



Welcome to Hoole St Michael Church of England Primary School.

Thank you for showing an interest in Hoole St Michael CE Primary School.

Our school is a happy, friendly school with our children's best interests at the heart of everything we do. In November 2021 we were visited by OFSTED who graded us as good following a one day inspection. We believe that during the years that our children are with us, they should feel happy, valued, safe and secure giving them a sound basis to move onto the next phase of their education. We also believe that children have the right to achieve their potential, inspiring them to be active independent learners.

Our staff team is a caring staff, who strongly value links with parents, the church and the community and believe working in partnership will help to provide the best



possible education here at Hoole St Michael.

We are fortunate to have a fabulous outdoor environment including an outdoor

classroom to facilitate outdoor learning; millennium garden (complete with sundial) for quieter moments; a well-fenced pond area for nature observations, a landscaped outdoor area with trim trail for our Nursery and EYFS class and a Forest School area. All in all we feel we have a beautiful setting where our children can grow and learn.



Should you wish to visit and see our school firsthand, please do not hesitate to contact me.

Juliet Price
Headteacher

'School leaders ensure that Christian principles and practice support a community in which every person is valued and can flourish'

SIAMS Inspection 2016



Our Vision

Achieving Excellence within the light of God.



The Staff and Governors

Staff	Name
Headteacher	Mrs Juliet Price
Deputy Headteacher	Mrs Sarah Cookson
Discovery Class (Nursery/EYFS)	Mrs Mesghali and Mrs Hothersall
Atlantis Class (Year 1/2)	Miss Topping
Enterprise Class (Year 3/4)	Mrs Horn and Mrs Lever
Endeavour Class (Year 5/6)	Mrs Sarah Cookson
Teaching Assistants	Mrs Jill Beswick Miss Chloe Radcliffe Mrs Zainab Patel Mrs Karen Kenyon
Out of School 'Kids' Club staff	Mrs Karen Kenyon Miss Chloe Radcliffe
School Business Officer	Mrs Susan Bradshaw
Cleaner	Mrs Karen Kenyon Mrs Diane Greenwood
Kitchen Supervisor	LCC Catering Services
Kitchen Assistant	
Welfare Assistants	Miss Radcliffe Mrs Michelle Holmes Mrs Zainab Patel Mrs Karen Kenyon
Governors	
Chairman of Governors	Mr G Evans-Hughes
Vice Chair of Governors	Vacancy
Foundation Governors	Rev Ann Templeman Dr J Cairns Mr C Wilson Mrs L Boland Vacancy Mrs K Banks
Parent Governors	Mr P Rishton Mr Christopher Weldon
LCC Governor	Vacancy
Staff Governors	Mrs J Price (headteacher) Mrs S Bradshaw

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Our Church School

Hoole St Michael Church of England Primary School is a voluntary aided school offering a primary education to 3-11 year olds and is maintained by Lancashire County Council as the local authority.

The school serves the local communities of Much Hoole and Little Hoole as well as attracting families from as far as Penwortham and Tarleton.

The original school building dates back to 1850 and is set in pleasant surroundings with extensive playing fields. Outdoor Provision includes a large Nursery/EYFS area and Forest School area.

Our school logo is quite unique in that it celebrates the work of Jeremiah Horrocks, the astronomer. He was a lay reader at Hoole St Michael Church when he predicted the transit of Venus in 1639.

<http://www.bbc.co.uk/dna/h2g2/A2769041>



Our school is a Church of England Aided School. This means that our school is partially funded by the Blackburn Church of England Diocese. It also means that Christian teaching is at the heart of everything we do.

Our school can be described as a small school, which in turn means that our community is very close knit. Everybody knows everybody! We also have the advantage of being able to offer small Key Stage 1 class sizes, which helps our children with a very favourable pupil teacher ratio.

For additional information about our school you may wish to visit the following websites:

2021 OFSTED report:

<https://files.ofsted.gov.uk/v1/file/50173549>

2016 Statutory Inspection of Anglican and Methodist Schools (SIAMS) report.

<https://www.churchofengland.org/education/church-schools-academies/national-society/school-reports-list.aspx?n=Hoole%20St%20Michael>

'Pupils enjoy attending school. They know that teachers want them to try their best and not give up. Pupils have positive attitudes to their learning. They explained to inspectors that they may not understand something the first time, but they are willing to keep trying. They do not give up when they encounter difficulties. Pupils are polite and well behaved. Children in the early years are curious and show an eagerness to learn.'

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Collective Worship

Our status as a Church school means that our assemblies always contain some form of Christian worship where we 'give worth' to God. Our worship takes a variety of different forms varying from attendance at formal Church services marking key events in the Christian calendar to worship within smaller prayer groups. The current pattern of our worship assemblies (which take place at the end of the school day) are:

Monday: Whole school worship led by Mrs Price.

Tuesday: Whole school/Key Stage worship led by Mrs Boland and Rev Ann.

Wednesday: Class worship led by the teacher.

Thursday: Visitor worship/SUMO led by Mrs Cookson.

Friday: Celebration assembly (parents invited) led by the headteacher.



'Collective worship is a valued and important part of each school day. It is well planned and has considerable impact on the children's knowledge of Christian teaching.'

'The vicar is a frequent and popular visitor to the school. He leads worship each week and supports school leaders in worship planning.'

SIAMS Inspection 2016

As a school, we take advantage of the close proximity of St Michael's Church to regularly hold Church services to mark key dates in the religious calendar or significant events in the school term. Such services include:

- Welcome Service
- Harvest
- Carol Service
- Epiphany
- Ash Wednesday
- Easter
- Ascension
- Leavers' Celebration



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At Hoole St Michael, there is a firm belief within the whole school community that learning continues throughout life. To this effect, a significant proportion of time is spent on teaching children how to learn and so to equip them with the skills to continue learning throughout their years at primary school and beyond. We also acknowledge that everyone - pupils, staff, parents and governors alike, are all learners. As such, we offer a learning environment where children can feel safe and free to take a risk and occasionally work outside their comfort zone, thus allowing challenge without stress.



We also recognise that every learner has different needs and so plan to include a variety of learning styles within our teaching and curriculum provision. Teaching and lesson delivery include visual, auditory and kinaesthetic methods. That is to say, children learn through sight, sound and movement. All in all, every learner is valued as a unique individual and their learning path is created with their particular needs in mind.

The Curriculum

At Hoole St Michael, we deliver and meet all statutory requirements of the National Curriculum 2014 and deliver all subjects:

- English
- Mathematics
- Science
- Computing
- Geography
- History
- Physical Education
- Art
- Design and Technology
- Music
- PSHE
- Modern Foreign Language (KS2 only) *currently French*
- Religious Education (Blackburn Diocese curriculum)

How these subjects are delivered largely depends on the age and ability of the children. Children from their second year in school (Year 1 and older) are taught these subjects. However, where possible, links are made between the different subjects so children can learn to use and apply skills they have learnt in many different and imaginative ways.



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The Curriculum

Religious Education

The school follows the Religious Education Syllabus devised by Blackburn Diocese and incorporates a wide range of topics centred on Christian teaching. Lessons include many aspects of the Christian faith including increasing the knowledge of the Bible; relating religious teaching to current society and understanding the significance of main events in the church's calendar. Some topics are revisited each year so that children may increase their understanding in line with their increasing maturity.

As not all of our children are Christians, parents do have the right to withdraw children from worship and Religious Education lessons. Alternative provision for a child's education would be made should a parent wish this. Currently, all parents, including those of other faiths, choose for their children to take part in all of our worship and curriculum arrangements. Either way our school will always uphold and fully respect parents' wishes.

'Children enjoy RE lessons and make good progress through the school. An enquiry based approach is used which supports the development of key skills such as interpretation, evaluation and analysis. As a result, children are eager to share their knowledge and understanding of Christianity.'

SIAMS Inspection 2016

The Role of other Faiths and Cultures

As part of our aim to help children fully embrace society and the wider world community, other faiths are valued and treated with respect.

Our RE syllabus, created by Blackburn



Diocese, incorporates the teaching of two other main world religions. As such, whilst the majority of the curriculum is centred on

Christianity, some time will be spent on Judaism and Islam.

Blackburn Diocesan board of education website: <http://www.bdeducation.org.uk/>

All children at Hoole St. Michael are encouraged to embrace the diversity of life offered within our world. We work towards this goal through education against ignorance. Wherever possible, we look to visitors to help support our aim so that learning is accurate, meaningful and enjoyable.



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The curriculum

The Early Years Foundation Stage (EYFS): Nursery and Reception

EYFS Areas of learning and development

At Hoole St Michael, we ensure that there are seven areas of learning and development which shape our educational programme in our early years setting, in line with the **EYFS Framework**

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language;
- physical development;
- personal, social and emotional development.

Our EYFS children are also supported in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

'Leaders promote reading well. Staff teach phonics in a logical order. This supports pupils in key stage 1, and children in the early years, to learn new sounds. Teachers make sure that pupils take home books that match the sounds that they learn in class. This means that pupils can practise new sounds at home and develop their reading fluency and accuracy. Staff plan activities to help pupils catch up if they fall behind with their reading.'

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Maths Quality Mark

In June 2018 we achieved the Lancashire Quality Award: Mathematics in Early Years

Whole school curriculum enrichment

Whilst the school recognises the demands of the 2014 National Curriculum, it also recognises that wider experiences are also highly valuable. To this end, the school works hard to provide an enriched curriculum that celebrates wider learning such as the arts, sport, church and cultural events.

We at Hoole St. Michael, want our children to gain as many varied opportunities and experiences possible in the time they spend with us. As such, an organised timetable is drawn up for each year, incorporating curriculum enrichment days/weeks. We actively seek to engage the expertise of a variety of specialists. We feel that in planning for this we are able to make necessary links between the school curriculum and life skills, along with being able to discover and showcase individual children's talents.



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English: In studying English pupils develop skills in **spoken language, reading, writing, spelling, vocabulary, grammar** and **punctuation**. Literacy skills are applied across the curriculum: strong links are made to English in every subject.

Spoken Language: Is modelled and encouraged by all staff. We encourage confident speakers, debaters and presenters. We use a Read, Write and Perform approach which provides opportunities for children to use their Oracy Skills and provides purpose for their Writing. Attention is also paid to increasing our pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.

Reading: We are a reading school. We aim to inspire our pupils to be fluent and avid readers who read both for purpose and pleasure. In KS1, we focus on the mechanics of reading through Phonics, 1:1 reading, Guided Reading and in our English lessons. In KS2, we continue to develop reading mechanics but focus on Reading Skills (Understanding texts, Making links, wider world and Inference.) We continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers.

Writing: Writing is a journey at Hoole St Michaels, continuously building on mark making in Nursery. During Key Stage 1, pupils

encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. They will be encouraged to develop positive attitudes towards and stamina for writing. During Key Stage 2, pupils develop the understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing. The children will also learn to write consistently with neat, legible and joined handwriting.

Spelling, Grammar and Vocabulary

Pupils are shown how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They are shown how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the National Curriculum 2014. Pupils are taught the vocabulary they need to discuss their reading, writing and spoken language. They will learn the correct grammatical terms in English.

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Mastery Mathematics



At Hoole St Michael we believe in maths being fun and exciting for our pupils whilst teaching them to become **fluent** in the fundamentals of mathematics. We aim for all our pupils to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They are taught to **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Our pupils are taught to **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



During key stage 1: The principal focus of mathematics teaching in key stage 1 is to ensure that our pupils develop confidence and mental fluency with whole numbers,

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counting and place value. This involves working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools). They will develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

During Key Stage 2: In Years 3 and 4 we teach our pupils to become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. They will develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. In Years 5 and 6 we ensure that pupils extend their understanding of the number system and place value to include larger integers. Pupils develop connections that are made between multiplication and division with fractions, decimals, percentages and ratio. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

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Computing

We believe in providing a high-quality computing education which teaches our pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology.

The core of our computing curriculum is computer science, in which our pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, our pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that our pupils become digitally literate (able to use, and express themselves and develop their ideas through, information and communication technology) at a level suitable for the future workplace and as active participants in a digital world.

Each class is equipped with an interactive white board and has access to a bank of laptops. We have a bank of ipads and have access to hardware and software which will ensure that our pupils develop their programming skills.

Following the National Curriculum 2014 we aim for our pupils to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

The Curriculum

- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology.

E-Safety

We adhere to a detailed e-safety policy. We ensure that our pupils are taught to use technology safely, respectfully and responsibly. They are taught about acceptable and unacceptable behaviour when using IT and are taught to identify a range of ways to report concerns about content and contact.



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Science

Children start to explore aspects of Science in the early years, when they discover more about themselves and the world in which they live. The Science National Curriculum is then taught from Year 1 to Year 6, where pupils learn more about simple physical phenomena, properties of materials, animals and humans and how substances and materials relate to one another and can change in different conditions. Children follow a structured programme of learning from the National Curriculum 2014, where these science topics are taught in an age-appropriate way, as they progress through school.

Children explore scientific facts through testing, working towards designing their own experiments to get clear and accurate results. They investigate scientific questions, test and then analyse results.



DT

All pupils investigate objects around them, exploring how things are made and how things work. They are taught a range of cutting and joining skills, using a variety of tools and materials. They also learn how to design and construct things safely, selecting and using appropriate tools and

The Curriculum

techniques.

In line with the National Curriculum for 2014, there is now an increased focus on developing our pupils' cookery skills, both within curriculum time and when possible, as an extra-curricular activity. As part of their work with food, our pupils will be taught how to cook and apply the principles of nutrition and healthy eating. We wish to instil a love of cooking in our pupils allowing them to be creative. We believe that learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.



Modern Foreign Language

In Key Stage 2 the children will learn a modern foreign language. The language we have chosen to learn at Hoole St. Michael's is **French**. In Years 3 and 4 the children will experiment with and practise making the sounds from the French language. They will begin to recognise and respond to familiar words and short sentences that they hear. In Years 5 and 6 the children will be expected to engage in conversations and respond to the opinions of others.

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Geography

We aim to inspire in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We wish to equip our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

In KS1 our pupils will develop their knowledge about the world, the UK and immediate locality. They will be taught vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In KS2 our pupils will extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

Forest School



In 2018 we have developed a Forest School area in our grounds. Forest School provides our children with high quality outdoor learning.

History

History education at Hoole St Michael will help our pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past and for our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.



In Key Stage 1 our pupils will study: changes within living memory; events beyond living memory that are significant nationally or globally; the lives of significant individuals; significant historical events; people and places in their own locality.

In Key Stage 2 our pupils will study: changes in Britain from the Stone Age to the Iron Age; the Roman Empire in Britain; Britain's settlement by Anglo-Saxons & Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England; local history; a theme in British history that extends pupils' chronological knowledge beyond 1066; Ancient Egypt; Ancient Greece; the Mayan civilization.

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Music

Each class has music lessons within the school timetable. At our school we strongly believe that all children should be given as many opportunities as possible to develop their musical talents. All children in KS1 and KS2 learn a musical instrument (glockenspiel, ukulele, ocarina or recorder) which they learn in curriculum music time and take home to practise. Years 4 and 5 also have the opportunity to learn a Brass instrument. We also use the on-line Lancashire Music Service Interactive Music scheme which teaches the children the skills of performing, listening and appraising, improvising and composing through the study of a variety of musical genres. Lancashire Music Service also provide specialist teachers should parents wish to pay for lessons.

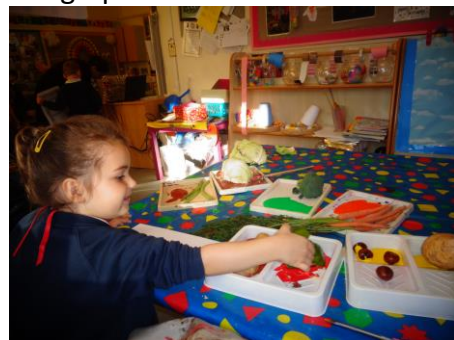
At Hoole St. Michael we pride ourselves on the singing which takes place. We see singing hymns as an important factor within our worship and a means of collectively praising the word of God. The warmth and depth of feeling behind the children's singing is certainly moving and gives everyone a feeling of togetherness and enjoyment. We have a junior singing group, which meets after school. This group is designed solely for the purpose of children who enjoy singing, regardless of ability.

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Art

Children at Hoole St. Michael's are encouraged to develop creativity and imagination and are given opportunities to express themselves using a variety of materials, tools and techniques. They explore colour, texture, pattern, line, shape and form through a range of experiences including drawing, painting, collage, printmaking, textiles and 3D work. Pupils observe art and craft in their environment and within different cultural and historical settings. IT is also used to create graphics.



'Leaders have planned an ambitious curriculum for all pupils. They have ensured that staff have expertise in the areas that they lead. Leaders regularly check to see what pupils know and remember of the curriculum. They use this information well to support teachers to make adaptations to their curriculum plans.'

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Physical Education



All children follow the National Curriculum for Physical Education, which promotes a healthy lifestyle, co-operation and opportunities for individual practice and team work.

P.E. lessons comprise of dance, gymnastics, games, athletics and outdoor activities. A range of resources is used to support teaching and learning in P.E. Small and large apparatus is used in indoor lessons in the hall, as well as CDs to support dance activities. A variety of dance traditions is taught.

The school has extensive grassed areas, which are used for sports, particularly in the summer term. We also benefit from some outside tuition in sports from professional coaches purchased through the sports funding for schools.

We believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim for pupils to become physically confident in a way which supports their health and fitness and that opportunities to compete in sport and other activities build character and help to embed values such as

fairness and respect.

Using our sports funding we have bought into:

-Preston Community and Education Trust
-South Ribble Sports Partnership coaching programme to provide the following opportunities:

- Dance
- Tag Rugby
- Football (including league matches)
- Cricket (including Quick Cricket competitions)
- Tennis (including tennis events)
- Tots on tyres
- Schools Competitions
- Change4life: Health and Well-Being activities including a bag of resources
- Training for Young Play Leaders
- Gymnastics
- Orienteering
- Hockey

This is in addition to activities we already provide, including:

- Two PE sessions for each child per week
- Years 3/4 receive a weekly swimming lesson for two terms (1 hour per week)
- A residential outdoor activity weekend at Min-Y-Don (every other year);
- Annual sports day (competitive)
- Football and netball after-school clubs (free – run by parents and staff);
- the opportunity to join after-school 'Dance Talent', Taekwondo, cricket clubs (paid for by parents);
- 'Bikeability' for Y5/6
- Football friendly competitions (home and away matches)

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Curriculum

Sex and Relationship Education

At Hoole St Michael, sex and relationship education are part of the curriculum, under the PSHE (Personal, Social and Health Education) curriculum and also the Science curriculum. Whilst topic coverage looks at the scientific process of reproduction, we also tackle issues about morality and individual responsibility. The way the curriculum is delivered largely depends on the age of the child.

In the early years the focus is on developing positive relationships with others e.g. falling out and getting along, how to respect and treat others etc. It is only in the older years that matters around puberty and reproduction are discussed. Older children are taught in a way that allows them to ask and explore moral questions.

At all times as a Church School, we promote sex education within the Christian ethos, advocating loving relationships and marriage. Parents/Guardians of children in Years 5 and 6 are given the opportunity to meet staff who will explain what issues are taught, how they are taught and view materials that will be used to teach this area. Parents/Guardians have the right to withdraw their child from the sex education part of the school curriculum.



Personal and Social Education

Personal, social, health and economic (PSHE) education is an important and necessary part of our pupils' education.

We use our PSHE education programme to equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Each November, our school takes part in anti-bullying week.



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Special Educational Needs

Hoole St Michael is an inclusive school, which offers a broad, balanced and differentiated curriculum for all its pupils. Some children have a special educational need, which means special

provision is made to accommodate their needs. This may be because of a learning difficulty, a health issue, a disability or emotional and behavioural difficulties.

At Hoole St Michael we:

- use our best endeavours to make sure that a child with SEND gets the support they need.
- ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO. Our SENDCO is currently Mrs S Hothersall. The member of our governing body also has specific oversight of the school's arrangements for SEND and disability.
- inform parents when they are making special educational provision for a child.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;

- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

Hoole St Michael's local offer is available on our website.

EHC Plans

For children with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will replace statements. We have worked alongside families of children with statements in our school to draw up 'All about me' documents. These pupils will eventually have their statements replaced by EHC plans

'Governors are effective in holding leaders to account for the quality of education that pupils receive. Governors check that leaders identify the needs of disadvantaged pupils, and those with special educational needs and/or disabilities (SEND). Disadvantaged pupils and those with SEND achieve as well as other pupils across the curriculum.'

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'Pupils have many opportunities to develop their knowledge and skills beyond the taught curriculum. For example, leaders have supported pupils to reflect on their physical and mental health. This means that pupils are more aware of their own emotions and the feelings of others. Leaders also ensure that pupils learn about a wide range of faiths and cultures. This is helping pupils to respect views and opinions that may differ to their own. Pupils become responsible and active citizens ready to make a difference to society.'

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Our Healthy School

HEALTHY EATING

At Hoole St. Michael, we want our children to achieve their best and we believe that a child's diet and general well-being have an important role to play in this. Links to eating and living healthily are incorporated into teaching in other subjects.



Milk (Infant children only): The nutritional benefits of milk are valuable for a growing child and a third pint of milk per day gives a 6 year old child half of their daily calcium requirement. If you wish for your child to have mid-morning milk please contact the school office for more information about our Cool Milk scheme.

Toast and Snacks: Toast may be purchased during morning break from the school kitchen at 20p per slice with a maximum of two slices per child. Children may wish to bring in fruit from home to eat during this time. However, in line with the school's healthy school status, we do not allow such snacks as sweets, crisps or chocolate.

Water: Children are encouraged to drink plenty of water throughout the day. Water bottles may be purchased from any supermarket and can be refilled in school. We recommend the water bottles with the 'push-up' tops as screw tops can lead to spillages and ruined work books!

School Meals: All school meals are cooked on site and the service is run by Lancashire County Commercial Services. The meals produced use only high quality, mainly fresh ingredients and represent very good value for money. Menus are planned on a three week cycle and are usually changed termly. Menus are uploaded on the school website and children can choose their meal daily with teaching assistant support. Meals are £2.40/day for junior children only or £12/week payable in advance. Infant meals are free and we encourage all infant children to have a school dinner.

Free School Meals/Pupil Premium: All infant children can now have a free school meal every day. However there are families of children in the infants and juniors who qualify for FREE SCHOOL MEALS and PUPIL PREMIUM FUNDING; this money will be used for the benefit of your child, for example, receiving extra support in school; helping to pay for educational visits/after school clubs

For a quick and easy way to find out if you qualify for FREE SCHOOL MEALS/PUPIL PREMIUM contact the Pupil Access Team on 01772 533608; it is completely confidential.

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SAFETY

One main focus at Hoole St. Michael has been on child safety, which has included road and fire safety plus stranger-danger. We encourage parents and children to walk or cycle to school. Doing this does involve crossing the busy A59 and we are glad to have our very own lollipop lady, Mrs Murphy who carries out this important role come rain or shine! Whenever we have been invited to work and visit the community, such as bulb planting, we have had the support from the local police division to cross this main highway.



'Leaders are vigilant in their safeguarding duties. They know the pupils and their families well.

Pupils learn how to keep themselves safe. They are particularly knowledgeable about the dangers of walking by or crossing busy roads. They learn how to stay safe online.'

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Car parking: At the start and end of the school day, Liverpool Old Road is extremely busy with our children being dropped off or collected. We ask that parents are

Our Safe School

especially aware of children crossing the road outside school. Please observe the highway code regarding the yellow zigzags outside the school. Can we also ask that parents leave gateways free and respect our neighbours' rights to access their property at anytime of the day. Parents, visitors and children who have mobility difficulties are invited to use the staff car park.

Smoke free policy: Hoole St Michael CE School operates a smoke free policy. Therefore, smoking is not permitted at anytime on school premises.

Jewellery: For health and safety reasons, jewellery is not permitted in school, with the exception of watches. All watches must be removed before taking part in PE activities. Stud earrings can only be worn for the six week period following ears being pierced and must be covered by micropore tape whilst at school during this period. Earrings will not be permitted in school after the six weeks. We request that parents wishing to have their child's ear pierced do so during the long summer holiday so that they are able to be taken out for the start of the new school year.

Sun exposure: In the summer months, we advise that children are sent to school with a sun hat/cap for playtimes and other extended periods in the outdoors. We also recommend that sun cream with 24 hour protection is applied before school. Should sun cream need reapplying during the school day, children may bring cream to school but must be able to apply it themselves under adult supervision.

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Well-Being

The emotional well being of all at Hoole St. Michael is paramount to our caring Christian ethos and therefore time is dedicated, when appropriate, for children to speak about difficult life situations, such as bereavement, within a supportive and sensitive environment. All members of staff are happy to give time to any child who is upset.

Guardian Angels



In addition, our pupils are also actively responsible for their fellow pupils' well being. We have a 'Guardian Angels' programme, which pairs a Y6 pupil with a Reception child. This partnership builds and changes throughout the year in response to the changing needs of the younger child. For example, in September the Y6 children will support the younger child with school routines such as dinner times and break times. During the year they also sit together for collective worship, where the older pupils model how to pray, sing and listen.

As the year progresses and the children move towards Y1, the older pupils support

Emotional Well-Being

the younger child's move towards increasing independence. Parents, Y6 and Reception child have commented frequently on how successful this has been as a very valued support for the younger child.

SUMO

(Stop, Understand and Move On) Children are encouraged to see conflict from all perspectives. They learn how to move on and manage their feelings. Through worship sessions we discuss reactions and solutions to worries and situations. Our children seize the day! We also have check in systems in school to help our children on a daily basis.

Nurture Groups

A number of our Teaching Assistants have attended Nurture Group training (eg, Lego Therapy, confident Minds) and regular nurture takes place within the school day, giving the pupils the opportunity to talk. Social games are played to help children understand their emotions and to help them deal with situations that they are finding challenging.

'Pupils enjoy taking on a wide range of additional responsibilities. They can become members of the eco club or the school council. Others take on the roles of reading ambassadors. Older pupils are proud to be 'guardian angels' to children in the early years.'

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Our philosophy is quite simply that any positive behaviour should be rewarded and celebrated and, as a result, a number of systems are used that recognise pupils' hard work and efforts. Our Celebration Worship on a Friday afternoon is a real highlight for the pupils as we gather together to share in our successes and thank God for His positive guidance.



Star certificates/House points

We strongly feel that pupils should be rewarded for significant individual achievements and progress. As a result, each teacher chooses 3 children each week for our 'Stars Celebration Assembly'. Children are also awarded house points which are collected and put towards team points.

All children from Year 1 to Year 6 are grouped into four teams: Mars, Venus, Neptune and Saturn; each team has an allocated House Captain from Year 6. Points are collected and displayed each week. At the end of each half-term, the winning team is announced and an award given.



Celebrating Success!

We also have a 'Dojo King or Queen' awarded each week.

Other Awards

In addition to our 'Stars of the week' and house points we also give out a number of other awards:

- **Dojo King or Queen** for exceptional good work and behaviour
- **Times table Rockstar (each week):** Each teacher chooses one pupil per week to win a times table award.



Hubbersty Shield

Finally, at the end of every half term, each teacher selects one child from their class who they feel has worked consistently hard in all areas. During one of our Community Worships, pupils are presented with the 'Hubbersty Shield', which they are able to keep at home for half a term.

'The impact of Christian values on the children's attainment and personal wellbeing is widely recognised. Children behave well and know that if they make mistakes they will be treated fairly and with love. They in turn are forgiving of others and talk of a new start every day.'

SIAMS 2016

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Extra-Curricular Activities

At Hoole St. Michael C.E Primary School we offer an extensive range of extra-curricular activities, which offer pupils the opportunity to extend their learning further, apply the skills developed in curriculum time and also develop completely new skills! The school, despite its relatively small size, offers a wide diversity of activities. Not all activities run all year, in fact we feel it is important to offer 'taster' sessions as there may be undiscovered talent lying within many of our pupils. Who knows where the next Nigel Kennedy or Russell Watson may emerge?

Activities that have been provided for our pupils over recent years include:

Science Club	Museum visits
Reading Club	Theatre Visits
Dance	World Book Day
Maths Booster	Christmas art
Cookery	Worship Group
Choir	Guitar tuition
Netball	Pupil Voice Meetings
Football Club	Sing Together at King George's Hall
Drums tuition	JAM-Jesus and Me
Piano tuition	Computing Club

We are always looking for new and exciting learning opportunities and seeking new experiences with which to enrich our curriculum. Our provision of extra-curricular activities is therefore seen as being 'organic' with new activities constantly being added!



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Assessment

Teacher assessment

Assessment at Hoole St Michael is an ongoing process and takes place in many forms. By knowing our children so well, we are able to determine the next steps to help all children work towards their potential no matter what that may be. We assess children informally and formally during their learning in order to inform future teaching.

Children at Hoole St Michael are also actively involved in assessing themselves during lessons and units of work. This clearly communicates the fact that they are involved in their learning. It is not just something that happens to them.

Children's progress is tracked carefully and regularly so that any child beginning to fall behind their expected rate of progress is identified at the earliest opportunity and appropriate strategies and resources can then be targeted to help them 'get back on track.'



Standardised Assessment Tests and Tasks (SATs)

Statutory assessment requirements mean that during the summer term Y6 children complete Standard Assessment Tests.

In year 2, there are also SATs for the end of Key Stage 1; these can be used to support teacher assessment and levels are reported to parents in the annual school report.

At the end of Years 3, 4 and 5 the children take optional SATs to further inform teacher assessment and ensure that the children are developing their test technique.

In year 6 the test results alongside teacher assessment are reported to parents.

The school's approach to these assessments is low key and as stress free as possible. The school does not believe in onerous revision in preparation for these tests. In fact, our aim is that Y2 don't recognise they are doing anything different at all! With both Y2 and Y6, we believe that continuing to teach at a high quality level is the best way to prepare for SATs. In the last few weeks before the test, Y6 children are taught exam techniques to enable them to perform in a way that reflects their ability.

'Pupils progress well through the curriculum. They are well prepared for the next stage of learning in many curriculum areas.'

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Working in partnership with parents and carers



Homework

At Hoole St. Michael CE School, we believe that pupils learn best when school, parents and the church work closely in partnership with each other. As a result, we feel it is vital that there are clear channels of communication between home and school, particularly in relation to homework. Homework can be used as an important method of support to enhance learning already taking place in school. It offers pupils the opportunity to consolidate and extend skills, building confidence, self-esteem and independence.

Foundation Stage and Key stage 1:

Children receive home reading material; keyword activities; phonics/spelling related work; maths games or activities; number bond revision

Key stage 2: Children receive home reading material, including a written reading journal entry; grammar exercises, maths games and activities and work related to other curriculum areas.



Home School Agreement

Enclosed with this prospectus is the school's latest version of the Home School Agreement. This does not hold any legal weight, but is recognised as good practice as promoting a shared understanding of the expectations between home and school. Our children and representative parents worked together on the agreement, giving their thoughts to represent the different partnerships in our school society.



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Working in partnership with parents and carers

The FoHSMs

Parents, Teachers and Friends Association

Hoole St Michael is fortunate to have an excellent PTFA. The **FoHSMs** committee are always working hard to plan the next fund raising event that really does help school 'put the icing on the cake' in terms of adding those extras that the school budget would not run to.

The committee are always looking to extend membership and warmly welcome input particularly from parents and friends of younger children, whose association with the school is likely to be for some years to come. This will help with succession planning so that the hard work and endeavours of current members will be sustained and continue successfully for future generations of children who will pass through our doors.

The **FoHSMs** organises numerous events such as the annual summer fete, school discos, Jim Jam Jog and many more. All monies directly benefit the pupils of the school and recent purchases include ipads, musical instruments and resources for our refurbished Reception outdoor area.



Communication

Communication between home and school is imperative if we are to work in partnership. As such the school will:

- Send weekly newsletters.
- Daily Dojo posts.
- Offer consultation evenings during the year to discuss your child's progress.
- Send home an interim report in the autumn and spring terms.
- Provide an in-depth end of year report on your child annually.
- Give you an opportunity to see the school in action on our Open Day.
- Organise curriculum workshops.
- Stay and Learn Sessions.
- Brew, Book and Biscuit visits.
- Provide up-to-date information on the school website.
- Contact you if we have any concerns.
- Give out annual parental questionnaires
- Providing the 'Parentpay' texting service

In return, we ask you to:

- Keep us informed of any changes in your details e.g. address, telephone number etc.
- Inform school of any absences;
- Let us know about any worries or concerns you may have that might impact on your child.

Parent Newsletter

'Parents and carers feel well informed.'

OFSTED 2012

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Working in partnership with parents and carers

Parents and other adult helpers: Our school is an open community and is pleased to welcome parents into school to work alongside our staff, either in the classroom, helping with a club, or supporting a group on an educational visit. We value the contribution this can make to the children's learning.



Complaints: If you have reason to make a complaint regarding any aspect of school life, we ask that you notify us as soon as possible so that school has the opportunity to resolve the problem at the earliest opportunity. In the first instance, please contact the member of staff most directly involved and arrange an appointment. If the member of staff is unable to deal with your concern or you are not satisfied with the response, please arrange an appointment with the headteacher, who will investigate the matter further. If the matter is not resolved then an official complaint can be made in writing to the Chair of Governors. For further information on the complaints procedure, please refer to the school policy section of our website.



'The headteacher, staff and governors effectively promote the school's Christian foundation. Parents welcome its prominence and talk of Christian understanding as being the, 'everyday language of the school.' One parent commented that, 'this school acts as a Christian school in the care it shows for all the children.'

SIAMS Inspection 2016

Our school website

Our website can be found at
www.hoolesprimary.co.uk

Here you can access information about the school including copies of any paper communication from school, policy information, holiday dates etc. The website also showcases some of our children's work

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In Lancashire, children may be admitted to this school at the start of the school year in which they become 5 years of age (that is, in the September before their fifth birthday). Any parents who anticipate that they wish to seek admission to the school for their children in future years are advised to contact the School who will place that child's name on list for the new intake for the relevant year.

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using the following criteria, which are listed in order of priority.



Admissions

- 1
 - a) Looked after children and previously looked after children
 - b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.
- 2 Children who have a sibling attending the school on the date of application and on the date of admission.
- 3 Children whose parents live within the ecclesiastical parish of St Michael's CE Church, Hoole
 - a) Children with a parent/guardian worshipping in a church in membership of Churches Together in England.
 - b) Other children

A map showing the boundaries is available in school.
- 4 Children whose parents live outside the parish
 - a) Children with a parent/guardian worshipping in a church in membership of Churches Together in England.
 - b) Other children.

Please see our Admission Policy enclosed.



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The extended school

At Hoole St Michael, we believe that the care of pupils doesn't stop at 3.20pm. We are fortunate to have the facility of on site before and after school care with a club (Kids' Club). From April 1st 2017, Kids' Club has been managed by the school and many of the staff are also teaching assistants, supporting the children during the school day.

The club runs from 7.45am until 8.55am and then from 3.20pm to 5.45pm. Whilst not all parents will wish to use these facilities, it does help to provide peace of mind for those parents that do need such arrangements, knowing that there is continuity of care for their child. If you do wish to access the club however, you must first be registered.

Price Guide

Breakfast	£4.00
Earlybird until 4.15	£3.70
Full session until 6pm	£7.55



The Extended School Pupil Voice

Hoole St Michael Eco Warriors

As part of the eco-schools programme, our school's eco warriors follow a simple seven-step process which helps them to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity. We have 6 Eco Warriors from years 3 and 4.



School Council

Our school council is made up of 6 pupils from years 5 and 6. The school council hold regular meetings to discuss schemes for improving the school. They also listen to ideas that the class representatives have taken from their visits to the other year groups in school.

Many fund raising schemes are organised by the School Council. The school council play an integral role in the successful running of Hoole St Michael C.E. Primary School and are a credit to our school.

Healthy School Council

Our Healthy School Council is made up of 4 pupils from EYFS. These children make sure we are fit and active in school. They also encourage us to eat healthy foods.

3C'S (Cool, Christian, Children)

Our 3C's club is made up of 6 pupils from years 1 and 2. These children meet to discuss our Christian Ethos. They evaluate and lead worship as well as presenting WWJD awards.

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Care and Support

Child Protection

As part of the school's Christian mission, we are fully committed to developing an environment which is happy, safe and full of opportunities and as such we accept our duties and responsibilities as outlined by the Department of Education and Employment, 1999:

'Through their day to day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible neglect, and in referring concerns to the appropriate agency, normally the social services department'.

Disability Discrimination Act

At Hoole St Michael C.E. School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

A copy of the school's accessibility plan may be obtained from the school office.

Freedom of information act

When the Freedom of Information Act 2000 came into force in January 2005 it became a legal right for any person to ask schools for access to information that it holds.

Hoole St Michael C.E. Primary recognises its duty to provide advice and assistance to anyone requesting information. All requests should be made in writing and addressed to the Headteacher.

Equal Opportunities

Our mission statement states that whilst being Christian in foundation, the school is open to the wider world and values and respects everyone as unique individuals without exception. The school supports the view that everyone is special in the eyes of God and we recognise our duty to eliminate racial discrimination and promote race equality and good race relations in all that we do.

Any incidents of racism, harassment or bullying are dealt with firmly, consistently and effectively and are recorded, investigated and reported to the Local Authority.

'Relationships between staff and pupils are strong. This helps pupils to feel safe in school. Pupils also know that staff will listen to their concerns and stop any incidents of poor behaviour or bullying reoccurring.'
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School Uniform

Girls' School Uniform

White polo shirt with school logo*
 Navy jumper or navy cardigan with school logo*
 Blue Tartan skirt, pinafore or black trousers
 Shower proof fleece with school logo (optional)*
 Navy socks Black shoes



Girls' Summer Uniform

Blue gingham dress or uniform as described above.

Boys' Uniform

White polo shirt with school logo*
 Navy jumper with school logo*
 Black trousers/shorts
 Shower proof fleece with school logo (optional)*
 Black socks Black shoes



PE Kit

White T-shirt with school logo*
 Navy Shorts
 Black plimsolls
 KS2 children may also use trainers for field games
Long hair should always be tied back during PE lessons.
Stud earrings can only be worn for the 6 week period following the ears being pierced and must be covered by micropore tape in PE lessons during this period.



Honey Bees

Light blue sweatshirt and yellow T-shirt with school logo*

*** items with a school logo can be purchased from Just Clothing in Penwortham.**

Book bags and PE bags are also available from Just Clothing in Penwortham.

N.B. Parents/Carers may wish to purchase items described above from alternative suppliers. In such cases, the school requests that parents/carers purchase the nearest alternative to the uniform described.

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Financial information

Charging for School Activities during School Hours

In accordance with the Education Reform Act 1988, no charge can be made for activities during school time with the exception of musical instrument tuition.

However, school may request voluntary contributions to cover the cost of a visit or activity. Parents who do not contribute will not be treated differently. However, if there are not enough voluntary contributions to enable the event to go ahead, then the school reserves the right to cancel the activity.

Charging for Education outside School Hours

Parents will be charged for visits outside school hours when they are not part of the National Curriculum or religious education.

At times, Hoole St Michael CE School will be involved in curriculum enrichment events that may include educational visits or visiting specialists. These activities provide children

with valuable learning opportunities and experiences. Any educational visit or activity requires additional funding which cannot always be met by the school budget. Rather than curtail the number and quality of these events, parents may be asked for voluntary contributions.

Guidelines on the school's charging policy and further guidance on voluntary contributions are available from the school office.

School Payments

All payments for educational visits, tickets and clubs are via Parentpay. This allows you to pay the amount directly on line and, if you so wish, in instalments. For further information about paying by Parentpay, please speak to the School Business Officer, Mrs S Bradshaw.

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Attendance and Punctuality

Punctuality

To enable a prompt start to the school day we require all child to arrive at school on time. Children can come into school (and straight into class) from 8.45am. Messages for teachers can be given to our HLTA or School Business Officer who are available in the main entrance. These members of staff will pass on messages to the class teachers. It is difficult for teachers to be available to talk to parents from 8.45am as they will be supervising children.



The school bell is rung at 8.45am and registration starts at 8.50am. Children should not arrive on school premises before 8.45am as they will not be supervised before this time. We ask parents to be prompt collecting their children at the end of the day (3.20pm) as they get very anxious if parents are late.

Children arriving after the register has closed will be marked as late. Any arrivals after 9.30am will be recorded as an unauthorised absence. If you know that your child is going to be absent from school, please ring the school office before 9.00am or complete a medical/dental appointment form downloaded from the school website prior to the appointment.

If a child has not arrived at school and a parent has not made contact with school to explain an absence before 9.00am, the school office will follow this up with a phone call. Please avoid term time holidays as your child/ren's absence will be deemed unauthorised unless the circumstances are exceptional. Attendance is monitored and information is given to you at the end of each term on the interim and end-of-year reports

We ask that parents inform school immediately of any change in personal, medical or emergency contact details for your child. Our weekly school newsletter provides important information and dates. Registering with **Parentpay** will ensure that parents are informed of events, updates and cancellations.

Leave of Absence

Headteachers **cannot** authorise any leave of absence during term time unless they are satisfied that there are **exceptional** circumstances to warrant the granting of leave.

1. All absence (other than illness) will be known as **leave of absence**.
2. Authorised absence: Any leave of absence **WILL NOT** be authorised unless a request for leave has been made in advance by a parent **with whom the pupil normally resides**, and the headteacher considers that the leave of absence should be authorised due to the **EXCEPTIONAL CIRCUMSTANCES** relating to the request.

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Exceptional circumstances are by definition, rare and **should not reoccur annually**. Unfortunately, the cost of holidays or availability of accommodation in school holiday times cannot be taken into consideration.

- 'surprise' holidays booked by another family member are unlikely to be authorised and may incur a penalty notice; please inform other family members of this new legislation.
- ensure that a leave of absence for your child has been authorised **prior** to booking the holiday.

Parents must ensure that the leave of absence request form is only filled in by the parent **with whom the child usually resides**. If mum and dad live separately, a request form may come from both parents **only** if there is a 50/50 custody agreement. There is a Local Authority application form for a leave of absence. On this form you will need to provide information regarding the exceptional circumstances supporting this application for leave. Each application will be considered by the headteacher and a panel of governors. Once our decision is made, your form will be returned to you stating whether the leave is authorised or

unauthorised and the reasons for our decision. A copy of the form will be held in our records.

A copy of this 'request for a leave of absence' form is available on the attendance section of our website.

Punctuality can also affect unauthorised absence. Please note that late arrival after the register is closed is also logged as an unauthorised absence for that morning's session.

Penalty Notices

If an unauthorised holiday is taken, this may incur a penalty notice. The current penalty notice is £120 per parent per child.

As an example, if two children are taken on an unauthorised holiday and they have two parents, this could incur a penalty notice of £480. If a step-parent lives with the children it could increase the fine to £600.



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Medicines

As part of our pastoral care, we agree to administer prescription medicines as part of our daily duties. However, it is important that our procedures comply with locally determined guidelines provided by Lancashire LA.

The current policy is that if your child requires prescribed medicine during the school day, you must complete a medical consent form which allows one of our first aiders to give the medicine to your child.

School regrets that it will be unable to administer medicines without the relevant completed consent forms.

Unprescribed medicines are no longer administered by our staff, in line with our updated 'Administering medicines' policy. If you wish to administer an unprescribed medicine such as Calpol, you are invited to come into school. Please read the 'Administering Medicine' Policy on our website for further information.

All medicines must be brought to school by an adult and handed to Mrs Bradshaw in the school office. At no time should children have the medicine in school whilst unsupervised. Nor should the medicine be left unattended e.g. in school bags, at anytime.

Medical conditions: Please inform school if your child suffers from any long term condition that may require medication e.g. asthma, peanut allergy etc. Please also ensure that any changes in medication

Medical information

details should be relayed to school at the earliest opportunity. Please ensure that medication, such as inhalers are kept up-to-date

Headlice: As in all schools, there are isolated occasions of head lice. Please inform school immediately if your child becomes infected. Please also contact your local pharmacy, who will advise on the latest treatment.

School Nurse: The school nurse visits school to conduct routine health checks. Parents will always be contacted if their child is due to have any medical checks and may attend if they so wish. Parents will also be informed of any follow up action.

First Aid: At Hoole St. Michael's we ensure that we provide immediate first aid provision and medical care for pupils and school personnel. We have, on our staff, a number of qualified first aid personnel including the welfare assistants at lunchtime. We have well-stocked and up to date first aid equipment. We also ensure that we have excellent lines of communication with parents, the emergency services and other external agencies.



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Communicable Diseases

	Incubation Period	Minimum Period of Exclusion
Chicken Pox	11-21days	6 days from onset of rash
Rubella (German Measles)	14-21 days	7 days from onset of rash
Measles	10-15 days	7 days from onset of rash
Mumps	12-26days	Until swelling subsides but at least 7 days
Impetigo		Until lesions are crusted and healed

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