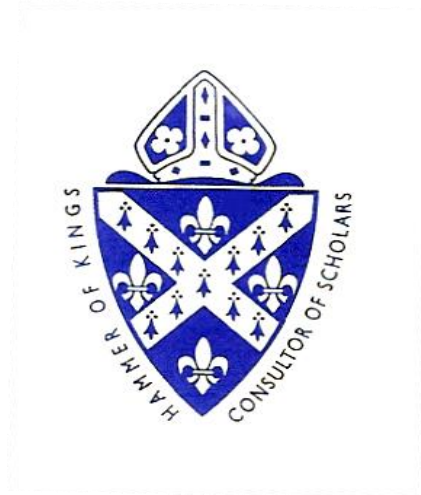


PROSPECTUS



**SAINT HUGH'S CATHOLIC PRIMARY
VOLUNTARY ACADEMY
PART OF OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST**



ST. HUGH'S CATHOLIC PRIMARY VOLUNTARY ACADEMY

MISSION STATEMENT



SCHOOL YEAR 2025/2026

SCHOOL GOVERNING BODY

FOUNDATION REPRESENTATIVES

(Governors appointed by the Bishop of Nottingham)

Foundation Governors

Mrs Nicola Shaw (Chair of Governors)

Canon Geoffrey Hunton

Mrs Jane Hewitt

STAFF AND TEACHER GOVERNORS

Mr Gregory Hughes (Headteacher)

PARENT GOVERNOR

Mrs Adetola Oludiya

Mrs Amy Rose

CLERK TO THE GOVERNORS

Ms Jo Balchin

MEMBERS OF SCHOOL STAFF 2024/2025

TEACHERS

Mr G Hughes	-	Headteacher
Miss M Blood	-	Deputy Headteacher/Year 6/Keystage 2 Leader
Mrs L Hargrave-Nanton	-	Reception/Early Years Co-ordinator
Miss N Lilley	-	Reception/Year 1
Mrs C Pallister	-	Year 1/Year 2/ Keystage 1 Leader
Mrs P Rutherford/Mrs R Merrick	-	Year 2
Mrs F Cook/Mrs A Kendall-Piperissa	-	Year 3
Mr D Ballard/Mrs R Allan	-	Year 3/4
Mr L Gosling	-	Year 4
Mrs C Fox	-	Year 5
Miss P Noor	-	Year 5/6/SENCO Leader

TEACHING ASSISTANTS

Mrs S Stothard	-	Infants
Miss K Jones	-	Infants
Mrs N Hughes	-	Infants
Mrs S Francis	-	Infants/SEN Assistant
Miss V Teggart	-	Infants
Mrs N Smith	-	1:1 Infants
Miss N Rudge	-	Infants/Juniors
Mrs A Heathershaw	-	Junior
Mrs K Thomas	-	Junior
Mr G Berezin	-	Junior
Mrs J Marley	-	Junior
Mrs S Paterson	-	Junior
Mrs R Boyns	-	Junior
Mrs A El-Borai	-	Junior
Mr A Wydrzynski	-	Polish Support Teaching Assistant

MID-DAY SUPERVISORY ASSISTANTS

Mrs N Thomas	-	MSA
Mrs M Borman	-	MSA
Miss N Wilkinson	-	Infants
Miss D Goncalves	-	Infants
Mrs A Heathershaw	-	Junior
Mrs M Ribero-Goncalves	-	Junior
Ms L Parker	-	Junior
Miss R Daly	-	Junior
Miss T Turner	-	Junior

SCHOOL ADMIN

-	Mrs P Willingham (School Office Manager)
-	Mrs S Wilkinson (Administrator)
-	Mrs H Smith (Admin Assistant)

SITE MANAGER

-	Mr R Benstead
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BREAKFAST CLUB

-	Mrs N Hughes, Miss K Jones, Miss V Teggart
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AFTER SCHOOL CLUB

-	Mrs S Stothard
-	Miss K Jones

BUS DRIVERS

-	Mrs N Thomas
-	Mr T Hindle
-	Mrs M Ribero-Goncalves

CLEANING STAFF

-	Miss N Wilkinson
-	Ms L Parker
-	Miss J Wilkinson

SAINT HUGH'S CATHOLIC PRIMARY VOLUNTARY ACADEMY

A SHORT HISTORY

The early history of St Hugh's Catholic School is set against an historical background, which dates back to the relief act of 1778, which enabled the first Catholic Secondary School to be built. In 1883 the Government took an interest in Primary Schools, and later Government Grant became available to Catholic Schools.

In 1835 Saint Hugh's School started in 13 Mint Lane Lincoln. It commenced as an inter-denominational School and charged a fee of 1d to 4d weekly. The records show that there were 130 Scholars on roll. The official opening of Friars Lane Catholic School took place on Monday 24th August 1874. Miss Annie Beardshaw was the Headmistress and the Very Rev. Canon Croft was Parish Priest.

Throughout these years, the School increased in numbers, until the population growth of the Catholic Community in the South of the City in the 1990's, proved that the site on Friars Lane was inadequate to cater for the demand for places.

The 30th March 1994 marked the final "Chapter" to the site of St Hugh's School building in Friars Lane.

The transfer of Saint Hugh's School to Woodfield Avenue, South of the City, opened its doors to 238 pupils on Thursday 21st April 1994.

The School was originally planned around a central landscaped courtyard, however a number of building projects have been completed. An outdoor learning area for Foundation stage and extra teaching and learning classrooms have been added within the school. Outside there are parking facilities in front, and along the side of the School. There are ten classrooms leading out to a spacious cloakroom area. There are two playgrounds for Infants and Juniors, and a playing field for sports. From our Assembly/Gymnasium hall can be viewed the majestic Lincoln Cathedral, ever reminding us of our Patron, Saint Hugh.



AIMS OF THE SCHOOL

We would like all children at St Hugh's to reach their maximum potential within a happy, secure Christian environment.

To achieve these aims, the School will:

- 1) Create a happy, stimulating and caring Christian environment.
- 2) Promote close co-operation between school, home and parish.
- 3) Offer each pupil a sound training in the basic skills in order that the pupils may cope that much better with their future education and everyday life.
- 4) Enjoyment in learning.
- 5) Ability to think for themselves.
- 6) Good training to enable all children to live together as part of a happy community.
- 7) Sound development in initiative, critical thinking and creative arts.
- 8) Ensure the effective implementation of the National Curriculum without loss to the development of the "whole" child whilst maintaining basic Gospel values.
- 9) Develop an understanding and knowledge of the teaching of the Catholic Church and its ministry within society.
- 10) Develop an enjoyment of physical activities, drama, movement and mime together with a range of recreational games and skills.
- 11) Establish an environment within which teaching and non-teaching staff, governors, parents, parishioners and advisory colleagues can work with each other for the successful achievement of these aims. These statements will give overall direction to the work of the school in the 2000's. They commit the school to a wide range of activities; taken together they represent all our efforts to create the Catholic atmosphere/ethos - given expression in Section 13 of the Bishop's Joint Pastoral Letter for Education (Sunday 27th January, 1991).

"Let us remind ourselves about some of the hopes we have of our schools and colleges. They should provide an experience of a living and worshipping community and in this way contribute to the entry of their members into the full life of the Church. They should be so inspired by the gospel that they are seen to be a genuine alternative to other forms of schooling".

How can a Catholic school or college be really distinctive? How can it be rooted in the gospel? It must be seen to be a good school, which offers a high standard of education. Its distinctive feature will depend on a large number of factors: the emphasis given to RE and Worship; the attempt to live by and promote the teaching of our Lord and his Church concerning faith and moral living; the emphasis given to values such as respect for others, forgiveness, trust, freedom and justice; the partnership that exists between home and parish. These are signs of its being a living and worshipping community. These are the signs we must look for and support".

ST HUGH'S CATHOLIC PRIMARY VOLUNTARY ACADEMY

ADMISSION POLICY

Admission Policy for Catholic Primary Voluntary Academies in the Our Lady of Lourdes Catholic Multi-Academy Trust

Academy	Published Admission Number	Parish(es) Served	Located within Local Authority
Blessed Robert Widmerpool Catholic Voluntary Academy , Listowel Crescent, Clifton, Nottingham NG11 9BH	30	Corpus Christi, Clifton	Nottingham City
Our Lady & St. Edward Primary & Nursery Catholic Voluntary Academy , Gordon Road, Nottingham NG3 2LG	30	Holy Family, East Nottingham – the area within the boundary of the former parish of Our Lady and St Edward, Nottingham	Nottingham City
St Patrick's Catholic Primary and Nursery School, a Voluntary Academy , Coronation Avenue, Wilford, Nottingham NG11 7AB	30	Our Lady and St Patrick in the Meadows, Nottingham Cathedral Church of St Barnabas, Nottingham	Nottingham City
St Augustine's Catholic Primary and Nursery School, a Voluntary Academy Park Avenue, Mapperley, Nottingham NG3 4JS	45	Holy Family, East Nottingham – the area within the boundary of the former parish of St Augustine, Apostle of England, Nottingham, Cathedral Church of St Barnabas, Nottingham	Nottingham City
St Teresa's Catholic Primary School Kingsbury Drive, Aspley, Nottingham NG8 3EP	60	Parish of All Saints, West Nottingham (the combined former parishes of St Teresa of Lisieux, Aspley, St Hugh of Lincoln, Bilborough and St Thomas More, Wollaton), The Assumption, Beeston.	Nottingham City
Our Lady of Perpetual Succour Catholic Primary and Nursery School , Piccadilly, Bulwell, Nottingham NG6 9FN	30	Our Lady of Perpetual Succour, Bulwell	Nottingham City

St Mary's Catholic Primary and Nursery School , Beaconsfield Street, Hyson Green, Nottingham NG7 6FL	30	St Paul, Lenton Boulevard and St Mary, Hyson Green	Nottingham City
St Margaret Clitherow Catholic Voluntary Academy Bestwood Park, Nottingham NG5 5RS	30	Good Shepherd, Woodthorpe, (within the City boundary) Our Lady of Perpetual Succour, Bulwell	Nottingham City
Holy Cross Catholic Voluntary Academy , Leen Mills Lane, Hucknall, Nottingham NG15 8BZ	30	Holy Cross, Hucknall	Nottinghamshire

Sacred Heart Catholic Voluntary Academy , Southcliffe Road, Carlton, Nottingham NG4 1EQ	30	Holy Family, East Nottingham – the area within the boundary of the former parish of Most Sacred Heart of Jesus, Carlton with St Bernadette, Sneinton	Nottinghamshire
The Good Shepherd Catholic Voluntary Academy , Somersby Road, Woodthorpe, Nottingham NG5 4LT	60	Good Shepherd, Woodthorpe, (within the Gedling boundary)	Nottinghamshire
Holy Trinity Catholic Voluntary Academy , Boundary Road, Newark, Nottinghamshire, NG24 4AU	30	Holy Trinity Newark Our Lady of Victories, Southwell with St Anthony, Calverton	Nottinghamshire
St Joseph's Catholic Primary and Nursery School, New Ollerton. A Voluntary Academy , Main Road, Boughton, Newark, Nottinghamshire NG22 9JE	30	St Joseph, New Ollerton	Nottinghamshire
St Patrick's Catholic Voluntary Academy , Lingforest Road, Mansfield, Nottinghamshire, NG18 3NJ	30	Our Lady and All Saints, Mansfield – the area within the boundary of the former parish of St Patrick, Forest Town	Nottinghamshire
St Philip Neri with St Bede Primary Catholic Voluntary Academy , Rosemary Street, Mansfield, Nottinghamshire, NG19 6AA	60	Our Lady and All Saints, Mansfield – the area within the boundary of the former parish of St Philip Neri, Mansfield Our Lady Help of Christians, Kirkby-in-Ashfield St Joseph the Worker, Sutton-in-Ashfield	Nottinghamshire

St Edmund Campion School, a Catholic Voluntary Academy , Tewkesbury Close, West Bridgford, Nottingham NG2 5NH	60	The Annunciation, Rushcliffe (the combined former parishes of Holy Spirit, West Bridgford, Our Lady of Grace, Cotgrave, St Anne, Radcliffe on Trent, St Margaret Clitherow, Keyworth	Nottinghamshire
St Joseph's Catholic Primary School, A Voluntary Academy Langwith Road, Langwith Junction, Nottinghamshire, NG20 9RP	30	Our Lady and All Saints, Mansfield – the area within the boundary of the former parish of St Joseph, Shirebrook with St Teresa, Market Warsop	Derbyshire
St Augustine Webster Catholic Primary Voluntary Academy , Baildon Road, SCUNTHORPE, N Lincs, DN15 8BU	60	Holy Souls, Scunthorpe	North Lincs
St Bernadette's Catholic Primary Voluntary Academy , Anne's Crescent, SCUNTHORPE N Lincs, DN16 2LW	45	St Bernadette, Scunthorpe	North Lincs

St Mary's Catholic Primary Voluntary Academy , Grammar School Road, BRIGG N Lincs, DN20 8BB	30	St Mary and St Augustine Webster, N. Lincolnshire Holy Rood, Market Rasen with St Thomas More, Caistor, St Francis de Sales, Hainton and Our Lady and St Joseph, Osgodby	North Lincs
St Norbert's Catholic Primary Voluntary Academy , Fieldside, CROWLE, Scunthorpe DN17 4HL	15	St Norbert, Crowle with St Joseph and St Dymphna, Luddington	North Lincs
St Joseph's Catholic Voluntary Academy , Philip Avenue, CLEETHORPES, NE Lincs, DN35 9DL	30	Parish of the Most Holy and Undivided Trinity, Grimsby, Cleethorpes & Immingham	North East Lincs
St Mary's Catholic Voluntary Academy , Wellington Street, GRIMSBY, N E Lincs, DN32 7JX	30	Parish of the Most Holy and Undivided Trinity, Grimsby, Cleethorpes & Immingham	North East Lincs
Our Lady of Good Counsel Catholic Primary School, a Voluntary Academy The Drove, SLEAFORD, Lincolnshire NG34 7AT	25	Our Lady of Good Counsel, Sleaford	Lincolnshire

Our Lady of Lincoln Catholic Primary School, a Voluntary Academy Laughton Way, Ermine Estate, LINCOLN LN2 2HE	30	Our Lady of Lincoln, Lincoln, The centre and north of Lincoln including the northern area of St Hugh of Lincoln, Lincoln with St Francis, Bardney	Lincolnshire
St Augustine's Catholic Voluntary Academy Kesteven Road, STAMFORD, Lincolnshire PE9 1SR	30	St Mary and St Augustine, Stamford St Gilbert, Bourne with Our Lady of Lincoln and St Guthlac, Deeping St James	Lincolnshire
St. Hugh's Catholic Primary, a Voluntary Academy , Woodfield Avenue, Doddington Park LINCOLN, LN6 0SH	35	St Hugh of Lincoln, Lincoln with St Francis, Bardney St Peter and Paul, Lincoln	Lincolnshire
St Mary's Catholic Primary School Ashlawn Drive, BOSTON, Lincolnshire, PE21 9PX	30	St Mary, Our Lady of the Rosary, Boston and surrounding RC parishes	Lincolnshire
St Mary's Catholic Primary School Sandon Road, GRANTHAM, Lincolnshire, NG31 9AK	30	St Mary the Immaculate, Grantham	Lincolnshire
St Norbert's Catholic Primary School Tollgate, off Pennygate, SPALDING Lincolnshire PE11 1TY	30	Immaculate Conception and St Norbert, Spalding, Holy Trinity, Holbeach Sacred Heart & St Gilbert, Bourne with Our Lady of Lincoln and St Guthlac, Deeping St James	Lincolnshire

This policy will apply for admission into Reception Class for the academic year 2025-26.

The Catholic academies listed above are under the Trusteeship of the Diocese of Nottingham and belong to the Nottingham Diocesan family of schools. They were founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The academies are conducted by the Our Lady of Lourdes Catholic Multi-Academy Trust as part of the Catholic Church in accordance with their trust deed and articles of association, and seeks at all times to be a witness to Our Lord Jesus Christ.

As Catholic academies, we aim to provide a Catholic education for all our pupils. At a Catholic academy, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the academy. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the academy in accordance with these admission arrangements.

The Our Lady of Lourdes Catholic Multi-Academy Trust is the admission authority for all the schools within the Trust and is responsible for determining the admissions policy. On behalf of the Trust the admissions are coordinated by the relevant Local Authority.

All decisions relating to admission applications will be taken by the local governing body of the school applied for.

Dependent on their place of residence parents/carers should consult their relevant home Local Authority website for full details of the admissions process, including information on the admissions cycle. Details are below:

Nottinghamshire: www.nottinghamshire.gov.uk Nottingham City: www.nottinghamcity.gov.uk

Derbyshire: www.derbyshire.gov.uk Lincolnshire: www.lincolnshire.gov.uk/schooladmissions

North Lincolnshire: www.northlincs.gov.uk North East Lincolnshire: www.nelincs.gov.uk

Application Procedure and Timetable

Applications must be made on the Common Application Form provided by your **home** Local Authority. Applications must be made to your **home** Local Authority by the national closing date of 15th January.

In addition **all applicants wishing to apply for a place under a faith criterion** (oversubscription criteria 1-7) should complete the Supplementary Information Form. This form available from the schools. The completed form, together with any required evidence, (see notes 3-8), should be returned to each Catholic school for which a preference has been specified by 15th January.

If you do not provide the information required in this form and return it to the academy, **with** all supporting documentation, your child may not be placed in the appropriate faith category and this may affect your child's chance of being offered a place.

All Applications - How places are allocated

The Local Authority forward details of all applicants to the relevant school local governing body. Using the information on both the Common Application Form and the Supplementary Form, each school local governing body draws up a ranked list using the oversubscription criteria listed below. The Local Authority then allocates places on behalf of the school up to the admissions number. When a place can be offered at more than one of the schools listed on your application, the Local Authority will offer a place at the highest preferred school where a place is available.

Admission of Children below Compulsory School Age, Deferred Entry and Summer Born Children

A child's parents may defer the date at which their child, if they are below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age, or beyond the beginning of the final term of the school year for which an offer was made. A child reaches compulsory school age on the prescribed day following his/her fifth birthday (or on his/her fifth birthday if it falls on a prescribed day). The prescribed days are 31st December, 31st March and 31st August. The place will be held and will not be offered to another child provided the place is taken up within the same academic year.

Parents can also request that their child attends school part-time until the child reaches compulsory school age.

Parents who wish to request to defer a place to later in the school year or to attend school part-time are advised they should agree this with the school prior to the start of the autumn term.

Parents of summer born children, i.e. a child born between 1st April and 31st August, may choose not to send their child to school until the September following their fifth birthday and may request that they are admitted outside of their normal age group to Reception Year rather than Year 1. However, parents need to be aware that **if** the request is approved (*see below on decisions on applications for 'admission outside of normal age group'*) they will need to apply again in the next admissions round for a place in that Reception Year and should be aware that a place is not guaranteed as the application will be considered alongside all other applications in that year and the Oversubscription Criteria will still apply.

Admission of children outside their normal age group

Parents may seek a place for their child outside of the normal age group for example if the child is exceptionally gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child, i.e. a child born between 1st April and 31st August, may request that the child be admitted out of their normal age group, to reception rather than year 1.

Should you wish to seek a place for your child outside of their normal age group you should still make an application for a school place for your child's normal age group **and** you should also submit a request for admission out of the normal age group. This request should be made in writing (including any supporting evidence) to the Chair of the Local Governing Body, c/o the school at the same time as the admission application is made.

In addition to taking into account the views of the head teacher, including the head teacher's statutory responsibility for the internal organisation, management and control of the school, the school local governing body will take into account the views of the parents and of appropriate medical and education professionals. A decision will then be made on which age group the child should be admitted taking into account the circumstances of each case and the best interests of the child.

Once that decision has been made the oversubscription criteria will be applied to determine if a place can be offered at the school.

Your statutory right to appeal against the refusal of a place at a school for which you have applied is unaffected. However, the right to appeal does not apply if you are offered a place at the school but it is not in your preferred age group.

The school is not required to honour a decision made by another admission authority on admission out of the normal age group.

Late applications

Late applications will be administered in accordance with the Local Authority Primary Coordinated Admissions Scheme within which the school is located. You are encouraged to ensure that your application is received on time.

Late applications – Nottingham City

Nottingham City Council and the school local governing body may be willing to accept applications which are received late but before the date set by the Local Authority for good reason for example:

- a family returning from abroad
- a lone parent who has been ill for some time

- a family moving into Nottingham from another area
- other exceptional circumstances

Each case will be treated on its merits.

Any preferences received by Nottingham City Council up to the date set by the Local Authority, with good reason for being late, and where appropriate, with the agreement of the school local governing body will be included in the first cycle of allocations and will be notified on the national offer day.

All other late applications for primary school places received by Nottingham City Council after the specified date will be dealt with after the offer day.

Late applications - Nottinghamshire

Certain late applications submitted in the normal admissions round that are received by Nottinghamshire County Council up to the date set by Nottinghamshire County Council will be treated as on time. Such applications will be from parents or carers who:

- have moved into Nottinghamshire; or
- can establish at the time of completing the form that there were exceptional reasons for missing the closing date and were, therefore, unable to meet the published closing date.

School local governing bodies will treat such applications as on time where it is practical to include them in their first ranking. All other late applications for primary school places received by Nottinghamshire Local Authority after the specified date will be dealt with after the offer day.

Applications during the school year (In-Year Applications)

Details of the application process are available from the school and from the Local Authority (see details below) within which the school is located. Once an application has been made, it will be passed to the school local governing body for consideration.

Dependent on the location of the school for details of the application process for In-Year Applications parents/carers should consult the relevant Local Authority website:

Nottinghamshire: www.nottinghamshire.gov.uk Nottingham City: www.nottinghamcity.gov.uk

Derbyshire: www.derbyshire.gov.uk

Lincolnshire: www.lincolnshire.gov.uk/schooladmissions

North Lincolnshire: www.northlincs.gov.uk

North East Lincolnshire: www.nelincs.gov.uk

Offers of places may be withdrawn if they are offered in error, a parent has not responded within 10 school days of the offer letter issue or it is established that an offer was obtained through a fraudulent or intentionally misleading application.

In cases involving school transfers that do not require a house move or where there is no need for an immediate move, arrangements may be made for the child to start school at the beginning of the following term to minimise disruption to their own and other children's education.

If your application is refused you have a statutory right to appeal (see 'Appeals' below). Your appeal should be lodged within twenty school days after the date of the decision letter.

Waiting Lists

Parents whose children have not been offered a place at a school in the normal admissions round will be added to the school's Waiting List unless they have been offered a place at a higher preference

school. The Waiting List will normally remain open until 31 December in the application year. However, some schools may maintain the Waiting List until the end of the academic year. Parents should contact the relevant school to request further details.

Note: Management of Waiting Lists for schools in Lincolnshire - Lincolnshire

County Council maintain Waiting

Lists until the end of August and then it is passed to the school

Waiting Lists are maintained in the same order as the oversubscription criteria listed below and not in the order in which applications are received or added to the Waiting List.

Any late applications will be added to the Waiting List in accordance with the oversubscription criteria and each added child will require the list to be ranked again in line with the oversubscription criteria, therefore your child's position on the Waiting List may change and a child's Waiting List position during the year could go up or down.

Inclusion on a school's Waiting List does not mean that a place will eventually become available.

Parents must make a further application for a school place in respect of a later academic year and if a place is not available the child's name can be added to the Waiting List for that academic year.

Appeals

If a child is not offered a place, parents/carers have a statutory right to appeal. This should be done by writing to the school setting out your grounds for appeal no later than twenty school days after the decision letter has been received. The appeal will be arranged on behalf of the local school governing body by the Catholic Schools Appeals Service and will be heard by an independent panel. The decision of the panel will be binding on the school.

Fair Access Protocols

Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. Accordingly, outside the normal admission round the admission authority is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The admission authority has this power, even when admitting the child would mean exceeding the PAN (subject to the infant class size exceptions).

Infant Class Size Regulations

Infant classes may not, by law, contain more than 30 pupils with a single qualified teacher. Parents/carers should be aware that when the school local governing body is considering applications for places, they must keep to the 30 limit. However, in accordance with the School Admissions Code 2021 (2.16) additional children may be admitted under limited exceptional circumstances. These children will remain as 'excepted pupils' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. Parents do have a right of appeal in accordance with the Infant Class Size Regulations if the school is oversubscribed and their child is refused a place.

Applications for twins / multiple birth children

Where the final place available is offered to a child from a twin or multiple birth the school local governing body will normally offer places to both twins, triplets etc even if this means exceeding the published admission number as long as the governing body decides that the education of pupils in that year group would not be detrimentally affected.

Attendance at Nursery

For children attending the school's nursery, application to the reception class of the school must be made in the normal way, to the home local authority using the Common Application Form. Attendance at the school's nursery or a pre-school setting on the site of the school does not guarantee that a place will be offered at the school and does not give any priority within the oversubscription criteria.

Transfers from Infant Schools

This policy also applies to applications from parents who wish to transfer children from an infant school to Year 3 in one of the schools. Your home Local Authority will provide information about how this can be done. However, parents need to be aware that the schools are primary schools (age 4–11) places may have already been filled.

Children of UK service personnel (UK Armed Forces) and returning crown servants

For families of UK service personnel with a confirmed posting to the area, or crown servants returning to live in the area from overseas, the Governors will:

- Process an application in advance of the family arriving in the area provided it is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address to use when considering the application against the school's oversubscription criteria.
- Accept a Unit postal address or quartering area address for admissions purposes for a service child.

The Governors will not refuse a service child a place because the family does not currently live in the area.

Fraudulent Information

The school local governing body reserves the right to withdraw the offer of a place or, if a child is already attending the school, the place itself, where it is satisfied that the offer or place was obtained on the basis of fraudulent or intentionally misleading information.

Oversubscription Criteria

Where a school has more applications than places available, the school local governing body will draw up a ranked list based on the criteria listed below and will allocate places accordingly.

In accordance with legislation Pupils with an Educational Health and Care Plan (EHCP) (a plan made by the Local Authority under Section 37 of the Children and Families Act 2014 which specifies the special educational provision required for a child) which names the school will be allocated a place first. This will reduce the number of places available.

1. Catholic looked after or previously looked after children including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted (*See Notes 1 and 2*).
2. Catholic (*see Note 2*) children living in the parish(es) served by the school
3. Catholic (*see Note 2*) children living outside the parish(es) served by the school
4. Other looked after or previously looked after children including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted (*see Note 1*).
5. Catechumens, Candidates and members of Eastern Christian Churches (*see Notes 3, 4 and 5*)

6. Children of other Christian denominations whose membership is evidenced by a minister of religion (*see note 6*)
7. Children of other faiths whose membership is evidenced by a religious leader (*see note 7*)
8. Any other children not within categories 1-7.

First priority within the individual criteria will be given to applications for children who will have siblings (*see Note 8*) attending the school in years R - 6 at the proposed time of admission.

Distance Measurement

Within each criterion applications will be ranked on distance with priority given to children who live nearest to the academy using the same method of measurement as used by the Local Authority within which the academy is located (see below).

Nottingham City: Distance will be measured in a straight line (This will be calculated by Nottingham City Local Authority's computerised distance measuring software) from the centre of the school campus to a point at the pupil's home address identified by the Local Land and Property Gazetteer.

Nottinghamshire: Distance will be measured in a straight line from the main administrative point at the school campus to an address point (using eastings and northings defined by Ordnance Survey) to the child's home using Nottinghamshire Local Authority's computerised distance measuring software.

Derbyshire: Distance will be measured using a Geographic Information System (GIS) to measure the straight-line distance. It is measured by a standard straight-line distance calculated to within two metres. This measurement is taken from the postal address file, normally the house front door. For schools the grid reference is taken from the postal address file and will normally be the centre of the school for primary phase schools or the nearest gate or entrance for secondary phase schools.

North Lincolnshire: The distance will be determined by measuring the shortest available route using the public road and path network from the pupil's home to the main school gate, as determined by the Local Authority. The distance will be measured by using a computerised geographical information system (GIS). Pupils living in flats where the distance measures the same, priority will be given in ascending order of flat number/letter/floor.

North East Lincolnshire: Distance will be measured by the safest walking route from the front door of the child's home address (including flats) to the main entrance of the school, using the Local Authority's computerised measuring system.

Lincolnshire: Measurement will be using the straight-line distance from home to school calculated by the Lincolnshire School Admissions Team. The measurement is made from the Post Office Address Point of the home to the Post Office Address Point of the school using electronic measuring systems and is measured to 3 decimal points.

Tie Breaker

In a very few cases, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place (e.g. children who live at the same address or have the same distance measurement). In this exceptional situation, if there is no other way of separating the applications then the school local governing body will admit the additional child above the published admission number. If, however, and subject to the limited exceptional circumstances set out in the School Admissions Code 2021 (2.16) where additional children may be admitted, where admission would result in the legal limit of 30 children being exceeded, then the place will be allocated by the drawing of lots supervised by someone independent of the school.

NOTES (THESE FORM PART OF THE OVERSUBSCRIPTION CRITERIA)

1. A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is

- (a) in the care of a local authority or
- (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making an application to the school.

A 'previously looked after child' is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order or special guardianship order. Included in this definition are those children who appear (to the admission authority) to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

2. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into full communion with the Catholic Church signed by a Catholic Priest and stamped with the parish stamp. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (i.e. a looked after child in the process of adoption by a Catholic family).

For a child to be ranked as Catholic within the oversubscription criteria, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

3. 'Catechumen' means a member of the catechumenate of a Catholic Church. This will be evidenced by a certificate of reception into the order of catechumens or a letter of verification signed by the parish priest and stamped with the parish stamp.

4. 'Candidate' means a candidate for reception into the Catholic Church. This will be evidenced by a letter of verification signed by the parish priest and stamped with the parish stamp.

5. 'Eastern Christian Church' includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

6. 'Children of other Christian denominations' means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service to the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England (CTE) and Churches Together in Wales (CYTUN) are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

Evidence will be a Baptism Certificate, a Certificate of Dedication or a letter of verification confirming the membership of the child signed by the minister of religion for that church.

7. 'Children of other faiths' means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at note 7 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

This is evidenced by a Baptism Certificate, a Certificate of Dedication or a letter of verification confirming the membership of the child signed by the faith leader of the community.

8. 'Siblings' means a child who lives as a brother or sister in the same house, including natural brothers or sisters with either one or both parents in common, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, or the child of a parent's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. It also includes natural brothers or sisters where the child for whom the school place is sought is not living in the same family unit as the same address as that sibling.

- (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
- (ii) the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same home address as the child who is the subject of the application.

9. A 'parent' means all-natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

10. Home Address: The governors of each school use the same definition as used by the Local Authority within which the school is located and these are set out below:

Nottinghamshire: The child's place of residence is taken to be the parental home, other than in the case of children fostered by a local authority, where either the parental address or that of a foster parent(s) may be used. If a child's parents live at separate addresses, the address where the child permanently spends at least three 'school' nights (that is, Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even if the child stays there for all or part of the week. Evidence that the child's place of residence is permanent may also be sought and this should prove that the child lived at the address at the time of the application. Informal arrangements between parents will not be taken into consideration. For families of service personnel with a confirmed posting to the area or crown servants

returning from overseas to live in the area a Unit postal address or quartering area address for a service child provided the application is accompanied by an official letter that declares a relocation date will be accepted.

Nottingham City: The child's ordinary place of residence will be deemed to be the residential property at which the child normally and habitually resides with the person or persons having parental responsibility for the child at the closing date for the receipt of the SCAF, i.e. 15 January. Where parental responsibility is held by more than one person and those persons reside in separate properties, the child's ordinary place of residence will be deemed to be that property at which the child normally and habitually resides for the greater part of the week including weekends. If the child lives at two separate properties for an equal length of time, the ordinary place of residence will be deemed to be the address named on the Child Benefit letter. Informal residence agreements with family and friends will not be accepted unless there are exceptional circumstances, for which supporting evidence will be required.

Derbyshire: The home address used for school admission purposes is the address where the child is residing at the time of both application and admission. Where an application includes more than one address due to shared parental responsibility, we will use the address where the child resides for the majority of the school week (where they usually or mainly sleep between Monday and Friday). Parents and carers are required to submit full details with supporting information to enable us to determine which address to use for the purpose of admission.

Where parents provide evidence that the child resides equally at both addresses during the school week, and we are unable to reach a decision based on the information received, parents will be asked to notify the council of the mutually agreed address to be used for the purpose of school admissions. Please note the same address will be used in the assessment of eligibility for home to school transport assistance.

Where the county council has reasonable grounds for believing the home address is not the child's only or main residence, it reserves the right to carry out investigations which may include visits to the property.

North Lincolnshire: For admission purposes, the home address is where a child usually lives with their parent or carer. You must not give the address of a childminder or relative.

Where a child lives with parents with shared responsibility, each for part of the week, the Admissions Team will apply the address of the parent who claims the child's benefit as the pupil's address for determining this criterion. If neither parent claims child benefit other documentary evidence (for example, a medical card) may be required.

North East Lincolnshire: For admission purposes, the home address is where a child usually lives with their parent or carer. You must not give the address of a childminder or relative.

Where parents have shared access to a child only one address can be accepted, parents must agree which address is to be used for the purposes of allocating a school place. If parents cannot agree on an address the local authority will use the address to where the Child Benefit is paid

Lincolnshire: The home address is considered as the address where the child lives for the majority of term time with a parent (as defined in section 576 of the Education Act 1996). Where a child lives normally during the school week with more than one parent at different addresses, the home address accepted for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at two addresses during school term time with a parent, they can choose which address to use on the application. If a parent has more than one home, we will accept the address where the parent and child normally live for the majority of the school term time as the home address. We do not take into an account an intention to move when considering a home address unless this is for members of the UK armed forces or a returning crown servant.

11. For the purposes of this policy, parish boundaries are as shown on the map available on the school website.

PRE-SCHOOL VISITS

Just before the children start school, a half-day visit is arranged. We feel this visit helps the children to settle when they start in September. During this visit, there is an opportunity for Parents to talk to the Headteacher and members of the 'PTA'. Parents are invited to view the School during class hours, before the child joins the School. An evening meeting is arranged where the Foundation Stage teachers will outline the working of the Foundation Stage school day.

MIXED YEAR GROUPS

St Hugh's Catholic Primary Voluntary Academy has always had mixed year group classes and this will continue. The school is designed for 300 pupils with year groups of 40 plus pupils.

The high standards achieved by pupils have been achieved through the mixed year group system and our teachers have great expertise using that system. The mixed year system gives the school greater flexibility to meet the individual needs of pupils and enables all pupils to work towards fulfilling their potential.

Teachers will make professional judgements about which children should be placed in which mixed year group class, towards the end of the summer term.

Their decisions will take into consideration the following factors:-

- the age and maturity of the child
- the aptitude and academic needs of the child
- test and assessment information.

SCHOOL DRESS

All pupils should wear a School Uniform.

Winter Uniform For Girls

Navy Pinafore Dress (Infants)
Navy Skirt or Pinafore Dress (Juniors)
Navy Cardigan/'V' Neck Jumper or
School Sweatshirt
Blue Blouse
School Tie
White or Navy Socks or Tights
Sensible, flat black shoes

Summer Uniform For Girls

Blue Striped or Checked Dress
Navy Cardigan or School Sweatshirt
White or Navy Socks or Tights

Football Kit

You will be informed by your child's
Class teacher if & when this is necessary

P.E./Netball Kit For Girls

School Polo-Shirt
Navy Shorts
Pair of Slip on Black Plimsolls

Winter/Summer Uniform for Boys

Long or short Grey Trousers
Navy 'V' Neck Jumper or
School Sweatshirt
Blue Shirt
School Tie
White or Navy Socks
Flat black shoes

P.E. Kit for Boys

School Polo-Shirt
Navy Shorts
Pair of Slip-on Black Plimsolls

Junior Pupils

Shirt for Art and Craft
Strong Sensible Pencil Case
2 pencils, rubber & sharpener
pritt stick, felt pens & colouring
pencils.

Year 5 and 6 Pupils Only

Good News Bible
Dictionary (not too small)

(Please do not send your child with laced plimsolls - especially infants)

The Saint Hugh's school uniform is stocked by:

Uniform Direct Dixon House, Dixon Way off Dixon Street, Lincoln LN6 7XN
Or

My Clothing via their website at:

<https://myclothing.com/collections/the-saint-hughs-catholic-primary-school-lincoln-20115>

Please ensure that all items of clothing, including coats, lunch boxes, bags, P.E. Bags, shoes and plimsolls are clearly marked with your child's name.

JEWELLERY - *the wearing of jewellery and earrings is forbidden during any physical education lesson. The school would respectfully recommend parents avoid allowing their child ear piercings, in the interest of health and safety. Children will be asked to remove earrings during swimming and P.E.*

ORGANISATION OF CLASSES

There are ten classes within the School. The School Teaching Staff consists of Headteacher, Deputy Head and ten class teachers. Teaching Support Staff include two Higher Level Teaching Assistants and two Teaching Assistants for the Foundation Unit and two Teaching Assistants for the other two Infant classes. We have one Higher Level Teaching Assistant, six Teaching Assistants within the Junior departments and 1 1-1 SEN part-time Teaching Assistant in the Juniors. We also have 1 part-time Polish Teaching Assistant who works with Polish EAL children on a one to one basis.

ORGANISATION OF TEACHING

All the classes contain a full range of abilities but pupils at the upper end of the School are grouped for certain subjects according to their National Curriculum Level of Attainment.

Within every class the children will experience a range of teaching styles; individual, group or whole class as the class teacher feels best for the topic to be taught.

SCHOOL HOURS

Doors open at 8.45 am

8.45 a.m. - 3.15 p.m. Infants

8.45 a.m. - 3.15 p.m. Lower Juniors

8.45 a.m. - 3.15 p.m. Upper Juniors

Dinner Times

11.45 - 1.00 p.m. (Foundation Unit)

12.00 – 1.15 p.m (KS1)

12.15/20 - 1.15/20 p.m. (Lower Juniors)

12.30/40 – 1.30/40 (Upper Juniors)

Breaks

10.25 a.m. - 10.40 a.m. (Infants)

10.25 a.m. - 10.40 a.m. (Infants)

10.45 a.m. - 11.00 a.m. (All Juniors)

TEACHING HOURS

When break times and registration are excluded, this gives a teaching day of:

Infants - 5 hours

(25 hours a week)

Juniors - 5 hours 15 mins

(26 hours 15 mins/week)

Prayer times (morning and evening) and Assemblies are considered as Curriculum time and an integral part of each day.

CURRICULUM POLICY

Pupils at St Hugh's School are entitled to a curriculum which:

- provides equal opportunities for all pupils;
- is built on the teachings of Christ;
- recognises and responds to the need for interaction with other pupils, with Staff and with our Creator;
- recognises and respects the intellectual, social, physical, creative, aesthetic, cultural, moral and spiritual needs of all;
- has a variety of teaching methods and organisation Learning appropriate to the varied needs of the pupils within their changing environment;
- allows all pupils to follow programmes of study appropriate to their needs as laid down in the National Curriculum and Our Lady of Lourdes Multi-Academy Trust.

The basic curriculum consists of core and foundation subjects plus Religious Education. The core subjects are: English, Mathematics and Science. The foundation subjects are: History, Geography, Art, Music, Design and Technology and Physical Education.

SCHOOL CURRICULUM

RELIGIOUS EDUCATION

At St. Hugh's, Religious Education is part of the ethos and general practice of the School and filters through every aspect of the day. We aim to lead our pupils to a living Christian faith through the R.E. Programme "Come and See".

There are specific times set aside for direct Religious teaching. Whole School Assemblies are held on a Monday and liturgies are led by the children.

Mass is celebrated several times a year in the School Hall and individual Class Masses.

The children are prepared to receive the Sacrament of Reconciliation and Holy Communion.

ENGLISH

English has a high profile and the teaching of the subject is based on the National Curriculum. The aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

A range of literature is introduced and children are encouraged to foster and develop a love for reading at home. In Foundation and Key Stage 1, Reading is taught primarily with the Read Write Inc. Phonics scheme alongside a variety of supplementary readers. Parents are encouraged to help their children in the early stages by talking about books and reading to their children.

In Key Stage 2, independent reading time is provided and reading material is supplemented by the School Library. Parents are asked to encourage their children to explore a variety of genres and discuss choices. In addition, Parents are asked to record regular reading in the

Home Reading Record in order to support the Class Teacher. In Key Stage 2, a rewards system exists to further encourage children to read independently.

Children develop their writing skills and focus on two main elements - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Children are taught how to write imaginatively for different purposes and audiences. The use of technology is firmly embedded within our teaching of English and pupils enjoy the use of film (Visual Literacy) to enhance writing. Children are encouraged to critically analyse their writing and develop their drafting skills.

Formation of letters is taught in the Foundation Stage and reinforced throughout Key Stage 1. When the children reach a certain standard and maturity (Y2/Y3), they are taught to produce legible joined-up writing.

Spelling is taught by stressing patterns and sequences and children are given lists of words to learn for homework. These are specific to the needs of the children. Children are encouraged to make use of the online learning platform, Spellodrome to further practice spelling patterns.

Drama skills learnt in English are used in a cross-curricular fashion throughout the school year in annual productions, assemblies and masses. Furthermore, children are provided with extra-curricular opportunities to develop and showcase their skills. For example, verse and prose speaking in the annual Music & Drama Festival and various writing competitions. Moreover, children have opportunities to present their creative ideas through film making.

The teaching of English is underpinned by the English Programme of Study as outlined in the National Curriculum. Children receive at least one hour per day.

However, the skills learnt are transferrable and cross-curricular opportunities to further practice these are planned.

MATHEMATICS

Mathematics is a core subject within the National Curriculum. The New Mathematics Curriculum programmes of study were implemented from September 2014 and our programme is delivered via the White Rose schemes of learning throughout the school.

(see

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sol/>).

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We want all our children to succeed in mathematics and more children are doing so. We want them to be excited by mathematics and to continue to study the subject well beyond their primary education. We want children to see how mathematics can help them become better equipped for future life.

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can 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.

To support these key aims, teachers will develop children's understanding of the mathematical operations of addition, subtraction, multiplication and division alongside linked work to other core learning strands of maths such as place value, fractions/decimals, geometry, statistics and measurement. We will use a range of mathematical equipment, pictures and models to provide support for these areas. We will develop children's confidence and fluency in maths to enable them to succeed in their lifelong mathematical learning.

SCIENCE

Science provides the foundation required for understanding the world around us. Children are naturally curious and we aim to nurture this curiosity by encouraging them to ask questions and develop the skills that they need to answer these questions.

We follow the National Curriculum Programmes of study which are split into the disciplines of Biology, Chemistry and Physics. As they progress through the school, the children expand and build on their scientific knowledge and scientific vocabulary.

Our curriculum is heavily focused on learning through practical activities and investigations. Scientific enquiry skills are taught through all topics including, observing changes over time, noticing

patterns, grouping and classifying things, carrying out simple comparative tests and finding things out using secondary sources of information.

Through our teaching of Science we aim to prepare the children for the future and explore the contribution of Science in all aspects of everyday life.

FOUNDATION SUBJECTS

All Foundation Subjects are taught from the National Curriculum Programmes of Study using a variety of methods and resources.

GEOGRAPHY

At Saint Hugh's, our geography curriculum is designed to develop children's curiosity and fascination about the world that will remain with them for the rest of their lives. Children investigate a range of places to help develop their knowledge and understanding of the Earth's physical and human processes, which shape them.

Our children study their local area, Lincolnshire, localities in the U.K., Europe and other parts of the world.

At the end of Keystage 2 (Year 6) our children are familiar with the use of an Atlas, climatic conditions within the world, weather and its causes. Many year groups throughout the year have an opportunity to attend a field trip which embeds key geographical skills.

HISTORY

At St Hugh's, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;

- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

ART AND DESIGN

At Saint Hugh's, we place great value on art and design, understanding its contribution to creativity and the cultural wealth of our school and the wider environment. We deliver high quality creative activities that develop knowledge and skills and inspire and enable the children to express their ideas and feelings to create their own works of art, craft and design within a supportive environment. Children gain a deeper understanding of art each year and learn how art and design both reflects and shapes history through studying a variety of artists and their works.

MUSIC

Music is part of our cultural heritage at St. Hugh's and is a highly valued part of the Curriculum.

Music is a universal language that embodies one of the highest forms of creativity. We aim to provide a high quality music education to inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Through their time at St. Hugh's, in addition to quality music lessons, children will also experience:

- Regular opportunities to sing via singing assemblies, musical productions, liturgies, Masses and prayer.
- The opportunity to join and sing in both Junior and Infant Choirs (both of which perform regularly and

compete in the Lincoln Music and Drama Festival).

- The opportunity to join our Samba Drumming group (Upper KS2)
- A live music performance each year.
- Demonstration of instruments by visiting instrumental tutors.
- The option to take up a range of individual and/or group instrumental lessons provided by the Lincoln Music Service and other providers.
- Regular opportunities to listen to and discuss music.
- Whole class instrumental teaching of ukulele (Y3) and/or African Drumming (Y6).

We are extremely proud of our music at St. Hugh's and we aim to provide the highest quality of music education during your child's time at our school.

PHYSICAL EDUCATION

PE at St Hugh's aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must have passion, self-belief, respect, honesty, determination and teamwork.

In KS1 the curriculum we use equipment to enhance our delivery and cultural capital. Children fundamental movement skills helping them become increasingly competent and confident within the areas of agility, balance and coordination, individually and with others. Pupils are taught running, jumping, throwing and catching through activities and in isolation, they are given opportunities to

participate in team games and stretch themselves with their own personal goals.

Pupils continue to develop these skills within KS2 and do so using an extensive range of indoor and outdoor activities. Children are given opportunities to compete both internally and externally and are encouraged to communicate, collaborate and compete with each other. Alongside this, all children are also given the opportunity to swim each year, working with Swim England.

COMPUTING

Each child experiences a wide range of Computing in practical activities in School. As well as being taught discretely, we build in opportunities for the use of computing in all subject areas. We use the interactive whiteboards, laptops and Ipads to aid our teaching and involve the children, alongside programmable toys such as Bee-Bots and Pro-Bots.

Learning about online safety is an essential part of our curriculum, and is re-enforced across our delivery of the Computing and PSHE curriculum where appropriate.

Our aim is to ensure that all children:

- Can design, write and debug programs that accomplish specific goals
- Use logical reasoning to explain how algorithms work and to detect and correct errors in algorithms and programs
- Use technology safely, respectfully and responsibly.
- Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration.

Computing is especially important in School, as a way to enhance and extend previous learning, and to help children gain confidence and develop digital

literacy skills to enable them to become active participants in a digital world.

TECHNOLOGY

Pupils are given the opportunity to design and make products, using a range of materials and components. They are given practical tasks in which they can develop and practise particular skills and knowledge.

Through a variety of activities our pupils investigate, disassemble and evaluate simple products.

RELIGIOUS EDUCATION & COLLECTIVE WORSHIP

- A Religious Education is provided at Saint Hugh's School according to the teachings of the Roman Catholic Church.
- Saint Hugh's School provides a daily act of worship in Whole School Prayer times, daily Classroom Prayer times and within weekly Keystage Assemblies.
- Parents have a right to withdraw children from Religious Education and Collective worship but in Saint Hugh's Catholic School there is no provision for alternative R.E. and collective worship.

RSE - Relationship Education and Relationship and Sex Education and Health

In St Hugh's School, education regarding sexual teaching, is based on the National Curriculum programme 2020. The school also uses other resources to support the catholic education in regards to RSE. The school uses a programme called "Journey in Love" which is inter-related to our National Catholic Religious Programme also National Curriculum programmes of study for Science.

The Staff teach lessons to the Year 5 and 6 pupils about puberty and changes to the body. The children are given opportunity to ask questions, which will be answered, appropriate to their level of maturity.

The teachers also use selected materials to support their teaching and nurturing of self-esteem and character building and to give limited but necessary education about drugs. Drug education is only given to Year 6 in the Summer Term before their transfer to the secondary school by the 'Dare' team. Parents are informed when the specific RSE lessons are to take place and are advised of their legal right to withdraw their child.

Parents are invited to view the short video 'Growing Up' before their children see the film and to discuss any concerns they may have.

DISCIPLINE

The attitude to discipline in the School is to encourage and praise the children for their achievements in work and for their care and consideration of others. The children are requested to co-operate with the teachers in creating a happy atmosphere in the School. If children continue to ignore this request they will be disciplined in a reasonable manner. We expect and achieve a high standard of behaviour and good manners from all children, both in School and on the School Buses.

GUIDELINES FOR CHILDREN WITH SPECIAL NEEDS

Within our School, we always have children, who, for one reason or another, do not fit into the Curriculum set out for the majority of our pupils.

"Learning difficulty" the term used throughout the 1989 Education Act, for a child with special educational needs is defined as follows:-

- 1) Has significantly greater difficulty in learning than the majority of children of his/her age.
- 2) Has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in School.

In order to work effectively the Infant Teachers try to build on the language and skills which the children possess, and Parents are encouraged to work closely with the Class Teacher if there is any problems.

PASTORAL CARE

Pastoral care within the School involves every adult. The Headteacher will contact parents if there is any cause for concern about children's progress, behaviour, health etc.

Parents who have worries about their children are welcome to come and meet with the Headteacher or Class Teacher to discuss any problems. This can be arranged through the School Office.

EQUALITY OF RACE, SEX AND OPPORTUNITY

Saint Hugh's School is a Catholic School reflecting the views of the Catholic Church, which universally teaches respect and justice for all people in every aspect of our lives, irrespective of race, colour, or creed.

OPEN EVENING

An individual Curriculum Evening is organised for Parents in the Autumn Term. In the Spring Term, Parents have an opportunity to discuss their child's progress with the teacher. Parents are also welcome to see the class teacher, after school hours - by appointment.

In the Summer Term, Progress Reports are sent to Parents.

Care is taken to identify children needing special help and advice and if appropriate, the expertise of the School Psychologist is sought, with the consent of the Parents.

HOMEWORK POLICY

Parents are encouraged to take an active interest in all aspects of their child's education. Home/School reading partnership extends throughout the whole school. It is important that parents continue to support their child's reading, even when he or she is fluent, by:

- Discussing the content of their book
- Encouraging the use of the library
- Encouraging them to choose good quality literature
- Encouraging them to find out information for themselves using:- encyclopaedias, dictionaries, information books, atlas's etc.
- Setting aside some time every evening for quiet reading for pleasure, away from the TV and Computers.

The Staff will actively encourage this parental interest and can supply a book list etc. The children will also be expected to:

- Learn Poetry, Spellings, Times Tables
- Prepare Oral Book Reading Reviews
- Prepare talks about activities or subjects outside School.
- The children are encouraged to complete Home links Work Sheets for the Heinemann Mathematics Scheme. This gives the children additional practice and informs the parent about the Mathematics their child is covering in School.

Therefore time with their child on such activities will greatly enhance their performance and achievement. The School recognises the fact that children's membership of community organisations and social activities are highly advantageous to their education.

At Primary School oral discussion between parent and child about their day, activities, hobbies, books, etc, is far more important and provides a much broader base for success in the Secondary School.

PUPIL ABSENCE

It is necessary to obtain the Headteacher's permission for any absence from school other than medical reasons. You will have to have special circumstances if you wish to take your child out of school during the school year. Parents must complete an application for pupil's leave of absence which can be obtained from the School Admin Office. If your child is absent from school for medical reasons parent/guardians must ring school on the first day of absence and then when your child return's to school they must have a written letter from their parent/guardian and hand it to their class teacher.

If the school does not receive an application for pupil's leave of absence or a written letter regarding their child's absence due to medical reasons, their absence from school will be recorded as unauthorised. Schools now have to publish unauthorised absences at the Governor's A.G.M. and in this prospectus. In order to calculate these rates our attendance registers must distinguish absences. The overall authorised absence percentage was 4.6% and unauthorised 1.1% for 2024/25.

APPOINTMENTS

Children are not allowed out of School to keep appointments without previous written or telephone messages. Even when this arrangement has been made, for obvious reasons, parents or other adults may not withdraw a child from the playground or classroom without reporting to the School Office.

GOVERNOR'S CHARGING POLICY

The Education Reform Act 1988 has made significant changes in how the schools can charge for the cost of school activities. The schools are required to make it absolutely clear to parents that any activities which take place during school time cannot be "charged" for, subject to certain exceptions. The school can ask parents for voluntary contributions for any activity in or out of school time.

The Governing Body recognises the valuable contribution that additional activities can make towards pupil's personal and social education. If activities are organised in school time, parents are invited to make a voluntary contribution towards the cost, however, if the School does not receive contributions to cover the majority of the cost of the activity, it may not be possible for the activity to take place - at the discretion of the Headteacher.

Charges are sometimes collected to cover the use of raw materials, i.e. clay or craft items if the finished product is taken home. It is helpful if all monies are sent in an envelope bearing the child's name and stating the purpose for the money. It would be much appreciated if money for different purposes could be put in separate envelopes. This greatly helps the Secretary's workload. Any application for the remission of charges is to be made to the Headteacher.

PARENTAL PERMISSION FOR WALKS IN THE VICINITY OF THE SCHOOL

There will be occasions when the teachers wish to make full use of the area surrounding the School- weather permitting. Rather than keep completing permission slips for each occasion, we will ask Parents/Guardians to complete a general permission slip at the beginning of each School Year. Visits requiring transport, for swimming, educational trips etc, will require individual permission slips which will be forwarded to you as and when required.

PERSONAL ACCIDENT INSURANCE FOR PUPILS

The insurance market offers personal accident cover for pupils 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover for their children then they should make enquiries with insurance brokers or companies accordingly.

SCHOOL MEALS

All Children remain at School over lunch. Junior children can either bring a packed lunch or have a hot school meal. The Infant Children are provided with a hot school meal unless parents wish for their child to bring in a packed lunch. **All meals need to be ordered by parents via Good Lookin Cooking at least a week in advance.** All children eat in the School Hall where water is always available to drink. Glass containers, tins of fizzy drinks and lollipops are discouraged. From experience, we have noted that children waste large apples, we advise parents to pack smaller ones. Any unconsumed food must be taken home. All dinner boxes must be clearly marked with the child's name. Children are supervised during the meal and for the remainder of the lunch hour by the Mid-day Supervisors. The Headteacher, or his representative is always on the premises in case of need.

MEDICINES

It is imperative that parents should contact the Admin Office either personally or by letter if their child needs essential medicine during the school day - a form 'requesting the school to give medication' is available from the school office. Medicine must be in a plastic bottle, not glass, and a spoon must be provided. Bottles must be labelled with the child's name and the dosage. The medicine must be handed to the Class Teacher and not put in the lunch bag or given to the Mid-day Supervisors. We will not take the responsibility of giving tablets and medicine to small children unless we have been contacted by the parent and given clear written instructions. If your child comes to School with just a bottle of medicine and no note or personal contact from the parent, then the medicine will not be given to the child.

PERSONAL PROPERTY ON SCHOOL PREMISES

Pupils are responsible for security of their personal possessions. The School does not have adequate storage space for large holdall type bags and recommend the use of a small back-pack type bag. P.E. kit should be kept in a drawstring material bag (with their name marked on it).

FIRE

There are regular fire drills and practices each term, and the fire precautions are inspected and approved by the Fire Safety Officer.

FORBIDDEN ITEMS

The following are not permitted in school at any time:- sweets, chewing gum and similar products, tippex, balls, ipods, hand held computer games, mobile phones, aerosol spray cans of any type and jewellery.

CHANGE OF ADDRESS/TELEPHONE NUMBERS

Any change of address or telephone numbers (including work) must be notified immediately.

On occasions it is necessary to contact a parent regarding the ill health of their child, therefore it is very important that parents inform the school of a current telephone number where they can be contacted or an alternative telephone number, which the School can use.

TRANSFER TO SECONDARY SCHOOL

Children transfer to Secondary School in the September after their eleventh birthday. Parents of children due to transfer are invited to visit Secondary School early in the academic year and complete forms indicating their preferences. The allocation of Secondary School is usually received early in the Spring Term.

EXTRA CURRICULAR ACTIVITIES

The School has football and netball teams and take part in inter-school matches in the evenings and weekends.

There are also a range of dinner time and after school clubs running in School ie. Drama, Junior and Infant Dance, Junior Choir, Infant Choir, Drumming, Cookery, Football, Netball, Snooker and Art. We have a school Breakfast Club (runs from 8.00 am till 8.45 am) and an After Schools Club (runs from 3.15 pm till 5.30 pm) please enquire at the Office for further details.

NO SMOKING POLICY

This School has a 'no smoking' policy in force for everyone on the School site (e.g. teachers, parents, visitors and workers etc.)

TRANSPORT ARRANGEMENTS

When children are admitted to this School, arrangements regarding School Buses are fully discussed with parents. We now have three minibuses serving different areas of the City. We currently cannot offer any spaces as all minibuses are full. If you would like to put your name down on a waiting list for future spaces please see the School Office. If home/school arrangements are altered at any time, whether temporary or permanent e.g. (a child going to another child's home for tea) then we must have a written note from the parents. If no letter or phone call is received then we will continue to put the child on the allocated minibus as usual.

The Bus Driver has a list of children to be put off at each stop. If your child for some reason is to use another stop we must again be informed so that the information can be passed on to the Bus Driver.

COMPLAINTS PROCEDURE

(SCHOOL CURRICULUM AND RELATED MATTERS)

Wherever possible concerns expressed by parents and others about the School Curriculum or related matters will be dealt with in the first instance by informal discussion with teachers or the Head. However, there will be occasions when such concerns cannot be resolved informally and, under the terms of the 1988 Education Reform Act, the County Council has set up a formal complaints procedure which offers a readily accessible and clearly understood route through which complaints of this nature may be pursued further. A document setting out this procedure is available for inspection at the school and a copy can be given, if desired, to any person wishing to make a complaint under these arrangements.

PARENTAL ACCESS TO DOCUMENTS

Regulation 6 of the Education (School Curriculum and Related Information) 1989 specifies that parents should have access to up-to-date copies of the following documents:-

1. LA's Statement of Curriculum Policy.
2. The Governing Body's Statement of Curriculum Aims for the School.
3. All Statutory Instruments circulars and administrative memoranda concerning the curriculum which are sent to schools by the DFCES.
4. All published HMI reports which refer to the School.
5. All Schemes of Work currently used by teachers in the school.
6. All syllabuses followed where appropriate.
7. The Governor's procedure for dealing with complaints about the curriculum.
8. The agreed syllabus for RE and other relevant documents.
9. A copy of the relevant part of the Trust Deed which governs the provision of religious education and any other written statement which may have been prepared about arrangements for religious education including any syllabus in use in the School.

Any of these documents may be seen at the School on request.

Lincoln St Hugh's Catholic Primary Voluntary Academy

SCHOOL RESULTS

These tables show the percentage of eligible children at the end of key stage 1 achieving each level in the school in 2019

The number of eligible children is 41

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT – PERCENTAGE WITH EACH OUTCOME												
	BLW	PK1	PK2	PK3	PK4	HNM	WTS	EXS	GDS	A	D	Q
Reading	0	0	0	7	0		27	46	20	0	0	0
Writing	0	0	0	7	0		29	54	10	0	0	0
Mathematics	0	0	0	0	7		29	51	12	0	0	0
Science						32		68		0	0	0

ATTAINMENT	
Percentage of pupils achieving standard in English Reading, English Writing and Mathematics teacher assessments	59%
Percentage of Pupils working at greater depth in English Reading, English Writing and Mathematics teacher assessments	5%

Teacher Assessment Results

BLW	Below the standard of the pre-keystage – to be reported with P-scales or NOT SEN as appropriate
PK1	Pre-Keystage Standard 1
PK2	Pre-Keystage Standard 2
PK3	Pre-Keystage Standard 3
PK4	Pre-Keystage Standard 4
HNM	Has not met the required standard for most 7 year olds
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth at the expected standard
A	Absent
D	Disapplied
Q	Maladministration

Lincoln St Hugh's Catholic Primary Voluntary Academy

SCHOOL RESULTS

These tables show the percentage of eligible children at the end of [key stage 1](#) achieving each level in the school in [2022](#)

The number of eligible children is [46](#)

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT – PERCENTAGE WITH EACH OUTCOME												
	BLW	PK1	PK2	PK3	PK4	HNM	WTS	EXS	GDS	A	D	Q
Reading	0	0	0	0	0		27	48	11	0	0	0
Writing	0	0	0	0	0		0	46	2	0	0	0
Mathematics	0	0	0	0	0		29	57	7	0	0	0
Science						0		63		0	0	0

ATTAINMENT	
Percentage of pupils achieving standard in English Reading, English Writing and Mathematics teacher assessments	Reading 47.83% Writing 45.65% Maths 56.52%
Percentage of Pupils working at greater depth in English Reading, English Writing and Mathematics teacher assessments	Reading 10.87% Writing 2.17% Maths 6.62%

Teacher Assessment Results

BLW	Below the standard of the pre-keystage – to be reported with P-scales or NOT SEN as appropriate
PK1	Pre-Keystage Standard 1
PK2	Pre-Keystage Standard 2
PK3	Pre-Keystage Standard 3
PK4	Pre-Keystage Standard 4
HNM	Has not met the required standard for most 7 year olds
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth at the expected standard

Lincoln St Hugh's Catholic Primary Voluntary Academy

SCHOOL RESULTS

These tables show the percentage of eligible pupils at the end of [key stage 2](#) achieving each outcome and the school's attainment and progress in **2019**

The number of eligible pupils at the end of [key stage 2](#) is [53](#)

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT Percentage with each outcome																	
	BLW	PK1	PK2	PK3	PK4	PK5	PK6	HNM	WTS	EXS	GDS	A	D	L	F	P	Q
Reading	0	0	0	0	0	0	0					0	0	0	0	0	0
Writing	0	0	0	0	0	2	2		6	72	19	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0					0	0	0	0	0	0
Science								9		91		0	0	0	0	0	0

TEST RESULTS Percentage with each outcome												
	B	NS	AS	A	L	M	U	J	F	P	H	Q
Reading	0	15	85	0	0	0	0	0	0	71	26	0
Grammar, Punctuation and Spelling	0	17	83	0	0	0	0	0	0	76	21	0
Mathematics	0	19	81	0	0	0	0	0	0	84	13	0

ATTAINMENT	
Percentage of pupils achieving the expected standard in English reading, English writing and mathematics	75%
Percentage of pupils achieving a higher standard in English reading , English writing and mathematics	11%
Pupils' average scaled score in English reading	105
Pupils' average scaled score in mathematics	105

TEACHER ASSESSMENT RESULTS

BLW Below the standard of the pre-key stage - to be reported with P-scales or NOT SEN as appropriate

PK1 Pre-key Stage Standard 1

PK3 Pre-key stage Standard 3

PK5 Pre-key stage Standard 5

HNM Has not met the required standard for most 11 year olds

EXS Working at the expected standard

PK2 Pre-Key Stage Standard 2

PK4 Pre-Key Stage Standard 4

PK6 Pre-Key Stage Standard 6

WTS Working towards the expected standard

GDS Working at greater depth at the expected standard

A Absent

L Left

P Pupil has taken test in the past

D Disapplied

F Pupil will taken test in the future

Q Maladministration

TEST RESULTS

B Working below the level of the test

A Absent

U Unable to take test

P Pupil has taken test in the past

NS Not Achieved Standard

L Left

J Just arrived in the school

H Pupil Cheating

AS Achieved Standard

M Missing

F Pupil will taken test in the future

Q Maladministration

Lincoln St Hugh's Catholic Primary Voluntary Academy

Performance Data Key Stage 2 Attainment 2022



Pupils at St Hugh's Catholic Primary Academy enjoy learning the full National curriculum. The attitudes of our pupils to their learning ensure they perform highly in all subjects and they develop into individuals who care about others and the world around them. Pupils from St Hugh's perform significantly better than pupils nationally in Reading and Maths and are broadly in line for Writing.

	Reading		Writing		Maths		Grammar, Punctuation and Spelling		Reading, Writing and Maths	
	School	National	School	National	School	National	School	National	School	National
Expected or higher (100+)	89	75	65	69	86	71	92	72	65	59
Higher (110+)	30	28	11	13	32	23	43	36	8	7

Average Scaled Score

Pupils at St Hugh's school perform significantly better than pupils nationally

	School	National
Reading	108	105
Grammar, Punctuation and Spelling	108	105
Maths	106	104

Progress Scores

Most schools are within the range -5 to 5, a score of 0 means pupils in the school on average did as well as those with similar prior attainment nationally. A positive score means they did better, a negative score means they did not do as well. St Hugh's pupils make outstanding progress compared to pupils nationally in Reading and Maths.

2021-2022	Reading	Writing	Maths
School	2.82	-1.72	2.58
National	0.04	0.05	0.04

TRANSPORT – SCHOOL BUS ROUTES

PLEASE NOTE TIMES AND ROUTES ARE SUBJECT TO CHANGE

Mini Bus Route 1			
Pick up - Mornings	Time	Drop off - Afternoons	Time
Newark Road		Leave school	15.20
Atwoods Auto	7.55	Birchwood	
City Centre		Corner of Camwood Crescent	15.25
University Bridge	8.05	Sandwell Crescent /Thirlmere Way	15.30
Monks Road		St Giles	
Opposite Bagholme Road	8.15	Ruskin Avenue	15.40
Allenby Road/Tower Crescent	8.20	Outer Circle Green	15.45
St Giles		Monks Road	
Outer Circle Green	8.23	Allenby Road/Tower Crescent	15.50
Ruskin Avenue	8.25	Top of Bagholme Road	15.55
Birchwood		City Centre	
Sandwell Crescent/Thirlmere Way	8.40	High Street	16.00
Corner of Camwood Crescent	8.45	Newark Road	
Arrive at school	8.55	Outside car showroom	16.10

Mini Bus Route 2			
Pick up - Mornings	Time	Drop off - Afternoons	Time
De-Wint Avenue		Leave School	15.20
Newark Road	7.45	Beechcroft Close - South Hykeham	15.30
Newark Road		Newark Road	
Dore Avenue	7.55	Opposite Co-op	15.32
Brant Road	8.10	North Hykeham	
North Hykeham		Brutus Court	15.40
Tiber Road	8.30	Spennymoor Close	15.45
Brutus Court	8.35	Brant Road	16.10
Newark Road		Newark Road	
Opposite Co-op	8.40	Dore Avenue	16.20
Beechcroft Close - South Hykeham	8.42	De-Wint Avenue	16.25
Arrive at School	8.45		

TRANSPORT – SCHOOL BUS ROUTES

PLEASE NOTE TIMES AND ROUTES ARE SUBJECT TO CHANGE

Mini Bus Route 3			
Pick up - Mornings	Time	Drop Off - Afternoons	Time
Boultham Park Rd/Bristol Dr	8.00	Leave school	15.20
Rookery Lane/Hainton Road	8.10	Birchwood	
Moorland Avenue		Nightingale Crescent	15.25
Charity Shop	8.25	Doddington Road	
Westwick Drive/Turner Avenue	8.30	Just after level crossing	15.35
Birchwood		Moorland Avenue	
Nightingale Crescent	8.40	Westwick Drive/Turner Avenue	15.40
Arrive at School	8.45	SSPP Church Car Park	15.45
		Clive Avenue	
		Rookery Lane/Hainton Road	15.50

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