



ST TERESA'S CATHOLIC PRIMARY SCHOOL SCHOOL PROSPECTUS 2024 - 2025



***A welcoming family of God, growing and achieving
together with Jesus at our side.
"I am the vine, and you are the branches"***

ST. TERESA'S CATHOLIC PRIMARY SCHOOL , Devon Street

stteresa@sthelens.org.uk

@TeresaCatholic



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1. The School

The School:

St. Teresa's Catholic Primary School Devon Street

Address:

Devon Street, St Helens, Merseyside, WA10 4HX

School Telephone/Fax:

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School Presbytery Telephone/Fax:

(01744) 23128

E-Mail:

stteresa@sthelens.org.uk

Head Teacher:

Mrs Rachael Brookes

Chair of Governors:

Mr Peter Atherton

Classification of the School:

The school is a Roman Catholic (Aided) Primary School for boys and girls within the age range of 4 to 11.

At St. Teresa's Catholic Primary School, we aim to make the transition between home or nursery/playgroups and full-time education as smooth and trouble-free as possible. This prospectus gives a general introduction to the school, answering, we hope, many of your questions. It briefly sets out the school's philosophy so you will know the aims of the people entrusted with educating your child in these very important formative years.

Prior to your child beginning school you will be invited into school in the Spring/Summer term. This is an opportunity to meet the staff and receive relevant information regarding your child's education. You will be able to discuss any areas of concern with either the Head Teacher or a member of staff. The children are invited to school during the Summer term and dates/days will be arranged.

Finally, we are always here to listen and to help. If you have any questions not covered in this booklet or would like to discuss any issue in more details, please do not hesitate to contact Mrs Brookes, the Head Teacher.

All the following information is available on our School Website : <https://www.st-teresas-st-helens.sch.uk/>

The School Day

8.45a.m – 9.00a.m.	Gates open - Arrive at school (supervised). Infants and Juniors into class
9.00a.m.	School starts
10.30a.m. – 11.15a.m.	Morning Break (staggered 15 mins for different year groups)
12.00noon – 1p.m.	Infant Lunch
12.15p.m. – 1.15p.m.	Junior Lunch
2.15p.m. - 2.30p.m.	Infant Afternoon Break
3.15p.m.	School Ends

Please note: *May we respectfully remind parents to keep the school gates clear at all times, in case of emergency. Parents should be aware that parking/waiting on the yellow lines is liable to prosecution.*

2. Governors

The Governors

The Governors are responsible for the management of all aspects of the school. Every term there are committee meetings for finance, curriculum, and the Full Governing Body. The Head teacher and Senior Leaders work closely with the Governors to ensure that the school continues to provide a very high standard of education for all our pupils.

Chair of Governors	<i>Mr Peter Atherton</i>
Head Teacher	<i>Mrs Rachael Brookes</i>
Vice Chair	<i>Mrs Karen Harrison</i>
Staff Representative	<i>Mrs L Burgess</i>
Foundation Governors	<i>Mr P Jobe, Mrs T McNeill, Mrs K Boydell, Mrs P Peers</i>
Parent Governor	<i>Mrs L Smith, Mrs C Pinnington</i>
Local Authority Governor	<i>Cllr D Long</i>

3. Admissions Policy

St Teresa's has a Net Capacity of 210 pupils. This means that each year group has a maximum of 30 children. Government legislation also limits an Infant class size to 30 children in any given class. Each year up to 30 children are admitted into the Reception class using the Liverpool Archdiocese criteria printed below. This criterion is reviewed annually by governors. St Helens Authority and St Teresa's school use a coordinated admissions process, details of which are available from either the school or council offices at Atlas House. We adhere to the admissions policy of Liverpool Archdiocese.

1. Looked After Children and previously Looked After Children.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parish of St Teresa and the former parish of Sacred Heart.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

In the event of any oversubscription in the number of applications made under any of the categories above, then the Admissions Committee will offer places first to children whose family home is nearest to the school. The measurement shall be taken using the Ordnance Survey co-ordinates (eastings and northings) for the family home to the nearest gate of access for pupils at the school via the shortest route along public highways, as determined by the governing body and measured by the Local Authority using GIS system.

4. Staff

Mrs R Brookes	Head Teacher Designated Safeguarding Lead	English (Creative Arts team), Health and Safety, Safeguarding RE/RSHE Lead
Mrs L Burgess	Deputy Head Teacher Lead KS2 class teacher	Science (STEM team) Pupil premium lead
Mrs A Wright	Class Teacher Reception/Early Years	SENCO/History Lead/EYFS lead
Mrs G Thompson	KS1 Class Teacher	Geography, Eco schools
Mrs C Burrows	KS1 Class Teacher	Mathematics (STEM Team)
Mrs R Helsby	KS1 Class Teacher	English Team (Reading) Creative arts (DT)
Mr S Grice	KS2 Class Teacher	P.E and MFL (PSHE team) Mental Health and well being champion
Mrs N Ward	KS2 Class Teacher	Music
Miss N Thompson	KS2 Class Teacher	English (Writing) Creative Arts team - Art
Miss I Hawkins	Class Teacher	
Ms Z Rampling	HLTA	PPA/Management cover Humanities team
Mrs C Manweiler	EYFS Learning Assistant	Level 2
Mrs D Atherton	KS1 Learning Assistant	Level 3
Mrs C Van den Bossche	KS2 Learning Assistant	Level 2
Mrs S Hayes	Learning Mentor L2/Pastoral Support/ School's Out	Safeguarding
Miss C Lowe	Learning Assistant	Level 2
Mrs C Hewitt	Learning Assistant	Level 2
Ms E Perry	Learning Assistant	Level 2
Miss S Lunt	Learning Assistant	Level 2
Mrs Y Kubiak	Learning Assistant	Level 2
Ms J Hook	Learning Assistant	Level 2
Mrs G Varley	Office Manager/Safeguarding	
Mrs C Foster	Office Manager/ Attendance	
Mrs J Binstead	Clerical Assistant	
Mrs P Cunliffe	Lunchtime Assistant	
Mrs D Lynch	Lunchtime Assistant	
Mrs J Edmundson	Lunchtime Assistant	
Mrs K McCarthy	Breakfast/Afterschool club	
Mrs M Bolan	Breakfast/Afterschool club	
Mrs M Winstanley	Cleaner	
Mrs C Heaton	Cleaner/ Lunchtime	
Mr S Potter	Caretaker	
Mrs C Heaton	School Cook	



5. School Mission and Ethos

St Teresa's Mission Statement

***A welcoming family of God, growing and achieving
together with Jesus at our side.
"I am the vine, and you are the branches"***

We do this by:

- Living the Gospel values
- Looking for Christ in everyone we meet and valuing their individuality
- Giving all children something to strive for and nothing to run from
- Providing a broad and balanced curriculum within a safe and stimulating environment
- Celebrating achievements and nurturing talents
- Making a valuable contribution to our communities

This informs our code of conduct.

As part of God's family:

We celebrate differences and diversity

We all matter

We respect each other by listening

We all have a voice

We protect each other and our school

We feel safe

We encourage each other to be the best we can be

We enjoy how we learn from each other

Five Golden Rules flow from this:

- We always use good manners
- We take pride in our appearance
- We are good listeners
- We respect everyone and everything
- We keep ourselves and each other safe
-

Ethos Statement

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

6. The School's Philosophy

The School's Philosophy

We believe every child is an individual, each with particular qualities and needs. While it is unreasonable to expect every child to reach the same level of attainment, it is our aim to help everyone reach the highest possible standard from their own individual starting points; therefore achieving their full potential

At St. Teresa's, we pride ourselves in having a happy school where good academic and social skills go hand in hand. We strongly encourage all children to play a full part as a member of the school community and to show consideration and respect for others. All staff have been trained in Adverse Childhood experiences (ACEs) and we use a trauma aware approach to our teaching. In this way, we help all pupils along the path to realising their true potential.

Safeguarding Policy Statements

St Teresa's Catholic Primary School is committed to safeguarding and promoting the welfare of our children. The school requires all staff, volunteers and visitors to share this commitment.'

Communicating with parents:

The following statement is provided to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring, and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health, and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'

Care and Discipline

Our Core Beliefs

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the school staff with respect because they know this is the right way to behave. Everybody has the right to be treated with respect. At the core of our behaviour rules is our Golden Rule:

“We treat others how we want to be treated”

Our behaviour management system underpins this ethos and helps children develop an understanding of how their actions affect others. Children who bully others are in breach of our golden rule and are not treating their peers with respect. **There is zero tolerance for ANY form of bullying at St Teresa’s and any incidents will be dealt with very seriously.**

Respect must be given in order to be received. We believe that parents and carers, pupils and teachers all need to operate in a culture of mutual regard.

We believe that the quality of learning, teaching and behaviour in schools are inseparable issues, and are the responsibility of all staff. The positive mental health and wellbeing of all staff and pupils is central to a happy school community, and we work hard to ensure there is an appropriate development of self-awareness and self-regulation skills taught to our pupils.

Good Behaviour Policy and Practice

At St Teresa’s Primary School, we believe that the promotion of good behaviour and discipline in pupils should stem from a partnership between home and school. Parents and teachers must work together to maintain good behaviour and discipline.

From Spring term 2023, we have been working towards the **Therapeutic Schools Award** (TPC Therapy) which incorporates Trauma Informed behaviour management strategies which will help the children develop resilience, self-regulation of emotions and a greater emphasis on mental health and well-being.

We approach behaviour management in a fair, consistent, and stress-free manner. Our system aims to help children take responsibility for their behaviour, developing their self-esteem and their respect for others.

We believe that teachers have a right to teach and children have a right to learn. This is best achieved when conditions for learning are at their optimum. We endeavour to ensure that these conditions are present at all times.

We believe:

- Good discipline is important to enable good teaching to take place
- Skills of good behaviour can be learned through practice
- Children must be involved in devising a behaviour plan
- Consistency is vital
- All adults in school must be familiar with the standards of expectation and the agreed rewards and consequences

There is a set of easy-to-understand rules operating throughout the school which have been devised following consultation with staff, children, parents, and governors. Each class follows the same system. These rules are on display in every classroom and around the school. When a child misbehaves, they should be referred to the rule they have broken. Each classroom displays a ‘behaviour scale’ outlining consequences of particular actions.

Children learn that all behaviour is a choice and that consequences follow on from their choice. Good choices result in positive consequences and poor behaviour choices result in sanctions. Children understand the hierarchy / progression of the consequences and because they are applied consistently by all adults in the school, they know exactly what will happen if they continue to make poor choices. This consistent approach enables adults to remain firm but fair i.e., assertive, rather than becoming aggressive.



Rewards

At St Teresa's we reward good behaviour.

This can be as simple as positive recognition e.g., smiles, thumbs up signal, encouraging comments or a sticker. Other rewards possible include; A 'good behaviour' letter sent home to inform the parents of what the child has done, Role model Awards, Dojos, Star of the Week Award, Friendship Award or Head Teacher Award .

Sanctions – we endeavour to give same day sanctions whenever possible with the idea that "every day is a fresh start". There is a clear hierarchy of sanctions within our Behaviour Policy which are displayed around school.

All aspects of children's behaviour(positive and negative) are recorded through CPOMS. The following behaviour charts show the policies for behaviour within our School, these are also available on our School website.

Stage 1

<u>Behaviour</u>	<u>Possible Responses</u>	<u>Support offered for the child</u>
<ul style="list-style-type: none"> • Leaving seat, wandering about in class • Calling out/interrupting • Interrupting/disturbing other pupils • Ignoring simple instructions • Making noises/fidgeting • Pushing in the line • Going to the toilet or filling bottle without permission • Talking when the teacher is or when the class is asked to be silent • Play fighting (with contact) • Failing to complete an acceptable quantity of work 	<p>Low level behaviours such as these should be eliminated through clear expectations, routines and classroom management implemented by class teachers and support staff:</p> <ul style="list-style-type: none"> • Praise the children who are displaying the correct behaviour • Reminder of the rules and expectations • Non-verbal signs (eye contact, frown etc) • Planned ignoring • Change of seat/position in line • Unfinished work sent home or completed at playtime • Time Out in class with 2 min timer • Verbal warning-"You have broken a school rule. If you break it again your name will be moved into the cloud/onto traffic light 	<ul style="list-style-type: none"> • Conversation and support with the class teacher • Praise for the correct behaviour • Certificates/stickers/Dojos for improvement.

Stage 2

<u>Behaviour</u>	<u>Possible Responses</u>	<u>Support offered for the child</u>
<ul style="list-style-type: none"> • Persistent Stage 1 behaviour • Not responding to a repeated request by an adult/showing lack of respect • Minor intentional harming of someone or something • Swearing, including under breath or in temper at another child • Name calling or offensive language • Misusing resources, eg throwing small items • Spitting on the floor • Telling tales 	<ul style="list-style-type: none"> • Child's name moved to Cloud(KS1) or amber traffic light <p>AND</p> <ul style="list-style-type: none"> • Loss of some playtime/lunchtime in order to write a letter of apology or reflect on behaviour with class teacher. Any unfinished work to be completed at this time • Time Out in class (5 minutes) in designated area with "Think about" card <p>Incidents of Stage 2 and upwards are to be recorded on weekly ABC behaviour logs (Attitude and Behaviour in Class)</p>	<ul style="list-style-type: none"> • Conversation and support with the class teacher • Praise for the correct behaviour • Certificates/stickers/Dojos • Brief conversation with parents if needed at the end of the school day.

Stage 3

<u>More Serious Behaviour</u>	<u>Possible Responses</u>	<u>Support offered for the child</u>
<ul style="list-style-type: none"> • Persistent Stage 2 behaviour • Rudeness to/swearing aggressively at a child or adult • Targeted offensive remarks including racist, homophobic, references to family etc • Fighting • Intentional damage to property including graffiti • Throwing objects in temper • Stealing • Misbehaviour away from school grounds when representing school on a sports event/ trip or when wearing school uniform on the way to or from school. 	<ul style="list-style-type: none"> • Child's name moved to cloud or amber traffic light • Class teacher to invite parents into school to discuss child's behaviour. Details of meeting to be recorded on Working Together Document (WTD – Green form) and given to KS1/KS2 Lead. • Formal conversation with parents • Letter home to parents to explain that their child's behaviour has fallen below the level that is deemed acceptable. <p>Consequences</p> <ul style="list-style-type: none"> • Loss of part of playtime and/or lunchtime (15 mins) • Time out (10 mins) in another classroom with "Think about" card. <p>Parents may be asked to meet the cost of damaged property belonging to school</p>	<ul style="list-style-type: none"> • Conversation and support with the class teacher/ Deputy Head Teacher • Praise for the correct behaviour • Certificates/stickers/Dojos • Support in class from Teaching Assistant • Pastoral support from Mrs Hayes (use of emotional well being strategies/ 5 point scale/ anger management strategies)

Stage 4

<u>Very Serious Behaviour</u>	<u>Possible Responses</u>	<u>Support offered for the child</u>
<ul style="list-style-type: none"> • Persistent Stage 3 behaviour • Throwing dangerous objects • Severe/Constant challenge to authority • Dangerous acts of vandalism • General refusal to comply (defiance) • Bullying (physical, verbal) • Leaving school premises without permission • Unprovoked physical aggression and outbursts • Actions which will endanger the safety of other children or adults 	<ul style="list-style-type: none"> • Headteacher/ Deputy Head Teacher informed • Parents informed, invited into school to discuss matter with class teacher and member of Senior leadership team. Record of meeting on Working Together document (WTD – Yellow form) • Letter home to parents • Teacher will question child, "Are you refusing to do what I have asked?" • Child to have daily report chart <p>Possible Consequences</p> <ul style="list-style-type: none"> • Loss of 1 day playtime and/or lunchtime - complete Contact sheet • Removal to work in another specified area • Withdrawal of other privileges eg trips • Participation in After School Clubs 	<ul style="list-style-type: none"> • Conversation and support with the class teacher • Discussion with Headteacher/ Deputy Head Teacher • Praise for correct behaviour • Individualised reward systems • Behaviour targets established and agreed with parents, to be monitored daily • Individual Behaviour Plan listing targets and in class support • Pastoral support from Mrs Hayes • Referral to Behaviour Improvement Team/Outside Agencies
<ul style="list-style-type: none"> • Spitting 	<ul style="list-style-type: none"> • not allowed • Non-representation of the school in competitions • School based community service- eg : litter picking, tidying a classroom, helping in the dinner hall, removing graffiti 	

Stage 5

<u>Extremely Serious Behaviour</u>	<u>Possible Responses</u>	<u>Support offered for the child</u>
<ul style="list-style-type: none"> • Two Stage 4 behaviours in a half term • Extreme aggression or violence towards children or adults • Extreme damage to or destruction of property 	<ul style="list-style-type: none"> • Headteacher/ Deputy Head Teacher made aware of situation – Significant incident form completed. • Headteacher (or member of SLT) to contact parents (immediately by telephone depending on the incident) requesting a meeting that day. • Meeting to be attended/minuted by Senior member of staff (WTD – Red form) • Letter home to parents • Risk Assessment and Positive Handling Plan to be put in place • Use of reasonable force (as stated in DFE guidance 2016) to prevent an offence, injury to themselves or others or damaging property and maintain good order and discipline 	<ul style="list-style-type: none"> • Conversation and support with the class teacher • Praise for correct behaviour • Individualised reward systems • Individual Behaviour Plan listing targets and in class support • Pastoral support from Mrs Hayes • Referral to Behaviour Improvement Team/Outside Agencies • All staff to be made aware of prevention and de-escalation

	<p>in the classroom.</p> <ul style="list-style-type: none"> • <p>Possible Action/Consequences</p> <ul style="list-style-type: none"> • 1 weeks isolation at playtimes/lunchtimes followed by a phased re entry onto playground • Removal to work in Headteachers office for 1 day or more • Next day after school detention/ time made up for incompletion of work during lessons. • Fixed term or possible permanent exclusion. This would also include a severe "one off" incident as deemed appropriate by the Head Teacher and the Governing Body 	strategies
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The Learning Environment

The staff and governors are committed to constantly improving our school environment and providing a safe and educationally inspiring school.

Children are encouraged to become independent learners by the creation of a stimulating Learning Environment. Inside the classrooms, we make effective use of Working Walls to aid the children's learning. Each class has a Calm Corner, which helps children to sit and reflect if they feel that they are not ready to learn at that moment. In corridors and shared areas, we celebrate the children's best work in a broad range of subjects with creative, eye-catching displays.

7. Curriculum



At St Teresa's Catholic Primary School our aim is to provide a curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have a rich, broad balanced, sequential curriculum building on previous year's learning.

Special Educational Needs (Please see Local Offer on Website for more details)

At St Teresa's school we aim to allow every child to reach his or her full potential. We have a strong commitment to inclusive education and believe that all children should be given the same learning opportunities.

Any child who cannot access learning as well as the majority of children will be given support. We have a strong team of well-trained support workers who, with direction from the class teacher, provide various support strategies to meet the individual needs of the child. We also have access to a range of specialists who can provide support and guidance.

School Library

We have a library, stocked with many books to which all children in the school have access. All children have the opportunity to join the library club where a love of books and reading is fostered.

8. Records and Assessment

Assessment

The assessment of each child's progress is an important part of teaching and begins in Reception class with the Foundation stage profile. Informal assessment takes place every day in every class and formal assessments are made periodically through the year. In the Summer term Year 6 carry out statutory assessment. Years 1, 2, 3, 4 and 5 carry out their own series of tests to determine attainment in English and Maths.

The progress and attainment of all children is tracked to enable challenging targets to be set for each child. Children with Special Education Needs are assessed using individual targets. All Children work towards End of Year Expectations for each year group.

Statutory Assessment results (2023)

These tables show the percentage of eligible children in the school achieving the expected level in each subject compared to both Local Authority and National figures end of each key stage. Current data is not yet available due to the halt to national testing during the pandemic.

EYFS Comparative Information

Early Years Foundation Stage Profile

	SCHOOL	LA	NAT
The percentage of all Year R pupils who have met the expected standard	67	70	72

Key Stage 1 Comparative Information

Year 1 Phonic Screen

	SCHOOL	LA	NAT
The percentage of all Year 1 pupils who have met the expected standard	70		

Year 2

Percentage achieving the Expected Standard or above	SCHOOL	LA	NAT
Percentage of pupils achieving the expected standard or above in Reading	80	74	
Percentage of pupils achieving the expected standard or above in Writing	70	69	
Percentage of pupils achieving the expected standard or above in Maths	85	79	
Percentage of pupils achieving the expected standard or above in Reading, Writing & Maths	70	64	

Percentage working at a greater depth (GDS)	SCHOOL %	LA	NAT
Percentage of pupils working at a greater depth in Reading	15	21	
Percentage of pupils working at a greater depth in Writing	10	12	
Percentage of pupils working at a greater depth in Maths	10	19	
Percentage of pupils working at a greater depth in Reading, Writing & Maths	10	9	

Key Stage 2 Comparative Information

Percentage achieving the Expected Standard or above	SCHOOL %	LA	NAT
Percentage of pupils achieving the expected standard or above in Reading	87	73	73
Percentage of pupils achieving the expected standard or above in Writing	80	80	78
Percentage of pupils achieving the expected standard or above in Maths	83	78	79
Percentage of pupils achieving the expected standard or above in English Grammar, Punctuation and Spelling (EGPS)	79	79	78
Percentage of pupils achieving the expected standard or above in Reading, Writing & Maths	73	65	65

Percentage working at a greater depth (GDS)	SCHOOL %	LA	NAT
Percentage of pupils working at a greater depth in Reading	33	27	27
Percentage of pupils working at a greater depth in Writing	27	21	20
Percentage of pupils working at a greater depth in Maths	20	26	27
Percentage of pupils working at a greater depth in English Grammar, Punctuation and Spelling (EGPS)	39	37	36
Percentage of pupils working at a greater depth in Reading, Writing & Maths	10	10	11

Average scaled Score per pupil	SCHOOL	LA	NAT
Reading	102	104	104
Maths	103	105	105
English Grammar, Punctuation and Spelling (EGPS)	105	106	106

Progress

Progress Score	SCHOOL	LA	NAT
Progress Score in Reading	2.01		
Progress Score in Writing	3.00		
Progress Score in Maths	0.02		

9. Extra-Curricular

Homework

Homework is viewed as an important part of the home/school partnership and forms part of our home-school agreement. It is about supporting and extending the work your child does in school and is also an opportunity for parents to be involved and informed. Homework is set based around the age and learning needs of each year group and has been devised to incorporate reading, spelling and times tables as the core.



In EYFS, homework consists of:

Reading – Daily

Topic related challenge activities – Fortnightly

Key Stage 1:

Reading – Daily with children recording an activity in their Reading Journal each week.

Spelling – Weekly

TT Rock stars (Y2)

Key Stage 2:

Reading – Daily with children recording an activity in their Reading Journal each week.

Maths/English revision/ reinforcement of topics learnt in school.

Spellings – Weekly

TT Rockstars

ICT is also used as an important tool to aid learning; children have access to online Mathematical and Reading programs. There are opportunities within the school day for children to access these if there is no Internet at home. Parents are informed about expectations in the autumn term during a 'meet the teacher' session.



School Council

The Head Boy and Head Girl of St Teresa's help us to promote the school during open evenings and report to the Governors about the curriculum.

The views of our pupils are represented by children elected each year on to our school council. Representatives from across Key Stage 2 meet regularly to discuss proposals made by the children. If a proposal is accepted, it is taken forward for action. The children also visit the Town Hall to meet the Mayor in his chambers as well as representing the school at official functions. School Councillors are invited to the annual trip to London and have enjoyed a tour of the Houses of Parliament, Westminster Abbey, and Shrek's Adventure London.

Cultural Experiences

As part of our rich curriculum, we think carefully about the experiences that children will have as pupils at St Teresa's. We aim to provide a variety of trips, visitors and events that will help our pupils to widen their Cultural awareness throughout their years in our school. We have recently launched our WOW passport activities; a list of carefully chosen experiences for each year group to complete. These are linked into topics taught and can vary from year to year but could include:

Shakespeare Day, French Day,

theatre trips, Liverpool World Museum and Schools Christmas Nativity at the Catholic Cathedral.

Philharmonic Hall schools' concert, St Helens Totally Wicked Stadium Tour

Emirates Old Trafford Cricket Ground

St Helens Superbowl UK

St Helens Transport Museum

Staircase House, Stockport (Great Fire of London)

Knowsley Safari Park, Stockley Farm, Walton Hall Gardens

St Peter St Library, Fire station, visitors in school

Study of the local area – Cambridge Rd, Taylor Park



10. Parents

Home/School Partnership

We believe children learn more effectively when teachers and parents work together, and we encourage this partnership. If you have any concerns or wish to discuss your child's progress at any stage, please make an appointment to talk to the class teacher after school.

We ask that any messages/notes, etc. which need communicating first thing in the morning, are either sent with the children to the class teacher, or via parents to the School Office. There are also staff members on the playground with a notebook who are happy to help, and you will be directed to these by the class teachers at this time. This arrangement avoids any adults being on the premises without our knowledge, which is in the interests of the children's safety. Class teachers are also unable to talk to parents at 8.50a.m whilst simultaneously supervising the children beginning the school day.

Communication

School will contact parents through various means including, telephone, e-mail and our Teachers2Parent app. This is available on Google Play & the App Store, search for "Teachers2Parents".

Parents' Evenings

Parents' Evenings are held twice a year, to discuss your child's progress, once in Autumn and once in Spring. You will receive an interim report during the year and a final end of year report providing details of your child's progress and attitude to work.

Complaints

If you have a complaint that cannot be resolved by a member of staff or the Head Teacher, you will be given a copy of the complaint's procedure. You may make a written complaint to the Governing Body via the school.

Help in the Classroom

We welcome volunteers in school to assist with a range of activities but especially reading – please enquire at the Office if you are interested.

Lunch

We have our own cooking kitchen which provides delicious freshly prepared meals each day.

Your child may have a school dinner or a packed lunch. We encourage healthy options to be included in packed lunches and do not permit fizzy drinks or more than one small chocolate item (e.g., a biscuit or mini size treat)

The cost of school meals is published at the beginning of each year. Lunch money should be sent into school each Monday morning in an envelope with your child's name clearly marked. Under current Government guidelines, all

infant children are entitled to a free school meal. There is a menu available for parents to discuss with their child each week.

We strongly advise all parents who think that they qualify for benefit related FSM to apply at the beginning of the year even if your child receives the universal offer for infant children.

If children bring a snack to school, it should be either fruit or toast.

Please note: Due to severe nut allergies in school, we ask that children do not bring cereal bars as part of snack or lunch.

Illness

If your child is unwell, you must inform school on the first day of absence by 9:30am.

If your child is unwell at school, you will be asked to collect him/her. It is vital the school has up-to-date home and work telephone numbers for parents and other emergency contacts. You will be asked to complete a form with this information. **Reminder:** children should be absent from school for 24 hours after the last bout of sickness or diarrhoea and 48hrs for both.

Medicines

You are requested not to send your child to school if he/she is unwell. However, there are occasions when children are well enough to attend despite taking medicine for a chronic illness, an allergy, or a short-term problem.

Ideally, you must come into school to give your child the medicine. If this is not feasible, the smallest practicable dose should be brought in with written and signed instructions giving your child's name and the correct dosage. The medicine should be self-administered, if possible, under the supervision of an adult. School can only administer medications prescribed by a Doctor. The school cannot accept responsibility for administering medicine where the timing of the dose is crucial, where some medical/technical knowledge is required or where intimate contact is necessary.

All medicines should be stored with the Office Manager who will supervise the self-administering of these. Inhalers may be kept in class with the class teacher (infants), about their person (juniors).

Payments

We are pleased to use a cashless system enabling online payments which are quick and straightforward for trips, School's Out, lunches etc. Click the link to download edsp.co/app

Levy

St Teresa's is a school in the Archdiocese of Liverpool. We receive funding from the Archdiocese to help with building repair costs. As a result, all schools in Liverpool are asked to contribute towards these costs. We ask every family to contribute £10 as a one-off payment to be paid via the School Money app.

11. School Uniform



Ties, P.E. T-shirts, and Sweatshirts may be purchased from the Office.

Winter uniform

Navy Blue V-neck Pullover ,
V-neck Sweatshirt, Navy Blue Cardigan
Blue Shirt/ blouse
Grey Trousers
Navy blue skirt/ pinafore dress
Grey/Black socks/ tights
Black Shoes
School Tie
Reception only – Blue Polo top (no tie)

Summer Uniform

Sky blue Polo Shirt
Grey shorts
Blue and White Checked/Striped Dress
Black shoes

P.E. Kit:

Plain Blue T-shirt
School Blue T-shirt
Plain Navy-Blue Shorts
Black Pumps

Games Kit:

As P.E. Kit with tracksuit (must be of a dark colour and plain) or similar for outdoor activities.

All clothing should be clearly labelled with your child's name. The Governing Body cannot accept responsibility for loss/damage to personal property whilst on or left on school premises.

We provide a uniform swap shop in the foyer for those who wish to use it. We appreciate donations of pre-worn uniform given to us throughout the year.

Excessive hairstyles will be discouraged.

Jewellery

In the interest of Health and Safety, no jewellery should be worn in school. The only item of jewellery permitted is a wristwatch. NO earrings.

We have made some changes to improve the system for supplying school uniform.

You can now order and pay for school uniform online from School Trends by following the link

<https://www.schooltrendsonline.com/uniform/StTerasasCatholicPrimarySchoolWA104HX> Or alternatively visit www.schooltrendsonline.com Simply go to the website address, then select 'Find My School' and follow the order instructions. You can either pay online or if you prefer, you can order online and send a cheque to the address below.

SchoolTrends
10 Carley Drive
Westfield
Sheffield S20 8NQ

Alternatively, if you do not have access to the internet you can order by post. There are no minimum order quantities, and your uniform will be delivered directly to your chosen address. As well as our approved decorated school uniform, you are also able to order plain items such as trousers, skirts, and shirts.

Other ordering information including sizes, delivery information and the returns procedure is also available online.

We hope you will find using this new service an improvement in our school uniform supply.



12. Calendar – Term/Holiday dates

School opens at 8.50 am

School closes at 3.15 pm

Term starts	Term finishes
4 September 2024	24 October 2024
4 November 2024	20 December 2024
6 January 2025	14 February 2025
24 February 2025	4 April 2025
22 April 2025	23 May 2025
2 June 2025	18 July 2025

Inset Days: 1st, 2nd & 3rd September 25th October, and 21st & 22nd July.

Please keep a regular check on the school website for dates of events during the year.

Absences 2022/23

(i)	Number of pupils of compulsory school age	182
(ii)	Percentage of authorised absence	6.3%
(iii)	Percentage of unauthorised absence	1.3%

Please see our Attendance policy, in line with the National Framework [St Teresas RC Primary Attendance \(primarysite-prod-sorted.s3.amazonaws.com\)](https://www.primarysite-prod-sorted.s3.amazonaws.com)

Curriculum Time

Hours spent on teaching the curriculum each week are:

Juniors 24

Infants 21.5

Charging and Remission Policies

The policy of the governors is that of the LEA and accords with current legislation.

Inspection of Documents

Parents may request the Head Teacher to provide access to those documents, specified by current regulations, which relate to their child. Examples of such are: attendance, curricular records, academic assessment, and previous school reports.

Insurance

Parents are respectfully reminded that any personal belongings brought to school are the responsibility of children and parents. The school insurance policies do not cover personal belongings; items such as musical instruments should be insured separately by parents.

13. Out of School Provision

"School's Out" is the name of the breakfast club and after school club. Since the club first opened its doors in September 2002 it has proved to be very popular with children of all ages. Many parents do not work school hours and therefore need childcare provision. We at St. Teresa's School recognised this and set up Schools Out to provide this care.

Breakfast/After school club is a good way for your child to socialise with their friends (who they may not have contact with out of school hours), in a safe and friendly environment. Breakfast club/After School club take place in the Blue room/school hall . Only the pupils of St. Teresa's school are allowed to attend Schools Out."

The staff has experience of working with pupils at all levels of primary education. A variety of activities are available each day including: -

- Role Play area
- Board Games
- Puppet Theatre
- Parachute Games
- Computers
- Drawing Table
- Mask Making
- Fridge Magnets

Your child will be:

- Looked after in a secure, friendly, and safe environment.
- Provided with a drink and snack/breakfast.
- Given the opportunity to participate in a weekly craft activity.
- Encouraged to take part in group activities.
- Given time to do homework if parents wish them to do so.
- Able to play with a variety of toys and equipment.

The cost per session is:

£3 per child Breakfast club

£5 per child After School Club

Schools Out is open Monday to Friday (term-time only)

The opening times are:

7.50am – 8.50am Breakfast Club

3.15pm – 5.15pm After School Club

13. Extra-Curricular Activities

After School activities offered include: Fun & Fitness, Dance, Gymnastics, Football, Cricket and Rugby from 3.15- 4.15. There is a charge of £2.50 for all after school clubs. Letters are sent home with further details as each club is individually arranged throughout the year.