure and only the Appeal Panel can reverse the



ADMISSIONS POLICY (cont.):

Allocation decision. Further information about the Appeals procedure can be obtained from the above address.

Parents wishing to visit the school in connection with the possible admission of their child, may do so at any time (please telephone for an appointment). Whenever possible, parents will be given the opportunity to look around.

ACCESS FOR ALL

Eccleston Mere is familiar with including children with a wide range of disabilities and additional needs. We have a national reputation for dealing with such children most effectively. Parents can expect reasonable adjustments to be made by school to accommodate their child. Our accessibility plan highlights particular targets for school to ensure all children have access to the school building, the full, rich curriculum and all available information.

SCHOOL AIMS

These simply stated aims express the moral values and attitudes of the school as developed through the formal and hidden curriculum.

- To create within the school an atmosphere of happiness and security.
- To provide the children with a stimulating environment.
- To help all our children achieve the highest possible standards.
- To provide an environment which will encourage good social relationships.
- To set the highest standards in everything we do as teachers and to expect high standards from the children we teach.
- To cater for the fact that each child has a need for praise and to adopt the approach that everyone is good at something.
- To train the children to be observant and to develop an awareness and an appreciation of their environment.
- To provide a broad based, enriched curriculum for all children.
- Promote an understanding and an appreciation of ICT and provide children with opportunities to develop their skills and knowledge.
- To provide opportunities for extra-curricular activities such as sport and music for all children.
- To develop an appreciation and interest in a wide range of sporting activities.
- To get to know the children as individuals - only then will we as teachers be in a position to be of the most help.
- To train children to be confident yet self controlled and able to talk and co-operate with others in a sensible manner.
- To encourage children to respect authority and to be well-mannered, disciplined individuals, having a proper attitude to work, to other people and their belongings, to members of their class, their school and to the larger community of which they are members.
- To encourage a moral and Christian approach to life while understanding and appreciating other beliefs and cultures and accepting the multi-cultural nature of our society, in line with the Local Authority adopted policy for Religious Education and Race Relations.
- To encourage children to make informed and appropriate choices related to health and well-being.
- To develop an awareness, appreciation and understanding of the Arts.
- To encourage parental involvement in specific, non-academic areas, as indicated in the 'Welcome' brochure.
- To develop a child's initiative so that he/she is able to think for himself/herself and is able to tackle problems for himself/herself.
- To select learning experiences which are suited to each child's needs and capacities.
- To encourage all staff to achieve their full potential through appropriate courses and training.
- To encourage parents to play an active part in the education of their children.
- To ensure the safety and well being of all our children.
- To become effective in supporting other schools and individuals.

A sense of collective responsibility and commitment to the school as a community by teachers, children and parents must be encouraged by the headteacher. A positive approach to discipline requires praise for academic achievement, good manners and discipline while bad behaviour must be dealt with fairly and consistently.

Every effort must be made to maintain the inside and outside of the building to a high standard and create an atmosphere where tidiness and respect for property are encouraged and dropping litter, vandalism etc. are unacceptable.

Parents Who Need Help With Any Of The Information We Send Out From School Are Welcome To Call At The School Office Where Our Staff Are Happy To Assist Them.

OFSTED

OFSTED visited in July 2006 and judged the school outstanding in all areas. The full report is available from school and can be read at www.ofsted.gov.uk.

The letter to the children read:

Dear Children,

Thank you very much for your help when we inspected your school. Please pass on our thanks to the other children we met and spoke to while we were with you. We felt it was a privilege to visit your school. Now we want to share with you our findings. Your school is outstanding!

For instance:

- * the staff take excellent care of you all and teach you exceptionally well.
- * You work very hard and it is clear that

you love school, especially the variety of things you learn, for example on Friday afternoons.

* We were hugely impressed with how very well you are doing in English, mathematics and science

* The staff provide you with excellent opportunities in music, sports and the arts as well as the chance to learn Spanish, to enjoy activities after school and to go on trips

* Your headteacher is exceptional - but I think you know that already!

There are not many schools in the country as good as yours—so you have lots to be immensely proud of! Congratulations to everyone at your school!

Frank Carruthers (Lead Inspector)

Dealing with Problems

If you have a problem with any aspect of your child's education, we are always happy to talk to you. The Headteacher can be contacted at any time and class teachers are available at the beginning and end of each day. We operate an open door policy in order to ensure problems are dealt with quickly and effectively. However if you have a serious complaint then you may wish to write to the Chairperson of the Governing Body who may be contacted through school or the Director of Community Education, St. Helens MBC, Rivington Centre, Rivington Road, St. Helens WA10 4ND. A copy of the school's Complaints Procedure may be obtained from the school office.

SCHOOL INITIATIVES AND AWARDS

- * Eccleston Mere is a Beacon School.
- * NAACE Quality Mark for ICT
- * NW England and Greater Manchester Inclusion and Special Needs Award
- * The Healthy Schools Strands for Physical Education, Sex & Relationships education.
- * School continues to hold the Investors in People Award (reviewed March 2003).
- * Eccleston Mere is an Eco-School.
- * SATs results are above the national average. School-based targets are met and exceeded.
- * School was inspected by OFSTED (Office for Standards in

Education) in September 1999. The report highlighted no weaknesses. Eccleston Mere is recognised as having many strengths.

- * School has been included on HMCI Good Schools' List on two occasions (1997 and 2001). Eccleston Mere is recognised by Ofsted as "a particularly successful school" (Dec 2004).
- * Basic Skills Quality Mark. Quality Kitemark for Early Years provision.
- * The Healthy Schools Standard for pupil welfare and development.
- * Artsmark (Silver) for outstanding work in the arts.
- * Activemark (Gold) for high quality work in all aspects of physical education

The School Day

	Reception and Key Stage 1		Key Stage 2	
Morning Session	09.00	12.00	09.00	12.30
Lunch	12.00	13.15	12.30	13.30
Afternoon Session	13.15	15.30	13.30	15.30

- ◆ Key Stage 1—children have a morning and afternoon break and are taught for 22 hours each week.
- ◆ Key Stage 2—children have only a morning break and are taught for 24 hours each week.
- ◆ All children should assemble on the Infant Playground by 8.55 each morning.
- ◆ If your child is to be late or absent from school please notify school as soon as possible by telephone (01744 678281—answerphone in operation), fax (01744 678281) or e-mail (ecclestonmere@sthelens.org.uk)

Eccleston Mere is non-denominational and is not affiliated to any church. An act of collective worship takes place each day, This is principally Christian. Children receive Religious Education in line with the St. Helens agreed syllabus. Our aim is to promote the spiritual, moral, cultural, mental and physical development of all children. At the written request of the parents, a child may be excused from attendance at collective worship and religious teaching. Parents may also request an alternative form of RE.

Religious Education

EQUAL OPPORTUNITIES

Eccleston Mere has pursued a policy of inclusion for many years.

We are committed to the inclusion of children with complex educational or medical needs, and children from ethnic and cultural backgrounds. The school has an active policy relating to Race and no form of racial prejudice will be tolerated at school.

We believe:

* Disabled children and those with learning difficulties belong and have a right to the support they need in ordinary classes.

* All children with and without impairments benefit from inclusion, which is an important component of a quality education.

* All children have a right to an education that will prepare them for life in the community.

* The kind of teaching and learning which is good for inclusion is good for all children

As far as possible the needs of each child are met by the class teacher. It is our intention to identify children with special needs as early as we can so that they may

receive extra help.

Specific problems may require the expertise of support services such as: educational audiologists, educational psychologists, speech therapists and social workers.

Provision is made to identify and extend the abilities of the more able, through differentiation of work, extension/thinking skills boxes, work with specialist teachers.

All classes engage in "circle time" when each child is given the opportunity to participate in class and group discussion in a safe and secure environment.

Eccleston Mere has a school council which includes Y3, Y4 Y5, Y6 children and staff, discussing many issues relating to school.

We provide a broad, balanced, enriched curriculum which includes teaching for all children in the Core subjects of English, Mathematics, Science, Information and Communications Technology and RE. Foundation subjects: Geography, History, PE/Games, Music, Design Technology and Art together with Personal & Social Education are taught at both Key Stages. Swimming is taught to all classes at Key Stage 2.

CURRICULUM AIMS

English/Literacy: The direct teaching of literacy takes place daily in all classes from Reception to Year 6. The school is following the National Literacy Framework. The standard of English in this school has always been high (as indicated in the school's OFSTED reports) and this area continues to be a priority with the teaching now being supported by the National Literacy Strategy.

The English language curriculum includes the following:

SPEAKING AND LISTENING which includes the development of oracy through such activities as role play, group discussions, collaboration on group activities, use of listening centres.

READING for understanding and pleasure in a variety of contexts.

Using a variety of reading materials, including reading scheme books, fiction and non-fiction. The development of comprehension skills and reading for the purpose of learning. We have a well-equipped library and resource centre.

WRITING for a variety of purposes and audiences to include:

- i) an understanding of grammar
- ii) chronological writing (news, stories, instructions, etc.)
- iii) non-chronological writing (lists, captions, etc.)
- iv) word play (poems, rhymes, puzzles, etc.)
- v) Spelling - through children's own writing to include word families, spelling patterns, etc.

Handwriting is developed to a high standard, children are encouraged to produce a legible, fast flowing hand. A strong emphasis is placed on the presentation of children's work.

Other special events are run regularly to encourage literacy.

Parents are encouraged to help their children at home and to work alongside teachers at school. Additional literacy support is provided for children at various stages in the school to help maintain and improve standards.

Children use ICT to support literacy.

Mathematics/Numeracy: The school is following the National Numeracy Framework. Standards in Mathematics at this school have always been high (see OFSTED reports). All children are encouraged to develop an appreciation and understanding of mathematics and also the ability to apply mathematics to everyday problems. Mathematics teaching in the school includes:

computational/mechanical maths
mental arithmetic, tables
geometry/practical maths
problem solving
calculator skills

Children use ICT to support their mathematical understanding. The above are in line with the requirements of the National Curriculum. The core Mathematics Scheme is Heinemann Mathematics

Science: Science teaching at school is in line with the National Curriculum. It is intended to develop scientific techniques, knowledge and understanding and to create an awareness of the world from a scientific viewpoint. Topics are as follows:

KS1: ourselves, materials, minibeasts, colour and light, magnetism, electricity, change, water, forces and ourselves, weather/seasons, the environment.

KS2: separating and mixing, light, electricity and minibeasts, water, forces and energy, the environment, ecology, space, and electricity
Children use ICT to support their scientific understanding.

Standards in science remain extremely high.

Information and Communication Technology: At Eccleston Mere, we have a fully equipped ICT Suite with 20 networked PC's. Main areas of the school are wireless networked.

All children (including Nursery) are timetabled to use this facility each week. School has a vital role to play in developing every child's awareness of computers. ICT contributes to learning in each curriculum area. Information and Communication Technology at Eccleston Mere is intended to:

- a) contribute to the development of pupils as independent learners
- b) help children to develop as skilled communicators
- c) develop problem solving and investigative skills
- d) help children to become confident in using computers

provide aesthetic experiences

A document explaining Intranet (Local Authority) use has been previously sent out to parents, their permission was sought to allow their children to access the Intranet. Almost all parents agreed to this. This document is available at school.

Eccleston Mere has achieved NAACEMARK for the attainment of the NAACE Quality Standard for ICT in schools.

Geography: This includes:

- a) the development of mapping and other geographical skills.
- b) the study of places, including Eccleston.
- c) development of an awareness of the world beyond Eccleston and the UK. Significant studies of developing countries are undertaken.
- d) the study of geographical themes, such as rivers, weather and settlement.
- e) raising environmental awareness.

Our school is involved in the Farm Link project (operated by MAFF) and we have close ties with White House Farm, Rainford.

History: This includes investigation of the recent past by our youngest children and extends to include some or all of the following topics at Key Stage 2:

- a) Invaders and settlers (Romans and Vikings)
- b) Tudors
- c) Ancient Greece
- d) Victorian England
- e) the history of Eccleston
- f) Ancient Egypt.

Music: All children receive music lessons regularly which might include singing, playing, composing and appreciating music. Instrumental teaching includes recorder, woodwind, brass, strings, keyboards, percussion. A charge is made for instrumental tuition which is undertaken via the Schools Music Service. Contact 0151 426 9953 for further information.

Design Technology: Children are expected to plan, design and build models to develop their understanding of the importance of design and technology in the modern world. Safe working methods are adopted in line with the National Curriculum.

such as rivers, weather and settlement.

Art & Design: This includes drawing, painting, 2D and 3D work, modelling using clay, plasticine, etc. and activities using a variety of other media. Children become familiar with the work of great artists. Children frequently work with local artists. The school holds Arts Mark Silver Award.

PE, Games, Dance, Swimming: All children take part weekly in Gymnastics, Games and Dance activities. All KS2 children also go swimming each week. Extra curricula activities include football, netball, rugby league, athletics, judo and fencing. Y6 children are taken on a three-day residential visit to an activity centre. Older KS2 children are given the opportunity to try unusual sports such as skiing, skating and orienteering. Professional sportsmen frequently visit to coach children. The school holds Active Mark Gold. We enjoy close links with St. Helens Rugby League Club and Everton Football Club. Dance forms an important part of the curriculum.

Personal, Health and Social Education: The school curriculum includes aspects of personal safety and hygiene, body awareness and physiology. as well as 'the family' relationships and society. We have a drugs education policy and scheme of work. All children undertake some work on drugs each year.

Sex and Relationships Education: The school has a sex and relationships programme available for inspection by parents. Children received SRE lessons according to their age and stage of developments.

School Sport: All children are encouraged to take full part in the school PE and Games lessons. This includes educational gymnastics, dance, games and swimming. Through these lessons and a full range of extra curricula activities plus PHSE, children are encouraged to keep fit and make informed health and fitness choices.

The school participates in the Active Leaders programme where older KS2 children develop games and activities for younger children during lunchtimes.

A large number of children compete against other school in swimming, football, netball, rugby and athletics. Our children regularly win sporting competitions.

Our children are encouraged to be competitive yet fair in their approach – a "fair play" charter is on display at school.

Eco School: Eccleston Mere is one of the few schools with European Eco-Schools status. We are committed to encouraging children to be fully involved and interested in the environment and conservation. Our simple Eco-code has been adopted by staff and children

1. We will keep our school clean and tidy. We will put all litter in bins
2. We will save water and energy.
3. We will reduce waste - we will try to use both sides of paper and recycle cans.
4. We will look after wildlife in the school grounds - we will provide food, water and nesting habitats for birds. Plant shrubs and trees to attract new wildlife
5. We will invite experts to visit our school and ask for their advice.

We employ a wide range of intervention programmes to support children throughout the school, including the most able and those with complex needs.

Attendance

Attendance for the school year 2004-2005:

Year Group	% Attendance	% Authorised Absence	% Un-authorised Absence
Y1	94.7	5.3	0
Y2	94.3	5.7	0.1
Y3	95.1	4.9	0
Y4	94.7	5.3	0
Y5	95.8	4.2	0
Y6	95.2	4.8	0.1
TOTALS	94.94	5.03	0.03

Arrangements for Visiting Ecclestone Mere

Parents are invited to attend Parents' Evenings several times a year to look at their children's work and discuss their progress with the class teacher concerned. Parents are also invited into school on other occasions such as services, concerts and sports events.

If parents have any worries or problems they are welcome to call at the school at any time and speak to the Headteacher.

TASK AND TEST RESULTS

SCHOOL RESULTS 2005

Figures May not total because of rounding	% AT EACH LEVEL								
	B	N	2	3	4	5	6	Pupils Absent	4+
English	3	0	0	6	71	18	0	3	89
Mathematics	3	0	0	12	59	24	0	3	83
Science	3	0	0	0	50	44	0	3	94

NATIONAL RESULTS 2005

Figures May not total because of rounding	% AT EACH LEVEL								
	B	N	2	3	4	5	6	Pupils Absent	4+
English	4	2	1	14	52	27		1	79
Mathematics	3	2	1	18	44	31		1	75
Science	2	1	0	10	40	47		1	86

KEY STAGE 2 COMPARATIVE INFORMATION 2005

TEACHER ASSESSMENT – SCHOOL RESULTS 2005

Figures may not total 100% because of rounding	% AT EACH LEVEL						
	W	Below Level 3	3	4	5	Pupils Absent	Pupils Disapplied
English	3	0	6	74	18	0	3
Mathematics	3	0	12	59	26	0	3
Science	3	0	0	44	53	0	3

TEACHER ASSESSMENT – NATIONAL RESULTS 2005

Figures may not total 100% because of rounding	% AT EACH LEVEL						
	W	Below Level 3	3	4	5	Pupils Absent	Pupils Disapplied
English	1	6	18	49	26	0	0
Mathematics	0	5	18	46	30	0	0
Science	0	3	13	47	36	0	0

KEY STAGE 1 COMPARATIVE INFORMATION 2005

TEACHER ASSESSMENT

SCHOOL RESULTS 2005

Figures may not total 100% because of rounding	100% AT EACH LEVEL									
	X	A	D	W	L	1	2	3	4+	2+
Speaking and Listening	-	0	3	3	-	9	74	12	0	85
Reading	-	0	3	3	-	6	62	24	3	88
Writing	-	0	3	6	-	3	71	15	3	88
Mathematics	-	0	3	6	-	3	65	24	0	88
Science	-	-	-	0	-	6	74	18	0	91

TEACHER ASSESSMENT

NATIONAL RESULTS 2005

Figures may not total 100% because of rounding	100% AT EACH LEVEL									
	X	A	D	W	L	1	2	3	4+	2+
Speaking and Listening				2		10	65	23		88
Reading				3		11	59	27		85
Writing				5		12	67	15		82
Mathematics				2		7	68	23		91
Science				2		8	65	25		90

School Uniform

Our school uniform consists of the following: **Boys** - Navy Blue school sweatshirts or pullover, pale blue polo shirt, grey shorts (infants), grey school trousers (juniors), black shoes. **Girls** - Navy blue school sweatshirt or cardigan, pale blue polo shirt, navy skirt/pinafore dress or grey school trousers (juniors), black shoes. Gemini Embroidery stock our uniform and order forms are available from the school office. We encourage all children to wear the uniform, however it is not compulsory.

Other Information

During the day the school bears full responsibility for all children, who must therefore be obedient to its rules. These are reason-

able and generally relate to safety and the maintenance of good order. Discipline is consistently applied throughout the school. Sanctions such as extra work or removal of privilege will be used to deal with persistent bad behaviour will be brought to the attention of the parents concerned. A system of praise and reward based upon assertive discipline is in operation at Eccleston Mere. No corporal punishment of any kind is administered (e.g. slap on the legs, caning, etc.) but it may sometimes be necessary to physically restrain a child, especially if he or she is causing distress, pain or endangering others; by using such methods as a reasonable, caring parent would adopt.

Eccleston Mere has a mentor to support vulnerable children. A support service is in place for children and families with difficulties. Any form of bullying and/or racial harassment will not be tolerated and will be dealt with in line with school policies.

It is requested that no medicines or tablets are brought to school, other than those needed more than three times a day. In cases of chronic illness e.g. asthma, exceptions will be made, parents are asked to consult the Headteacher.

We request, and generally receive, "Consent to Emergency Treatment" for each child. This consent would be referred to in the event of school being unable to contact parents regarding their child's illness or accident, or in the unlikely event of extreme emergency.

We also request parents contact school before 10.00 a.m. if their child is going to be late or absent from school that day. We reserve the right to contact parents if no explanation for absence is received.

We shall endeavour to see that your child is happy and makes good progress during the time spent in school.

Other Activities and Charging Policy

A wide range of school activities take place including football, rugby league, netball, athletics, tennis, judo, fencing and dancing. Music Clubs include school band, samba band and family band. Visits are arranged regu-

larly to places of educational interest. A large number of theatre, music and other groups regularly visit school.

No charge is made for other school activities such as theatre group visits which are paid for by the School Budget, School Fund and Parent Teacher Association. Your support for our PTA will help fund many events. The School Charging Policy is in line with LEA advice. A voluntary parental contribution will be requested towards the costs of school visits and swimming. for all the children. Information will be provided to individuals who contact the school.

Pastoral Care

The Headteacher and other members of staff are all concerned with the educational, emotional and physical well-being of the children. If a problem arises at home, which affects the education of a child, parents are encouraged to discuss the matter with the Headteacher and/or class teacher.

The staff at Eccleston Mere endeavour to be courteous and helpful to each other and this is extended to parents, children and visitors to the school. We are sensitive to the varying needs of all our families and pride ourselves on the individual care we provide. Parents who need help with any of the information we send out from school are most welcome to call at the school office where our staff are happy to assist.

Meeting Your Needs

Improving the Service We Offer

We constantly strive to improve the service we provide and you can help. Surveys of parents' thoughts and ideas are taken on a regular basis and any suggestions discussed and considered by the headteacher, staff and

governors.

Children are to be assessed in line with national requirements. Record keeping within school takes the form of individual records of achievement, assessment folders, books and teacher records. Reports are sent to parents annually. Foundation Stage Profiles are completed for Reception children. We currently use SIMS Assessment Manager to build a comprehensive record of statutory and non-statutory tests (QCA). Children's progress is tracked carefully and realistic targets are set for individuals and year groups.

Assessment and Record Keeping

Inspection of Documents and Freedom of Information

One of the aims of the Freedom of Information Act 2000 is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public. To do this we have produced a publication scheme setting out categories of information available and where it can be requested from (largely available from the school office). The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is available from our school office or our website. Some information which we hold may not be made public, for example: personal information. This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

All classes are mixed ability. At present all the classes in the Infant Department are mixed age (two R/Y1 and two Y1/Y2). There are no mixed age classes in the Junior Department. Children are normally taught by their class teacher and by a resource teacher for certain areas of the curriculum. Teachers are likely to vary the groupings and possibly seating arrangements according to circumstances and work being undertaken. Groupings might relate to ability, age or gender. Parental help is encouraged with homework and parents are also invited into school to help with ICT, run the school library, etc.

Parents will receive regular letters from school relating to many aspects of the education of their children. Our newsletter – the Eccleston Mere Update (EMU) is distributed at the end of each week.

School Organisation

Staff at Eccleston Mere

Headteacher:

Mr. P. Friend

Acting Deputy Headteacher:

Mrs. Y. Kirk

Teaching Staff:

Miss C. Davies

Mrs. S. Hesketh

Mrs. K. Pickthall

Mrs. J. McCarthy

Miss D. Wright

Miss C Kelly

Mrs. L. A. Pile

Nursery

Mrs. K. Critchley, Manager

Mrs. S. Lewis, Teacher

Mrs. S. Austin

School Office Staff:

Miss. E. Langley

Mrs E. Blackburn

Learning Assistants and Special Needs Support Staff

Miss M Bromilow

Mrs. P. Crook

Miss C. Cunliffe

Mrs. S. Austin

Mrs S. Drury

Mrs. M. Cooney

Mrs. H. Harper

Mrs. S. Hodgson

Miss L. Howard

Mrs. S. Kirkham

Mrs. G. Pennington

Mrs. J. Hackett

Mrs. P. Eden

Mrs. K. Bibby

Mrs. A. Murphy

Mrs. M. Sharples

Mentor:

Mrs. D. Riley

Mid-Day Supervisors:

Mrs. H. Brown

Mrs. K. Bibby

Miss S. Byrom

Mrs. K. Cummings

Mrs. B. Dowd

Mrs. S. Tomney

Mrs. S. Woodward

Mrs. S. Coombe

Mrs. L. Poole

Caretaker and Cleaning Staff:

Mrs M. Harrison

Mrs P. Carr

School Cook:

Mrs. V. Waring

Governors

Mrs. I. Pritchard, Chairperson

Mr. J. Rimmer, Vice Chair

Mrs. S. Brindley

Mrs. K. Critchley

Mr. P. Cunningham

Miss. C. Davies

Mr. T. Ferguson

Mr. M. Glynn

Mrs. J. Hackett

Mrs. S. Brooks

Mrs. J. Mitchell

Mr. G. Pearl

Miss D. Wright

Mrs. H. Wright

Mr. P. Friend, Headteacher

Miss. E. Langley, Clerk

Before and After School Club Staff

Mrs. D. Riley, Manager

Mrs. S. Drury, Deputy Manager

Mrs. M. Cooney

Mrs. P. Crook

Mrs. S. Kirkham

Mrs. J. Hackett

Miss L. Howard

Before and After School Club (EMUS)

Eccleston Mere has before and after school provision including a homework facility for children in Reception to Year 6.

The Club is open from 8.00 till 9.00 each morning and 3.30 till 6.00 p.m. each evening and parents have the opportunity to book places in advance and also on an ad-hoc basis (dependant on places being available) for any length of time from half-an-hour upwards.

The children may eat at the Club (breakfast and after school snacks are served) and enjoy a range of activities both restful and active. The atmosphere is calm and relaxed and our "EMUS" are happy to be here.

OFSTED DESCRIBED Club facilities as "very good".

For further details (including cost), please contact Mrs. Riley at school.

Holidays 2006-2007

AUTUMN TERM:

Reopen on the morning of	Monday 4th September
Close on the evening of	Thursday 19th October*
Reopen on the morning of	Monday 30th October
Close on the evening of	Friday 22 December

SPRING TERM:

Reopen on the morning of	Wednesday 3rd January 2007
Close on the evening of	Friday 9th February
Reopen on the morning of	Monday 19th February
Close on the evening of	Friday 30th March

SUMMER TERM:

Reopen on the morning of	Monday 16th April
May Day	Monday 7th May
Close on the evening of	Friday 25th May
Reopen on the morning of	Monday 4th June
Close on the evening of	Friday 20th July

◆ Friday 20th October (extra training day, staff only)

◆ Re-open on Monday 3rd September 2007