



As we learn, we will follow the example of Jesus, and respect everybody in our community, treating them all with Consideration Care and Courtesy.

Welcome to

St Edmund's Catholic Primary School

We are delighted that you are thinking of choosing St Edmund's Catholic Primary School for your child and hope this prospectus helps you to understand more about our friendly school.

We are pleased to have this opportunity to share some of our beliefs and aspirations as well as information about our school that you might find helpful. St Edmund's is a calm, well ordered and very welcoming community where every child is known and loved. We seek to educate the whole child; assisting in the formation of happy, confident, responsible, considerate, caring and courteous citizens of the future who value themselves, others and the world in which they live.

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St Edmund of Abingdon

Born in Abingdon Oxfordshire in 1175, Edmund Rich was the son of a merchant and was educated at Oxford University before becoming a priest. As a priest he was an outstanding administrator, teacher, and man of peace and prayer. He was in charge of the finances for the great cathedral of Salisbury, then being built, and in 1233 was made Archbishop of Canterbury.

Edmund worked hard with King Henry III to rebuild the importance of the church in English life and was seen as a man who always treated others with consideration, care and courtesy but still managed to 'get things done'.

Edmund died in France in 1240 and is buried at Pontigny, 100 miles South of Paris.

His Feast Day is celebrated on 16th November.



ST. EDMUND'S CATHOLIC PRIMARY SCHOOL

Windrows, New Church Farm, Skelmersdale. WN8 8NP

Tel/Fax: 01695 724798

Email: bursar@st-edmunds.lancs.sch.uk

Web: www.stedmundswestlancs.co.uk

Dear Parent,

Thank you for your interest in our school. At St Edmund's it is our aim to give your child the very best start to his or her education. The school community of teaching and support staff are all dedicated to achieve this aim and I know your child will soon settle into the life of the school.

As Chair of Governors I feel very proud to be able to play a part in the life of our school. This prospectus will hopefully provide the necessary information to parents about how the school is run and the aims and expectations we have set ourselves.

St. Edmund's Catholic Primary School represents values important to the development educationally, socially, and spiritually of the children and parents who form the school community. Our school serves as a witness to the Catholic faith in Our Lord Jesus Christ.

Going around the school you see and hear pupils eager to learn and to express their ideas and this is of course down to the quality of our teachers. The school is blessed by a teaching team that is experienced, highly enthusiastic and very supportive of children and each other. We therefore believe we are part of a happy, confident school that is ready to nurture the developing talents of your children on their first and crucial step of their educational journey.

I hope our website answers most of your questions, but the school is always happy and willing to answer any concerns or queries you may have. You can make an appointment to come and look around and see the friendly, supportive and positive atmosphere that our school possesses.

To all new parents and children, may I welcome you to the school and wish you every success over the coming years.

We look forward to working with you,

Mrs Patricia Duffy
Chair of the Governors

Consideration, Care and Courtesy

SCHOOL MISSION STATEMENT & AIMS

As we learn, we will follow the example of Jesus, and respect everybody in our community, treating them all with Consideration Care and Courtesy.

The statement above recognises the school's important role in providing for the Spiritual, Educational and Community needs of our pupils, and will only be achieved through the collaboration of all members of the community.

We aim to:

- Foster positive relationships between all members of the community
- Enable each child to acquire the skills, knowledge and attitudes detailed in the National Curriculum and the Religious Education Programme *Come and See*
- Provide each child with the opportunity to experience interesting and enjoyable activities beyond the National Curriculum
- Enable pupils to understand that all people are unique, loved and valued by God
- Educate the whole child; assisting in the formation of happy, confident, responsible, considerate, caring and courteous citizens of the future who value themselves, others and the world in which they live

SCHOOL MISSION STATEMENT & AIMS

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Value and celebrate the contributions and commitment made by all members of the community including pupils, parents, carers, professional staff, volunteers and members of the wider community
- Provide trained, qualified, enthusiastic, caring staff who will work with pupils in a safe, stimulating environment using appropriate, high quality resources
- Through the teaching of the Come and See Programme, educate our pupils in the traditions of the Roman Catholic Church and give them an understanding and knowledge of the life and teachings of Jesus Christ
- Regularly review and evaluate the work of the school in order to maintain the high standards we expect of ourselves
- Through our own personal behaviour and example create an environment where everybody feels secure, valued and respected
- Provide a balanced curriculum which fully meets all statutory requirements
- Provide for our pupils experiences and opportunities beyond the curriculum to develop their interests and enhance their enjoyment

STAFF LIST 2018-2019

Name	Position	Responsibilities
Mr D Hennigan	Head Teacher	Designated Senior Leader for Child Protection Health and Safety Lead Gifted and Talented leader Assessment and Tracking Educational Visits Co-ordinator
Mrs E Williams	Assistant Headteacher Year 4/5 Teacher	Special Educational Needs Co-ordinator Literacy Co-ordinator SCITT Mentor
Mr J Brammer	Year 6 Teacher	Computing Co-ordinator M.F.L. Co-ordinator P.E. Co-ordinator
Mrs C Chadwick	Year 3/4 Teacher	Science Co-ordinator Design Technology Co-ordinator Staff Well-being Leader SCITT Mentor
Miss K Dawson	Year 3/4 Teacher	Music Co-ordinator Art Co-ordinator
Miss L Hulse	EYFS Teacher	Foundation Stage Leader Maths Co-ordinator Humanities Co-ordinator SCITT Mentor
Miss F Vause	Year 1/2 Teacher	KS1 Leader R.E. Leader NQT Mentor
Mrs T Stringman	Learning Mentor	Designated Senior Leader for Child Protection Breakfast Club SEAL / PSHE Co-ordinator Attendance and Punctuality Leader Family Liaison First Aid Co-ordinator
Mrs S Beeley	Teaching Assistant	Breakfast Club GRT Liaison
Mrs M Burns	Teaching Assistant / HLTA	Speech & Communication Champion Display Co-ordinator
Ms M Byrne	Teaching Assistant	1:1 Support / Integration
Miss E Hughes	Teaching Assistant	Phonic Intervention
Mrs A Regan	Teaching Assistant	Making Maths Meaningful
Mrs A Wylie	Bursar	School Business Manager Data transfer / Statutory Returns
Mrs L Dwyer	Lunchtime Welfare Assistant	KS1
Mrs D Halloran	Lunchtime Welfare Assistant	KS1
Mrs C Watts	Lunchtime Welfare Assistant	KS2
Mrs J Worrall	Lunchtime Welfare Assistant	KS2
Mr J Regan	Site Manager	Health and Safety Officer Cleaning Supervisor
Mrs D Lightfoot	Cook in Charge	
Mrs M Washington	Kitchen assistant	

THE SCHOOL GOVERNING BODY

Foundation Governors 2014/18	:	Mr S Conley Mrs P Duffy (<i>Chair</i>) Mrs A Forster Mrs F Hopkins Mrs S Oates Mrs A Wright <i>Vacancy</i>
Elected Parent-Governors 2013/17	:	Mrs J Deegan Mrs E Heywood (<i>Vice Chair</i>)
Local Authority Governor 2017/21	:	Mrs J Jackson
Elected Staff Governor 2013/17	:	Miss F Vause
Headteacher	:	Mr D Hennigan
Clerk to the Governors	:	Mrs A Wylie

What are Governors and what do they do?

Governors are like a Board of Directors and make decisions about how the school is run. They meet at least once each term, usually at school.

Governors are appointed to help:

- (i) Decide what is taught
- (ii) Set standards of behaviour
- (iii) Interview and select staff
- (iv) Decide how the school budget is spent
- (v) Monitor the performance of our school
- (vi) Monitor the performance of the headteacher

SCHOOL TERM DATES AND TIMES 2018/19

All dates are inclusive	Term Dates	School Closed for Half-term	Additional closures for INSET & Bank Holidays
AUTUMN TERM 2018	4 th Sept - 19 th Oct 29 th Oct - 21 st Dec	22 nd - 26 th Oct	Monday 3 rd Sept
<i>School closed for Christmas Holiday 24th December - 4th January</i>			
SPRING TERM 2019	7 th Jan - 14 th Feb 25 th Feb - 5 th Apr	18 th - 22 nd Feb	Friday 15 th Feb
<i>School closed for Easter Holiday 8th - 22nd April</i>			
SUMMER TERM 2019	23 rd Apr - 24 th May 4 th June - 19 th July	27 th - 31 st May	Monday 6 th May Monday 3 rd June Monday 22 nd July Tuesday 23 rd July
<i>Summer Closure begins after School on 19th July 2019</i>			
<i>Children back to school on 3rd September 2019</i>			

SCHOOL TIMES

	Key Stage 1 Infants	Key stage 2 Juniors
First Session	8.50 – 10.45am	8.50 – 11.00am
Morning Break	10.45 – 11.00am	11.00 – 11.15am
Second Session	11.00 – 12.05pm	11.15 – 12.15pm
Lunch Time	12.05 – 1.05pm	12.15 – 1.05pm
Third Session	1.05 – 2.15pm	1.05 – 2.15pm
Afternoon Break	2.15 – 2.30pm	No afternoon break
Fourth Session	2.30 – 3.15pm	2.15 – 3.15pm

SCHOOL UNIFORM

School coats, ties, bookbags and items embroidered with the school badge can be bought from Mrs Wylie in the school office.

BOYS:

White shirt
School Tie
Grey shorts/trousers
School sweatshirt (round neck or V-neck)
Black shoes



GIRLS:

White blouse
School Tie
Grey skirt or pinafore
School cardigan
Black shoes

SUMMER UNIFORM:

Gold polo shirt
Grey shorts / skirt
or
Yellow gingham dress

FOR PHYSICAL EDUCATION LESSONS:

Maroon shorts
White round neck t-shirt.
Black Pumps

Ideally, children should not wear any jewellery in school.

Stud earrings are permitted, but must be removed for P.E. and Swimming lessons as there are obvious dangers when children are taking part in these activities. It is much simpler to leave the earrings at home on the days when your child has a P.E. or swimming lesson.



ST EDMUND'S CATHOLIC PRIMARY SCHOOL, SKELMERSDALE
ADMISSION POLICY AND ARRANGEMENTS 2019/2020

St Edmund's is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Lancashire County Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2019, the Governing Body has set its admissions number at 21.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.lancashire.gov.uk/schools. If you wish to have your admission request considered against that school's faith/denomination criteria then you should **ALSO** complete the Supplementary Information Form (SIF) available in the Local Authority Admissions Booklet or the school's own SIF. **The forms must be submitted by 15th January 2019.** All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

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

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 the cut off point is for addresses within the same building, then the single measure between address points will apply and the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.

Notes

- a. All applications will be considered at the same time and after the national closing date for admissions. Late applications (those received after the closing date) **MAY** be considered alongside those received by the closing date under the following circumstances:
- the family were unable to complete an application form before the closing date because they moved into the school's parish area after the issue of application forms OR
 - the family were unable to conform with the admissions timetable because of exceptional circumstances which prevented the applications arriving on time – the circumstances must be given in writing and attached to the application form.
- b. A Looked After Child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their Social Services functions (under section 22(1) of the Children Act 1989. A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, child arrangements order or special guardianship order.
- c. For a child to be considered as a Catholic evidence of a Catholic Baptism is required. Baptism should take place before the closing date for applications.

A Baptised Catholic can also be defined as one who has been baptised by the Rites of Baptism of one of the various Churches in communion with the See of Rome (cf Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place.

Or

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of

Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section of the Baptismal Registers of the Church in which the Rite of Reception took place.

The Governing Body will require written evidence in the form of a Certificate of Reception before applications for school places can be considered for categories of 'Baptised Catholics'. A Certificate of Reception is to include full name, date of birth, date of reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of reception.

Those who have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Catholics but only after they have been referred to the parish priest who after consulting with the Episcopal Vicar, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

- d. Home Address is considered to be the address where the child normally lives. Where care is split and a child moves between two addresses, the household in receipt of the child benefit would normally be the address used but the admission body reserve the right to request other proofs as fit the individual circumstance. Applicants should not state a childminder's or other relative's address.
- e. Sibling is defined in these arrangements as full, half or step brothers and sisters, adopted and foster brothers and sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships.
- f. A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. The waiting list does not consider the date the application was received or the length of time a child's name has been on the waiting list. This means that a child's position on the list may change if another applicant is refused a place and their child has higher priority in the admissions criteria. The waiting list will be retained until at least the end of December of the relevant year of the admissions process.
- g. For 'In Year' applications received outside the normal admissions round, if places are available they will be offered to those who apply. Direct application to the school can now be made under this heading. If there are places available but more applicants than places then the published oversubscription criteria will be applied. A waiting list for those who have not been offered a place will be kept until the end of the relevant academic term.
- h. If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. Parents must be allowed at least twenty school days from the date of notification that their application was

unsuccessful to submit that appeal. Parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.

- i. The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to the application.
- j. It is the duty of governors to comply with regulations on class size limits at Foundation Stage and Key Stage One. The Governing Body may exceed the regulations for twins and children from multiple births where one of the children is the 30th child admitted. This also applies to in-year applicants who are looked after/previously looked after, children of UK service personnel or children who move into the area for whom there is no other school available within a reasonable distance.
- k. If a child is a "summer born child", parents can request that the date their child is admitted to school is deferred to later in the school year. However, the child has to start school before the end of that school year. If a parent wishes their child to be educated out of their normal school year (kept back a year), they must discuss this with the school before applying. However, the decision on this rests with the school (para 2.17 of the Admissions Code).
- l. Parents may request that their child attend school part-time until he/she reaches his/her fifth birthday.



**DETERMINED SUPPLEMENTARY FAITH REQUEST FORM
ST. EDMUND'S CATHOLIC PRIMARY SCHOOL**

A copy of this form should be completed by the parent/guardian for EACH Catholic school applied to and RETURNED TO THE INDIVIDUAL SCHOOL

Name of school applied for: _____

Name of child: _____

Address of child: _____

1. Is the child a baptised Catholic? Yes ☐ No ☐

2. If yes, please state parish of baptism and date

3. In which parish do you now live? (*see Note 1*)

4. If your child is not a baptised Catholic, please state to which denomination or faith, if any, your child belongs (*see Note 2*)

Notes

1. Evidence of Baptism – Catholic

If you are applying for a Catholic primary school and your child was baptised in the parish served by the school then the parish baptismal records will be checked by the school to confirm baptism. If your child was baptised in another parish a baptismal certificate or the completion of the statement below will normally be required to confirm your child is a baptised Catholic.

2. Evidence of Faith Group membership

- a) If you are applying for a Catholic school and want to be considered under the relevant criterion as an other than Catholic Christian please state your Christian denomination. Proof of Baptism in the form of a Baptismal Certificate **or** confirmation in writing by completing the statement below to show that your child is a member of a faith community by an appropriate Minister of Religion is required.
- b) If you belong to a faith other than the Christian faith, please state to which faith you belong. An appropriate faith leader would need to confirm in writing by completing the statement below that your child is a member of their faith group.

Minister of Religion/Faith Leader

Minister/Leader (Print name): _____

Address: _____

Position held: _____

Signed and dated: _____

OUR RESTORATIVE APPROACH

The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. In order to engage in a restorative approach to conflict and challenging behaviour, staff and children need certain attitudes and skills. Staff and children at St Edmund's have undergone training to develop both restorative skills and attitudes.

In our school we work to identify a variety of applications of these skills to meet the needs of the whole school community. The ultimate aim in our school is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

The advantages of restorative approaches in our school setting include:

- A safer, more caring environment
- A more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- Reductions in fixed term and permanent exclusions
- A greater confidence in the staff team to deal with challenging situations
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.

We have a dedicated group of children in the juniors who work as **Peer Mediators**. All of these children have been trained by an accredited provider to give them the skills and knowledge that help children resolve their conflicts in school. This program promotes restorative justice and allows children to come together in a calm and non-judgemental atmosphere. The Peer Mediators work hard to create harmony throughout our school both at playtimes and in the classroom.



CURRICULUM

At St Edmund's our children experience a curriculum that is broad and rich but always with a focus on high standards.

R.E., Reading, Writing and Maths are the foundations of our pupils' success in learning and are also threaded through all the other curriculum areas. Our children enjoy work in Science, Geography, History, Art, Drama, Music, P.E., Design Technology, Computing and Spanish as well as lessons in Personal Social Health Education (PSHE), Relationship Education and Circle Time. All the teaching in our school is designed to support our children's enquiring minds and stimulate their enjoyment and creativity.



EXTRA CURRICULAR ACTIVITIES



We feel that extra curricular activities are important both from an educational and a social point of view, to the life of the school. As they progress through the school the children are encouraged to participate in a variety of after school clubs. There is no charge made for any of these activities.

The following are available to the children at various points throughout the year; Football, Rugby, Netball, Cross Country, Choir, Cricket, Athletics, Chess, Boxercise, Reading Club, Science, Craft Club, Rounders, Homework Support.



SPORTING ACTIVITIES

St Edmund's school has a strong tradition of competitive sports, competing in team sports with schools throughout Skelmersdale and beyond. By the time a child leaves us in Year 6 it is expected that they will have represented the school in at least one competition.



The children in Year 5 and 6 go swimming every week throughout the year to the Nye Bevan Pool in Skelmersdale and have the chance to represent our school in the annual Swimming Gala.

OUTDOOR AND ADVENTUROUS ACTIVITIES

Every other year, children in Year 5 and 6 are offered the opportunity of a residential activity holiday. This usually takes place at Robinwood Activity Centre at Dobroyd Castle. The children get to experience climbing, abseiling, canoeing, archery, raft building, caving and many other exciting activities.



EDUCATIONAL VISITS



Each year all the children in the school are given the chance to go on at least one educational visit. It is normally necessary to ask for a small voluntary contribution for these visits to cover the cost of admission and transport. We work hard to keep these costs as low as possible and are happy for the school to subsidise each visit. If parents feel they are unable to make a contribution they are asked to come into school to discuss the matter with the Headteacher and Learning mentor.

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

In order to bring joy and brightness to the lives of our pupils we will enrich their time at our school with these experiences.

EYFS

- Run around in the rain
- Bring up a butterfly
- Make a mud pie
- Hunt for bugs

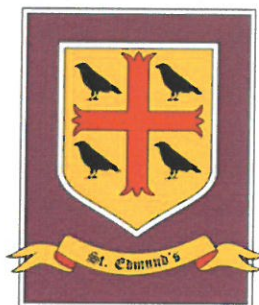
YEAR 1

- Make a trail with sticks
- Build a den
- Play in the snow
- Go on a walk barefoot

YEAR 6

- Paddle in the sea
- Represent the school
- Visit a courtroom
- Play a musical instrument

St Edmund's



YEAR 2

- Plant it, grow it, eat it
- Make a daisy chain
- Make a sand castle
- Visit a farm

YEAR 5

- Read a book and meet the author
- Fly a kite
- Build a raft
- Learn to sew or knit

Enrichment Guarantee

YEAR 4

- Visit a place of worship
- Taste food from different countries
- Hold a scary beast
- Play conkers

YEAR 3

- Make a cake
- Write a message in code
- Find your way with a map and a compass
- Climb a big hill

ASSESSMENT



When they join us in Foundation Stage, children's progress is measured in **Prime Areas of Learning** (Communication and Language, Physical Development, Personal, Social and Emotional Development) and **Specific Areas of Learning** (Literacy, Maths, Understanding the World, Expressive Arts and Design).

As the child progresses through school, further assessments at the end of each year give an on-going measure of the child's progress.

The children in Year 1 undergo a phonics screening check to identify areas needing more support and the children in Year 2 (age 7) take National Curriculum Tests in Reading, GPS (*Grammar Punctuation and Spelling*) and Maths.



Children in Years 3 to 5 are also tested in relation to the National Curriculum in Reading, Writing and Mathematics using published test materials.

In May of Year 6 (age 11), the children take the Statutory Assessment Tests to measure their performance in Maths, Reading and Grammar, Punctuation and Spelling.

The results of the on-going assessment and the statutory assessments are reported to parents. These are on an individual basis and form part of the discussions at Parents Evening in the Autumn and Spring term, and the written report given towards the end of the Summer term.

The latest test results can be found online or in the appendix of this prospectus.

WHAT PEOPLE SAY ABOUT OUR SCHOOL



Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and excellent behaviour.

(Inspection report 2012)

St Edmund's is a good school pupils enjoy coming to school, behave well and are keen to learn.

(OFSTED 2015)

Pupils make good progress and achieve well in reading, writing and mathematics throughout the school.

(OFSTED 2015)



The Quality of teaching is outstanding in ensuring that the pupils are interested and engaged and make outstanding progress.

(Inspection report 2012)



There is a climate of mutual respect and a strong caring ethos throughout the school.

(OFSTED 2015)

WHAT PEOPLE SAY ABOUT OUR SCHOOL

My child loves coming to school and enjoys every minute.
(Parent of child in Y1)



St Edmund's provides a lovely environment – our child is challenged constantly by the work and encouraged to thrive.
(Parent of child in Year 4)

I enjoy coming to school because we have fun lessons and the teachers are helpful and understanding.
(Imogen Y6)



The teachers are phenomenal because they really look after us and help us if we get stuck.
(Lily-Rose Y3)



I like the School Council because they make important decisions
(Alicia Y5)

Friendly atmosphere, supportive staff. Will really miss St Edmund's when my son leaves
(Parent of child in Year 5)





St Edmund's Catholic Primary School

Performance at Key Stage 2

2017-2018

Attainment:

	% children achieving expected standard (St. Edmund's)	% children achieving expected standard (National)	% children achieving Greater depth (St. Edmund's)	% children achieving Greater depth (National)
Reading	45.5%	66%	18.2%	19%
Writing	54.5%	74%	9.1%	15%
GPS	45.5%	72%	0.0%	22%
Mathematics	54.5%	70%	18.2%	17%
Reading, Writing & Maths Combined	45.5%	53%	0.0%	5%

Scale Scores:

This year children's test scores were converted to a scale score with an overall score of 100 being judged as average.

	Scale score (St. Edmund's)	Scale score (National)
Reading	102.5	102.6
GPS	102.4	104.0
Mathematics	102.0	103.0

Progress:

Children's key stage 1 score is used as a starting point and then the progress they have made in key stage 2 is given a progress measure. The overall score for St. Edmund's is shown below.

Subject	Progress Score	Statement
Reading	+0.3	Similar to expected progress
Writing	-0.1	Similar to expected progress
Mathematics	+0.0	Similar to expected progress