



## **OUR MISSION STATEMENT**

### **GREAT CROSBY CATHOLIC PRIMARY SCHOOL**

Creates a school where everyone has a sense of belonging, feels safe and where the Gospel values are lived out and shared.

Provides a safe environment where the Good News of our Lord Jesus Christ is celebrated within all aspects of school life, encouraging the whole school community on their faith journey.

Provides a creative, child-centred curriculum in which the whole child feels safe, valued and nurtured, enabling them to fulfil their potential.

Maintains and develops strong and honest relationships with all members of our school, parish and wider community.

**“.... that they may have life and have it to the full.”  
John 10: 10**

## **ADMISSIONS**

Great Crosby Catholic Primary School is a Voluntary Aided Catholic Primary School for the baptised children of Catholic parents residing in the parishes of SS. Peter and Paul and St. Helen's.

The planned admission number for the Nursery is 60 part time places. Children begin nursery the September after their third birthday. The planned admission number for the main school is 90. Children enter reception classes the September after their fourth birthday.

In some years the demand for places is greater than the number of places available. When this is the case the enclosed admissions policy, which has been drawn up by the Governors of the school, is used as the criteria for admission.

It is understood that applications for admission under any criterion will only be considered if places still remain available after all higher criteria have been applied. In the event of over-subscription in the number of applications made under any of the categories above, then the Admissions Committee will offer places first to children living nearest to the school measured in a straight line. If the school is over-subscribed in a particular year and children have to be turned away, parents will be informed about their right of appeal to the Appeals Committee and will be given the necessary information on how to appeal.

The closing date for applications is set annually by the Local Authority. This date will be published annually.

**Nursery** – Parents are invited to apply for a place in the nursery at any point during the academic year (1<sup>st</sup> September – 31<sup>st</sup> August) during which their child reaches his/her second birthday. The date of application will apply in the case of over-subscription.

### **VIEWING THE SCHOOL**

If you are considering sending your child to Great Crosby Catholic Primary School, you are warmly invited to look around while the children are in school. This will give you an insight into the way the children work and the atmosphere of co-operation in the classes.

To make an appointment, ring the school office (0151 924 8661). A member of staff will be happy to show you round and answer your questions in detail.

## **ARRANGEMENTS FOR ALL CHILDREN STARTING IN THE SCHOOL**

Parents request an admission form for each child from the office. On completion, it is returned to the office and a receipt issued. Baptismal certificates, birth certificates and proof of residency need to be produced when application for admission is made. The September before your child is due to start school in Reception the Local Authority publish the common application form, which must be filled in and returned to your first choice school. You must also fill in a supplementary form for Great Crosby Catholic Primary School

Places are allocated in accordance with the criteria laid down in the admission policy. There is a programme of parents' meetings and children's visits to prepare the children for entry to the Nursery and Reception classes.

Children transferring from other schools are welcome to look around the school and spend some time in their future class.

## **SCHOOL TIMES**

8.45- 3.10 Key Stage 1(incl. 1 hour lunch and breaks)

8.45-3.15 Key Stage 2(incl. 1 hour lunch and breaks)

## **NURSERY TIMES**

The Nursery times have been worked out to enable parents to take and collect both Infant and Junior children. We currently offer two different nursery sessions:

NBW – 2.5 days (8.45am – 3.00pm Mon & Tues, 8.45am-11.15am Wed)

NEW – 2.5 days (8.45am – 3.00pm Thurs & Fri, 12.15pm-3.00pm Wed)

***Please note these times are subject to change.***

## **SCHOOL UNIFORM**

Parents are requested to provide a simple school uniform and are asked to support the school by ensuring that uniform is worn throughout the child's time at Great Crosby.

White shirt and school tie.

Gold Polo shirt\* (summer term only)

Green sweatshirt\* with school badge.

Green and gold striped tie\* (not worn with the polo shirt)

Grey pinafore or skirt/green and white striped/gingham dress (summer)

Charcoal Grey trousers (short or long)

Black school shoes – no boots or trainers.

## **P.E. Kit**

Gold T-shirt\*

Navy shorts

Gym shoes

P.E. bag\*

(All items marked \* are available to purchase via our school website and Monkhouse on College Road, Crosby./Opposite Marine Football Club)

All children have a Reading Wallet which is available from school, price £4.50, with shoulder strap £5.00.

**All clothing must be clearly marked with your child's name. This includes PE bags, lunch boxes, coats, hats, scarves, gloves and wellingtons.**

## **THE ORGANISATION OF THE SCHOOL**

The modern building on The Northern Road, occupies a site well suited to the developing needs of all the children.

### **Early Years Department – (includes Nursery and Reception 3 - 5 year olds**

Our Early Years department provides a secure and caring environment for the youngest children. A qualified and experienced nursery teachers, nursery nurses and teaching assistants staff this phase. Parents are valued members of our team and you are welcome to help on a rota basis provided the necessary clearance is available.

There is a programme of parents' meetings, home visits and visits to the school to prepare the children gently for the start of their school life.

### **Key Stage One - 5-7 year olds**

The children are allocated to one of three mixed ability classes in each age group. There are no mixed-age classes.

Highly qualified teaching assistants support and extend the teaching and learning in the Key Stage 1 classes.

Once again parents are valued partners and help the children in many ways both in classrooms and in the Resource areas. We hope you will want to help.

### **Key Stage Two - 7-11 year olds**

The children in KS2 are allocated to one of three mixed ability classes. A number of Teaching Assistants, who work across the age range, support the children's learning.

Parents are always welcome in school. They support children in many activities.

## **NURSERY & RECEPTION - Foundation Stage**

The children learn about the world and their place in it through play and talk, through first-hand experiences and educational books and equipment. They learn through themes, for example, Myself and My Family; Homes; Celebrations. In their learning the children move from the known and familiar, to new experiences and new learning. In a safe and caring Christian environment, they learn to make new friendships and lay secure foundations for life-long learning and love of books.

Their curriculum is structured around the Foundation Profile.

- ❖ **language and communication:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary they use, and to listen carefully;
- ❖ **reading and writing:** with opportunities for all children to explore, learn about, and use words and text in a broad range of contexts and to experience a rich variety of books;

- ❖ **problem solving and reasoning:** with opportunities for all children to develop their understanding of number, measurement, shape and space by providing a broad range of contexts in which they can explore, learn, practise and talk about them;
- ❖ **knowledge and understanding of the world:** with opportunities for all children to solve problems, make decisions and experiment. They predict, plan and question in a variety of contexts and find out about their environment, and the people who are important in their lives;
- ❖ **physical development:** with opportunities for all children to develop and practise their fine and gross motor skills, and develop an increasing understanding of how their body works and what it needs to be healthy;
- ❖ **creative development:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities.

In the Early Years, as part of a broad and balanced curriculum, reading and writing are interwoven throughout the day and taught through many different activities in all these areas of learning.

### **RELIGIOUS EDUCATION AND SACRAMENTAL PREPARATION**

As you would expect in a Catholic school a high priority is given to Religious Education and Personal, Social and Health Education. The school follows the national R.E. programme, "Come and See". A list of topics to be covered each year is sent out in September. Major feasts and celebrations of the Church are marked and celebrated with the children. Each class has a Rejoice celebration at the end of each topic and parents are invited to attend one of these celebrations each year.

In the designated year group the school works with the parishes of Ss Peter and Paul and St Helen in preparing children for Confirmation, Eucharist and Reconciliation although the majority of work is done by Parish Catechists. The school does recognise that you, as parents, are the first educators of your children and we will support you and the children in many ways during their Faith journey. We have established links with the Marriage and Family Life Co-ordinator for our pastoral area, who is Mrs Sue Kendall.

### **THE NATIONAL CURRICULUM**

The children are taught the full National Curriculum. Years 1,3, 4 and 5 are in the second year of the 2014 curriculum in Years 1,3, 4 and 5. Years 2 and 6 are teaching the new curriculum for the first time. Links to the new curriculum are on the website. The new curriculum sees the introduction of Computing and the teaching of a Modern Foreign Language at Key Stage 2 (Y3 – 6), which is French.

## **LITERACY – Reading, Writing and Phonic development.**

Speaking and listening forms the basis for reading and writing. It is really important that you talk to your child and they talk to you.

Encourage your child to learn nursery rhymes, sing songs, share a book with you. These basic skills help your child as they learn to read and write. Television, DVD's and I pads are no substitute for interaction with adults.

Reading and writing start at home with parents. All the opportunities you give your children - reading books, providing pens and paper, letting them write alongside you at every opportunity - all these things show the children that you think reading and writing are very important.

From their first day at Nursery, you and your child will be encouraged to borrow a book to share together at home. This practice continues right through school until they leave at the end of Year 6.

The Reception staff build on the good start made in the Nursery. Reading and writing are taught across the curriculum and follow the child's interests. At the same time story is used to help the children recognise common words and to learn story language. Letter names and letter sounds are taught with letter formation in many different ways - through painting, through games, through books. When they can recognise some common words, the children are given levelled reading scheme books which they may take home.

These books have been graded by the school, into one comprehensive scheme going from Level 0 for beginners, to Level 25 + (about 8 years), when fluency is achieved.

Graded schemes are only one aspect of learning to read. Throughout each day all children are practising their reading and writing skills through many different activities. Guided reading sessions allow teachers to focus on the development of reading skills and allows for assessment. Children will then be developed accordingly to ensure that they make progress. For children who may need additional support the school operates a 'Better Reading Partnership' ten week intervention that gives children the extra support they need to move towards confidence in reading.

### **Phonics**

The teaching of phonics begins in Foundation and continues until the children know all their sounds. Phonics is taught for 20 – 30 minutes each day. The children are taught to hear, read and write phonemes. The teaching of phonics takes into account the age and learning style of each child. The school follows the recommended phases.

Phonics testing is carried out in Year one during the summer term and again in year two for those pupils who did not achieve national expectations. We follow the DfE guidelines on administering these tests and we do it in a supportive way so as not to cause any tension or distress to the children completing it.

Parents will be asked to support their children's phonic development through short phonic activities to be completed at home. Staff are always happy to explain our methodology to parents.

Children have a daily Literacy lesson. During this lesson the children learn about the different writing styles and practise them. Opportunities for

writing are practised across the curriculum. Story, role play, and drama and the development of speaking and listening skills play a very important part in helping children to develop their Literacy skills.

## **MATHEMATICS**

From Year 1 to Year 6 mathematics teaching follows the National Numeracy strategy and children have a daily Numeracy lesson. There is a strong emphasis on mental maths and number work which is taught continuously throughout the year. In addition, all children learn through blocked units of work, accessing the modules below as appropriate.

### **Continuous work**

four rules of number to 1000+, addition, subtraction, multiplication and division, including long multiplication and division;

### **Blocked work**

four rules applied to money, measurement, length, weight and capacity; Data handling; Carroll diagrams; Venn diagrams; graphs; use of calculators; charts; use of computers for data bases; algebra; number patterns; equations; area and perimeter; prime numbers; probability.

Problem solving and mathematical investigations form an important part of the work of each year group as it builds on the work of the year before. Before they leave Great Crosby, the children are confident and competent in all the mathematical processes.

Each September, parents are given an outline of the year's work in all subjects. Through the core and the foundation subjects a broad and balanced curriculum is taught to all children in all year groups.

## **ASSESSMENT AND REPORTING TO PARENTS**

Children are regularly assessed and the results discussed with parents. Nationally reported assessments take place in:

Reception	4/5 years	Foundation Stage Profile	
Year 2	6/7 years	Teacher Assessment	Key Stage 1
Year 6	10/11 years	Standard Assessment Tests (SATS)/Teacher Assessment	

In addition to the informal assessment and testing which teachers conduct throughout the year, all children are given end of year tests in English and Maths. Parents have the opportunity to discuss their children's progress with the teachers twice a year and from this Summer, parents will receive both a mid-term and end of term progress report that should support a meaningful dialogue between parents and teachers at these meetings.

## **SPECIAL EDUCATIONAL NEEDS**

At some time in their lives at least 20% of children have some special educational needs. Whilst many of them can be helped when they are very young, a few have educational needs which require longer term support. These may include medical, motivational, behavioural and learning problems.

The school has appointed Special Needs co-ordinator Mrs Sheila Harvey to supervise the extra provision made for these children. The Special Needs co-ordinators ensure that children also benefit from the services of other professionals e.g., Speech Therapist, Occupational Therapist, Educational Psychologist and SAIS Inclusion Consultant (**Sefton Advisory Inclusion Service**). The Special Needs Co-ordinator meet parents to review and discuss progress and is available to advise and support parents.

### **Foundation Stage Profile**

During their time in nursery and reception staff closely monitor the children's progress in a number of areas. In this way staff build up a picture of each child's learning needs and development. Where children have special educational needs, the Early Years staff work with them individually and in small groups. At the end of Reception, the children are assessed so that a support programme can be planned for those who need it.

### **Intervention Programmes**

A range of suitable intervention programmes are available to support your child in every aspect of their learning. Eg. Better Readers, 1<sup>st</sup> class @ numbers etc.

Children in KS2 identified as still having difficulties (which may be physical, medical, behavioural or learning) or needing a boost , are supported by teaching assistants and specialist teachers as well as their class teacher.

The Special Needs Co-ordinator, Mrs Sheila Harvey, is always happy to arrange an appointment to meet with parents at a mutually convenient time.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION** (including sex education)

From their earliest days in the Nursery, children begin to understand themselves and other people. They learn to value healthy exercise, nourishing food and rest. As they get older they learn how their bodies work and how to keep them healthy.

In each year there is a planned programme which covers all aspects of personal, social and health education. Children are taught everything that is appropriate for their age. Discussions cover a range of topics - keeping safe, healthy eating, friendships etc.

In the Early Years and Key Stage 1, expectant mothers talk to the children about the preparations they are making to welcome a new baby. They come back a few months later and bath the baby in class and answer the children's questions.

Throughout Key Stage 2 the children learn in more detail about the functions of bodies, human, animal and insect. In Year 6, in the context of loving family relationships, they learn about the physical changes of adolescence and, in an open and straightforward way, about love, marriage and babies. Before the children begin their sex education programme, parents are invited to school to examine and discuss all the materials which will be used.

## **ANTI-BULLYING POLICY**

The Governors and staff are very concerned that all children should be able to develop physically, socially, intellectually and emotionally. No child should ever face the trauma of an on-going bullying situation.

The Governors, staff, parents and children have developed together an anti-bullying policy that has been very successful in ensuring a pleasant environment both in class and in the playground. The school operates a strict Code of Conduct which we ask all children and parents to sign up to. This ensures that we all know and understand the expectations for our behaviour in and around school.

## **HOMEWORK**

Homework is an integral part of school life and forms part of our Home / School Agreement. Most parents welcome the opportunity to work with their child / children and your help and interest supports your child's learning throughout their time at school. Whenever homework is given, parental co-operation is always assumed.

We are currently reviewing our homework protocol following feedback from recent surveys. Homework will be managed in phases and will be a combination of practical tasks and more formal recording tasks especially in Year 5 and Year 6 in readiness for Secondary school.

**At Key Stage 1**, all children will be given reading to do at home. Frequently maths, handwriting and spelling may be included. At other times there may be an interesting activity for children and parents to do together and are given on homework mats.

**At Key Stage 2**, children are given more formal work. They record the set homework in a diary which should be signed and dated by the parents to indicate that they have seen the work. All children should be reading every night.

Homework helps to give you an indication of the level of the work and an opportunity to see your child's progress. Further details can be found in the Home/School Agreement. If the homework presents any problems, parents are asked to contact the class teacher.

## **SCHOOL DISCIPLINE**

The school is an extension of home and we seek to provide that same caring, co-operative and supportive environment where each child can feel respected, valued and secure.

Behaviour and discipline will be judged by whether it contributes to, or restricts the teaching and learning in class and the quality of relationships around the school.

We believe in the value of praise. Hard work, good behaviour, co-operation and good manners are recognised and in a variety of ways. The rewards and sanctions used are appropriate to the age of the child (see Home/School Agreement)

## **ATTENDANCE**

The school expects that all parents will support their children in being punctual and attending regularly. Any child who is absent without a valid reason is considered to be an unauthorised absentee. If your child is absent please let the school know the reason for your child's absence on the first day of absence. The school operates a 'First Response' programme so if we do not receive a phone or text message regarding your child's absence, a member of staff will ring you to confirm why your child is not attending.

***Parents are actively discouraged from taking their children on holiday in school time as this can have a marked effect on your child's progress.*** If a term-time holiday is **absolutely unavoidable**, it is essential that you fill in a holiday request form, available from the school office, before you go on holiday, for your child's absence to be authorised. If you have no other alternative than to take holiday we ask you consider one or two days either side of an existing school holiday as this minimises the effect on your child's learning. If your child is in Year 2 or Year 6 we ask you do not arrange family holidays during the first half of the Summer Term as the children will be involved in national assessments. Also this is the time when many school based assessments are carried out.

The Governing Body must report annually to parents on the level of unauthorised absences in school.

## **MEDICINES**

**The school has an agreed policy for the administration of medicines (available on request).**

If your child requires medication during the school day medicines should be sent into school, with a covering letter explaining the dosage required, at what time and signed by the parent / guardian. Please only send in a **single** dose unless this medication is required continuously. Medicines should be clearly marked with your child's name, dose and any other instructions for taking. Children with asthma should keep an inhaler in school. This also should be clearly marked with the child's name and instructions for use. It is important to make your child's teacher aware of any health problems your child may have.

## **PARENT/ TEACHER ASSOCIATION**

The school has a very strong and active PTA which supports the school in a whole variety of ways. All parents become members when their first child joins the school. Each year the PTA holds a number of social and fund-raising functions which parents are encouraged to support.

## **PARENT'S FORUM**

We also have a parent's forum which meet each term and allows parents to meet together with the Parent Support Adviser (Carolyn Solkin) and Headteacher to discuss any issues concerning their child's education.

## **PARENT VOLUNTEERS**

All parents have the opportunity to help in school. All volunteers helping in school must have been cleared through the CRB (Criminal Records Bureau). A CRB obtained in work outside Sefton cannot be used. If you

would like to help, please ask the school office to send you the necessary link via email. The process can take up to six weeks.

### **EXTRA CURRICULAR ACTIVITIES**

In addition to the normal curriculum of the school, children may take part, at different times, in the following activities which can be subject to variations:

football	drama
netball	recorder
rounders	choir
guitar	family cookery
athletics	band
cross country	dance
heart start	

### **CHARGING POLICY**

The education provided at Great Crosby is free if it takes place during school hours. Charges may apply for peripatetic music lessons. Children who receive peripatetic music lessons use their own instruments. School provides opportunities for children to take part in a range of educational visits and enjoy visiting theatre groups. Voluntary contributions are requested. If there are any issues regarding payments we ask that you make contact with any of the Senior Leaders who will always be willing to help.

### **Materials**

Neither the children nor their parents are required to pay for or supply any materials, books, or other equipment for use in connection with education during school hours. However the school may charge for, or request the supply of, ingredients and materials for practical subjects such as Design Technology or baking, if parents have indicated in advance a wish to own the finished product.

### **Educational day visits**

No charge is made to parents for education or for transport. The school will be responsible for financing the visit, whether from parents' voluntary contributions or such other funds as may be available.

### **Parents' Voluntary Contributions**

The school accepts that voluntary contributions will be sought from parents to finance activities for the children. All contributions are voluntary, though some activities may not take place unless contributions are forthcoming.

The full Charging and Remission Policy is available from the School Office.

### **COMPLAINTS**

In accordance with Section 23 of the 1988 Education Reform Act, Sefton Local Authority has adopted a procedure to deal with complaints. Most complaints however, are settled quickly and informally at school level. Parents are advised to discuss any difficulties as soon as possible with the

class teacher, in the first instance. An appointment can always be made with the Headteacher, deputy headteacher or assistant headteachers if the problem persists. A formal complaints system is in operation and a copy can be obtained from the school office.

### **SCHOOL SECURITY**

The Governors and staff are very concerned to ensure that all the children can enjoy their time in school in a safe and secure environment. All permanent members of staff are required to wear a photo identity badge which clearly displays their name.

There are security measures in operation and parents are requested to assist in maintaining these when they visit the school. Parents are asked to call in at the Office on arrival and sign in.

The entrances and walkways are illuminated by security lighting to ensure safety at night

### **INSPECTION OF DOCUMENTATION**

All the school documentation is available for any parents who wish to see it. Also available are the Articles of Government, Policies including Charging Policy and the Statutory Instruments and circulars including the National Curriculum, the minutes of the Governors' meetings and the OFSTED report of the school inspection (May 2013) and Religious Inspection (October 2013).

If you wish to see any of the documentation or be given a copy of the OFSTED report, please contact the school office or follow the link on our website to [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### **KEEPING CHILDREN SAFE IN EDUCATION**

The Children Act has imposed on all schools, a set of regulations which have to be followed if there is evidence of non-accidental injury or concern about general welfare. On the very rare occasion when this might happen, we are instructed to notify Social Care and they will investigate.

The school is instructed not to investigate such reports neither must they be discussed with the parents or an alleged offender. This could produce difficult situations but parents will understand that any alleged incident must be investigated by the authorities in order to protect the child.

All teaching and support staff have received training in Child Protection. The Headteacher, deputy head and assistant heads have received additional training. The designated teacher for child protection is Mrs Crann.

If you have any concerns or worries at any time, please call into school and discuss them. All our staff are willing to spend time in ensuring the children receive the best opportunities we can provide, in a safe, secure and happy environment.

**SCHOOL LEVY**

The Archdiocese of Liverpool requires each Catholic school and parish to contribute, annually, towards a fund which is used to help with large repair bills. Parents, currently, pay £10 per family each year. All families are requested to pay as soon as the levy is required.

**AMENDMENTS**

These details are accurate at the time of printing. Parents will be informed as soon as possible of any alteration including the implementation of new or recent legislation.

Holidays for 2015/16 are in the pack and on the website.