

At St Mary's, we believe that it is possible for ordinary people to choose to be extraordinary!



**'Learning through faith'**

**Newchurch St. Mary's Church of England Primary Academy**

Spennbrook Road Newchurch in Pendle Burnley

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Facebook Page: <https://www.facebook.com/stmarysnewchurchpendle/>

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**Headteacher:** Mrs P Nightingale

**Chair of Governors:** Dr. R White

**Members of Staff:**

Mrs P Nightingale - Headteacher

Mrs C Stevenson - Key Stage 2 Teacher

Mr M Whittaker - Key Stage 1 Teacher

Miss G Scott - School Administration Manager/ Welfare Assistant

Mrs R Taylor - TA 3

Mrs T Saleem – TA3

Miss L Stephenson -TA 4

Mr I Duxbury - Site Supervisor

Mrs Macfarlane - Cook (Mellors)

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Dear Parents,

This Prospectus gives information about the life and work of Newchurch St. Mary's C of E Primary Academy.

We seek to provide, in a caring environment, the best possible education for your child. This is more easily achieved with your help and co-operation and there will be regular opportunities for you to talk about any aspect of your child's development with me or your child's teacher. There are also many ways in which parents can be involved in a practical way in school. Further details about this appear later in this booklet.

We are a part of the Pendle Church Schools Together Learning Networked Community, working with the Diocese and seven other schools in the area. This enables us to use resources otherwise unavailable to us and also to tap in to the Continuous Development Programmes which provide a wide variety of staff training. We aim to provide an enriched curriculum through our commitment to Study Support (extra-curricular) activities and this is supported by our networking with other schools and agencies.

In line with our Church/School Mission Statement and that of Cidari Multi Academy Trust, we are an inclusive school where all children irrespective of creed, race, colour, gender or ability are nurtured and encouraged to reach their full potential. We endeavour to forge links with all aspects of our community – locally, nationally and globally.

May I take this opportunity to assure you, on behalf of all members of staff that we hope to make this formative period in your child's life a successful, fulfilling and happy one encompassing aspects of the wider community.



Mrs Pauline Nightingale

### **Our Mission**

*"To provide high quality education for all children based on clearly established Christian values and principles."*

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## **Philosophy and Ethos**

St. Mary's is a member of Cidari Multi Academy's family of schools.

The aim of the Trust, Governing Body and members of staff is to build an educational community where we provide a learning environment in which everyone feels happy, safe and supported, where the evidence of God's love is ever present. This ethos encourages our pupils to not only be aspirational learners, but also develops and nurtures their individual characters.

Our intention is that the school community will contribute to the spiritual and moral growth of the pupils as well as their intellectual and physical development.

As a Church school we teach Religious Education, following the Blackburn Diocesan Guidelines of the Church of England. Human knowledge and experience are interpreted in the light of the Christian Gospel and Faith, and we recognize and welcome the important partnership of parents and school in sharing the responsibility of the children's development and progress spiritually, mentally and physically.

We are very lucky to have a caring family school that is well supported by strong community links.



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Tree planting with the Parochial Parish Council. Trees donated by the Woodland Trust.

We work in collaboration with the Pendle Sports Partnership and FUNDA to ensure that we deliver high quality PE and School Sport.





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## The School Year

The school year is divided into three terms:

**Autumn Term** - September to Christmas

**Spring Term** - January to Easter

**Summer Term** - After Easter to end of August

## **The School Day**

Times of opening;

Morning 8.55 for a 9am [prompt] start to 12noon

Afternoon 1.00pm to 3.30pm

**Parents are asked to note that it is not possible for the headteacher or any member of staff to accept responsibility for children who arrive at school before 8.50am.**

## School Holidays 2021/2022

<b>Holiday</b>	<b>School Closes After School on</b>	<b>School Re-Opens</b>
Summer 2021	Tuesday 20th July	Wednesday 1st September
Autumn Half Term	Friday 22nd October	Monday 1st November
Christmas	Friday 17th December	Tuesday 4th January
Spring Half Term	Friday 11th February	Monday 21st February
Easter Holiday	Friday 1st April	Tuesday 19th April
May Bank Holiday	Friday 29th April	Tuesday 3rd May
Spring Bank	Friday 27th May	Monday 13th June
Summer 2022	Friday 22nd July	

## Inset Days

22/10/2021

20/12/2021

10/06/2022

31/08/2022

## Absences

These figures are for 2020-21

<b>Group</b>	<b>Unauthorised Absences</b>	<b>% of Sessions</b>
Infants	9	2.3%
Juniors	8	2.1%

Absences are counted by academic year.

**It is important that children are in school for 190 days per year and we value your**

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**co-operation in not taking your child/children on holiday during term time.**

**Newchurch-in-Pendle St Mary's Church of England Primary School  
DETERMINED ADMISSION ARRANGEMENTS  
For September 2022**

**Making an application**

Applications for admission to the school for September 2022 should be made on-line at [www.lancashire.gov.uk](http://www.lancashire.gov.uk) (search for School Admissions) between 1<sup>st</sup> September 2021 and 15<sup>th</sup> January 2022. It is not normally possible to change the order of your preferences for schools after the closing date.

Parents **must** complete the Local Authority electronic form, stating three preferences.

Parents who wish their application to this Church school to be considered against the faith criteria **must** also complete the Supplementary Form. If the school is oversubscribed, a failure to complete the Supplementary Form will result in your application for a place in this school being considered against lower priority criteria as the Governing Body will have no information upon which to assess the worship attendance. **The Supplementary Information Form is available from the school.**

Emails informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority on 16<sup>th</sup> April 2022. Parents of children not admitted will be informed of the reason and offered an alternative place by the Authority.

**Admission procedures**

Arrangements for admission have been agreed following consultation between the Governing Body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

**The number of places available for admission to the Reception class in the year 2022 will be a maximum of 8**

The Governing Body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children.

The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a Statement of Educational Need or Health and Care Plan naming the school, the Governing Body will allocate places using the criteria below, which are listed in order of priority.

**1. (a) Children in public care and previously looked after children.**

This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. . 'Looked after' means that the child was (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.

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**(b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.**

Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school is question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

**2. Children whose parents live within the ecclesiastical parish of Newchurch in Pendle.**

A map showing the boundaries is available in school.

**(a) Children who have a sibling attending the school on the date of application and on the date of admission.** Siblings include step, half, foster, adopted brothers and sisters living at the same address.

**(b) Children with a parent/guardian worshipping in a church in membership of Churches Together in England to a maximum of 6.**

"Parental worshipping" is normally taken to mean a minimum of monthly attendance at church at public worship for over at least 12 months. The date on which this is judged is the 1<sup>st</sup> September 2021.

**The governors will request confirmation of this from the relevant member of the clergy or church officer.**

The list of Churches can be found on the Churches Together in England website at [cte.org.uk](http://cte.org.uk), and is taken as that on 1<sup>st</sup> September 2021. Churches in membership of the equivalent bodies in Northern Ireland, Scotland and Wales are accepted.

**(c) Children with a parent/guardian worshipping in a non-Christian faith which is in membership of the UK Interfaith Network.**

The major world faiths are those in membership of the UK Interfaith Network; in addition to Christians, it includes Buddhists, Baha'is, Hindus, Jains, Jews, Muslims, Sikhs, Zoroastrians. The parent must meet the normal religious obligations of the faith. The governors will request confirmation of this from the relevant member of the clergy or worship leader.

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**(d) Other children.**

**3. Children whose parents live outside the ecclesiastical parish of Newchurch.**

**(a) Children who have a sibling attending the school on the date of application and on the date of admission.** Siblings include step, half, foster, adopted brothers and sisters living at the same address.

**(b) Children with a parent/guardian worshipping in a church in membership of Churches Together in England.**

"Parental worshipping" is normally taken to mean a minimum of monthly attendance at church at public worship for over at least 12 months. The date on which this is judged is the 1<sup>st</sup> September 2021.

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**The governors will request confirmation of this from the relevant member of the clergy or church officer.**

The list of Churches can be found on the Churches Together in England website at [cte.org.uk](http://cte.org.uk), and is taken as that on 1<sup>st</sup> September 2021. Churches in membership of the equivalent bodies in Northern Ireland, Scotland and Wales are accepted.

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**(d) Other children.**

### **Tie break**

Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is within the body of the property and usually located at its centre. Where two addresses have the same distance, or the cut-off point is for addresses within the same building, then the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

### **Admissions information:**

In 2020, there were 17 applications for 8 places

### **Late applications for admission**

Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of pupils to be admitted, then it will be considered alongside all the others.

Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

### **Waiting list**

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

This waiting list will operate for the 31<sup>st</sup> December of the relevant year.



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### **Address of pupil**

The address used on the school's admission form must be the current one at the time of application, i.e. the family's main residence. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. If there is any doubt about this, then the address of the Child Benefit recipient will be used. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties, e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

### **Non-routine or in-year admissions**

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine or in-year admissions. Parents wishing their child to attend this school should arrange to visit the school. They will be provided with an application form once they have a definite local address. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no place, then the admissions committee will consider the application and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g. exchange of contracts or tenancy agreement with rent book.

Please note that you cannot re-apply for a place at a school within the same school year unless there has been relevant, significant and material change in the family circumstances.

### **Appeals for routine admissions**

Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. **Parents should notify the clerk to the governors at the school by 30<sup>th</sup> April, 2022.** Parents will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. **You will normally receive 14 days' notice of the place and time of the hearing.**

Appeals which are received after the deadline will be slotted into the schedule where this is possible. There is no guarantee that this will happen and late appeals may be heard after the stipulated date at a second round of hearings. The schedule is subject to change depending upon the availability of appeal panel members, clerks, venues and the number of appeals for each school (which will vary year on year).

Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

### **Fraudulent applications**

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example a false claim to residence in the catchment area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of a place. The application will be considered afresh and a right of appeal offered if a place is refused.

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## **Deferred admission**

If your child is due to start school during the next academic year, it is important that you apply for a place for September. If your child's fifth birthday is between the months of September and December, then, if you wish it, admission may be deferred until January; if it is between January and April, then admission may be deferred until the start of the summer term though it is likely to be in your child's interest to start no later than January. You may also request that your child attend school part time until he/she reaches his/her fifth birthday.

## **Admission of children outside of their normal age group**

Parents may seek a place for their child outside of their normal age group, for example, if a child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child<sup>1</sup> may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

The Governing Body will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They will also take into account the views of the head teacher of the school.

When informing a parent of their decision on the year group the child should be admitted to, the Governing Body will set out clearly the reasons for their decision.

If the Governing Body agrees to a parents' request for their child to be admitted out of their normal age group and as a consequence of that decision the child will be admitted to a relevant age group (ie the age group to which pupils are normally admitted to the school) the local authority and Governing Body will process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application oversubscription criteria where applicable. The Governing Body will not give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

## **Twins, etc**

Where there are twins, etc wanting admission and there is only a single place left within the admission number, then the governing body will exercise as much flexibility as possible within the requirements of infant class sizes. In exceptional circumstances cases we are now able to offer places for both twins and all triplets, even when this means breaching infant class size limits.

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<sup>1</sup> The term summer born children relates to all children born from 1April to 31 August. These children reach compulsory school age on 31August following their fifth (or on their fifth birthday if it falls on 31 August) It is likely that most requests for summer born children admitted out of their normal age group will come from parents of children born in the later summer months or those born prematurely

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**Diocesan Supplementary Information Form  
Admission to primary school, 2022**

**Newchurch-in-Pendle St Mary's Church of England Primary School**

**Name of child:**

**Surname** ..... **Christian names** .....

Date of birth .....

**Name of parent/guardian** .....

Address .....

.....

.....

Post code .....

**Contact telephone number** .....

**If you are applying to this school on faith grounds, please complete the following sections:**

**Place of worship** one of parents / guardians regularly attends:

Name of place of worship .....

Address .....

.....

**Name of vicar / priest / minister / faith leader / church officer:**

.....

Address .....

.....

.....

Post code ..... Telephone .....

**Your faith leader will be contacted in order to provide the information.**

Return this form to the school before 15<sup>th</sup> January 2022.

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This form is for use of the School; it will be sent to the appropriate faith leader, to be returned direct to the school.

**Clergy Reference Form  
Admission to primary school, 2022**

**Newchurch-in-Pendle St Mary's Church of England Primary School**

**Name of child:**

**Surname** ..... **Christian names** .....

Date of birth .....

**Name of parent/guardian** .....

Address .....

.....

.....

Post code .....

**Contact Telephone** .....

This parent has given your name as a reference for his/her commitment to the church/place of worship.

Our criteria require the parent to have attended their place of worship month for.... monthly prior to 1<sup>st</sup> September 2021.

Has this been the pattern for this parent? YES / NO

Signed .....

Name ..... Date: .....

Position .....

Church .....

This church is a part of (please tick):

Churches Together in England

Please return this form to .....

By .....

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### **Pre School Children - Visits to Home and School**

Home and pre- school visits have been found to be beneficial to both children and parents. Children who are to come to school at St. Mary's are invited to spend two half days in school after receiving a home visit from Mr Whittaker and Miss Stephenson. The purpose of the home visit is to meet both the children and parents in a secure environment as well as to discover each child's interests. The home visit ensures that we will have prepared activities that the children will enjoy during their initial visits to school.

Once your child has started school, parents and Grandparents will be invited to a 'Stay and Play' afternoon each term, giving you the opportunity to have an informal chat.



**It is helpful if children beginning school can:**

- attend to their own toilet needs
- dress and undress for PE
- use table cutlery correctly
- fasten and unfasten zips, buttons etc.

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### **Organisation and Pastoral Care**

Children are taught in mixed ability classes each in the care of a class teacher who has responsibility for their education and welfare.

Children are organized into two classes;

Foundation/ Key Stage 1      4 to 7 years olds      includes Reception, Years 1 & 2

Key Stage 2                      7 to 11 years olds      includes Years 3 to 6

There is Teaching Assistant support and provision for Special Educational Needs throughout the school.

#### Key Stage 2 Summer Production – Pirates of the Curry Bean





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### **Personal Property / Jewellery / Money**

Parents are asked to note that the Governing Body do not accept responsibility for the loss or damage to personal property whilst on, or left in, the school premises.

**It would be appreciated if all personal items, including all items of clothing, were clearly labelled with the child's name.**

#### **Jewellery**

The Governors would much prefer that parents do not send children to school wearing jewellery. There are very good reasons for this. The wearing of jewellery may aggravate an injury (pierced ear rings can result in torn ears and finger rings may result in a crushed finger). **Ear studs and small watches are the only jewellery allowed.**

**All jewellery should be removable as NO jewellery, including studs, is allowed during p.e. and school swimming lessons. On no account will members of staff remove or replace pierced earrings or any form of jewellery.**

**NOTE-** Children may take part in physical activity, on the rare occasions and for a short period, where newly fitted studs are in use. In these cases, during PE, the studs must be taped over, by the parent or by the child with parents' permission, until such time as healing has taken place and during swimming a swimming hat must be worn to cover the studs. **If this is not undertaken by parents then children cannot participate in p.e and/or swimming lessons**

#### **Medical Information**

Dental inspections and hearing tests are carried out annually. Our appointed School Nurse makes regular visits to the school.

### **Child Protection Act**

#### **Parents should please note:**

Schools have duties and responsibilities imposed by the Child Protection Act.

The Designated Safeguarding Lead is Mrs. P Nightingale and in her absence, Miss L Stephenson.

Because of day-to-day contact with children, schools are regarded as particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware therefore, that where it appears to a member of school staff that a child may have been abused, the school is required, as part of local Child Protection Procedures, to report their concern to the Local Child Protection Department immediately.

A copy of the 'Safeguarding and Child Protection Policy' is available in school or on the school website.

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### **Administration of Medication in School Guidance for Parents/Carers**

There is no contractual requirement for teachers to administer medicines and, therefore, any such role is voluntary on their part.

To ensure the SAFE administration of medication in school the following guidelines have been produced. If these are not followed then unfortunately the medication cannot be given.

**Please note that the Headteacher/Authorised Person can only accept medication prescribed by a doctor.**

1. Parents/carers are responsible for providing the Headteacher with adequate information regarding their child's condition and medication. It is the parents/carers responsibility to inform the school in writing when the medication is discontinued or the dosage changed.
2. Medication will not be accepted in school without complete written and signed instructions.
3. Where the pupil travels on school transport with an escort, parents/carers should ensure the escort is informed of any medication sent with the pupil, including medication for administration during respite care.
4. Only reasonable quantities of medication should be supplied to school, e.g. a maximum of 4 weeks supply at any one time.
5. Each item of medication must be delivered in the original container and handed directly to the Headteacher or School Business Manager. Each container must be clearly labelled with the following:
  - Pupil's name.
  - Name of medication.
  - Dosage.
  - Frequency of dosage.
  - Date of dispensing.
  - Storage requirements (if important).
  - Expiry date.

**Items of medication in unlabeled containers will not be accepted.**

#### **Illness or Other Absence**

Please inform us if your child is to be absent from school for any reason as we are now required to report the number and reasons for absence from school. Where no reason is given the absence has to be recorded as unauthorized.

**Periods of exclusion from school as the result of various medical conditions are to be found at the end of this prospectus.**

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### **Friends of Newchurch School [FONS]**

We are fortunate to have an enthusiastic and supportive association, which is invaluable to us in our efforts to improve our facilities. FONS arrange regular social activities during the year. Funds raised have been used to cover the costs of: coach fares for school visits, pantomime & theatre performances, resources for the classrooms and resources for our gardening club.

Parents and friends are warmly invited to join our association and to help organise and run functions.

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## Governing Body's Aims on the Curriculum

### “Learning Through Faith”

We aim to equip pupils with the tools for learning, in particular, to give the highest priority to numeracy, literacy and oracy. These skills form the basis of a proper and rigorous education to the highest standards, which parents and public expect.

That the teacher's expectations of what pupils are capable of achieving are high and that pupil's learning is structured, relevant and stimulating.

To encourage pupils to become self-confident, independent learners and empathetic towards others; to set their own high standards and to learn to recognise and celebrate when they have achieved them.

To provide first hand experiences and practical tasks, to enable children to apply their knowledge, skills and understanding, thus learning and making sense of the world around them.

To lead pupils to ask questions and to seek answers both individually and with their peers; their thinking being guided and modelled by teachers and other adults.

### Early Years Foundation Stage mathematics lesson



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## The Curriculum

In accordance with the DFE Regulations, all children are taught the National Curriculum and RE and receive a broad and balanced education. We implement an inclusive, creative curriculum where all children have access to learning.

### **Religious Education - Syllabus Aim**

As a Church of England Voluntary Aided school religious education follows the Blackburn Diocesan R.E. Syllabus. Within the context of a Church School, R.E. will support children in developing their beliefs, values and attitudes through an exploration of shared human experience and the place and significance of Christianity and other religions in the contemporary world with such emphasis on Anglican beliefs and practices as is appropriate to the school.

During a SIAMS Inspection in **May 2018** our RE provision was graded as **Outstanding**.

### **Religious Education – Worship**

The school is proud of its links with St. Mary's Parish Church, the Vicar and the congregation. At various times during the year the children take part in Church services and we hope you will attend these services and encourage your child to take part. We assemble daily for a short act of worship, which is in line with the school's Trust Deed.

Here we are singing 'Father Abraham', enjoying Collective Worship outside, surrounded by glorious countryside.





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### **Religious Education Withdrawal**

Parents have the right to withdraw their child from such education but in enrolling your child for a Church of England school withdrawal cannot guarantee exclusion from the religious character of the school. The Governors hope that in choosing a Church School parents are thereby committing themselves to their child's participation in the religious life of the school. Alternative provision for children withdrawn from religious education would be the child withdrawing to the ICT room and taking part in an alternative activity. Alternative provision for children withdrawn from collective worship would mean parents would need to bring their children to school and supervise them until CW was completed. At times when there were special Church services children would need to be collected at an earlier time than normal end of day session.

### **Language - English**

We attach a high priority to language and every opportunity is taken to develop and apply skills in listening and speaking, reading and writing. Spelling and written language skills are encouraged and enjoyed, and we have a comprehensive reading scheme, which is carefully graded and structured.

During the Literacy Session all children follow a structure of Shared and Guided Reading and Writing. We have a strong focus on the development of speaking and listening skills where the children are encouraged to speak in a variety of situations for a variety of purposes.

We use the Government's recommended approach to the teaching Letters and Sounds.

### **Mathematics**

In the early stages the more practical methods of learning are used, such as sorting, counting, weighing, measuring, making shapes and discovering number values. As the children progress the computational skills necessary for calculating are taught. We use a variety of approaches so that the child feels able to tackle a task and is able to understand the various stages of the work needed to produce an answer. Children follow a structure of mental maths, a class introduction to a topic and group work.

### **Science**

Typical topics for science are: the body, light and colour, materials and their properties, forces and animals and plants. We aim to stimulate powers of observation and enquiry in addition to imparting knowledge.

### **History and Geography**

The approach in these subjects is often through topic work. We find it makes the subjects more interesting and develops skills in research and the recording of information. The study of other times, places and peoples help the children to develop an empathy with and understanding of other life styles.

### **Music**

We aim to encourage the enjoyment of music both in producing and listening to sound and developing an understanding and recognition of rhythmic patterns. We also seek to encourage an appreciation of the great composers.

In Key Stage 1 all pupils have the opportunity to learn to play the recorder.

In Key Stage 2 we work alongside the Lancashire Music Service, to give all our junior pupils the opportunity to learn to play the saxophone, clarinet or flute.



At St Mary's, we believe that it is possible for ordinary people to choose to be extraordinary!

Our KS2 class participating in their music lesson.



### **Design Technology**

Skills in design and technology are developed when children are faced with a variety of problem solving situations. They plan, design, make and review their work and learn many everyday technical skills.

### **Information Technology**

The work covered is in such areas as Data Handling, Graphics, Logical Reasoning and Word Processing. We endeavour to integrate the use of technology across the curriculum by providing a chrome book to all pupils to facilitate their learning.

### **Physical Education**

Our children take part in indoor and outdoor games, dance and gymnastics and we are lucky enough to provide both KS1 and KS2 with hour long swimming lessons during the summer term. All pupils participate in the 1 mile run/ walk three times per week. We have achieved the 'School Games Silver Award' and are working towards the Gold Award.

### **Relationship and Sex Education**

Up to Year 6 RSE is taught only as part of the Science Curriculum.

From Year 6 RSE is taught as a discrete subject and questions are answered in the context of moral considerations and the value of family life.

Parents have a legal right to withdraw their child from specific RSE lessons but not from the Science Curriculum. The RSE Policy, approved by the Governing Body, is available for inspection in school and on our website.

### **French**

The KS1 children learn rhymes and songs to help with counting, days of the week etc and take part in simple conversations. KS2 have an entitlement to learn a modern foreign language and develop their conversational French through a cross curricular approach.

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## Art

In KS1 pupils are taught to:

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Then in KS2 they continue to develop these skills by:

- Exploring ideas for different purposes.
- Questioning and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.



## Assessment

Our Assessment Policy outlined the various ways we assess children's levels and plan for future development using the Assessment for Learning Principles.

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## Equal Opportunities

The governors and staff are committed to equality of opportunity for all and expect everyone in school to treat others with respect. We aim to promote equality of opportunity positive community cohesion.

Our aim is to invite visitors to our school who will talk with the children about various cultures and beliefs so that our children gain a greater understanding and tolerance of the differences and similarities of people in the wider community. We will also make visits, when appropriate, to different places of worship.



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### **Special Educational Needs**

We seek to cater for the individual and special educational needs of all our pupils by devising schemes of work to meet their individual requirements with appropriate resources funded from the SEN Budget Funding and through TA support. Children who have an Individual Education Plan (IEP) have additional TA support. We do consider all our children to be special and we aim to meet the needs of every child.

#### **S.E.N. Policy Document**

The SEN policy is available in school for inspection by parents. It has been reviewed and amended in line with local authority advice.

The early identification and assessment of children is a priority of the school and follows the recommendations set out in the Code of Practice. This is based on the initial assessment that a child has significantly greater difficulty in learning than the majority of children at the same age.

All children with SEN have an Individual Education Plan, which is reviewed every term. Children with statements have an Individual Education Plan and their statement (EHP) is reviewed annually.

Outside agencies are involved in assessment at the appropriate stage in the Code of Practice. These include the School Psychological Service and IDSS (Inclusion and Disability Support Service).

#### **Complaints about SEN Provision**

Any complaint concerning provision for a pupil having special educational needs should be discussed, in the first instance, with the Headteacher, who will, if the complaint cannot be resolved, discuss the matter with the governor responsible for SEN and the appropriate committee.

### **Able, Gifted and Talented**

Children who are considered to be well above average or have a particular talent are encouraged to reach their full potential and are catered for within the means of lesson differentiation, the school budget and staff resources.

### **Sporting Aims and Provision for Sport**

Sport is taught through P.E. at Key Stages 1 & 2. It is supplemented by extra - curricular provision of a variety of sports and related skills. We also buy in FUNDA who are supporting our children with the development of PE skills and games.

An example of a terms After School Clubs are as follows:

<b>Monday</b>	FUNDA for KS2 with Coach Adam
<b>Tuesday</b>	Multi-skills Development for Reception & KS1 with Miss Stephenson
<b>Wednesday</b>	Fitness Evolution with Coach Joe
<b>Thursday</b>	Gardening Club with Mr and Mrs Crewe

The Clubs are provided free of charge.

Our **School Council** also organise many fund raising events and fun activities, such as the School Discos.



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### **Homework**

Parents are encouraged to help their children with reading, spelling and mathematics at both key stages. Please ask to see our Homework Policy.

All parents are now asked to sign a Home School Agreement detailing the responsibilities of school and of parents.

### **Inspection of Documents**

Parents are welcome to see all official DFE documents together with the school's Trust Deed and Policies.

### **Complaints about the National Curriculum**

Queries or complaints about the National Curriculum or other related matters should be discussed in the first instance with the Headteacher who will inform parents about the Trusts procedure on such complaints.

### **Freedom of Information Act**

*The classes of information that we undertake to make available are organised into four broad topic areas:*

*School Prospectus – information published in the school prospectus.*

*Governors' Documents – information published in governing body minutes and other documents.*

*Pupils & Curriculum – information about policies that relate to pupils and the school curriculum.*

*School Policies and other information related to the school - information about policies that relate to the school in general.*

If you require further information please contact school on 01282 612191 and/or view the School Website on <https://stmarysnewchurch.co.uk/>

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## Road Safety

According to the Road Safety Group children are most likely to be injured as a result of an accident on the road than from any other cause. Our school has a planned Road Safety Education Programme as part of the curriculum and Foundation/ Key Stage 1 children follow the LCSA Programme 'Right Start' We appreciate your help in reinforcing the information your child receives about road safety, through setting safe examples when you use the roads together.

We work with Go Velo in providing cycling awareness training for all pupils.

If children wish to ride their bikes to school, parents must inform the school and provide written permission. It is the responsibility of parents to ensure bikes are safe and that their children are safe.

### **It is important that children do not use the school drive.**

The children's entrance is down the path alongside the main road and in through the gate into the playground area.

This rule is for the safety of children because the school drive is used by lorries making deliveries to the school any time during the school day. It is also used by members of staff driving to and from school and by visitors to the school and the top part of the drive is used by the occupiers of and visitors to Glebe Barn who may not expect children from the school to be using this entrance.

### **Travel Plan**

We have worked with the authority to devise a plan which will help us to make our children and families more aware of sustainability and the contribution we can make.

Objectives:

- To reduce congestion and increase safety around school.
- To raise awareness of environmental and sustainable issues amongst the whole school community.

Targets:

- To introduce road safety education in every year group.
- To make safer use of the lay-by and encourage safer parking beyond the lay-by.
- To increase the whole school community's awareness of sustainable issues relating to carbon footprints by.

It is our overall aim that your children are safe and happy at school and with the work and activities they undertake. We strive to accommodate all learning styles and help children to be aware that they are all valued and SMART.



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### **Charging Policy**

Children take part in visits as part of their work at school and some visits may extend beyond school hours.

Please note:

- No visit is undertaken without written parental consent
- Staff and adult supervision are always within LCSA/DCFS Guidelines
- Where transport is used the operator must produce evidence that adequate insurance cover is held, and that there is a seat, with a seat belt, for each child.
- The cars owned and used by members of staff to transport children locally are covered by appropriate insurance and are fitted with front and rear seat belts.
- Where children are transported by car with an adult other than the parent a written consent will be required.
- Where charges are involved parental contributions may be requested but no child is excluded through an inability to pay. However, if voluntary contributions are not available the proposed visit may have to be cancelled.
- If visits were made to Outdoor Education Centres then parents would be asked to meet the full cost of the board and lodgings charges unless they were entitled to 80% remission of charges because they are in receipt of Income Support, Income – based Job Seekers Allowance, working Families Tax Credit or Disabled Persons Tax Credit

### **Parents Night**

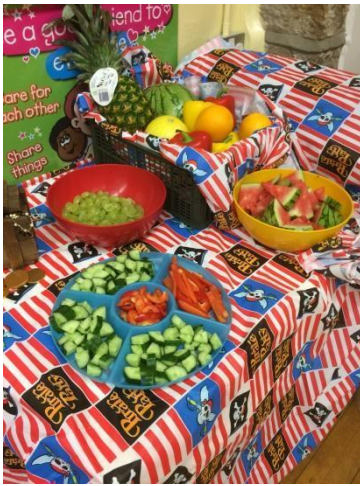
Parents are welcome to discuss the work and progress of their child/children at any time during the school year. A formal Open Night is held during the autumn and spring Terms and parents can discuss progress and their child's annual report at the end of the Summer Term.

### **School Meals and Milk**

Our aim is to promote health and wellbeing through appetising and well balanced meals prepared and served daily on the premises. We actively encourage children who choose not to have a school meal, to bring a packed lunch based on healthy ingredients. All children eat their lunchtime meal together. Supervision during this period is undertaken by a trained welfare assistant.

We often do themed lunches in which children are invited to participate.

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Dinner money is collected via our ParentPay site and will be set up upon admission to school. Infant children are entitled to a Universal Free School Meal.

The ordering or cancellation of school meals is generally subject to one week's notice. Please do not send your child to school with sweets, chewing gum, drinks or chocolate.

### **Milk**

Milk is available for Infant children during the morning session & free for under 5's Milk money is payable at the beginning of each term.

### **National School Fruit and Vegetable Campaign**

Children in Foundation and Key Stage 1 are taking part in the National School Fruit and Vegetable Campaign. The purpose is to:

- ensure children eat more healthily
- help protect against heart disease and some forms of cancer later in life
- cut the risk of asthma in children

We have achieved our Healthy Eating Award

### **School Dress**

The school uniform is compulsory.

**All children are required to have their clothing clearly marked with their name.**

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### **Girls**

Pinafore dress / skirt/culottes / trousers - grey

Polo shirt – white

School Sweatshirt - red with coloured logo and school motto Summer dress – red and white check

### **Boys**

Trousers – grey/black

Polo shirt - white

Sweatshirt - red with coloured logo and school motto

**Uniform and school bags are obtained from [www.myclothing.com](http://www.myclothing.com)**

**See enclosed leaflet for further information.**

**Lunch boxes:** It would be appreciated if children taking packed lunches brought their sandwiches in standard sized lunch boxes because of the difficulties of storage and that where possible, you help us in our aim to be a Healthy/Eco School!

## **Physical Education**

**All children are required to have their clothing clearly marked with their name.**

Pump bag

Black shorts

White 'T' shirt / polo shirt

For outdoor P.E. - A pair of plain Navy tracksuit bottoms and sweatshirt top Pumps /light trainers for outdoors [no famous names/labels]

Pumps [for indoors]

## **Swimming**

Boys: Short Swimming Trunks

Girl's: One-piece swimsuit and a swimming hat

Towel

Large bag for child's clothes at the baths

Jewellery is not allowed on P.E. or on swimming days. **(If earrings are worn at any other times they must be studs only.)**

## **School Discipline**

Within the school there are few formal rules but it is expected that these will be observed by the whole community. All children should be taught to respect, and hold a responsible

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attitude towards other children and adults and the school.

We seek to foster, by example, the child's self-discipline, self-respect and consideration for others.

### **St Mary's School Rules**

These rules were agreed by the whole school during a Collective Worship session.

- Live by the Fruit of the Spirit
- Try hard to do your best
- Treat others as you would like to be treated
- Look after yours and other people's property
- Be sensible and respectful in and out of school

*Learning Through Faith*



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### **Breaches of Discipline**

Minor problems may be dealt with by way of a verbal warning by the Headteacher or other member of staff, by a reduction in team points, or by a loss of privileges.

If serious disciplinary sanctions are indicated these will be dealt with by the Headteacher in consultation with parents.

We hope never to experience very serious discipline problems. However, in the event, the relative LCSA Guidelines would be strictly followed.

### **Please Note - policy on care and control of pupils – the use of reasonable force**

If staff become aware of, or need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

We consider the safety and security of everyone at St. Mary's of primary importance and work hard to ensure that our policies and practice are in line with Authority and Government guidance. If you require any further information regarding safeguarding and child protection (our designated teachers are Mrs Nightingale and Mrs Whittaker), indeed in any other area feel free to contact the Headteacher who will be pleased to discuss any issues you may have.

### **Diocesan Board of Education**

Director of Education,  
Blackburn Diocesan Board of Education, Clayton House  
Walker Park Blackburn, BB1 2QE  
Tel: 01254 503070

### **Cidari Education Ltd – Multi Academy Trust**

Clayton House  
Walker Park Blackburn, BB1 2QE  
Registered Company No: 08822760 01254 958888

### **Newchurch St. Mary's**

Insurance Arrangements

Department of Education RPA (Risk Protection Arrangement) Details available upon request.