

**ST GEORGE'S CATHOLIC SCHOOL
TAUNTON SOMERSET**



SCHOOL PROSPECTUS

2009/2010

CHAIRMAN OF GOVERNORS: MR VINCE KEARNEY

HEADTEACHER: MR PETER HANRATTY

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Introduction

St George's is a Catholic, Voluntary Aided Primary School. We are here to serve the children of the Catholic community of the Taunton Deane area. We have very close links with the parishes of St George's and St Teresa's in Taunton and St John Fisher's in Wellington.

We are the response to your desire, as Catholic parents, to provide a community climate permeated by the Gospel Spirit of freedom and love wherein your child is educated, motivated and guided by Christian principles and ideals taught by the Catholic Church.

This handbook has been prepared as an aid to mutual understanding between home and school. When parents and school work together, they truly provide the best possible education for the child. It is hoped that this book will be kept in the home as a practical reference.

P Hanratty
Headteacher

V Kearney
Chairman of Governors

Chairman of Governors

Mr V Kearney
34 Holway Road
Taunton

Head Teacher

Mr Peter Hanratty
at the school

The School Governing Body**Foundation Governors**

Fr John Cunningham
The Presbytery
St George's RC Church
Billetfield
Taunton

Catherine Farmer
Trinity Gardens
165 South Street
Taunton
TA1 3AG

Mrs Helen MacConnell
c/o St George's School
The Mount
Taunton

Grace Rayson
5 Hillyfields
Taunton
TA1 2LU

Mr Vincent Kearney
34 Holway Road
Taunton

Richard Samuel
33 Queen's Drive
Taunton

Mr Nigel Overthrow
49 Bloomfield Close
Taunton

Parent Representative

Mrs Anna Curry
1 Craig Lea
Taunton

Parent Representative

Mrs Monika Stennett
15 Rogers Walk
Cotford St Luke
Taunton

Teacher Representative

Mrs Adria Martin
At the school

LEA Somerset CC Representative

Mr Gareth Morgans
39 Stonegallows
Taunton

MEMBERS OF STAFF

<u>Teacher</u>	<u>Class</u>	<u>Responsibility</u>
Mr P Hanratty		Headteacher
Mrs A Martin	6	Deputy Head, R.E.
Miss K Ashford	5	P.E.
Mrs C Watts	4	Music, History & Geography
Miss Kelly	3	Mathematics, Gifted and Talented
Miss H Gabler	2	D&T, Art
Mrs M Stone	1	Science
Mrs M Knight	Rec	Early Years & ICT
Mrs S Anderson		Special Needs, English

Non-Teaching Staff

Mrs C Coe	Finance Officer
Mrs S Gordge	Secretary
Mr M Coombs	Caretaker
Ms M-L Lipscombe	Teaching Assistant
Mrs A Potter	Teaching Assistant
Miss B Wolfe	Teaching Assistant
Mrs M Pitak	Teaching Assistant
Mrs M Parker	Teaching Assistant
Mrs D Barthram	Teaching Assistant
Mrs V Price	Teaching Assistant
Mrs L Beacock	Teaching Assistant
Mrs A Hazeldine	Teaching Assistant
Mrs V Ward	Teaching Assistant
Mrs S Buck	Teaching Assistant
Mrs R Dale	Teaching Assistant

**At St George's Catholic School we help all our children to grow in
MIND, BODY and SPIRIT.**

MISSION STATEMENT

The school aims:

- * To provide a broad and balanced curriculum based in a Catholic, Christian setting where we are led by the Spirit of Christ. We believe that, "Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities."

VATICAN II
- * To make prayer, worship and liturgy real educational experiences and to contribute successfully to the development of the faith of each individual in the school community.
- * To provide an environment in which children can grow in understanding and in the acquisition of skills, knowledge, attitudes and values for life.
- * To participate in and encourage interaction between the home, parish and school. We believe that it is important that common aims be established and developed in a climate of mutual trust and openness. Home, parish and school must together provide preparation for the pupil's entry into the wider community.
- * To develop within each child a respect for himself and his achievements and a respect and understanding of others.

THE SCHOOL

St George's is a voluntary aided Catholic school for boys and girls in the 4 - 11 years age range. The present building was opened in 1969 by His Lordship, Bishop Joseph Rudderham, but its history dates back to 1876 when the original school, (now the CAFOD office) was established. It is situated on a pleasant site near to the centre of Taunton with its own playing fields, environmental area. In November 2004 a new sports hall and indoor swimming pool was opened.

The school environment is aesthetically pleasing and the staff make every effort to make the classrooms attractive to stimulate the interests of the children. Each pair of classrooms shares an adjoining practical area for wet or messy activities. The school is well resourced possessing internet linked computers, a central reference library, infant and junior fiction libraries, a Technology Room and resource areas for Mathematics, Science, Music and R E.

OFSTED & Diocesan Inspections

"This is a good school. It has several excellent features, including the pupils' outstanding personal development and well-being." OfSTED Report 2009

In May 2009, the school undertook an OFSTED inspection. This was the fourth inspection since OfSTED was created and it resulted in our fourth successful report. The reports contained very many positive comments as well as being helpful in confirming our thoughts on areas we wished to develop and improve further.

The inspection confirmed our own beliefs that **"St. George's Catholic School is a good school."** Every aspect of the school has been judged to be good or outstanding.

Some of the comments the inspector received from parents include:

- The thing that really stands out is the happy, caring, welcoming atmosphere.
- The school has a caring and committed staff led by an inspirational Headteacher.
- My child loves school and is learning many new skills.

The report noted the following points:

- "Pupils make good progress and attain above average standards."
- "Pupils make good progress in their first year. This good progress is maintained by pupils as they move up through the school and, in most years, standards are significantly above the national average by the end of Year 6 in English, mathematics and science."
- "Well-planned and well-led additional programmes of support enable a good proportion of pupils who are learning English as an additional language and those with learning difficulties to make very rapid progress."
- "The behaviour and attitude of pupils are excellent throughout the school day."
- "All aspects of the pupils' spiritual, moral, social and cultural development are excellent and pupils are particularly thoughtful and caring towards one another."
- "The outstanding range and quality of enriching experiences is a major factor in the excellent curriculum."
- "The very experienced Headteacher is highly respected by the whole school community. He is constantly seeking to enrich pupils' lives and improve the school."

The most recent Diocesan inspection reported that:

- "The standards attained in religious education are above average for pupils of this age."
- "The provision for pupils spiritual and moral development is very good and a strength of the school."
- "Collective Worship is of high quality and provides pupils with many opportunities to develop their understanding of prayer and devotion."
- "Parents are very supportive of the school and links with the community are very strong."

"This is a good school. Pupils are confident young people when they leave. The school's strong Catholic ethos very successfully develops a good understanding of spiritual and moral issues. Spiritual, moral, social and cultural development is outstanding."

OfSTED Report 2006

ADMISSION POLICY 2010/2011

St George's is a Catholic voluntary aided school, which serves the parishes of St George, St Teresa, Taunton and St John Fisher, Wellington, and the governing body of the school is the admissions authority.

Places will be strictly allocated in accordance with the National Equal Preference with ranking allocation method.

In the event of over-subscription at the September point of entry, children will be ranked against the following over-subscription criteria up to the Admission Number (AN) set for the school.

The school will be required to admit a child with a statement of Special Educational Needs if the statement names the school before the following criteria are applied:

- 1) Looked After Children who are baptized Catholics.
- 2) Children without a statement of Special Educational Needs, who are baptized Catholics, where a multi-agency professional team has identified the school as appropriate for these children.
- 3) Baptised Catholic children who live in the parishes of St George, St Teresa and St John Fisher.
- 4) Baptised Catholic children who live outside the parishes of St George, St Teresa and St John Fisher who do not have a Catholic primary school serving the parish in which they live or at whose parish school a place is not available.
- 5) Looked After Children for whom a place is requested by the relevant person/authority.
- 6) Children without a statement of Special Educational Needs, where a multi-agency professional team have identified the school as appropriate for these children.
- 7) Children of a Catholic parent who live within the parishes of St George, St Teresa and St John Fisher.
- 8) Children who will have a sibling at the school at the time of their admission.
- 9) Children of other Christian faiths who live within the parishes of St George, St Teresa and St John Fisher and whose parents are member of their church and have the written support of their minister and the child's baptism certificate.
- 10) Baptised Catholic children who live outside the parishes of St George,

St Teresa and St John Fisher and who fall outside Category 4.

- 11) Children living nearest to the school as determined by a straight line measurement.

In categories 1, 2, 3, 4, 7 and 10 baptismal certificates must be available for inspection.

A map of the parishes of St George, St Teresa and St John Fisher is available at the school.

Definitions

Siblings - For the purposes of Admissions, a sibling is defined as a child living at the same address as a half or full brother or sister, an adoptive brother or sister or children of the same household.

Parent or parent/carer – Natural parents, whether they are married or not, any person who, although not a natural parent, has parental responsibility for a child or young person. Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child is considered to be a parent in education law).

Home Address – A child's home address is considered to be where the child spends the majority of their time with the person(s) who have care of the child.

Documentary evidence of ownership or rental agreement may be required, together with proof of actual permanent residence at the property concerned. Places cannot be allocated on the basis of intended future changes of address unless house moves have been confirmed through the exchange of contracts or the signing of a formal lease agreement. The Local Authority (LA) reserves the right to seek further documentary evidence to support your claim to residence.

Please note that the LA is unable to allocate a place to anyone moving into the country from abroad prior to their arrival in the country. We would then require proof of residency as stated above. The only exceptions are children of UK Service personnel and other Crown servants (including Diplomats).

It should also be noted that an address used for childcare arrangements cannot be used as a home address for the purpose of applying for a school place. A fraudulent claim to an address may lead to the withdrawal of the offer of a place.

You must notify The School Admissions Team, County Hall, Taunton of any change of address during the admissions procedure.

Issues relating to shared residency arrangements – Difficulties in the application process can occur where shared residence arrangements are in place and parents/carers of the child submit 2 separate applications for different schools. In this situation the LA would ask parents to try to resolve matters between themselves, and then inform the LA which application should be processed. Where possible the LA should not be involved in private disputes.

The LA does recognize however, that there may be situations where parents cannot reach an agreement between themselves and it is necessary for the LA to reach a decision. Where this is the case the LA will try to establish the child's permanent address, as set out above.

Each parent will be required to write to the LA and inform them of the number of days each week the child spends with them. Where the child spends equal time with both parents the LA may ask for additional information including who is in receipt of child benefit. Once the LA has received all the necessary information from both parents a decision will be reached based on the evidence provided.

Distance Measurements – For the purpose of measuring home to school distance, all calculations will be measured using a straight-line measurement from the address point of the home to the address point of the school using the LA's GIS mapping system. (Address Point is a dataset that uniquely defines and locates residential, business and public postal addresses in Great Britain. It is created by matching information from Ordnance Survey digital map databases with more than 27 million addresses recorded in the Royal Mail). In the case of multi-level dwellings such as flats, the staircase will be included in the distance measurement.

Equal Preference with Ranking allocation method – This approach requires the Local Authority to rank all applications against the published admissions criteria for the school concerned and where schools are over subscribed, places will be allocated up to the published admission number in strict priority order. Where more than one school can be offered, the highest ranking preference will be allocated.

Admission Number and Infant Class Size Legislation

An Admission Number (AN) is agreed for each school year, this takes into account the accommodation available at the school, the expected level of applications and the Infant Class legislation which limits Reception and Key Stage one classes to 30.

Central Co-ordination of Admissions

The governors are the Admission Authority for the school, however they work in conjunction with the Somerset Local Authority (LA), which publishes the admission arrangements and booklet for all parents, which includes Application Forms and a table of relevant dates.

Appeal Procedure

If a place is unable to be offered, parents have a legal right of appeal to an Independent Appeal Panel. The Appeal Panel is provided and conducted as laid out in the Statutory Code of Practice on Admission Appeals 2008. Appeal details are available from the Head Teacher/school office.

Admission of pupils to school for the first time

Statutory School Age – A child has a legal right to be admitted to school full-time at the start of the school term following their fifth birthday.

Deferred Entry

Parents of summer born children (i.e. those born between 1 April and 31 August) can choose to defer their child's entry to school until the beginning of the Spring Term. Qualifying children will therefore start school in January 2011. A school place application form needs to be completed in the usual way indicating the option to defer.

Staggered Entry

In recognition of the needs of very young children, the school makes arrangements for a gradual induction, which includes part-time schooling at the beginning of the school year.

Tie Breakers

In the case of multiple births i.e. twins, triplets, etc, where there is only space to accommodate one child or a number of children less than the complete sibling group, where the admission of the complete sibling group would exceed either the infant class size limit or the admission number set by the admission authority, then the governing body would allocate a place or places by means of a lottery.

When applications within categories 3 and 4 exceed the number of places available priority will be given to:

- a) Children who have a sibling at the school at the time of their admission.
- b) By Random Allocation (lottery). This will be in the form of a draw supervised by a person independent of the school.

Priority in other categories will be given to:

- a) Children who have a sibling at the school at the time of their admission.
- b) Children living closest to the school. (The measurement will be based on a straight-line distance from home to school using the LA's GIS mapping system).

RELIGIOUS EDUCATION

- “The standards attained in religious education are above average for pupils of this age.”
- “The provision for pupils spiritual and moral development is very good and a strength of the school.”
- “Collective Worship is of high quality and provides pupils with many opportunities to develop their understanding of prayer and devotion.”

Diocesan Inspection 2006

Religious Education, based on the faith of the Roman Catholic Church, is taught in every class in accordance with our Trust Deeds. All children, both Catholic and non-Catholic, take part in these lessons as they do for all acts of worship. No discrimination is made between Catholic and non-Catholic children. Indeed, it is just as likely that a non-Catholic child could be reading the prayers at a Mass as a Catholic child. The only difference for a non-Catholic child would be that they receive a blessing, rather than Holy Communion, from the priest during Mass. If a parent wishes their child to be withdrawn from Religious Education or Collective Acts of Worship, they should meet first with the Headteacher.

DISCIPLINE PROCEDURE

- “The behaviour and attitude of pupils are excellent throughout the school day.”

OfSted Inspection 2009

The good behaviour of the children is seen as an essential ingredient in creating a happy and safe school. Bad behaviour is not acceptable and any incident will be acted upon and dealt with accordingly. Bullying and racist behaviour is not tolerated in our school and if it were to occur, it would be treated as a gross act of misbehaviour.

Serious matters of discipline will be discussed with parents and, if necessary, brought to the attention of the Governing Body. A severe breach of discipline may require a fixed term or permanent exclusion by the Headteacher. Appeals against an exclusion may be made by writing to the Chairman of Governors and a disciplinary panel of governors will consider the case and may refer the case to the Chief Education Officer. Less serious breaches of discipline may lead to a pupil losing privileges, losing freedom about the school, being given extra tasks or the parents being asked to pay for damages.

The school is proud of the high standard of good behaviour expected and displayed by the children and the security this provides for the children in their daily school life.

The School’s Behaviour Policy (including an Anti-Bullying Policy) is available at the school.

EQUAL OPPORTUNITIES

As a Christian school, we have an underlying belief in equality and fairness towards all our pupils. We seek to ensure that the full range of age, gender, attainment, special educational need, ethnicity and background is taken into account in the delivery of the curriculum and each person's involvement in school life.

Our aims are:

- to create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated
- to develop a positive and caring attitude towards people of all communities
- to promote positive images and expectations

The school believes that a disability is no bar to admission to St. George's School. Prior to the admission of a child with a disability the school works with the parents and other agencies to ensure that the child's physical and educational needs will be met on their arrival. An example of this is that the school recently installed extra handrails and modified toilets to meet the needs of a particular child. We have shower and changing facilities better suited to children with a physical disability and have used funding to employ extra staff to assist individual children. The school has plans to alter the main entrance area to make it more accessible for children and adults with physical disabilities. The school aims to meet the needs of all the children and has a Special Educational Needs Co-ordinator (SENCo) who works closely with parents and staff to ensure that an appropriate Individual Education Plan is in place for children with Special Educational Needs (SEN).

ORGANISATION

The school has seven classes, one for each year group. At the Foundation Stage we have our Reception Class for 4 to 5 year olds. This is followed by the Key Stage 1 classes called Class 1 and Class 2, which in turn are followed by the Key Stage 2 classes called Class 3, Class 4, Class 5 and Class 6. The classes are all of mixed ability where the teacher aims to set the level of tasks to match the ability of each child. We are very proud of our Special Educational Needs provision in the school, which aims to help children with specific or general learning difficulties and exceptionally able children.

TIMES OF SCHOOLS SESSION

9.00 – 11.00
 BREAK
 11.20 - 12.20
 LUNCH
 1.30 - 3.30

Children are encouraged to be punctual and to form the habit of being on time for all school activities.

In accordance with Education Regulations children who arrive late, after the register has closed, are marked down as on unauthorised absence.

CURRICULUM

- “The outstanding range and quality of enriching experiences is a major factor in the excellent curriculum.” OfSTED Inspection 2009

(Aims - see Mission Statement 1)

The school follows the National Curriculum. This provides a framework that will ensure the development of the child as he/she moves through the school. The basic requirements under the National Curriculum include religious education and three "core" subjects: English, mathematics and science. There are seven "foundation" subjects: art & design, history, geography, music, physical education design & technology and information & communication technology.

In addition to the subjects specified in the National Curriculum, the school curriculum also addresses cross-curricular issues such as Personal and Social Education, Health, Equal Opportunities, Citizenship and Multi-cultural education. The manner in which the curriculum as a whole is delivered will reflect the needs of each individual child and so the organisation of teaching groups will, of necessity, be flexible. Comprehensive policy statements and schemes of work may be viewed at the school.

Following the introduction of the National Literacy Strategy (September 1998) and the National Numeracy Strategy (September 1999), each class has a daily literacy hour and numeracy session where the majority of their work in English and mathematics is delivered. Other subject areas may be taught in subject packages or in a more integrated and thematic way. The programme of study for each key stage will be taught to the great majority of pupils in the key stage, in ways appropriate to their ability. Appropriate provision will be made for pupils with Special Educational Needs. The term 'Foundation Stage' is used to describe the phase of education from a child's third birthday to the end of the reception year. The early learning goals set

out the curriculum the children will follow under the headings: *personal, social and emotional development; language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.*

The National Curriculum lays down attainment targets, which will provide standards against which children's progress can be assessed. The school will communicate the results of these assessments to parents currently at the end of Key Stage 1 age 7 and at the end of Key Stage 2 age 11. The overall purpose of any such process is to monitor progress, diagnose weaknesses and to give staff an indicator for a pupil's future work.

SPECIAL EDUCATION

- “Well-planned and well-led additional programmes of support enable a good proportion of pupils who are learning English as an additional language and those with learning difficulties to make very rapid progress.”
OfSTED Inspection 2009

For those children with special educational needs, support is given in line with the ethos and aims of the mission statement of the school. We provide the most effective support at the earliest opportunity to enable all pupils to fulfil their entitlement to access the whole curriculum provided by the school.

Special Educational Needs support is organised by the Special Educational Needs Co-ordinator (SENCo) within the framework laid down by the “Code of Practice” published by the Department for Children, Schools and Families (DCSF). For children on the Special Educational Needs register, the SENCo is involved in drawing up individual education plans (IEPs) with the class teacher and individual support, group work or in-class support may be offered depending on the needs of the child. The SENCo consults outside agencies to provide assessment and support with the individual education plans as required. Staff training is provided to enable the teachers to make all reasonable adjustments to the classroom environment and curriculum to include all learners including those with specific learning difficulties.

Parents and, where appropriate, pupils will be involved in the individual planning and kept informed of their progress at parents’ evenings and at other times as required.

In July 2009 the school was awarded Inclusive Dyslexia Friendly status in recognition of the work carried across the school in support of children with dyslexia.

COMMUNICATION AND COMPLAINTS

Every term, parents have an opportunity to speak to their child's teacher and see their child's schoolwork. If a parent has a worry or concern about their child's progress, please arrange an appointment to see their child's teacher as soon as possible. Good communication between home and school is essential for a working partnership. Worries, misunderstandings or concerns can be quickly resolved through amicable discussion with the class teacher

If a parent has a complaint that cannot be resolved between the parent and teacher, it should be referred to the Headteacher. If a parent still feels it has not been resolved, a formal complaint can be made to the Governing Body through the Clerk to the Governors. A further stage of complaint is available to the Local Authority.

SPORT

- "The modern sports hall and indoor heated swimming pool are outstanding facilities and contribute strongly to the pupils' strong commitment to adopting healthy lifestyles. Activemark and Healthy School awards reflect the school's very strong work in this aspect."

OfSTED Inspection 2009

Sport is an integral part of the P.E. programme in school. We are very fortunate, for a school of our size, to have three hard play areas, a sports field, hall, separate sports hall and heated indoor swimming pool. As the children grow through the school, they will experience the essential skills for many sports. At the higher end of the school, there are opportunities to join extra-curricular sports clubs and take part in competitions against other schools. Our two summer sports days sum up our aims in that they provide an opportunity for **every child** to take part, have fun, develop their skills and achieve success whilst there is still a friendly competitive spirit to spur them on.

HEALTH EDUCATION (INCLUDING SEX EDUCATION) SCHOOL POLICY

The whole school approach to health education resides in our cross-curricular science based topics, either as the main theme or as a secondary aspect of that theme. Our policy is to regard health education as an ongoing process where the children will meet in every class, a planned and progressive programme as they rise through the school. The cross curricular approach aims to ensure that issues of health and personal and social development will be considered with a view to integrating religious, scientific, English and mathematical aspects into the topic work. This should provide the children with the necessary information so that they can make decisions that will

benefit their personal and social well being both spiritually and physically as they grow towards maturity.

Encouraging the children to eat healthy lunches and providing lots of opportunities for physical activity during the school day are two of the achievements that led the school to be awarded the Healthy School Award in 2007.

Provision of Sex Education

Recognising that this is a particularly sensitive area of the curriculum, our school policy is based on the guidelines provided by the Diocese of Clifton.

As questions arise at various levels throughout the school, they will be answered honestly and sensitively and with due regard given to the age and maturity of the questioning child. Answers will be given "in the context of the Christian community and with Christian values based on sound moral principles".

The specific programme of sex education will be presented to Class 5 as an integrated element of a topic encompassing the whole person, entitled "How I Am Changing". Puberty is presented as a developmental stage towards physical and emotional maturity; a part of growing up. The reasons for pubertal changes will be explained gently and sensitively within the context of Catholic family life.

We aim to provide the children with:

- appropriate facts, language and information for an understanding of their own body, its development and that of the opposite sex.
- an opportunity to ask questions relating to areas of their own experience.
- an understanding of themselves as individuals who are valuable and worthy of respect.
- an appreciation and respect for others.

The video resources are: BBC - Sex Education 1 - 3
Growing Up

"Some Of Your Bits Ain't Nice" - Hygiene

Parents will be informed before this programme is presented to the class and will have an opportunity to see the materials or discuss points with the teacher beforehand.

By providing this information, we hope it enables parents to discuss it with their child in preparation for or in following up school work or simply to be aware of and ready for times when questions or comments may arise from the content of the school day. Parents have a right to withdraw their child from Sex Education lessons if they wish.

SCHOOL CHARGING POLICY

Charges for School Activities

The Education Reform Act 1988 clarifies the activities for which charges can be made or voluntary contributions sought.

The Act gives Local Authorities and schools the discretion to charge for optional activities provided wholly or mainly out of school hours, and the right to invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether during or outside school hours.

As from 1st April 2006 the Governors will operate the following policy on charges and contributions for school activities where such activities involve additional expenditure.

Charges

The school will charge in the following circumstances allowed by the Act:

- a) Activities which take part wholly or mainly outside school hours and which are not a statutory part of the National Curriculum: eg outing, visits, cricket coaching, cycling courses.

Charges will be made for all or part of a pupil's travel costs, board and lodging costs, materials and equipment, entrance fees, non-teaching staff costs, any insurance and costs of engaging teaching staff specifically for the activity. The school provides ACE Travel Insurance.

- b) Activities which involve pupils in nights away from home:
Charges will be made for board and lodging. Families receiving Income Support or Working Family Tax Credit will be exempt from board and lodging charges.

Voluntary Contributions

Voluntary contributions will be sought from parents for activities which supplement the normal school curriculum, eg outings and visits which take place wholly or mainly during school hours; visits to the school by theatre groups and other organisations providing an educational service.

When voluntary contributions are requested, the terms of the request will clearly state:

- 1) there is no obligation to contribute
- 2) pupils will not be treated differently according to whether or not their parents have made a contribution

- 3) the proposed activity may not take place unless a substantial majority of parents contribute
- 4) a suggested amount for a contribution to cover costs.

Remissions

It is the policy of the Governing Body:

- to remit charges for school activities to parents in receipt of income support and working family tax credit who had been unable to give a donation
- to look at individual cases where parents have been unable to give a donation
- to agree how to fund shortfalls for activities.

PARENTS SUPPORT GROUP

All parents with children attending the school are members of the Parents' Support Group. A committee of 12 parents are responsible for organising various activities. In recent years, they have raised funds to provide the redecoration of all the classrooms, the purchase of extra resources for classrooms as well as financial support for the building of the new sports hall & swimming pool. You will be notified of any meetings to which you are very welcome. The committee is elected annually at the AGM held in the autumn term.

CAR PARKING

We have a one-way system whereby cars enter the playground by the bottom gate, drop the children off in the indicated drop off zone and continue out through the main gate. Please do not park for this. Parking is available along the fence until 9.20 a.m. **only** for Reception Class parents and parents who also have playschool children. In the afternoons, cars may park in the school playground, arriving between 3.10 p.m. and 3.20 p.m. The car parking adjacent to Nunsfield Court flats is reserved for residents of the flats and their visitors. **Cars parked here may be clamped with a hefty release fee charged.** Cars should not be parked on the slip road between the school gateway and Nunsfield Court. **Please do not leave your car in school to go into town.**

CLUBS AND ACTIVITIES

The school looks to organise a wide variety of clubs and activities that take place after school or during the lunch break. In recent years these have included sports clubs and coaching in football, tag rugby, netball, cricket, rounders, swimming, tennis and athletics. Other clubs and activities include chess club, art club, puzzle club, gardening club, dance club, country dancing, recorder group and choir.

AFTER SCHOOL CLUB AND BREAKFAST CLUB

Working parents who are unable to pick up their children at 3.30 pm find the After School Club very helpful. The children receive a drink and a snack and enjoy various activities including sports and arts and crafts. A small charge is made and children can be cared for up to 5.30 p.m. The After School Club is very popular and places should be booked in advance to avoid disappointment. The school also runs a Breakfast Club where children can arrive from 8.00 a.m. receive breakfast and be supervised in a friendly safe environment until school begins. There is a charge for this club.

MEALS

School meals are not provided by Somerset County Council except for those who are eligible for free meals i.e. receiving Income Based Job Seekers Allowance, Income Support, Child Tax Credit or Support under part VI of the Immigration and Asylum Act 1999. These children receive a packed lunch every day. A part of the schools budget allocation is based on the number of children **eligible** for a free school meal. **Even if you do not wish to take up this meal, please inform the school office of your eligibility.** This information is treated confidentially with only a school total number passed on to the Local Authority. All other children must bring a packed lunch from home in a sandwich box with the child's name clearly marked on the lid. Glass bottles and canned drinks are not allowed for safety reasons. Supervisory Assistants are employed to care for the children during meal times. Table manners and good behaviour are encouraged at all times.

ILLNESS AND MEDICINES IN SCHOOL

Every absence from school must be reported by the parent/guardian. A phone call on the day is needed and every child must bring a written note explaining their absence on their return to school. The school is required to record an absence as UNAUTHORISED if a written note is not received.

It is essential that the school hold **up to date contact phone numbers** in case a child has an accident or falls ill at school and the parents need to be contacted. Parents may be required to take their child home or to a doctor or hospital for a check up. In the case of a serious accident, the school will phone for an ambulance to take a child to hospital and the parents will be informed immediately.

Please notify the Headteacher by letter if your child is to take medicines during the school day with exact instructions and measurements of dosages. Verbal instructions from the child alone are not reliable and for safety reasons will not be accepted. All medicines must be handed in to the office or class teacher. Again, for safety reasons children should not be looking after medicines.

It is very important that the school is notified of any medical conditions such as asthma, eczema so that agreed procedures are in place should a child require medical attention.

SECONDARY SCHOOL TRANSFERS

Last year's Class 6 pupils transferred to the following schools:

St Augustine's of Canterbury C of E/RC	0
Bishop Fox's Community	15
The Castle	11
Heathfield Community	4
Ladymead Community	1
Kingsmead	0
Independent	2
Elmwood	1

ABSENCE RECORD

Absence without reasonable excuse for 2007/08 was 0.6%

Absence with reasonable excuse for 2007/08 was 6.3%

SCHOOL UNIFORM

To endeavour to promote a disciplined and purposeful atmosphere and help the child to take a pride in belonging to St George's, the wearing of the school uniform is encouraged.

Items available from school: sweatshirts, cardigans, polo shirts, t-shirts, shorts, ties, swimming hats and bags, name tapes, book bags, jackets (for outdoors).

Girls – Winter Wear

Grey skirt or pinafore dress, white shirt or light blue polo shirt, school tie (optional), white/grey socks or navy blue tights, navy sweatshirt/cardigan, sensible warm coat, Sensible, flat, dark shoes – **not trainers. We do not allow high heeled/platform shoes - these are the cause of accidents in the playground.**

Girls – Summer Wear

Light blue and white **checked** dress, white socks – not trainer socks, sensible summer sandals – not open-toed.

Boys

Grey trousers, white shirt or light blue polo shirt, , school tie (optional), grey socks, navy sweatshirt, sensible warm coat, sensible dark shoes – **not trainers**

P E Kit

White t-shirt, navy blue shorts, daps/plimsolls for gymnastics, trainers suitable for junior games, PE bag for hanging on peg. For swimming - swimming hat (essential), boys –trunks (not shorts), girls-one piece costume, swimming bag.

All children need a small book bag and a lunch box. There is no storage space in the classrooms for large rucksacks or sports bags.

All items of clothing should be clearly marked with the child's name to avoid loss and confusion.

For the children's safety we do not allow the wearing of jewellery except for studs in pierced ears. To maintain a calm, happy atmosphere we do not allow gelled hair styles or extreme haircuts which through our experience can attract the wrong sort of attention to an individual.

Standards and academic results

National Curriculum Assessment 2009

School results are in **bold** and national results are in italics.

Year 6	ABSENT %	BELOW LEVEL 3 %	LEVEL 3 %	LEVEL 4 %	LEVEL 5 %	LEVEL 4+ %
ENGLISH	0	9	9	41	41	82
<i>National</i>	<i>0</i>	<i>5</i>	<i>16</i>	<i>49</i>	<i>30</i>	<i>79</i>
MATHS	0	6	6	53	34	87
<i>National</i>	<i>0</i>	<i>5</i>	<i>16</i>	<i>46</i>	<i>33</i>	<i>79</i>
SCIENCE	0	9	0	59	31	90
<i>National</i>	<i>0</i>	<i>2</i>	<i>12</i>	<i>47</i>	<i>38</i>	<i>85</i>

Teacher Assessment

Year 2	Absent %	Working towards Level 1	Level 1 %	Level 2 %	Level 2C %	Level 2B %	Level 2A %	Level 3 % or above
Speaking & listening	0	9	9	66				16
<i>National</i>	<i>0</i>	<i>2</i>	<i>11</i>	<i>65</i>				<i>21</i>
Reading	0	9	13		6	25	31	16
<i>National</i>	<i>0</i>	<i>3</i>	<i>13</i>		<i>13</i>	<i>22</i>	<i>24</i>	<i>25</i>
Writing	0	16	3		6	41	25	9
<i>National</i>	<i>0</i>	<i>5</i>	<i>15</i>		<i>22</i>	<i>27</i>	<i>19</i>	<i>12</i>
Maths	0	3	9		16	38	25	9
<i>National</i>	<i>0</i>	<i>2</i>	<i>8</i>		<i>16</i>	<i>25</i>	<i>27</i>	<i>21</i>
Science	0	6	9	72				13
<i>National</i>	<i>0</i>	<i>2</i>	<i>9</i>	<i>67</i>				<i>22</i>

KS1 assessments do not apply at every level and therefore figures may not total 100 per cent
National figures included the lower levels W (working towards Level 1), L1 and L2 for Year 6 and W for Year 2 but have not been listed above since not required for School figures

Past results and future targets for National Curriculum Assessment of 11 year olds

	2007	2008	2009	2010
English	100%	82%	90%	86%
Mathematics	92%	76%	93%	86%
Science	100%	85%	93%	90%

The school results continue to better the National and County averages. It is worth noting that the targets for 2010 were set in November 2008. Since then there has been movement into and out of the class. This may lead to an alteration in the final results.

Mission Statements

The school aims:

1. ***To provide a broad and balanced curriculum based in a Catholic Christian setting where we are led by the Spirit of Christ. We believe that, "Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities."***
VATICAN II

To achieve this aim, the school will:

- * develop, resource and implement the National Curriculum
- * in developing the curriculum take note of the Somerset County Guidelines
- * differentiate the curriculum for pupils of all abilities
- * in developing the R.E. syllabus take note of the National Project for Catholic Schools
- * provide equal opportunities for girls and boys
- * encourage the children to be independent learners able to make judgements and review their own progress
- * put into practice what we teach

2. ***To provide an environment in which children can grow in understanding and in the acquisition of skills, knowledge, attitudes and values for life.***

To achieve this aim, the school will:

- * promote a happy, caring view of school life
- * create an open and warm environment for everyone
- * provide a friendly welcome everyday so that the children will accept our high expectations of them and adapt them as high expectations of themselves
- * give time to listen to all
- * create a disciplined environment which will promote a self-discipline within the child
- * give the children reasons why school rules are made
- * seek and value everyone's contribution to the school
- * endeavour to foster within each child a caring of everyone else, irrespective of their specific needs

3. ***To make prayer, worship and liturgy real educational experiences, and to contribute successfully to the development of the faith of each individual in the school community.***

To achieve this aim, the school will:

- * begin and end the day with class prayers

- * celebrate, as individual classes and as a whole school, Mass and other liturgical services
- * hold assemblies of a religious nature
- * celebrate the Church's festive occasions
- * prepare the children for the Sacraments of Reconciliation and the Holy Eucharist
- * encourage the clergy to take an active part in school life
- * build and maintain close links with local CAFOD workers
- * accommodate each child on their Faith Journey.

4. *To participate in and encourage interaction between the home, parish and school. We believe that it is important that common aims be established and developed in a climate of mutual trust and openness. Home, parish and school must together provide preparation for the pupil's entry into the wider community.*

To achieve this aim, the school will:

- ◆ maintain an 'open door' policy where the teachers and head make time to see parents
- * have three parent's evenings a year
- * welcome, encourage and value parental help within school
- * welcome, encourage and value parents at school assemblies and liturgical services
- * promote the work of the Parents Support Group
- * encourage the children to participate in Parish activities
- liaise with the Parish in organizing school Sunday masses

5. *To develop within each child a respect for himself and his achievements, and a respect and understanding of others.*

To achieve this aim, the school will:

- * praise the children's classroom achievements
- ◆ praise the children in school assemblies and show that we value their achievements in all fields - physical, academic or social
- * promote the respect of the school's good name
- * encourage a pride and care of the school environment
- * display children's work
- ◆ lead by example, in that if we value and respect them so they may do the same towards others
- * encourage co-operation
- * value each child's contribution - we do not laugh at others mistakes
- * highlight the importance of the non-teaching staff and other helpers
- * give help to children in forming relationships
- * value and give occasion to display their individual talents and gifts.