

ST GEORGE'S CATHOLIC SCHOOL

**THE MOUNT TAUNTON
SOMERSET TA1 3NR**

ST GE



SCHOOL PROSPECTUS

2016/2017

CHAIRMAN OF GOVERNORS : MRS HELEN MAC CONNELL

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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

H Mac Connell
Chairman of Governors

The School Governing Body

Chairman of Governors

Mrs H Mac Connell
c/o St George's School

Head Teacher

Mr Peter Hanratty
at the school

Foundation Governors

Canon Alan Finley

Mrs Catherine Farmer

Mrs Helen Mac Connell

Mrs Grace Rayson

Ms Nicola Sweeting

Mr Finbarr O'Mahony

Mrs Helen Taylor

Parent Representative

Mr John Carter

Parent Representative

Mr Graham Phimister

Teacher Representative

Mr Damian Lake

LA Somerset CC Representative

Mr Gareth Morgans

MEMBERS OF STAFF

<u>Teacher</u>	<u>Class</u>	<u>Responsibility</u>
Mr P Hanratty		Headteacher
Mrs C Earp	6	English, Gifted and Talented
Mrs E McDonnell	5	Acting Deputy Head, Assessment, French
Mr D Lake	4	Acting Deputy Head, PE, Work Exper
Miss K Packer	3	
Miss H Gabler	2	Computing
Mrs R O'Mahony	2	
Mrs R Godfrey	1	KS1, Music
Mrs A Weetch	Rec	Early Years, D&T, Art, Science
Mrs R O'Mahony	Rec	Early Years, History & Geography
Mrs M Bullock		Special Needs, EAL
Mrs R Harding		Mathematics

Non-Teaching Staff

Mrs S Gordge	Secretary
Mrs A Bradshaw	Admin Assistant
Mr M Coombs	Caretaker
Mrs M Parker	Teaching Assistant
Ms M-L Lipscombe	Teaching Assistant
Mrs A Potter	Teaching Assistant
Mrs B Cox	Teaching Assistant
Mrs M Pitak	Teaching Assistant
Mrs D Barthram	Teaching Assistant
Mrs V Price	Teaching Assistant
Mrs S Buck	Teaching Assistant
Mrs A Hazeldine	Teaching Assistant

Mrs V Ward	Teaching Assistant
Mrs K Aladin	Teaching Assistant
Mrs D Carter	Teaching Assistant
Mrs M Thomas	Teaching Assistant
Mrs J Farthing	Teaching Assistant
Mrs A Marchant	Teaching Assistant
Miss E Nicholson	Teaching Assistant
Mrs C Erolan	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 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 main building has been extensively upgraded in recent years.

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 with the children and staff using a wide array of IT devices including laptops and iPads linked by a wireless network to the internet.

OFSTED & Diocesan Inspections.

"This is a good school. Teaching is good and sometimes outstanding so all children are very well supported and make good progress from their starting points."

OFSTED Report 2013

In September 2013 the school undertook an OFSTED inspection. These inspections give guidance on how a school can improve further whilst recognising the many strengths already established. The report noted the significant improvements from the previous inspection in 2011 and acknowledged the part played by the new pupil progress tracking system, the quality of teaching from a teaching team who are very ambitious for pupils to make the best possible progress and the experienced Headteacher and Governing Body Monitoring Committee, in making these developments a success.

The report also noted the following:

- "...teaching is good and sometimes outstanding..."
- "Pupils enjoy their learning and make good progress..."
- "Reading has a high profile and pupils say that the school provides 'lots of good books'."
- "Relationships between pupils and adults are very strong leading to excellent behaviour and a positive climate for learning."
- "Pupils rise to the challenges they are set..."
- "Behaviour in lessons, around the building and on the playground is impeccable. They are unfailingly polite and well mannered."
- "The behaviour and safety of pupils is outstanding."
- "The curriculum is creatively organised, enriched by many visits and visitors, giving pupils memorable experiences..."
- "Governors are highly involved in the work of the school and monitor its progress assiduously."

In December 2011 the school undertook a Diocesan inspection and stated that:

"St. George's provides an outstanding Catholic education for all its pupils. It is a fully inclusive community where all are welcome and accepted as individuals made in the image of God, and its ethos is characterised by openness to all, with very strong and close links to the parents, the parish, and the wider community."

The report highlighted:

- The school's capacity to sustain the high quality of care and education it provides is outstanding. The pursuit of excellence has securely maintained and built on the previous outstanding performance noted at the last inspection.

- Pupils are fully involved in the Catholic life of the school and make an excellent contribution to it, not least by their excellent behaviour, which contributes to their own learning and the ethos of the school. They are remarkably articulate and mature, and able to list and explain what the school's mission statement means to them.
- Their response to and participation in the prayer life of the school is outstanding. They play an active part in liturgies, sing joyously, and compose very beautiful and heartfelt prayers which are collected, kept in the reflective corner of the classroom, and are said daily.
- The Catholic ethos of the school colours all of its activities
- The governing body is made up of knowledgeable and increasingly challenging members who are totally committed to producing very high standards in every area of school life.
- Parents from all backgrounds, especially those from other cultures are welcomed and supported
- Pupils' work and behaviour in lessons is excellent and they are enthusiastic about the subject. Their enjoyment is clearly evident.

Clifton Diocese Inspection, December 2011

SCHOOL POLICIES

All school policies are held in school and are available from the school office. Please address enquiries to Sonia Gordge.

ST. GEORGE'S CATHOLIC SCHOOL, TAUNTON

ADMISSION POLICY 2016/2017

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.

All applications for admission into Reception class, and any supplementary information forms, must be received by your home Local Authority by the closing date of 15th January 2016, and will be considered under the Equal Preference with Ranking system of allocation. The LA will forward all applications to the school and the governing body will rank them against the oversubscription criteria set out below. This list will then be returned to the LA under the co-ordinated admissions scheme and they will make a single offer of a place on 16th April 2016.

In-year Admissions – Applications for a place during the academic year must be made directly to the school office, by completing the Governors in-year application form. A copy can be downloaded from the school website or collected/sent from the school office, or from the Local Authority. The Governors' Admissions Committee will consider applications on a weekly basis and applicants will receive a written response within 10 school days following receipt of the application. Where a school place is offered it will be held open for 14 school days and applicants will need to confirm acceptance within this time. Applications cannot be considered more than half a term or 6 weeks in advance of the place being required.

In the event of over-subscription at the September point of entry, children will be ranked against the following over-subscription criteria and places allocated up to the Admission Number (AN) set for the school, which will be 30 for September 2016.

The school will be required to admit a child with a statement of Special Educational Needs or Education, Health and Care plan if the school is named before the following criteria are applied:

- 1) Looked After Child – Children who are in the care of a Local Authority or previously have been and are now formally adopted or subject to a residence or special guardianship order who are baptised Catholics.
- 2) Children without a statement of Special Educational Needs, who are baptised Catholics, identified with a sensory, physical or medical disability (High Needs Pupils), where a multi-agency professional team has identified the school as the nearest accessible school.
- 3) Baptised Catholic children who are parishioners of St George, St Teresa or St John Fisher who have a sibling at the school at the time of the application closing date.
- 4) Baptised Catholic children of permanent school staff who have worked at the school for at least two years prior to making an application.
- 5) Baptised Catholic children who are parishioners of St George, St Teresa or St John Fisher.

- 6) Baptised Catholic children who are not parishioners of St George, St Teresa or St John Fisher who do not have a Catholic primary school serving the parish in which they live who have a sibling at the school at the time of the application closing date.
- 7) Baptised Catholic children who are not parishioners of St George, St Teresa or St John Fisher who do not have a Catholic primary school serving the parish in which they live.
- 8) Looked After Child - Children who are in the Care of a Local Authority or previously have been and are now formally adopted or subject to a residence or special guardianship order.
- 9) Children without a statement of Special Educational Needs identified with a sensory, physical or medical disability (High Needs Pupils), where a multi-agency professional team have identified the school as the nearest accessible school.
- 10) Children who will have a sibling at the school at the time of their application.
- 11) Children of permanent school staff who have worked at the school for at least two years prior to making an application.
- 12) Children of a Catholic parent who is a parishioner of St George, St Teresa or St John Fisher.
- 13) Baptised Catholic children who are not parishioners of St George, St Teresa or St John Fisher and who fall outside category 7.
- 14) Children of other Christian faiths who live within the parishes of St George, St Teresa or St John Fisher and whose parents are members of their church and have the written support of their minister and the child's baptism certificate.
- 15) Children living nearest to the school as determined by a straight line measurement.

In categories 1, 2, 3, 4, 5, 6, 7 and 13 Catholic baptismal certificates must be available for inspection and in category 12 the Catholic parent's baptismal certificate must be available for inspection. In category 14 the baptismal certificate for another Christian faith must be available for inspection.

Criterion 2 and 9 enable schools to plan with SEN Officers for the school entry of children with physical, medical or sensory impairments, where significant capital works (eg, accessible toilets, changing space, access to classrooms) are required. The lead time on these projects mean that the school place outcome dates are too late for work to be completed in time for school entry in September. However, with the support of this criterion plans can be actioned with certainty early in the year.

Definitions

Looked After Child - A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989). Adoption is defined under the terms of the Adoption and Children Act 2002.

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.

Multiple birth applications (for example twins) - In the case of multiple birth applications, the published admission number for the school concerned will be exceeded if necessary at the point of allocation to ensure multiple birth siblings can be allocated places at the same school (sibling definition applies). This includes situations whereby admitting multiple birth siblings would breach the Infant class size legislation of 30 Key Stage children per qualified teacher.

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).

Parishioner - A parishioner is a person who lives within the parish boundaries or who worships at the churches of St George, St Teresa or St John Fisher.

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.

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 Admissions & Entitlements Team, County Hall, Taunton of any change of address during the admissions procedure.

Issues relating to shared residency arrangements - Where shared residence arrangements are in place and parents/ carers of the child submit two separate applications for different schools, the LA requires parents to resolve matters between themselves, taking legal advice if necessary, and inform the LA which application should be processed. The LA will not become involved in private disputes. If more than one offer of a school place is made, the LA would expect one of the places to be withdrawn by the parent. If this is not the case, when the child starts school, the alternative school place will be withdrawn by the LA.

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.

Waiting list - Where an application for a school place is unsuccessful, the application will be kept on a waiting (refusal) list in order of over-subscription criteria until the end of the academic year to which the application applies. Should a place become available, it will be offered to the highest ranked application on the list at that time. Children who are the subject of a direction by a Local Authority to admit or who are allocated to the school in accordance with the In-Year Fair Access Protocols, will take precedence over those children on a waiting list.

Supplementary information form (SIF) - In order for applications to be considered against criterion 1, 2, 3, 4, 5, 6, 7, 12, 13 and 14 applicants will need to use the attached SIF to demonstrate their ability to meet the criterion.

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 School Admission Appeals Code 2012. Appeal details will be included in any decision letters where a place is refused.

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. Children born in the summer (between 1 April and 31 August) and whose parents do not wish them to start school until the term after their 5th birthday will have to make a separate in-year application for Year 1 for the following academic year unless there is a professional agreement that joining a lower year group is in the best interests of the child. An application for the child to start school a year later than their chronological age must be made alongside the school place application. The Governing Body will consider applications on a case by case basis and inform the parent of the outcome giving reasons for the decision. If the request is agreed, a common application form will have to be completed for admission to reception in the academic year 2017/18. Please note this does not guarantee a place at the school, if there are more applications than places available the over-subscription criteria will be applied.

Deferred Entry

The Department for Education (DfE) requires all Admission Authorities to offer parents the opportunity to defer their child's entry to school. This means rather than the usual September entry, you can choose for your child to start later in the year, usually in January at the beginning of the Spring Term but you can defer until later in the year if you wish.

A child becomes of compulsory school age when they reach the age of five and, where a parent

has elected to register their child at school, they must start school on a full time basis in the term following their fifth birthday.

Please note, if your child is summer born (ie born between 1st April and 31st August) you can choose to defer your child's entry for the entire school year until the following September. However, your child would be admitted into the Year 1 class, in accordance with their chronological age. This is in line with the DfE requirements.

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

When applications within categories 3, 4, 5, 6, 7 and 13 exceed the number of places available priority will be given 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 children living closest to the school. (The measurement will be based on a straight line distance from home to the school using the LA's GIS mapping system).

Withdrawal of Places

The Governing Body will consider withdrawing the offer of a place if:

- The place has been offered on the basis of an application which is subsequently found to be fraudulent or intentionally misleading
- The parent/carer has not responded to the offer within a reasonable period of time and a further opportunity has been given for the parent to respond within 10 days having explained that the offer may be withdrawn if they do not.

Children of UK Service Personnel

The Admissions Authority endeavour to ensure that their admission arrangements support the Government's commitment to removing disadvantage for service children. In year applications are usually considered for admission up to a maximum of half a term in advance of the place being taken up. An exception is made for children of UK service personnel and other Crown servants where a place can be made available up to a year in advance of being required providing the appropriate documentation is provided (an official government letter (e.g. MOD, FCO or GCHQ) declaring a relocation date and intended address.

Usually, an in year place may be allocated prior to actual residency, only on receipt of exchange of contracts or a formal signed rental agreement. An exception is made for children of UK service personnel and other Crown servants. This means, that, providing the application is accompanied by an official government letter (e.g. MOD, FCO or GCHQ) declaring a relocation date and intended address. The admissions authority will process the application on that address. If a home address is not available at this stage the admissions authority will accept a unit postal address or quartering area address. If the parent/carer is moving to the area as a result of leaving the armed forces then no special consideration will be given to the application under the grounds of the application being made by a service family.

Children from Outside the UK

The Governing Body will consider applications for children who are citizens of the European Economic Area (EEA) if proof of the Somerset address and the expected date of arrival in the UK are provided by 15 January for primary phase applications. The application can then be considered on this address. If proof of the Somerset address is not available by the dates above the application will be considered on the current address. Please click on this link for a list of the countries in the EEA. <http://www.dwp.gov.uk/international/social-security-agreements/list-of-countries/>

The Governing Body will also process applications for UK citizens living in any other country if proof of the Somerset address and the expected date of arrival back in the UK are provided by 15 January for primary phase applications. The application can then be considered on this address. If proof of the Somerset address is not available by the dates above the application will be considered on the current address. The only exceptions are children of UK Service personnel and other Crown servants (including Diplomats) returning to the area.

The Governing Body will not allocate a place to any non EEA citizen moving into Somerset from outside the UK prior to their arrival in the country. The Governing Body will require copies of the passports, appropriately endorsed visas and proof of residency - see home address definition.

Additional Information Required - St George's Catholic School

This school has specific Admissions Criteria some of which you may not be able to indicate on the on-line application form.

If you feel your child should be considered under a specific criterion, we will need supporting evidence, as outlined under each criterion. Please send any supporting evidence to Admissions & Entitlements Team, PPC402C, County Hall, Taunton, Somerset TA1 4DY.

Only those criteria where additional information is required are listed below.

CHILD'S NAME:

1. Children who are in the Care of a Local Authority or previously have been and are now formally adopted or subject to a residence or special guardianship order who are baptised Catholics
A copy of the child's baptismal certificate must be enclosed
2. Children without a statement of Special Educational Needs who are baptised Catholics, identified with a sensory, physical or medical disability (High Needs Pupils) where a multi-agency professional team has identified the school as the nearest accessible school
A copy of the child's baptismal certificate must be enclosed
3. Baptised Catholic children who are parishioners of St George, St Teresa or St John Fisher who have a sibling at the school at the time of the application closing date
A copy of the child's baptismal certificate must be enclosed

4. Baptised Catholic children of permanent school staff who have worked at the school for at least two years
A copy of the child's baptismal certificate must be enclosed
5. Baptised Catholic children who are parishioners of St George, St Teresa or St John Fisher
A copy of the child's baptismal certificate must be enclosed
6. Baptised Catholic children who are not parishioners of St George, St Teresa or St John Fisher who do not have a Catholic primary school serving the parish in which they live and who have a sibling at the school at the time of the application closing date
A copy of the child's baptismal certificate must be enclosed
7. Baptised Catholic children who are not parishioners of St George, St Teresa or St John Fisher who do not have a Catholic primary school serving the parish in which they live
A copy of the child's baptismal certificate must be enclosed
12. Children of a Catholic parent who is a parishioner of St George, St Teresa or St John Fisher
A copy of the parent's baptismal certificate must be enclosed
13. Baptised Catholic children who are not parishioners of St George, St Teresa or St John Fisher and who fall outside of Category 7
A copy of the child's baptismal certificate must be enclosed
14. Children of other Christian faiths who live within the parishes of St George, St Teresa or St John Fisher and whose parents are members of their church and have the written support of their minister and the child's baptism certificate
A copy of the child's baptismal certificate and a letter of confirmation from minister/faith leader must be enclosed

RELIGIOUS EDUCATION

- The excellent curriculum successfully meets the needs of all groups of pupils, as well as meeting the Curriculum Directory for Religious Education requirements
- Outstanding teaching enables the pupils to learn really well because it engages their interest and provides challenge, so that the pupils themselves do the work and make the intellectual effort.
- Provision for prayer life is outstanding, a real strength of the school, because it meets very effectively the spiritual needs of the pupils, be it through assemblies and liturgies.
- Achievement and progress in religious education is excellent throughout the school

Clifton Diocese Inspection, December 2011

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

- “Behaviour in lessons, around the building and on the playground is impeccable and makes a strong contribution to the good progress pupils are making.
- Records show that behaviour over time is excellent and parents, carers and pupils support this view”

OFSTED Inspection, September 2013

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 Chair of Governors and a disciplinary panel of governors will consider the case. 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.

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

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.

SAFEGUARDING

We aim to provide a safe and caring environment where children can grow safely in mind, body and spirit.

St George's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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 curriculum is creatively organised, enriched by many visits and visitors, giving pupils memorable experiences and offering good opportunities to practice their literacy and numeracy skills in other subjects. Learning is further enhanced by a wide selection of after-school clubs, especially a variety of sports, gardening, art and music. All very well attended.”

OfSTED Inspection 2013

(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, languages (Key Stage 2), design & technology and computing.

The curriculum at St. George's Catholic School is designed to help all the children to grow in mind, body and spirit. It fully encompasses the National Curriculum (2014) and, we believe, offers more to the children. Religious education is provided in accordance with the teachings of the Catholic Church and subject to the regulations and oversight of the Bishop. Whilst the content of the curriculum is important we also believe that the curriculum has to be delivered in a way that stimulates the children and develops a desire to learn. We place great importance in encouraging the children to develop a 'Learning Mindset' demonstrating motivation, organisation and resilience. We want all our children to be enthusiastic about their learning, enjoying the tasks set and being eager to take on a challenge. We look to make the curriculum attractive for the children with exciting events inside and outside of the school so that their learning, intellectually, physically and spiritually is a positive and worthwhile experience. Appropriate provision is made for pupils with Special Educational Needs. The term 'Early Years 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.*

National testing takes place for the children at the end of Key Stages 1 and 2. The school will communicate the results of these assessments to parents at the end of Year 2 (age 7) and at the end of Year 6 (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.

Curriculum Statement

To inform parents about details of our curriculum there are brief statements below on each subject. On the website you can find End of Year Expectations leaflets for each year, a Curriculum Overview for each year and Whole School Overviews Grids for reading, writing and mathematics.

Religious Education

Our school follows the Bishops' Conference guidelines that '*Religious Education is the core subject in Catholic schools requiring 10% of curriculum time*'. We use the 'Come and See' Teaching and Learning programme which covers three themes per term. In addition, two weeks a year children will learn about another Faith (Judaism and one other). Termly newsletters will be sent home to parents which gives an overview of the topics and important dates. Collective Worship takes place as a class, Key Stage and Whole School and throughout the year we celebrate key liturgical events.

English

At St George's School we have developed, over the past two years a curriculum for Literacy which suits the rigours of the New Curriculum and our particular school's needs.

Reception Class have phonic sounds displayed on walls for outside learning and high frequency words are displayed to this effect in outside areas around the Key Stage.

In Key Stage One we have a daily phonics session (Read, Write Inc) with children being taught phonics in groups at a pace suitable to need. Children are assessed every half term and change teachers and groups according to need.

Children have sounds linked to spellings sent home as part of the Read Write Inc process of learning to read and spell.

In Reception and Year 1 we have identified that a number of children require extra time on the learning of high frequency sight words due to EAL needs. As a result we have invested in Oxford Reading Tree first word stories to complement our Phonics Programme.

The Infant Reading Challenge encourages children to use a range of strategies to read an incremental list of New Curriculum Words.

Children are taught to write in focused writing groups, which are assessed regularly and children moved through groups according to need.

In Year 2 children who move off of the Read Write Inc programme move on to Literacy and Language in order to learn grammar, spelling and punctuation points embedded within the reading of quality texts. The programme asks high level reading questions to encourage the children to infer, deduce and make links. The programme also offers a model for writing.

In the back of Reading Logs in Key Stage One can be found all of the

appropriate spelling lists for children to learn to read and spell in order to support children and parents with home learning.

We teach the children to hand write using the Nelson programme and have Interactive White Board programmes to model handwriting patterns. We have a KS 1 and a KS2 programme to stretch across both Key Stages.

Literacy and Language continues into Key Stage 2 and is being used in Years 3, 4 and 5. Spelling is taught at least 3 times during the week through a homework sheet, a spelling activity sheet and a Look, Say, Cover, Write, Check sheet. Teachers across the Key Stage have spelling smart board presentations to teach in a fun and interactive way the Year 3, 4 and 5, 6 spelling lists.

Teachers have top tips for spelling on display in their classrooms and refer to these regularly. Spelling patterns and tips for learning spellings are regularly discussed and used and children are tested on spellings weekly. The Literacy and Language programme picks out spelling rules embedded within whole text teaching.

A Spelling Practice Activity Book by Helen Sheridan and Linda Cartwright is the current text being used for spelling lists and activities in Key Stage 2.

Reading is taught through guided reading sessions from our extensive guided reading selection. Children are taught higher order reading skills in small groups. These groups aim to be active and involve children in being busy readers with very little time spent on children waiting around to hear others read.

Reading progress (formative not summative) can be made half termly through the Rising Stars English Tasks and Tests Assessment for Learning Books which each of the Key Stage 2 teachers have copies of.

Children also undertake weekly opportunities to be taught comprehension skills through a written comprehension task and through Reading Response activities in Reading Logs.

Reading Response activities are also used to guide children's personal research when reading for learning within topics. Time is given to allow children to read for learning throughout the curriculum.

For outside learning opportunities there are spellings on windows, fantastic vocabulary signs stuck to walls and grammar reminders in covered areas.

Children experience weekly grammar teaching as a discrete skill, lesson through the Rising Stars Skills Builders Scheme. This complements the grammar points embedded in Literacy and Language.

In Year 6 grammar is taught through excellent use of Smart Board presentation slides provided by the Somerset Literacy Network.

Grammar, Punctuation and Spelling Progress can be assessed regularly through the Rising Stars Grammar, Punctuation and Spelling Practice and Assessment Tests.

Talk for Writing is a key element of our teaching of writing across the school. Literacy and Language was bought due to its being heavily influenced by Pie Corbett. To ensure children use writing toolkits in order to write fluently across the curriculum we have Igniting Writing in Key Stage 2 which lays out language toolkits and key features for different styles of writing. These texts can be used across curriculum subjects.

Handwriting is taught weekly through the Nelson Smart Board programme. We also have purchased a Nelson font package so that letters and signage around the school can be produced in a demonstration font.

If any child requires intervention for spelling or reading in Key Stage 2 a number of members of staff are trained to use the SAIL intervention programme and we have a Key Stage 2 Read Write Inc phonics group which ensures all children can pass the phonic screen in the school.

Get Writing is used in Key Stage 2 to complement Literacy and Language for those children who require extra support with writing.

Hi – Lo readers have been bought to ensure we have texts to challenge and inspire struggling or reluctant readers.

Reading Logs are scrutinised by Senior Management regularly to ensure all children are reading at home.

One to one reading catch up sessions are provided by the school to ensure those children not able to be heard read at home can be given support.

Our Level 5 reading resources are very extensive and new books are purchased regularly to ensure children in the school remain enthusiastic about reading.

Mathematics

At St George's Catholic School we aim to inspire all of our children to become confident and successful mathematicians. Mathematics is the study of patterns and relationships in number, shape and space and their application to solving problems in a variety of situations. We hope to give children a positive, enjoyable experience of Maths at an early age, by introducing numbers and mathematical concepts through practical games and activities. Our new curriculum includes all the elements of the new National Curriculum, which is 65% - 75% number based. We therefore have a strong focus on enabling our children to count, calculate and check their findings as they gain mastery of each stage of their learning. The children progress not only by building upwards from a firm foundation of mathematical knowledge, but also by expanding their skills in a 'sideways stretch' to ensure their understanding is solid and lasting.

Mathematics is an important tool for everyday life. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. Therefore we teach our children to use and apply the skills and knowledge they have learnt to solve real-life problems, at each level of development.

Mathematics has its own specialist vocabulary. Therefore we teach our children the correct terminology to best help them express their ideas and increase their understanding.

Mathematics also provides the materials and means for creating new imaginative worlds to explore. Therefore we teach our children to think like mathematicians, seeing the beauty of the patterns and codes that lie hidden in our mysterious number systems.

Science

We aim to develop the children's scientific skills through first-hand knowledge and practical application. Close observation, planning, predicting, fair testing and the recording of their findings encourage problem solving.

We also introduce and nurture responsible attitudes to the environment and all living things.

History

At St. George's we aim to bring history to life through role play, class visits, workshops, visiting experts and object handling. Children learn about local and world history through enquiry and questioning, using a range of primary and secondary sources. Children learn how to place key historical periods on a timeline and understand how some things have changed and how some things have stayed the same. They learn to appreciate and analyse how social and political history has shaped our world today.

Geography

Children use maps, atlases, globes, the internet and first hand experiences to explore and study the world. Children use role play (even transforming the school into an international airport) to engage the children with the world around them. At St. George's, we make the most of the varied cultural backgrounds of the pupils to share experiences and cultural identity. CAFOD resources are also regularly used to ensure the catholic ethos transcends all subjects. Children are encouraged to think deeply about their local environment and about people and places in the wider world.

Art & Design

Our art curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Children have the opportunity to use a wide range of skills across the school. We give them chances to draw, paint, print, make collages, use fabrics and threads and model clay. They are taught skills and techniques, including the use of digital media.

Every year the children are involved with a variety of competitions and workshops within the local community. We recently organised a whole school Creativity Week allowing members of staff to show off their skills and strengths and offer a wide range of activities to the children. It was a huge success and we are looking forward to organising the next one.

Music

Music is a key element of both the curriculum and general school life at St. George's Catholic Primary School. The National Curriculum objectives for Music are taught throughout the school as a class subject and in cross-curricular ways. The aim is to develop each child's musical potential giving opportunities for self-expression, musical appreciation and creativity.

Whole class ensemble teaching of the Recorder in Year 3 and the Ukulele in Class 4 gives each child the chance to learn a tuned instrument and provides an opportunity for the children to begin to read music and learn how to play as part of an ensemble.

With regular singing assemblies all children are given the chance to enjoy singing and performing. We also have a well-established school choir who perform regularly at whole school events such as the Harvest Festival, as well as in the wider community during Family Masses at St. George's Church.

P.E.

We strive towards providing children with up to 2 hours of high quality P.E each week. The children receive a one half hour swimming lesson each week by a qualified swimming instructor.

We have an extensive range of extra-curricular clubs on offer which provide children with the opportunity to engage in even more physical activity each week.

P.E lessons focus on the fundamentals of movement through the school's investment in 'Real P.E.'

Children have opportunities to engage in competition through both inter and intra school sport competitions.

Leadership opportunities are given to older students through their role as playground leaders and/or our sports crew.

Children engage in regular festivals organised by the Tone Sports Partnership which allows them to try out new and exciting sporting activities.

Children have opportunities to take part in outdoor adventurous activities as part of the residential trips in Years 5 and 6.

Strong links are established with Castle school and Richard Huish College who run clubs, lead lunchtime activities and help with sports day.

Computing

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.' (National Curriculum – 2014)

At St George's we aim for the children to confidently use and apply information technology skills to support and extend their learning.

Children in all classes have access to a bank of 32 shared laptops and 32 iPads. The children are taught using Interactive Whiteboards, visualisers, digital cameras, iPods, voice recorders, and numerous other technologies.

There is a key emphasis on learning skills for computing; these include programming, debugging and exchanging information. Our children are taught how to access information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs.

Digital Literacy is a big part of the curriculum, with children learning how to use ICT safely – at regular points throughout the year children undertake e-safety sessions on topics such as cyber bullying or keeping information safe.

We have trained digital leaders in each class to help share knowledge and information with the whole school. They are starting to take on more responsibility especially in the area of e-safety.

Design & Technology

Design and technology at St George's provides the children with the opportunity to tackle problems of a practical nature. The children are encouraged to explore and try out different materials, tools and processes of making.

In Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and start to use ICT as part of their designing and making. By the end of Year 2 they will have used a variety of skills, which include cooking

and food hygiene, working with textiles and mechanical components. In Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on their knowledge and understanding from other areas of the curriculum and use D & T in a range of ways.

French

In Key Stage 1 the children experience a light touch introduction to languages as teaching in this area is optional at this level.

In St George's School we use La Jolie Ronde across Key Stage 2.

French is taught by a single teacher to ensure consistency between year groups.

Lessons are lively and children learn to understand, speak and write in French from Year 3 through well-planned use of ICT, songs, games and fun pencil and paper activities.

Children also experience learning about the culture of another country through the lessons and via pen pal links to children in schools in French speaking countries.

Early Years

Reception Class is the final year of the Foundation Stage. At St George's we provide learning opportunities both inside and outside of the classroom which meet the Statutory Guidelines.

"Each area of learning and development must be delivered through planned, purposeful play and through both adult-led and child-initiated activity."

(Statutory Framework for the Early Years Foundation Stage)

A profile of each child's progress is completed at the end of the year. We assess children as 'emerging', 'expected' or 'exceeding' against the Early Learning Goals and comment on each child's skills and abilities in relation to the three key characteristics of effective learning.

For more information please click on the following links

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

SPECIAL EDUCATION

- "Pupils whose circumstances might make them vulnerable, disabled pupils and those who have special educational needs and pupils for whom English is not their first language, are very well supported, so from their starting points they make the same good progress as all other pupils." OfSTED Inspection 2013

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 "Special Educational Needs and Disability Code of Practice: 0 to 25 years" published by the Department for Education (DoE) and Department for Health (DfH). 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. This award was reaffirmed in 2013.

DATA COLLECTION

The School processes personal data about its pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils' teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care, and
- assess how well the school as a whole is doing.

This data includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Education (DfE), and to agencies that are prescribed by law, such as the Qualifications and Curriculum Authority (QCA), Ofsted, the Learning and Skills Council (LSC), the Department of Health (DH), Primary Care Trusts (PCT). All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them

by any data controller. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child's behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact the relevant organisation in writing. Details of these organisations can be found on the school website or for those pupils/parents where this is not practical, a hard copy can be obtained from the school

Your attention is drawn to (Layer 2) of this Fair Processing Notice, which gives supplementary information about the processing of pupil data by the organisations mentioned above, and gives greater details of how the pupil data is processed and the rights of parents and pupils. Either can be obtained by logging on to the School Website or where this is not practical, a hard copy can be obtained from the school.

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.

SPORT

- "Sports funding is especially well used to provide links with sports partnerships that plan events and leagues. The school also has its own sports hall and indoor swimming pool ensuring that every child learns to swim."

OfSTED Inspection 2013

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 on-going 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.

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 Chubb 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.

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 pre-school 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 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

Universal Free Infant School Meals are now provided for every child in Reception class, Class 1 and Class 2. Menus, detailing choices, are sent out on a regular basis. These must be returned for the child to receive a meal. School meals are not provided for Key Stage 2 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:

The Taunton Academy	0
Bishop Fox's Community	11
The Castle	15
Heathfield Community	2
Brymore Academy	1
Independent	1
Other	0

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 compulsory.

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/navy socks or navy blue/grey tights, navy school 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 school 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 navy or black 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.

Standards and academic results

National Curriculum Assessment 2015

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 30

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6		
English	School	0	0	3	0	73	23	0	0	0
	National	1	1	2	9	47	39	2	0	0
Mathematics	School	0	0	0	10	37	50	3	0	0
	National	1	0	2	9	44	36	8	0	0
Science	School	0	0	0	7	50	43	0	0	0
	National	1	0	2	9	49	38	0	0	0

TEST RESULTS									
		Percentage at each level							
		B	3	4	5	6			
Grammar Punctuation & Spelling*	School	3	13	23	60	0	0	0	0
	National	3	18	24	49	4	3	0	0
Reading	School	3	3	43	50	0	0	0	0
	National	3	6	39	49	0	2	0	0
Mathematics	School	3	10	43	40	3	0	0	0
	National	3	10	44	33	9	1	0	0

W represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

* The result awarded in this test is indicative of a pupil working at the level reported rather than a true National Curriculum level as for other tests.

** This result represents children who were not entered for the tests because they were working below Level 3 in English or Mathematics, children awarded a compensatory level from the tests, and children entered for but not achieving a level from the tests.

Pupils working at the level of the tests, but unable to access them.

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 32 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	6	-	88	-	6	0	0	0
		National	2	11	-	67	-	20	0	0	0
	Girls	School	0	6	-	75	-	19	0	0	0
		National	1	6	-	64	-	28	0	0	0
	All	School	0	6	-	81	-	13	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	Boys	School	0	19	38	31	13	0	0	0	0
		National	3	10	10	25	26	26	0	0	0
	Girls	School	0	13	19	31	31	6	0	0	0
		National	1	6	8	21	28	35	0	0	0
	All	School	0	16	28	31	22	3	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	0	25	56	13	6	0	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	0	6	31	44	6	6	0	0	6
		National	2	8	13	29	27	21	0	0	0
	All	School	0	16	44	28	6	3	0	0	3
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	0	44	56	0	0	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	6	25	44	6	13	0	0	6
		National	1	5	12	28	31	22	0	0	0
	All	School	0	3	34	50	3	6	0	0	3
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	0	13	-	88	-	0	0	0	-
		National	2	9	-	66	-	23	0	0	-
	Girls	School	0	6	-	88	-	0	0	6	-
		National	1	7	-	71	-	21	0	0	-
	All	School	0	9	-	88	-	0	0	3	-
		National	2	8	-	68	-	22	0	0	-

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

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
- * differentiate the curriculum for pupils of all abilities
- * in developing the R.E. syllabus take note of Clifton Diocese direction.
- * 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 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
- * support the children in their preparation 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 CAFOD
- * 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 regular parent's evenings during the year
- * welcome, encourage and value parental help within school
- * welcome, encourage and value parents at school assemblies and liturgical services
- * encourage the children to participate in Parish activities and liaise with the Parish in organizing family 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's hard work and resilience to difficulties
- * 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.