

St. Bede's Catholic Infant School

'Learn to love, love to learn'



Prospectus 2025 - 2026

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Headteacher: Miss J Coughlan, B.A (Hons), PGCE, DASE, M.Ed.

Acting Headteacher: Miss R Parle B.A (Hons), PGCE

Information contained in this prospectus is current at the time of publication. Please contact the school office if you have any queries. Paper and digital copies of this document are also available from the school office. Paper copies of any school policy or document posted on the school website can be obtained on request.

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.



Welcome to St. Bede's Catholic Infant School

This prospectus contains information which we hope you will find useful.

St Bede's is a Catholic Voluntary Aided Infant School for children from 4 to 7.

Staff and governors at St Bede's Catholic Infant School ensure that every child, has the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being



Headteacher's Message

All staff are committed to developing and maintaining our proven excellent standards. We know that you as parents will join us in our efforts to help your child to achieve their full potential and that you will take a strong interest in the life of the school. If you are at all concerned about your child please come and see me. All the staff wish you and your child every success and happiness at St Bede's.

Yours sincerely,

Miss J. Coughlan

Headteacher



Chair of Governors Message

It is my pleasure to serve you as Chair of St Bede's Catholic Infant school. I am honoured by this re-appointment and will undertake this role with sincerity and rigour. Modern day education is an ever changing and constant challenge to all who work in it. My thanks to you as parents for your determination to support school in partnership, in our Mission, to ensure that all of our children achieve their potential. Here at St Bede's we have a team that can meet every challenge set before us. The hard work and dedication that our teaching staff display is there for all to see. My thanks go to all those people behind the scenes, whose contribution makes our school the success it is. St Bede's Infants is recognised by all who work in education as one of the best schools of its kind in the country, and this year's results prove it. Well done, and congratulations to the teaching staff who worked so hard in putting our school at the top of the tree. We are fortunate here in St Bede's Infants in having an outstanding Headteacher, Miss Coughlan, whose example and hard work make sure the standards we set ourselves are maintained at the highest level. **From September 2025 Miss Parle will also be part-time acting Headteacher.** A special thanks to the office staff whose contribution go a long way in helping to keep our school running smoothly. A big thank you to members of the governing body for their time and support over the past year.

In November 2019 we underwent a Religious Education Inspection. All aspects of Religious Education and the Catholic life of the school were judged to be outstanding. This is the highest grade that can be given by an Inspector. The RE Inspectors said many wonderful things about our school including:

Inspectors made the following comments, demonstrating the impact of the commitment and dedication of the school to providing an outstanding Catholic education for our children.

"There is a clear vision for Catholic Education that is embraced by the whole school community. This is a school where the wellbeing of every child is of paramount importance to all staff."

"St Bede's is a place where worship, faith, education and practice are central to school life."

"Pupils embrace opportunities to meet their potential in all aspects of school life and they are proud to belong to St Bede's school and parish community."

"Pupil's engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and outstanding behaviour."

"The Headteacher's inspirational and passionate leadership of the Catholic community is instrumental to the school's success."

"Governors are outstanding in fulfilling their responsibilities. They are incredibly hard working and committed."

Ofsted visited our school in October 2023 and we were delighted to be graded as 'Outstanding'. This visit was further confirmation of the excellence of our school. Inspectors noted: -

'Pupils, and their parents and carers, would unreservedly recommend this school to others. Pupils feel fortunate and blessed to be served by this exceptional school.'

Pupils are happy and they thoroughly enjoy coming to school. They relish the wide range of clubs and activities on offer to them, such as football, craft and drumming. These activities nurture and develop pupils' talents and interests.'

External accreditations covering the many aspects of school life confirm the quality of provision in place at St Bede's. These accreditations include, CAFOD Live Simply, Primary Quality Mark for Basic Skills, Artsmark, Primary Science Quality Mark, NAACE Mark, Primary Active Mark, Fairtrade Award, North West Together We Can (NWTWC), International Schools Award (ISA), UNICEF Rights Respecting Schools Award (RRSA), Pupil Voice, the Halton Healthy School Standard.

Finally, we accept that the education of your children is vitally important to you as is their welfare and safety. As parents ourselves you can be assured that the best interests of your child will always be our top priority.

Ms S. Howard

Chair of Governors



Aim

To ensure Gospel values are the determinants which underpin and drive all aspects of the school's mission and to which all members of its community are co-contributors and recipients.

How we achieve this

- The Christian principle of the value of positive relationships and equality results in a sense of belonging, feeling safe, exemplary behaviour, attitudes and mutual respect and support.
- Promoting personal qualities based on Gospel values.
- An ethos, grounded in the value of each person as unique.
- All pupils are prime participants in and make a valued contribution to school life.
- Multi-cultural, multi-faith and community links which are embedded across the curriculum and life of the school.
- School is inclusive and a rich source of opportunity to access varied and expansive experiences.

Aim

To secure a strong, successful and accountable leadership and management team and governance to ensure the delivery of the very highest standards for each child and every member of staff and the school community.

How we achieve this

- All staff and governors have a deep knowledge and understanding of school, its performance and their respective role and accountability within its community.
- Maintain continuous standards of excellence in personal development and academic achievement in line with our historic year on year trend.
- School development priorities to secure improved outcomes for all groups acknowledging any national/school gaps between pupil groups.
- The continuous development of an inspirational and aspirational curriculum which serves to develop the whole person.
- All policies and procedures are regularly reviewed and impact assessed alongside school improvement and development priorities.
- School has numerous strategies for engaging with all its parents, carers, members of the Parish community and external partners, including Early Years providers and the Junior school.
- Recruitment and professional development result in teachers who are outstanding classroom practitioners, ensuring children are motivated, skilled and actively participating learners.
- Provide quality resources in a caring, secure, healthy and safe environment and ensure the resources of the staff, accommodation, equipment and finance are used flexibly, effectively and equitably.

- Effective and efficient management of the school budget-maintain a balanced budget, ensuring effective targeting of financial resources in line with the School Development Plan, specifically to academic achievement and progress of all years and the Early Years curriculum.
- Revise the School Development Plan annually in consultation with the whole school community.
- Resource the School Development Plan.
- Give due regard to health, safety and security issues.
- Have a clearly defined structure with agreed procedures.
- Value the personal and professional expertise of individual governors and members of staff.
- Revise the staff development plan taking into consideration the prioritised needs of the school and the individual members of staff.
- Demonstrate a commitment to the continual training and development of staff and governors.
- Provide a quality, stimulating, learning environment.

Aim

To deliver an outstanding school and national curriculum which enables every child to make excellent progress and thereby reach his/her full potential at each of the Infant Stages of development.

How we achieve this

- Provide a broad, balanced, rich, creative, flexible curriculum, building upon the National Curriculum accessible to all, irrespective of need, relevant to community and the wider aspirations of modern Britain.
- The continuous development of an inspirational and aspirational curriculum which serves to develop the whole person.
- Teaching over time across all subjects and areas of learning is outstanding resulting in sustained progress and outstanding achievement for all pupils.
- Continuously develop personalised learning including strategies for differentiation and interventions overcoming any barriers to learning.
- Implement rigorous ongoing assessment strategies and interventions to support effective learning and progress which reflect the highest expectations of both staff and pupils alike.
- Provide and review appropriately challenging and achievable targets for the least to the ablest child, supporting the highest standards of achievement and attainment.
- All pupils make substantial and sustained progress from their starting points regardless of need, throughout year groups, across curriculum subjects and areas of learning.
- Maintain the historic high standards of achievement and attainment across all groups in comparison with local and national comparators.

- Embed the continuous use of the broad range of skills across every aspect of the curriculum and life of the school.
- To develop in each child in the EYFS a broad range of skills, knowledge and understanding in readiness for full participation in Key Stage 1 and the life of the school.

Aim

To ensure the safeguarding, health and safety and welfare of every pupil and members of the school community as in all school policies and practices.

How we achieve this

- Monitoring and evaluation demonstrates the implementation of agreed, published, effective policies and procedures for safeguarding and promoting the health, safety and well-being of all resulting in the successful practice of those principles underpinning policies.
- All policies and procedures are regularly reviewed and impact assessed alongside school improvement and development priorities.

Aim

As a Christian Community to welcome and encourage the interest and participation of parents, carers, parish and the wider community and to seek to establish and strengthen all external partnerships.

How we achieve this

- Build upon the good relationships that exist between Home/Parish/School.
- School has numerous strategies for engaging with all parents, carers and members of the Parish community and external partners, including Early Years providers and the Junior school.
- Invest in a variety of methods of communication, encouraging dialogue and information sharing and gathering between parents and school.
- Facilitate full participation in school life for those parents/carers with any additional need.
- Appreciate the contribution made by the volunteers, groups and organisations who support the school from time to time.

Aim

As part of the Archdiocesan family of schools to continue to foster the strategic partnership with the Archdiocesan Schools' Department and the Archdiocesan Christian Education Department.

How we achieve this aim

- Embed the strong strategic partnership with the Archdiocesan School's Department.
- Promote and continuously develop the Catholic Life of the School and its Religious Education Programme, 'Come and See'.
- Ensure historic standards of excellence are maintained in line with the current RE Inspection Framework and reflected in RE Inspection Reports.



Ethos Statement

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

“Catholic schools are guided in all they do by an important and coherent vision of education. This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an educational endeavour, centred on the person of Jesus Christ, who is our Way, Truth and Life”.

“Catholic schools.... will develop a range of attitudes and activities that promote and support the dignity and worth of everyone. The commitment of the Catholic Church to interfaith dialogue and to working with other Christians provides a further basis for young peoples' contribution to peaceful social cohesion”.

Joint Pastoral Letter on Catholic Education: Bishops' Conference, September 2007



Safeguarding Statement

"St Bede's Catholic Infant and Junior Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers and visitors to share this commitment".



Designated Safeguarding Lead also with responsibility for promoting the educational achievement of children Previously Looked After – Miss Jane Scragg

Deputy Designated Safeguarding Lead – Mrs Amy Bird

Designated Governor – Mrs Emma Baker

Safeguarding Officer – Miss Jackie Coughlan



School Information

Type: Voluntary Aided
Address: Leigh Avenue, Widnes, Cheshire WA8 6EL
Telephone: 01514243112
Fax: 01514233521
Email: head.stbedesinfants@haltonlearning.net
Headteacher(s): Miss J Coughlan, B.A (Hons), PGCE, DASE, M.Ed.
Miss R Parle B.A (Hons), PGCE (Acting Headteacher)

Governing Body

"The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

All governance boards, no matter what type of schools or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organization and making sure its money is well spent."

(DfE Governance Handbook March 2019)

These functions are reflected in the School Governance Regulations and in Ofsted criteria to judge the effectiveness of Governance.

As a Voluntary Aided School Governors have responsibility as an Admission Authority and Employer of Staff.

For full details of the membership of the Governing Body and its Committees please refer to the Governors section of the school website (www.stbedesinfants.co.uk).

School Staff

Miss J Coughlan	Headteacher, Safeguarding Officer
Miss R Parle	Acting Headteacher , Assistant Headteacher, Curriculum Development Lead, Music Lead, Assessment Lead
Miss J Scragg	Assistant Headteacher, Year 2 Teacher, RSE Lead, Designated Safeguarding Lead, RE Lead, ECT Tutor
Mrs A Bird	Year 1 Teacher, SENDCO, Deputy Designated Safeguarding Lead
Miss A Tiffensor	Year 1 Teacher, Science Lead, ITT (PLC)
Miss J Boardman	Reception Teacher, EYFS Lead, Maths Lead, Health and Safety, Outdoor Learning
Mrs R Jackson	Year 1 Teacher, Arts Lead, CPD Lead, Curriculum Development Lead
Mr J. O'Neill	Year 2 Teacher, PE & Geography Lead
Miss A Hesling	Year 1 Teacher, English Lead
Miss E Phillips	Reception Teacher, PSHCE Lead
Miss A Harrison	Reception Teacher, History Lead
Mrs S. Hughes	Year 1 Teacher, D&T Lead
Mrs J. Kaye	Floating Teacher/Interventions, Computing Lead
Mrs J Paton	Casual Teacher
Mrs P McIntyre	Teaching Assistant
Mrs J Gandy	Teaching Assistant
Miss S Ruane	Higher Level Teaching Assistant
Mrs C Purcell	Teaching Assistant
Mrs E Francis	Teaching Assistant
Mrs L Stevens	Teaching Assistant & Mid-Day Assistant

Mrs A Ardani	Teaching Assistant & Mid-Day Assistant
Mrs D Cross	Teaching Assistant & Mid-Day Assistant
Mrs C Carter	Classroom Assistant & Mid-Day Assistant
Mrs L Catley	Classroom Assistant & Mid-Day Assistant
Ms A McLoughlin	Receptionist/Administration Assistant , Mid-Day Assistant
Mrs Colford	Mid-Day Assistant
Ms C Carter	Mid-Day Assistant
Miss C Holme	Mid-Day Assistant
Mrs Ward	Office Manager
Mrs N Wylie	Administrative/Finance Officer, Mid-Day Assistant
Mr D Harrison	Senior Premises Manager & Mid-Day Assistant
Mr C Towell	Casual Caretaker
Mrs T Gibbons	Cleaner
Mrs C Carter	Cleaner



British Values

The Government has set out its definition of British values as:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs

Undoubtedly, these values are cornerstones and traditions of British society and the ideals of community cohesion.

As a Catholic school we actively foster values, virtues and ethics that shape our children's character and moral perspective. Gospel values permeate every aspect of our daily life in school as set out in our Mission Statement.

At St Bede's Catholic Infant School it is the intention of the whole school community to nurture a loving, caring, supportive quality environment in which the individual has an opportunity to develop Spiritually, Morally, Intellectually, Socially and Emotionally in an atmosphere of trust and mutual respect.

All of the children in our school are cared for, nurtured, respected and valued, regardless of wealth, class, gender or ethnicity or faith.

We aspire to support our children in their development as courteous, generous, tolerant, well rounded and well educated citizens. We believe that we are responsible for supporting the children to appreciate and value diversity in a society which 'promotes and supports the dignity and worth of everyone!' (Come and See: Catholic Primary Education Programme 2012 p.12).

Our curriculum work and many of our school initiatives support the endorsement of British Values and further information can be found in our school Policy – Embedding British Values and Promoting Cultural Diversity and Anti-Racists Practice which is supported by other school policies.

Awards and Achievements

We are very proud of our external awards and achievements, highlighting excellent standards.



- Primary Learning Network

St Bede's is proud to be associated with "Connect 6" a learning network of six local Primary, Infant and Junior schools. The impact of networking and school to school support has been evidenced over many years and we look forward to continuing such strong and beneficial partnerships.

- Basic Skills Quality Mark

This award acknowledges the high standards set and achieved in Basic Skills.

- Artsmark Gold

Artsmark recognises the quality and breadth of creative art experiences offered at St. Bede's, including the quality of visiting artists and extra-curricular activities. We have registered for our Artsmark Award and are currently on our Artsmark Journey, working towards the aims identified in our Statement of Commitment.

- Primary Science Quality Mark (PSQM)

This award acknowledges the high focus of and commitment to the teaching and learning of science.

- NAACE Mark

The NAACE Mark reflects very high standards of ICT provision and teaching and learning.

- Primary Active Mark with Distinction

This award recognises the importance placed on the physical well-being of our children and the breadth of curriculum and extra-curricular PE and sport activities offered.

- Halton Healthy School Standard

The Halton Healthy School Standard recognises the emphasis that a school places on the whole child, on their physical, social and emotional well-being and how this impacts on their achievement. This is awarded annually.

- Global Awareness

This award recognises our overall awareness and commitment to Fairtrade.

- Pupil Voice Award

This recognises our children giving their time and commitment to representing the views and wishes of their peers.

- North West Together We Can

We were the first school to achieve the NWTWC award. This is in recognition of work which focused on the promotion of Fairtrade across our local communities whilst raising awareness of importance of supporting producers across the developing world.

- International Schools Award

We were awarded the ISA Intermediate level for our work with International partners and the inclusion of a global dimension into our school curriculum.

- Fairtrade Achiever School

This award recognises the commitment of the whole school community to the principles of Fairtrade.

- Rights Respecting School Award (UNICEF)

We received Level 1 after demonstrating an ongoing commitment to promoting the Rights of the Child. St. Bede's has embraced the United Nations Convention on the Rights of the Child through our school Mission and ethos.

Admissions

St Bede's is a Catholic Infant School in the Archdiocese of Liverpool, maintained by Halton Local Authority. The Governing Body of the school is responsible for determining and administering the policy relating to the admission of pupils to the school. It is guided in that responsibility by: -

- The requirements of the law
- The advice of the Archdiocesan Trustees on the nature and purpose of its duties
- Its duty towards the School and the Catholic community it serves
- The Catholic character of the school and its Mission Statement
- Recognition of Parish boundaries

Our Admission Policy and Criteria are reviewed by the Admission Committee in line with Archdiocesan and DfE guidance and approved/adopted by the Governing Body. All bodies are consulted as appropriate. A copy of the Admission Policy and arrangements can be found on the school website.

Admission of Disabled Pupils

Applications for admission of disabled pupils are considered in the same way as any other applications for admission. Governors in consultation with parents and LA, consider the needs of the pupils, both physically and academically, and strive to meet individual needs if a mainstream place is deemed appropriate.

Appeal against Governors decision

A parent may appeal against the decision of the Governors not to admit your child to St. Bede's Catholic Infant school by contacting the Child Place Planning Team who will provide you with an Appeal form. You should submit your appeal to:

Child Place Planning Team

Rutland House

Halton Lea

Runcorn

WA7 2GW

In general, the following arrangements will be made for all appeals:

- At least 10 days prior to the hearing the clerk will notify you of the time, date and location of your appeal.
- Approximately 7 days before the appeal you will receive an agenda and supporting paperwork.
- The appeal will be heard before an independent panel who will have a copy of the appeal submitted by you.
- You will be notified in writing of the appeal panel's decision and the grounds upon which it was made.
- The decision of the appeal panel is binding on all parties.

Please refer to HBC Admission to Primary School Booklet.

For further information on Admissions and Appeals for September see HBC Admission to Primary School information available on line
www.halton.gov.uk/schooladmissions

Please refer to Halton Borough Council (HBC) and school websites from September 2024 for Admissions procedures and deadlines for Admission preference applications for Reception 2024.

In-Year Admissions

Information taken directly from HBC

'Primary In-Year Admissions: A Guide for Parents and Carers'

How To Apply

- Contact school and request the Halton Local Authority Common Application Form.
- Outside of the normal admissions round, you can apply at any time, even if the school does not currently have places available.
- Complete the CAF and return it to school, making sure that all sections are completed.

Allocating a Place

- If your child cannot be offered a place at school, you will be informed by letter from school and will be offered the right of appeal as above.
- If more applications are received than there are places available, the Admissions Committee will apply the oversubscription criteria to determine which child/children to offer a place to.
- Generally, if a place is available within the admission number for that year group, a place will be offered. There are limited exceptions to this and school will inform you of the reason that you have not been successful in writing. This does not affect your right of appeal. You should expect a reply within 10 school working days of making your application.
- Admission will normally take place within four weeks of the offer date, or exceptionally, at the start of the half term where agreement has been reached. Where a child is out of school due to a recent house move, earlier admission may be agreed, but this must be discussed with the head teacher.
- If your child does not have a place and you are finding it difficult to find one, please contact HBC School Admissions Team for further assistance.

For contact details and further information about schools in Halton, please visit: www.halton.gov.uk/schooladmissions

St. Bede's Catholic Junior School

St. Bede's Catholic Junior School also operates an application process and attendance at St. Bede's Catholic Infant School does not guarantee your child a place at the school. Please see HBC website for application details.

Community Cohesion

The ideals of community cohesion are at the heart of our Mission Statement and explicit in everything we do. We strongly promote the four strategic aims which frame the Community Cohesion Standards. We believe that valuing the uniqueness of each individual, respecting difference, valuing diversity, mutual respect and serving the common good are embedded in our work. The school is a very secure and loving environment in which the children are respected, affirmed and supported.

Equality of opportunity at the heart of all our work

We place the promotion of equality of opportunity at the heart of all of our work. Commitment to this principle is expected at all levels. We have successfully put into place policies and strategies that have been effective in promoting equal opportunities and eliminating discrimination. Through the Christian ethos of this school the leadership team and staff members are always vigilant and successfully ensure that there is zero tolerance of discrimination of any kind. All adults and children are treated equally and this is evident in all our practice. For pupils our policy is to promote excellence through celebration. We have due regard for the Equality Act 2010 and the General and Specific Duties within this Act.

The opportunity to receive the school prospectus and other documents in a variety of formats and languages is offered. At least annually parents will be informed through a newsletter that small print can be enlarged on school documents (available to the public) and made available in a variety of formats and that support is available through the school office when completing forms. Developments in inclusive practice are commented on in the termly Headteacher' reports as is the progress in building projects which include access issues.

The Disability and Equality Working Party consisting of representatives from school staff, parents, governors and volunteers, meets termly to discuss

current disability and equality plans in relation to our school and consider the Equalities Policy and Action Plan and the Accessibility Plan. It has helped us to further develop our policies and practices towards equality within our school community. As a result of discussions within the working party:-

- Accessibility has been a consideration in the production of plans and ideas for our Playground and Mary, Mary Garden enhancement and new build.
- Sunhats are now available to order with school uniform.
- Links with Chestnut Lodge School have been established in relation to building positive role models.
- Provision Mapping is embedded to enable fine-tuning of support to vulnerable groups.



Arrangements for pupils with Additional Needs, including SEND

At St Bede's we celebrate the uniqueness of each individual and Staff are committed to an inclusive education for all children.

A copy of the SEND and Inclusion policies can be obtained from the school office and are posted on the school website.

The School SEND Information Report is posted on the school website detailing provision at St. Bede's. This supports and links to the the LA Local Offer

The definition of Special Educational Needs is detailed in the Special Educational Needs Code of Practice (2014). Children have special educational needs if they have a learning difficulty which is greater than the majority of children of the same age, or persistent emotional and/or behavior difficulties, or a disability which prevents or hinders them from making use of educational facilities for children of their age.

Mrs Bird is our accredited Special Educational Needs Co-ordinator (SENDCO). The Governor responsible for Special Educational Needs is Jane Scragg.

Ofsted were very impressed with the provision at St Bede's and commented in their report that: - 'Very good provision is made for these pupils. They benefit from very good specialist teaching and from good support during lessons. The management of special needs is of a high quality'. Inclusive practices were judged as excellent.

At St Bede's we fully support the requirements of the Code of Practice which became effective in June 2014. The Code requires that children who have SEN are identified as early as possible, and after consultation with parents are assessed and supported at the appropriate SEN Support level as set out in the Code. The Code of Practice adopts a graduated response based on the level of need. There are two levels of Support: SEN Support (which may include external agency support) and an Education, Health and Care Plan (EHC) (maintained by the Local Authority). Children assessed as needing support may have a document outlining the support and provision needed for each child in the form of an Initial Concern or Special Education Provision Plan (SEPP). This programme is drawn up by the class teacher, the Special Educational Needs Co-ordinator (SENDCO) and is monitored by the SENCO. Other agencies are involved if required e.g. Educational Psychologist when appropriate. Mrs Bird will be happy to respond to any questions regarding this. At St Bede's our aim is to respond with the flexibility required to meet individual needs, within the restraints of resource allocations.

Children are taught in mixed ability classes. Teaching is differentiated and resources allocated to meet needs. Children's individual needs are identified and supported through appropriate interventions and resources/strategies additional to the schools' differentiated curriculum.

When the children start in Reception, they are assessed by the class teacher with reference to the age bands identified in 'Early Years Outcomes'. This serves as a baseline from which the teacher can plan and the children can progress. The ongoing and continuous assessment of the children and the updating of the e- Profile to track their development throughout the year together with close liaison with parents facilitates the early identification of any additional needs. In line with the Government's initiative towards personalised learning it is our belief that good practice for Special Educational Needs is good practice for all.

We ensure that every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the SENDCO and this is included in appropriate documentation including the Staff Handbook and Prospectus. All new staff and volunteers will be given induction at an appropriate level, which addresses key policies associated with Inclusion/SEND. Mrs Bird has the appropriate required SENDCO accreditation and all staff undergo regular and relevant training across the many aspects of Inclusion/SEND.

School Performance Tables

Parents/carers may access school performance tables published by the Secretary of State on the Department for Education's website:

(A link is also available via the school website)

<https://www.gov.uk/school-performance-tables>

Ofsted Report

The latest Ofsted Inspection Report can be accessed [here](#)

Organisation

Reception - Part-time initially - Your child will come for a morning or afternoon session for the first week with parental consent. These sessions help the children to settle.

Our aim from day one is to ensure that your child feels confident and secure in their new school.

Sessions are 9.00am – 12.00pm

1.00pm - 3.00pm



Part-time sessions are 9:00 – 12.00pm or 1pm-3pm

All children

The school day is 8:45-8:55am – 3:15pm

School gates open at 8:45am and close at 8:55am. All children leave school at 3:15pm.

The school gates will be open at the appropriate time for your child. Your child's year group will be called. Please accompany your child to the door where they will be greeted by their teacher or teaching assistant. At home time, the children will come out of their exit door. Please wait on the playground for your child and your child's teacher will ensure that they are safely collected. For Health and Safety reasons please ensure exits are clear. Please be prompt to meet your child as many get distressed if someone is not there to collect them.

If you are unable to meet your child, please make sure the teacher knows that someone else is picking them up and your child is aware of this as well. If you are delayed, please phone school and let us know then we can tell your child what has happened. We have an answer phone which is cleared each afternoon but often more frequently than that depending on staffing.

In the interests of safeguarding children, it is vital that:

We have up-to date emergency contact details and details of all persons who have your permission to collect your child from school. This information is requested as part of the registration process.

If you come into school during the school day, please come to the main Reception and leave any items or messages with the office staff, who will ensure that everything is passed on.

If you need to collect your child for any reason during the school day you will be asked to take a seat in our Reception area and a member of staff will bring your child to you.

During the school day please do not approach any child even your own when entering the school grounds or by the school railings as not all members of staff know all the parents/carers or grandparents. Persons talking to the children through the fence will be asked not to do so.

Lunchtime

Lunchtime is 11:50am-12:40pm. When the children attend full time they can stay for a school lunch or have a packed lunch. If you choose for your child to have a packed lunch for obvious reasons, cans and glass bottles are forbidden. School also has a healthy eating policy.

Universal Free School Meals and Pupil Premium

Every child in Reception, Year 1 and Year 2 is entitled to a free school meal.

St. Bede's Catholic Infant School Pupil Premium Strategy

(Please refer to the school website)

If you are eligible you simply have to phone HBC on 0151 511 7150 or go to Halton Link to make an application. All information is treated in the strictest confidence. It is the same information as would have been requested if your child would have been eligible for free school meals before the introduction of Universal free school meal entitlement for all children in our school.

If you have any questions, please do not hesitate to contact school.

Our Mid-day Staff are highly valued and very skilled as a result of effective training. Teaching assistants also supervise the children when they are eating in the hall. A fully qualified first aider is on site at all times. The Headteacher or

other delegated teacher has overall responsibility for the care and discipline of the children.

Playtime

Care is taken to ensure that the children are happy at playtime. During playtime the children are supervised by at least two teachers and our teaching assistants.

Class	Year	Class Teacher	Support Staff
Blue	Y2	Mr O'Neill	Mrs Purcell
Green	Y2	Miss Scragg	Mrs Gandy
Aqua	Y2	Miss Tittensor	
Yellow	Y1	Miss Phillips	Mrs Ardani
Coral	Y1	Miss Hesling	Mrs Francis
Scarlet	Y1	Mrs Hughes	
Purple	R	Mrs Boardman	Mrs Stevens
Orange	R	Miss A. Harrison	Mrs Cross
Red	R	Mrs Bird and Mrs Jackson	Mrs McIntyre
Floating		Mrs J. Kaye	
HLTA		Miss S Ruane	
	All year groups		Mrs Carter Mrs Catley

School Uniform

There is a school uniform, but it is voluntary: - Grey skirt or pinafore, grey trousers, white polo shirt (long or short sleeved), bottle green sweater, cardigan or fleece. Summer dress - green and white check or stripes

In order to ensure best value for parents there are numerous suppliers of these items. Touchline UK Ltd and Boydell's supply various items with the school logo on.

Physical Education

A pair of pumps, black shorts/joggers/leggings and a white t-shirt are required. Your child should come into school wearing their PE kit on their designated PE days. Please note – a football kit is not appropriate for PE kit.

All footwear and clothing must be clearly marked with your child's name.

Pastoral Care and Discipline

The Catholic ethos and aims of the Mission Statement are clearly reflected in our Pastoral system. There is a strong commitment to high attainment in the school together with good relationships and a warm, loving environment. At the heart of the relationships between staff, governors, parents and parish is respect for the individual dignity of each member.

The school has a very positive Behaviour Policy which is consistently applied by all members of staff and is instrumental in producing the atmosphere of trust and mutual respect which pervades the school. A copy can be found in on the school website. We encourage parental involvement in helping to ensure good behaviour, as in all other aspects of school life. The Home/School Agreement details the responsibilities of parents/carers, pupils and staff. The children are encouraged, praised and rewarded for their contribution to all aspects of School life. School also has an Anti-Bullying Policy which can also be found on the school website.



Use of Force and Restraint

(Please see Use of Reasonable Force & Restraint Policy)

The Use of Force to Control or Restrain Pupils is covered by Section 93 of the Education and Inspections Act 2006 and DfE Guidance on the use of force to control or restrain pupils which is part of the Government's Guidance relating to behaviour and discipline in schools. Force is used to control or restrain pupils when all other strategies have failed. DfE Guidance 'Use of Reasonable Force' (Advice for headteacher's, staff and governing bodies) is distributed to all staff.

The Headteacher has authorised staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence (or for a pupil under the age of criminal responsibility, behaving in a way that would be an offence if they were older);
- Causing personal injury to, or damage to the property of any person, (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN), and/or disability that a pupil might have.



Safeguarding

"St Bede's Catholic Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

Safeguarding Officer Miss Coughlan

Child Protection

Where it appears to a member of staff that a child may have been abused, the school is REQUIRED, as part of Child Protection procedures, to report their concerns to the Social Services Directorate.

Designated Safeguarding Lead also with responsibility for promoting the educational achievement of children previously Looked After – Miss Jane Scragg

Deputy Designated Safeguarding Lead – Mrs A Bird

Designated Governor – Mrs Emma Baker

Safeguarding Officer – Miss Jackie Coughlan

School Attendance

As attendance is crucial to effective learning and continuity of learning experiences, school places great emphasis on this. We work in close liaison with the Education Welfare Service which provides very positive initiatives to support good attendance and punctuality. These include 'Star Weeks' when a child is awarded a certificate for full attendance and 'Spot-on' weeks when certificates are awarded for punctuality. Certificates are also awarded in school to any class with 100% attendance.

Parental Responsibilities relating to School Attendance

Parents must:

Contact school on first day of absence to provide a reason for non-attendance

Update the school on the third day of non-attendance if the absence is expected to continue

Parents may be asked to provide medical verification during or following a pupils absence.

Work with the school and any other agency to resolve any difficulties which may affect regular school attendance.

School responsibilities relating to school attendance

Miss Coughlan is the school attendance leader. As the attendance leader of the school she will ensure:

A whole school approach to reinforce good attendance, teaching and learning to encourage all pupils to attend and achieve

Registers are accurately marked and maintained in accordance with the current Education (Pupil Registration) (England) Regulations

A strict record of attendance is kept, and unexplained absences are investigated by school and as appropriate by the Education Welfare Officer.

School will contact home on the first day of a pupil's absence where no notification has been received by 10.00am to ensure the safety of the pupil. If no response a letter is posted to the parent/carer on the same day. If there are any concerns the EWO is contacted.

Individuals or group attendance targets are set and understood by staff, parents and pupils when appropriate

Attendance is a standing agenda item at staff meetings

Attendance is a focus in the termly Headteacher's Report to Governors.

Please see the Attendance for Learning and Leave of Absence Policies for full details of agreed procedures. These can be found on the school website.

Penalty Notices

Where a pupil is absent from school without permission of the school, the parent/carer of the pupil may be issued with a £60.00 Penalty Notice per parent per child. If the notice remains unpaid after 21 days the penalty increases to £120.00. If the notice remains unpaid after 28 days the Local Authority may commence proceedings under section 444(1) of the 1996 Education Act in the Magistrates Court.

Persistent Absenteeism

The government requires every school to provide them with the names of children whose percentage attendance is below 90% at the end of each half term. These names are placed on a persistent absentee database. If by the end of the following half term, the child's percentage attendance rises above 90% their name is removed from the database.

We do understand that there may be exceptional circumstances for absence. In line with our Attendance for Learning Policy school will always provide appropriate support to pupils during and following long term absence.

The percentage attendance for the academic year 2021-2022 was 94%

The percentage attendance for the academic year 2022-23 was 95.02%

Need to update the above dates

Punctuality

Parents should ensure pupils are in school between 8.45-8.55am for morning registration and 12.50pm for afternoon registration.

A pupil arriving after 9.00am and/or 1.05pm will be marked late.

A pupil arriving after 9.00am and/or 1.05pm on 2 or more occasions in any one week will receive a letter concerning their punctuality.

Parents whose child(ren) are persistently arriving after 9.00am and/or 1.05pm on 4 or more occasions over a three-week period will be invited into school to discuss their lateness and seek a resolution. Where school action fails to bring about an improvement the matter will be discussed with the Education Welfare Service and consideration given to issuing a Penalty Notice.

A pupil arriving after 9.30am and/or 1.30pm will be marked as late after the register closes. This is regarded as an unauthorised absence for the session.

Please click [here](#) to view our Attendance for Learning Policy.

Illness

In cases where we suspect illness, parents are contacted. Cuts and bruises, resulting from play, are dealt with by our teaching assistants or midday assistants.

Administration of Medicine

Members of staff are appropriately trained in 'Administration of Medicine'. There is an administration of medicine policy which can be found on the website. No medication is to be administered without the correct consent forms and care plans when appropriate. See Asthma Policy for regulations on inhalers.

If head lice are suspected or confirmed, a letter will be sent to parents/carers giving advice on treatment.

Home/School Links

We are very proud of our very strong partnership. Parent/Carers are invited to sign the Home/School Agreement. There will be many occasions when you will be invited into school to see your child's work, join in curriculum workshops, take part in collective acts of worship and celebrate with the children.

There has been a long history of parents/grandparents support in school. People assist with all kinds of activities including art, reading, educational visits, sporting and fundraising activities. DBS checks will be undertaken in line with DfE Guidance for volunteers working in our school or supporting educational visits.

How can I find out about the progress of my child?

You can find out about your child's progress:

- By making an appointment to see the class teacher
- Attending termly Open Occasions to which you will be invited. You will have the opportunity to look at your child's work and discuss their progress with the teacher.
- Direct email contact with your child's class teacher
- By making an appointment with the Headteacher.

Parents/Carers wishing to visit the school in connection with the possible admission of their child are invited to do so by making an appointment with the Headteacher.

Please let us know how to contact you in case of an emergency.



As well as your own telephone number, we need to have an emergency telephone number, as hospitals are reluctant to treat children without parents being present.

Please inform us in writing of any change of address.

We use a parent communication app called 'School Spider.' On the day that your child starts school, you will be able to download the app and register for an account. If your email address changes then please inform the school office immediately.



Typical Parental Involvement Programme

TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> • Introductory Parent/Carer • Meetings All year groups • Open Occasion – All year groups • Collective Act of Worship (All classes) • Writing Workshop • Maths Workshop • e-safety Workshop (Open to parent/carers of all year groups) • Reading/Phonics Workshop • St Bede's Community Art event • Cafod Family Fast • Steering Groups <p>Disability Equality, ECO, Fairtrade, RRSA</p>	<ul style="list-style-type: none"> • End of KS1 Assessment Meeting • Open Occasion – All year groups • Collective Act of Worship (All classes) • Family Learning • Science Workshop • Reception Year • Fairtrade Fortnight • Sunbeam's Celebration • Whole School Easter Celebration • Steering Groups <p>Disability Equality, ECO, Fairtrade, RRSA</p>	<ul style="list-style-type: none"> • Induction Programme • Induction Evening • Pre-school Meeting • Pre-school literacy workshops • Open Occasion – all year groups • Collective Act of Worship (All classes) • Phonics Screening Meeting • St. Bede's Race for Life • Sports Day • St Bede's Community Arts/Awe and Wonder/Equalities event • Farewell Song Festival (Year 2) • Steering Groups <p>Disability Equality, ECO, Fairtrade, RRSA</p>

Family Learning Programmes open to variation

School Website & X

www.stbedesinfants.co.uk

X = @stbedesinfants

St. Bede's Infant website provides lots of useful information for both children and parents and will also contain details of some of the work that the children have been doing. There is curriculum information and numerous policies and documents. There are links to lots of the websites that we use in school so that the children can extend their learning at home.

Our school Twitter feed can be viewed @stbedesinfants

School Calendar

A calendar for 2024-2025 can be found on the school website (homepage) www.stbedesinfants.co.uk

A calendar for the following academic year is agreed in the Autumn Term of the previous academic year and once approved by the Governing Body, is posted on the school website.

Adult Education



St Bede's works in partnership with the Acorn Lifelong Learning Centre who act as providers for literacy and numeracy courses for parents/carers. Family Learning also provide family learning programmes, which have included ICT, French, Spanish and Literacy: Creating Stories and Happy and Healthy. Adult courses take place during school time, while those including children and parents/carers form part of our extra-curricular programme after school.

Student Placements

We have close links with Liverpool Hope University College, Riverside College, Widnes 6th Form College and the local high schools. Miss Tittensor is the student mentor.

Educational Visits

A programme of visits is planned throughout the year to complement topic themes. Parents are asked to make voluntary contributions towards educational visits.

Liaison with the Junior School

We have excellent links with our Junior School. Our Junior children visit us and our children visit the Juniors. Transfer to the Junior School is an important step for our children. Both schools recognise that fact. There is a jointly agreed Transition Policy. This ensures that the movement from Infant to Junior School is as smooth as possible.

However, it must be noted that admission to the Infant School does not guarantee admission to St Bede's Catholic Junior School.

Contribution to the Archdiocesan Building Fund

Each school in the Archdiocese is required to make a contribution towards the building fund. The fund is a vital element in the maintenance and improvement of Catholic Schools. Our school has benefited from major external work in the last academic year. Last year the amount requested per family was £10.00.

Charging and Remission Policy

The Charging and Remission Policy can be found on the school website at www.stbedesinfants.co.uk

Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools to be clear about the information they publish. We have produced a Publication Scheme setting out all the information we publish on a regular basis and where to find it. The Governors Publication Scheme under the Freedom of Information Act and the Freedom of Information Policy are available for you to view on the school website, from the school office or a copy can be provided free of charge along with.

Curriculum

'Teaching has an extraordinary moral depth and is one of our most excellent and creative activities. For the teacher does not write on inanimate materials, but on the very spirits of human beings.'

Congregation for Catholic Education, The Catholic School on the Threshold of the Third Millennium.

Please refer to the school website for a full overview of our Curriculum offer.

Curriculum Intent/Aims

All of our work is intended to fulfill our mission statement shown above. To achieve this mission, our school commits itself to provide a broad and balanced curriculum that meets the interests, abilities and needs of all our pupils, allowing each to achieve their potential in an environment where the Catholic ethos of the school permeates all aspects of teaching and learning.

Our school is highly inclusive. Compared to many national measures, the local area is disadvantaged but we are proud to be an integral part of our community and as stated in our Self Evaluation Statement, "Our highest priority is to narrow the gap between the privileged and underprivileged by giving our children the best possible education".

The school has always believed in the centrality of the curriculum as part of the education provided to all children. Academic performance is always high in comparison with national results, and all children make excellent progress in their personal growth, because of the breadth and challenge of their study. This has been recognised by all external evaluators, including Ofsted, the local authority, the Archdiocese and external consultants commissioned by the school. (See relevant reports)

The governing body is of course proud that the school was recognised as 'outstanding' in our last inspection. However, being 'exempt' from inspection was not seen as an advantage and we agree with the Ofsted proposal that this should be ended, particularly in the light of the changes in the inspection focus expressed by HMCI to the National Governance Association in June 2019.

“Getting to the heart of it, this new framework is about 2 things: substance and integrity. It puts the real substance of education, the curriculum, back at the centre of inspection and supports leaders and teachers who act with integrity. To put it another way, we want to help people put as much time as possible into the things that make the most difference for children”.

Essential Principles – which determine curriculum organisation

The 2002 Education Act states that the school curriculum should be balanced and broadly based, and should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In order to meet the demands of the 2002 Act, and the needs of our children, the curriculum provided for all children in our school must conform to these essential principles.

- All statutory requirements relating to content, current and future, must be fully met
 - Early Years Foundation Stage Framework
 - Programmes of Study for all Key Stage One subjects
 - RE and Relationships and Sex Education; and
- As a Catholic School, all pupils must follow the Archdiocesan programme for Religious Education as a core subject

In addition, the curriculum must:

- Be personalised, relevant and inclusive, building on previous knowledge (propositional-content and procedural-skills) and experience making meaningful links, across and between subjects, supporting the development of children as independent learners.
- Be creative and stimulating, engaging children in learning that develops and challenges them and provides a culture of high standards and expectations
- Acknowledge and celebrate achievement to develop self-esteem and self-confidence.
- Provide many opportunities to promote the intellectual, spiritual, moral, cultural, social, emotional and physical development of pupils
- Prepare all pupils for the opportunities, responsibilities and experiences of the next stage of their education and their later lives as responsible and caring citizens

- Allow all children to develop spiritual and moral values in their relationships and in their work
- Be delivered through a wide variety of teaching styles supporting high quality learning
- Recognise the invaluable role of parents/carers in their children's education by valuing learning outside of school and building on what the children already know and can do.
- Make links with parish, local, national and international communities.
- Incorporate British and universal values that promote understanding and appreciation of others

What is the curriculum?

We define the curriculum as the totality of all learning experiences, within and outside of the classroom. This is why the school ethos, trust and mutual respect are an essential part of what children learn. These make an outstanding contribution to progress because they are highly structured to meet the needs of children with a strong emphasis on the basic skills of reading, writing and maths but with enough time given to all subjects and areas of learning so all children enjoy a rich series of experiences.

National Curriculum

We believe strongly in the entitlement of all children to enjoy the stated aims of the National Curriculum.

"The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement'

Literacy across the curriculum

Although parents/carers enrich our community with other languages, English is of course our common means of communication and the vehicle for acquiring all learning. Literacy, and promoting listening, speaking, reading and writing, is therefore the most important cross-curricular theme. All teachers are teachers of reading and all share an understanding of the primacy of literacy in the Infant curriculum. Literacy skills have a high profile in

all classrooms and areas across school. Subject leads and teachers understand how their subject contributes to developing literacy skills.

Curriculum Content

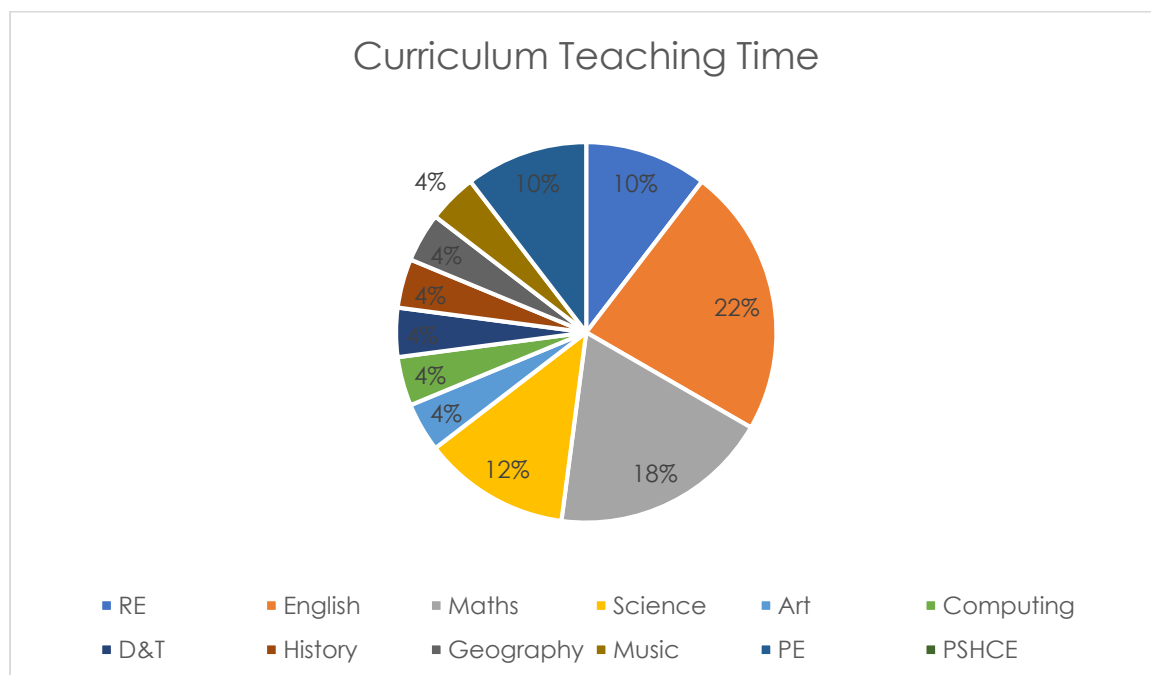
In Reception Year the children follow the EYFS Curriculum Framework. In Years One and Two, planned schemes of work ensure full coverage of the objectives within the Programmes of Study for National Curriculum core and foundation subjects.

Religious Education is taught in accordance with the 'To Know You More Clearly' Catholic programme as required by the Liverpool Archdiocese.

Relationships and Sex Education is taught through the 'Journey in Love' programme, following guidance from the archdiocese.

Teaching Time

To ensure the curriculum is broad and balanced and that pupils have sufficient opportunity to learn the distinctive contribution made by all subjects an approximate time as a percentage of the total teaching time available is allocated for each subject in the National Curriculum for KS1 and for RE across the school.



In the Foundation Stage Personal, Social and Emotional Development, Communication and Language and Physical Development are the Prime areas of learning. These underpin the specific areas of Literacy, Maths, Understanding the World and Expressive Arts and Design and all areas are allocated an equal percentage of the total teaching time.

Time is allocated each year for planned key experiences outside of the National Curriculum, including Arts/Awe and Wonder Weeks, British Values Week (incorporating Anti-bullying, Equalities, Parliament week and Other Faiths), Emotional Health and Well-being Week, Sports and Physical Well-being Week, the preparation and performance of the Nativity Play, Music Festival, educational Visits, end of term celebrations e.g. Easter, Children's University, leavers celebration.

The extended curriculum

We are delighted to offer the children an exciting and broad range of curricular and extra-curricular opportunities. Making activities accessible is always a consideration. A timetable of activities is included in our Home/School diary to support parents in their forward planning. Each year we review and vary our activities which have included: - Art, Computing, Science, Choir, Dance, Emotional Health and Well-Being, Football and Geography.

Visitors and visits are used to bring authenticity and real experience to enhance learning.

Planning

The different requirements of subjects as well as their priority within the overall curriculum, means that they are taught and organised differently, the content and sequencing of the curriculum is specific to each subject. All subjects are identified and planned for discretely, with meaningful cross-curricular links made when appropriate to support the development of a theme and ensure opportunities for subject mastery. Learning is sequenced to help all pupils acquire knowledge (Propositional knowledge—Content and Procedural knowledge—Skills), remember knowledge, acquire subject specific vocabulary and progress in each subject.

R.E is planned in topics as identified in the 'To Know You More Clearly' programme using an annual cycle. Appropriate time is allocated to this process, following Archdiocesan guidelines.

Key Stage 1 Schemes of Work

Schemes of work for all subjects and identified objectives ensure complete coverage of the requirements of the National Curriculum programmes of study.

Learning is sequenced to help all pupils acquire knowledge (Propositional knowledge-Content and Procedural knowledge—Skills), remember knowledge, acquire subject specific vocabulary and progress in each subject.

Planning

RE planning is produced for each topic and weekly plans are produced for English, Maths, Science and the Foundation subjects. Planning is completed by Year Group teachers working in partnership to share subject and pedagogical knowledge. This team approach ensures:

- Planned activities and children directed activities meet objectives linked to schemes of work
- Cross curricular links providing opportunities for subject mastery
- Breadth and balance of opportunities
- Layered support/Differentiation as appropriate
- Assessment opportunities
- Deployment of adult support

EYFS

Planning identifies themes (1-4 week themed plans) which ensure children are given every opportunity to explore and learn in an exciting and creative environment, enabling them to work successfully towards attaining the ELG's.

By its nature the planning is cross-curricular and relevant links are identified.

This planning is responsive to child initiated learning, facilitating adaptations in teaching input and continuous provision.

Assessment (All Year Groups)

Assessment is at the heart of good teaching and learning. Ongoing assessment informs summative assessments made in the relevant assessment books. The procedures for assessment are set out in the Marking, Assessment, Recording and Reporting Policy.

Monitoring and Evaluation

Curriculum implementation is monitored regularly and rigorously in order to ensure that the high standards of teaching and learning remains consistent throughout the school, ensuring pupils' progression in knowledge-successfully learn the curriculum and to ensure parity for all groups of pupils.

Reporting

Report to parents on the progress of pupils with information provided in a variety of forms.

(See also Marking, Assessment, Recording and Reporting Policy)

Equal Opportunities

The curriculum is designed, organised and delivered according to the principles set out in the Equal Opportunities, SEND and Inclusion Policies.



Religious Education

"The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life." Religious Education Curriculum Directory for Catholic Schools 2012

Our most recent RE Inspection was carried out in November 2019. All aspects of RE and the Catholic life of the school were judged to be outstanding.

Reception children study the 'To Know You More Clearly' scheme and KS1 follow 'Come and See'. Links are made with pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. 10% of total curriculum time (2 hours 10 minutes) is allocated to Religious Education. This ensures the requirements of the Bishops of England and Wales are met.

To Know You More Clearly

Autumn Term	
Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise
Spring Term	
Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden
Summer Term	
Branch 5: To the ends of the earth	Branch 6: Dialogue and encounter



Relationships and Sex Education Policy

The policy for the provision of Relationships and Sex Education (RSE) embraces issues of relationships and sexuality. This policy was drawn up using guidance from the Liverpool Archdiocesan Christian Education Department. Parents were consulted in the process. The Governors approved the policy which is regularly reviewed. Sexuality is regarded as an 'integral part of the development of the personality and of its educative process'. (Educational Guidance in Human Love p.4). There is also an outline of our Scheme of Work in place based on 'A Journey in Love', which is available for you to view on request from the school Office and is posted on the school website.

The Right of Withdrawal

The Education Act, 1993, Section 214, gives parents the right to withdraw their children from any or part of the School's programme of Sex Education, other than those elements which are required by the National Curriculum Science Orders. Parents do not have to give reasons for their decision. Parents/Carers are not required to indicate the arrangements that they intend to make for providing sex education for their children.

Attainment and Assessment

Your child is assessed continuously by their teacher in order to establish what they have learnt and to help plan the next steps in their education. Additional support is given through a variety of intervention strategies including individual, small group and in class support. Parents are involved in these decisions and asked to support any actions taken.

On entry to EYFS2 children will complete the National Baseline Assessment. They will also be assessed to establish their current levels of development in the 7 areas of learning in the EYFS Curriculum. Throughout the year teachers will consider the children's development and progress, ensuring that planning and provision meets the needs of each child. At the end of EYFS 2 an EYFS Profile will be completed to indicate if a child is meeting the 'Expected' levels of development or if they have not yet reached expected levels. Your child's development and next steps will be discussed with you at parent's evenings.

Children who have not yet reached the ELG at the end of the Reception year continue to work towards these objectives while accessing the national curriculum.

End of Year Assessment across Key Stage 1 Maths and English

In school we use a Flag system to support summative assessment at key points throughout the year and at the end of the Year. The criteria for children to achieve flags has been revised in line with the expectations of the national curriculum and linked to the performance descriptors indicating at which standard a child is working.

End of Key Stage 1 Standards

Terminology key:

Pre Key Stage Foundation- (PKF)

Working Towards the Expected Standard (WTS)

Working at the Expected Standard (EXS)

Working at Greater Depth within the Expected Standard (GDS)

Standardisation incorporating in school and inter-school moderation of Reading, Writing and Maths takes place throughout the year. This is a requirement in the Assessment, Recording and Reporting document (ARR) and has been implemented to affirm the accuracy of teacher assessment judgements.

At KS1 data analysis considers children's progress through school flags in both Years 1 and 2 and attainment through teacher assessment underpinned by optional Key Stage tests in Year 2.

Phonics Screening

All children in Year 1 undergo a phonics screening check during a designated week in June. The outcome of this check is shared with parents. Any child who has not achieved the standard will re-sit the check in the June of Year 2.

Extra-Curricular Activities

The national curriculum as prescribed by law.... is not intended to be the whole curriculum. The whole curriculum of a school goes far beyond the formal timetable. It involves a range of policies and practices to promote, "the spiritual, moral, cultural, mental and physical development of pupils at the school and of society" and "prepares pupils at school for the opportunities, responsibilities and experiences of new life."

All children take a reading book home several times a week. They are asked to read regularly to and with their parents. Each child has a home reading diary and parents/carers are asked to make a brief comment, once a week.

The children will also be given a phonics or grammar or comprehension workbook to work through across the year. Year 2 children will take home weekly spelling lists.

Other homework is given as the Class Teacher considers necessary, for example related to topic work.

Children will receive a login (in the back of their reading diary) for two apps that are also used for homework. These are:

- NumBots – a mathematical programme which supports the development of understanding, recall and fluency in addition and subtraction
- Purple Mash – a website for children that supports all areas of the curriculum.

Home / School Books

At holiday times children in Reception will bring home books to share with their parents. These are called 'My Home-School Explorer Journal'. The purpose of this book is to help make links between school and home, as well as build the children's confidence, self-esteem and language skills. Each time there will be a small activity set for the children to complete at home. They are a valuable means of encouraging the children to share their experiences and things that they have enjoyed doing away from school.

Complaints Procedure

School's Complaints Procedure can be found on the school website or a hard copy can be obtained from the school office.

Hopefully any concern or complaint can be dealt with within school.

Collective Worship

Schools are also required to provide a daily Act of Collective Worship. Every child has an opportunity to participate in a daily act of Collective Worship. Parents are regularly invited to share Collective Worship with their child's class. Collective Worship at St Bede's endeavours to help all those who take part in it to realise that:-

"Worship is concerned with the glory of God"

The aim of Collective Worship in St Bede's is to: -

- have Christ at its heart
- provide the opportunity for pupils to worship God and reflect upon the Gospel Values
- be Catholic in character and reflect the tradition and seasons of the Church
- enable pupils to explore their own beliefs
- respect the diversity of belief and commitment
- promote a common ethos and shared values
- build a firm foundation for liturgy
- enrich the religious experience of children and staff
- support the children's spiritual, social, moral and cultural development
- encourage participation and response, whether through active involvement in the presentation or through listening to and reflecting upon the worship

Amanda Conlon is our Governor responsible for R.E. She regularly shares Collective Worship with our children.

Parents/Carers are invited to share a short Collective Worship each term. Invitations are extended to Nativity celebrations in school and Holy Week Reflection at St. Bede's Church.

Parents have the right to request that their child be withdrawn from Collective Acts of Worship and Religious Education.

Parish Links

The school has strong links with the Parish. The children visit church as part of their RE topics as well as to participate in whole school celebrations. Father Mark visits school on a regular basis to work with the children and staff. Members of the parish community are invited into school on different occasions throughout the year. Our "Holy Week Reflection" is held in the church. All children participate and parents/carers and members of the parish community are invited to attend.

