



WELCOME TO ST JOSEPH'S CATHOLIC PRIMARY SCHOOL WORCESTER

'Following Jesus in all we do'

ACADEMIC YEAR 2021-2022



Archdiocese of
Birmingham

Dear Parents/Carers

The purpose of this handbook is to inform parents about the work of St. Joseph's Catholic Primary School. No handbook can ever give all the information regarding a school; therefore, parents are always welcome visitors to the school if and when they find they need extra information.

St. Joseph's offers a Catholic Primary Education for 4 -11 year olds within the Parish of St. Joseph's in Worcester and the surrounding area. We are fortunate to be a feeder school for Blessed Edward Oldcorne Catholic College, where our children move on to for their Secondary education.

We want to work in partnership with you to ensure that each child in our care reaches their full potential both academically and as a valued and confident member of society, able to take their place in the world. We are a family school and are proud of the way our parents, pupils, teachers, governors and parish work closely together in harmony for the benefit of our children.

St. Joseph's is proud of its excellent academic record and we continually seek to provide challenge and support for each pupil according to their needs. We recognise, value, embrace and encourage the varied talents of each individual; we help children to see themselves as achievers through raising their self-esteem and confidence in their own ability.

The Governing Body are committed to Safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Everyone who works in our school has a responsibility to make sure that all our young people are safe. They take this responsibility very seriously and senior leaders ensure that all staff are kept up to date with training and procedures.

Safeguarding Responsibilities

The Governing Body has two nominated governors to be responsible for Safeguarding Children who liaise with the Designated Safeguarding Lead (the Headteacher) in matters relating to Safeguarding. They will ensure that Safeguarding Policies and procedures are in place, available to parents and reviewed annually.

The Headteacher will ensure that the Safeguarding Policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSMS and other staff to discharge their responsibilities with regard to Safeguarding.

The DSMS and her deputies will co-ordinate action on safeguarding, promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the safeguarding team are and who is available on a daily basis. All staff are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

As a Catholic school, we seek to build an environment in which Christian values guide all the children, giving a secure foundation to their future lives. All staff are committed to providing a warm, caring environment in which pupils of all abilities can be safe, happy and achieve their full potential, both academically, emotionally, socially and spiritually.

Communication

Communication is very important here at St Joseph's. Newsletters, text messages and other correspondence are sent to parents, staff and governors regularly throughout the school year, keeping everyone up to date. We welcome your views as parents, about what we do well at St. Joseph's and what we can do to further improve. This working partnership is our way of working together to provide the best education for your children both now and in the future.

Partnership

The variety of support and help that parents give in our school is greatly appreciated and encouraged. If being a parent helper and helping out in any way appeals to you, please let me know. I would be delighted to give you further details of how you could be of assistance to the staff and children.

We do have a very active Parents Association at the school, called The Friends of St. Joseph's, which organises fund raising and social activities that enrich school life for all pupils. As parents in the family of St Joseph's, you become a member and we know that you will support the events that are organised and that you will become actively involved in the future – look out for the termly newsletters and ask around!

We hope that you will find this handbook helpful in providing you with a valuable insight into the life of St Joseph's School and will refer to it from time to time for information, as you need it. It is a useful reference for you and should answer all of your questions, however, please feel free to contact me via the school office if you require any further information.

We are always happy to help!

Yours in faith and partnership

A handwritten signature in cursive script, reading 'LBury'.

Mrs Louise Bury
Headteacher

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WORCESTER

MISSION STATEMENT

As a Catholic school, Jesus is at the very heart of all we do. The rites and practices of the Roman Catholic faith are reverently upheld in the school and participation in these rites and practices is offered to all our children. It is our role to recognise each individual's worth and to teach the message of the Gospels. The values and virtues of grateful and generous; attentive and discerning; compassionate and loving; faith filled and hopeful; eloquent and truthful; learned and wise; curious and active and intentional and prophetic are embedded into everyday school life. These are lived out by all.

FOLLOWING JESUS IN ALL WE DO
BY
GROWING CLOSER TO GOD THROUGH PRAYER AND WORSHIP
SHOWING RESPECT, LOVE AND CARE FOR EVERYONE AND EVERYTHING
GIVING OF OUR BEST IN ALL THINGS
SHARING FULLY IN THE CATHOLIC LIFE OF THE SCHOOL AND BEYOND

What is a Voluntary Aided School?

A Voluntary Aided school is one which is not owned by the Local Education Authority: - in practice most Aided schools are either Church of England or Roman Catholic schools. St. Joseph's is a Voluntary Aided school owned by the Roman Catholic Archdiocese of Birmingham.

The Local Education Authority is responsible in Aided schools for meeting the cost of staff salaries, books and materials and internal maintenance work, as well as for overseeing educational standards. The Governors of Aided schools, however, have responsibility for actually appointing all the staff, formulating school policies and maintaining the exterior of the school building.

The cost of repairs to the building can obviously be high. A system operates whereby the Governors obtain a grant of 90% of their approved expenditure from the Department for Education. The remaining 10%, however, has to be raised by the School Governors. In the event of the Governors being unable to meet this financial commitment, either the closure of the school or the takeover of the school by the Local Education Authority (with the subsequent loss of Voluntary Aided status) would be the only realistic possibility.

St. Joseph's School

At this school a Building Fund has been set up, principally to finance the schools' 10% contribution. Our School Building Fund helps us to build up the funds that we need to improve, develop and maintain our school buildings for the benefit of your child's education. A letter about how you can help is included in this pack.

The Governors feel that it is very important that all parents fully understand this aspect of the status of a Voluntary Aided School and we urge everyone to participate fully in all fund raising activities which are organised to help meet our financial obligations.

ORGANISATION OF THE SCHOOL

All classes contain children of mixed ability and a single age group. The class teachers ensure that each child progresses at their own rate in all areas of the curriculum. We work hard to ensure that all children are supported and encouraged to achieve their full potential. There are currently 377 pupils on roll.

Rates of pupils' absences are as follows: Authorised absences: 3.9% Unauthorised absences: 0.

Staffing Structure for September 2021

Senior Leadership Team

Mrs L Bury	Headteacher
Mrs L Jackson	Deputy Headteacher & RE Lead
Mrs J McDonagh	Assistant Headteacher & SENDCo
Miss L Dean	Assistant Head & Early Years Lead
Mrs A Hackley	Senior Curriculum Lead

Office Team

Mrs K Hunt	School Office Manager
Miss E Bullock	School Financial Administrator
Mrs M Burston	Clerical Assistant
Mrs A Hancox	Part Time Office Support

Higher Level Teaching Assistant Team

Mrs R Holland	HLTA: School Librarian & MFL Teacher
Mrs S Barker	HLTA: Nurture Teacher & More Able Support
Mrs J Kuzimska	HLTA Maths Intervention KS2 and EAL Intervention
Mrs T Eaborn	Family Support Worker

Early Years Team

Mrs R Mills	Reception Oak Class Teacher
Mrs A Barnas-Stanczyk	Reception Oak Nursery Nurse
Miss R Haines	Reception Pear Class Teacher
Mrs S Thomas	Reception Pear Nursery Nurse
Mrs B Lane	Speech & Language Support

Lower Key Stage One

Miss A Farmer	Year 1 Oak Class Teacher
Mrs J Teague	Year 1 Teaching Assistant, Speech & Language Support
Miss L Dean	Year 1 Pear Class Teacher
Mrs M Ovalle-Torres	Year 1 Pear Teaching Assistant & Language Support in Reception
Mr A Oates	Year 2 Oak Class Teacher
Mrs F Ross	Year 2 Teaching Assistant
Mrs L Gifford	Year 2 Pear Class Teacher (Covering Maternity leave for Mrs Atkinson)
Mrs S Hayman	Year 2 Pear Teaching Assistant
Mrs K Jamroz	SEN 1:1 Support
Mrs P Tierney	Intervention Support

Lower Key Stage Two

Mrs L Nickless	Year 3 Oak Class Teacher
Mrs A Davies-Hale	Year 3 Oak Teaching Assistant and Reading Intervention
Miss L Malpass	Year 3 Pear Class Teacher
Mrs J Jones	Year 3 Pear Teaching Assistant & Choir
Mr A Kane	Year 4 Oak Class Teacher
Mrs L Bills	Year 4 Oak Teaching Assistant & KS1 Phonics Intervention
Mrs N Boswell	Year 4 Pear Class Teacher
Mrs R Boddy	Year 4 Pear Teaching Assistant & Reading Intervention
Mrs S Mackenzie	Intervention support

Upper Key Stage Two

Mr W Bowring	Year 5 Oak Class Teacher
Mrs A Masters	Year 5 Pear Class Teacher
Mrs A Hackley	Year 6 Oak Class Teacher
Miss M Annese	Year 6 Pear Class Teacher
Mrs C Ratkovic	Year 6 Teaching Assistant & Phonics Support
Mrs W Yeomans	Year 6 Pear Teaching Assistant & Website
Miss R Evans	Year 5 Teaching Assistant
Mrs J Collingwood	Year 5 Teaching Assistant & EAL/SEN Support

Lunch Time Assistants

Mrs S Mackenzie
Mrs Hayman
Ms Long
Mrs Ovalle-Torres
Mrs Ross
Mrs Tierney
Mrs Davies-Hale
Mrs Boddy
Mrs Sargent
Miss Evans
Mrs Collingwood
Miss K Jamroz
Vacancy
Vacancy

Kitchen Staff

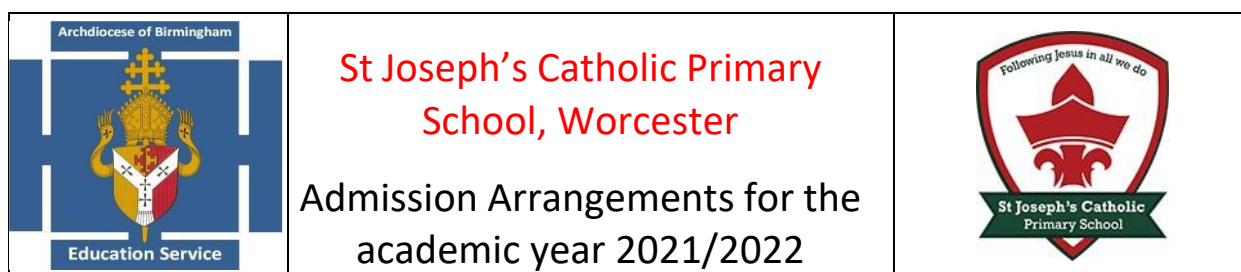
Mrs T Currie	Kitchen Manager
Mrs A Hancox	Kitchen Assistant
Miss D Jones	Kitchen Assistant

Site Staff

Mr A Price	Site Manager
Miss S Mackenzie	Cleaner
Ms M Long	Cleaner
Miss N Cox	Cleaner
Mrs J Bennett	Cleaner

Pre-School Staff

Mrs A Cree	Pre-School Manager
Miss E Lowe	Assistant Manager
Mrs C Mulroy	Pre-School Finance Administrator
Miss L Bennell	Pre-School Acting SENDCo
Mrs A Przepiorka	Pre-School Teaching Assistant
Miss J Hill	Pre-School Teaching Assistant
Mrs M Hill	Pre-School Teaching Assistant
Mrs M Fudger	Pre- School Teaching Assistant
Mrs W Sargent	Pre- School Teaching Assistant



The admissions process for St Joseph's Catholic Primary School is part of the Worcestershire Local Authority co-ordinated admissions scheme. To apply for a place at St Joseph's Catholic Primary School in the normal admissions round, an application must be made using the school admission application process of the local authority in which you live naming St Joseph's Catholic Primary School on the application form. Applications need to be made by 15th January 2021. A Supplementary Information Form (SIF) must also be completed and returned directly to the school by the same date (see Note 2).

All applications which are submitted on time will be considered at the same time, after the closing date.

You will be advised of the outcome of your application on 16th April 2021, or the next working day, by the local authority on behalf of the school.

Please note that throughout this policy, the term parent means all natural parents, any person who is not a parent but has parental responsibility for a child and any person who has care of a child.

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. 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 Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The governing body is the admissions authority and has responsibility for admissions to this school. The governing body has set its admission number at 60 pupils to be admitted to the Reception class in the school year which begins in September 2021. (See Note 1 below)

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority. If there is oversubscription within a category, the Governing Body will give priority to children living closest to the school determined by the shortest distance (see Note 5).

For the purposes of this policy, parish boundaries are as shown on the Archdiocese of Birmingham parish boundary map which can be accessed at <https://www.birminghamdiocese.org.uk/boundary-map> and will be applied to the admission arrangements for the academic year 2021/2022.

The parish boundary map is attached and is also available on the school's website.

Oversubscription Criteria

1. Baptised Catholic children (see Note 2 below) who are looked after or previously looked after (See Note 3 below).
2. Baptised Catholic children (see Note 2 below) living in the parish of **St Joseph's** who have a brother or sister (see Note 4 below) attending **St Joseph's Catholic Primary School** at the time of admission.
3. Baptised Catholic children (see Note 2 below) living in the parish of **St Joseph's**.
4. Other Baptised Catholic children (see Note 2 below) who have a brother or sister (see Note 4 below) attending **St Joseph's Catholic Primary School** at the time of admission.
5. Other Baptised Catholic children (see note 2 below).
6. Non-Catholic children who are looked after or previously looked after (See Note 3 below).
7. Non-Catholic children who have a brother or sister (see Note 4 below) attending **St Joseph's Catholic Primary School** at the time of admission.
8. Non-Catholic children.

Note 1

Children with an Education, Health and Care (EHC) Plan that names the school **MUST** be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

Note 2

In all categories, for a child to be considered as Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic, see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism or Reception into the Church should contact their Parish Priest. Parents making an application for a Catholic child should also complete a Supplementary Information Form (SIF) **which should be returned directly to the school**. If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, this is likely to affect the criteria that your child is placed into, which is likely to affect your child's chance of being offered a place at this school.

For the purposes of this policy, a looked after child living with a family where at least one of the carers is Catholic will be considered as Catholic. The carer must forward a copy of their own Catholic Baptismal or Reception certificate directly to the school in order for this priority to be given to the child as failure to do so will result in the looked after child being ranked as a non-Catholic.

Note 3

A "looked after child" has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of the local authority or (b) being provided with accommodation by them in the exercise of their social services functions (eg children with foster parents) at the time of making the application to the school. A "previously looked after child" is a child who immediately moved on from that status after becoming subject to an adoption, child arrangement order or special guardianship order.

For the purposes of this policy, a looked after child living with a family where at least one of the carers is Catholic will be considered as Catholic. The carer must forward a copy of their own Catholic Baptismal or Reception certificate directly to the school in order for this priority to be given to the child as failure to do so will result in the looked after child being ranked as a non-Catholic.

Note 4

For all applicants the definition of a brother or sister is:

- A brother or sister sharing the same parents
- A half-brother or half-sister, where two children share one common parent
- A step-brother or step-sister, where two children are related by a parents' marriage or where they are unrelated but their parents are living as partners.
- Adopted or fostered children

The children must be living permanently in the same household.

Note 5

Distances are measured in a straight line using the GeoCode Points for each property and the GeoCode point for the school. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the coordinates that are used to plot an address within this system.

In a very small number of cases, where the school is oversubscribed, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and the school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both, or all, of the children would cause the Published Admission Number for the child's year group to be exceeded, the Local Authority, on behalf of the Governing Body, allocate the final place by random selection (lottery). Someone totally independent of Worcestershire's Children's Services will supervise this process.

The governing body will, where possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's published admission number.

A child's home address refers to the address where the child usually lives with a parent or carer, will be the address provided in the Local Authority's Common Application Form and is either:

- Owned by the child's parent(s)
- Leased to or rented by the child's parent(s) under lease or written rental agreement

Evidence of ownership or rental agreement may be required.

Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address provided in the Local Authority's Common Application Form, provided that the child resides at that address for any part of the school week.

Parents may be requested to supply documentary evidence to satisfy the Governing Body that the child lives at the address put forward by the parents.

If a place in the school is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address, then that place is liable to be withdrawn.

SCHOOL ENTRY

Parents must, by law, ensure that their child is receiving suitable full time education from the beginning of the term following the child's fifth birthday, when they will have begun to be of compulsory school age.

Where a place is offered in the school, the pupil will be entitled to take up that place, on a full-time basis in the September following their fourth birthday.

A child's parents may defer the date at which their child, below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the first day of the summer term 2022.

A child may take up a part-time place until later in the school year, but not beyond the point at which the child reached compulsory school age.

Upon receipt of the offer of a place a parent should notify the school, as soon as possible, that they wish to either defer their child's entry to the school or take up a part-time place.

The parent of a child whose fifth birthday falls during the summer term who wishes to defer their child's admission until the beginning of the following academic year (when the child will have begun to be of compulsory school age) will therefore need to make a separate in-year application for a place in Year 1 at the school. Any reception class place offered following an application made for the 2021/2022 admission round will be withdrawn if the child does not take up that place by the first day of the summer term 2022.

APPLICATIONS FOR CHILDREN TO BE ADMITTED INTO A CLASS OUTSIDE OF THEIR NORMAL AGE GROUP

Parents have the right to request, but not insist, that their child be considered for admission to a class outside of their normal age group. This could be the case, for example, if a child is gifted and talented, has experienced problems such as ill health, or that the child is summer born, ie a child born between 1st April and 31st August. Parents who wish for their child to be considered for admission to a class outside of their normal age group must make an application for the normal age group in the first instance. Parents must then submit a formal request to the Governing Body for the child to be considered for a different age group class instead. This request should be in the form of a written letter of application outlining the reasons why they wish for their child to be considered to be admitted into a class outside of their normal age group and enclosing any supportive evidence and documentation that they wish to be taken into account as part of that request.

The Governing Body will consider requests submitted for a child to be admitted into a class outside of their normal age group and advise parents of the outcome of that request before national offer day, having taken into account the information provided by the parents, the child's best interests and the views of the Head Teacher.

If the request is refused, the original application for the normal age group class will progress through the Local Authority co-ordinated admissions scheme, be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is a current year group in the school, then the application will be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is for a future year group, ie Reception in September 2022 then the original application is withdrawn and the parents must submit a fresh application for Reception 2022 when applications open in the autumn term of 2021. Please note that parents only have the right to re-apply for a place. Where the Governing Body agrees to consider an application for Reception the following year, that application is considered alongside all other applications received and parents will be advised of the outcome of that application on national offer day. No place is reserved or held for the child in advance.

If parents are considering submitting an application for their child to be admitted into a class outside of their normal age group, it is strongly recommended that they also read the DFE guidance which can be found at:

<https://www.gov.uk/government/publications/summer-born-children-school-admission>

APPLICATIONS FROM CHILDREN CURRENTLY ATTENDING ST JOSEPH'S CATHOLIC PRIMARY SCHOOL'S PRE-SCHOOL

Attendance at **St Joseph's Catholic Primary School's** Pre-School does not automatically guarantee that a place will be offered in the Reception class of **St Joseph's Catholic Primary School**. Parents must apply for a Reception place in exactly the same way as parents of children not attending the Pre-School. All applications will be considered against the oversubscription criteria by the Governing Body in the same way regardless of whether the child does or does not attend the Pre-School at the time of application.

APPEALS

Parents who wish to appeal against the decision of the Governing Body to refuse their child a place in the school should make that appeal request in writing to the Chair of Governors at the school address. Appeals will be heard by an independent panel.

Please note that parents do not have the right to appeal if their request for their children to be admitted to a class outside of their normal year group has been refused, but the Governing Body have offered a place in the normal age group instead.

REPEAT APPLICATIONS

Any parent can apply for a place for their child at any time outside of the normal admissions round. Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the Governing Body has accepted a second application from the parent because of a significant and material change in the circumstances of the parent, child or school, but have still refused admission.

LATE APPLICATIONS

Late applications will be dealt with in accordance with the Local Authority's co-ordinated admissions scheme. This states that late applications received between 16th January 2021 and 28th February 2021 will be considered as being submitted on time only in the following circumstances:

- a) Where a family have just moved address.
- b) Where it is agreed that individual circumstances apply and the delay was reasonable given the circumstances of the case.

In each case independent supporting documentary evidence will need to be submitted with the application. In all other circumstances, or if the application is not received until after 28th February 2021, late applications (including late changes to on time applications), will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.

You are encouraged to ensure that your application is received on time.

CHANGE IN PREFERENCE

Once parents have submitted their preference, they will not be allowed to change them without an exceptional change in their circumstances, for example, if the family has recently moved address or an older sibling has changed schools. All requests to change preferences should be made in writing to the Local Authority to whom the parents submitted the original application. Where a change of preference is submitted for an oversubscribed school, without an exceptional change in circumstances, then the application will be refused.

WAITING LIST

In addition to their right to appeal, children who have not been offered a place at **St Joseph's Catholic Primary School** but were offered a school that was ranked as a lower preference on their application form will be added to a waiting list.

The waiting list will be maintained until 31st December 2021 and will then be discarded. Parents may apply to **St Joseph's Catholic Primary School** for their child's name to remain on the waiting list until the end of the summer term 2022 when it will be discarded.

A child's position on a waiting list is not fixed. When a new child joins the waiting list, all applicants on that waiting list will be re-ranked to ensure that the list is always maintained in oversubscription criteria order. This means that a child's position on the waiting list could go up or down during the time that it is on the list. Any late applications accepted will be added to the waiting list in accordance with the oversubscription criteria.

Inclusion on the waiting list does not mean that a place will eventually become available. It may be that those already offered places may accept them, thereby filling all available places.

Children who are the subject of a direction by the Local Authority to admit or who are allocated to a school in accordance with the Fair Access Protocol take precedence over those on a waiting list.

IN YEAR FAIR ACCESS PROTOCOL

The Governing Body of **St Joseph's Catholic Primary School** is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The Governing Body has this power, even when admitting the child would mean exceeding the published admission number subject to the infant class size exceptions.

APPLICATIONS OTHER THAN THE NORMAL INTAKE TO RECEPTION CLASS (IN-YEAR ADMISSIONS)

An application can be made for a place for a child at any time outside the normal admission round and the child will be admitted where there are places available. Applications should be made by contacting Worcestershire local authority's School Admissions Team who will liaise with the school's Governing Body regarding any applications submitted. Where there are places available but more applications than places, the published oversubscription criteria, as set out for the normal round of admissions, will be applied.

If there are no places available, the child will be added to the waiting list (see above).

Parents will be advised of the outcome of their application in writing and, where the Governing Body's decision is to refuse their child a place, have the right to appeal to an independent appeal panel.

There is no charge or cost related to the admission of a child to this school.

APPENDIX

DEFINITION OF A “BAPTISED CATHOLIC”

A “Baptised Catholic” is one who:

- Has been baptised into full communion (Cf. *Catechism of the Catholic Church*, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome. Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place (Cf. *Code of Canon Law*, 877 & 878).

Or

- Has been validly baptised in a separated 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 baptism and 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 (Cf. *Rite of Christian Initiation*, 399).

WRITTEN EVIDENCE OF BAPTISM

The Governing bodies of Catholic schools and Boards of Directors of Catholic Academies will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of “Baptised Catholics”. A Certificate of Baptism or Reception is to include: the full name, date of birth, date of Baptism or Reception, and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of Baptism or Reception.

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

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept.

Governors and Boards of Directors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not.)



St Joseph's Catholic Primary School, Worcester

Admission Arrangements for the academic year 2021/2022



Supplementary Information Form

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed in the school's published admission policy. 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 Our Lord Jesus Christ. As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an application who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

Child's Surname:	
Child's First Name(s):	
Address:	
Contact number:	

Please tick the appropriate boxes below:

Is the above named child a Baptised Catholic or have they been received into the Catholic Church?	Yes*		No	
Is the certificate of Catholic Baptism or Reception into the Catholic Church attached?	Yes		No*	

*A Certificate of Catholic Baptism or Reception into the Catholic Church is required in order for the Governing Body to give the correct priority to an application.

Failure to provide evidence of Catholic Baptism or Reception in the Church may affect the oversubscription criterion that the child's name is placed in.

Please note that as well as completing this Supplementary Application Form, **parents must also complete the Local Authority's Common Application Form** in order for the application to be complete. This Supplementary Information Form is only for school use and is, in conjunction with the Local Authority's Common Application Form, to enable the Governing Body to rank applicants using the published oversubscription criteria:

This Supplementary Information Form must be returned directly to St Joseph's Catholic Primary School, at Chedworth Drive, Warndon, Worcester WR4 9PG by 15th January 2021.

Please note that this is NOT the local authority's Common Application Form. As well as completing this Supplementary Application Form and returning it directly to the school, you MUST also complete the local authority's Common Application Form otherwise your application will be deemed incomplete and therefore invalid.

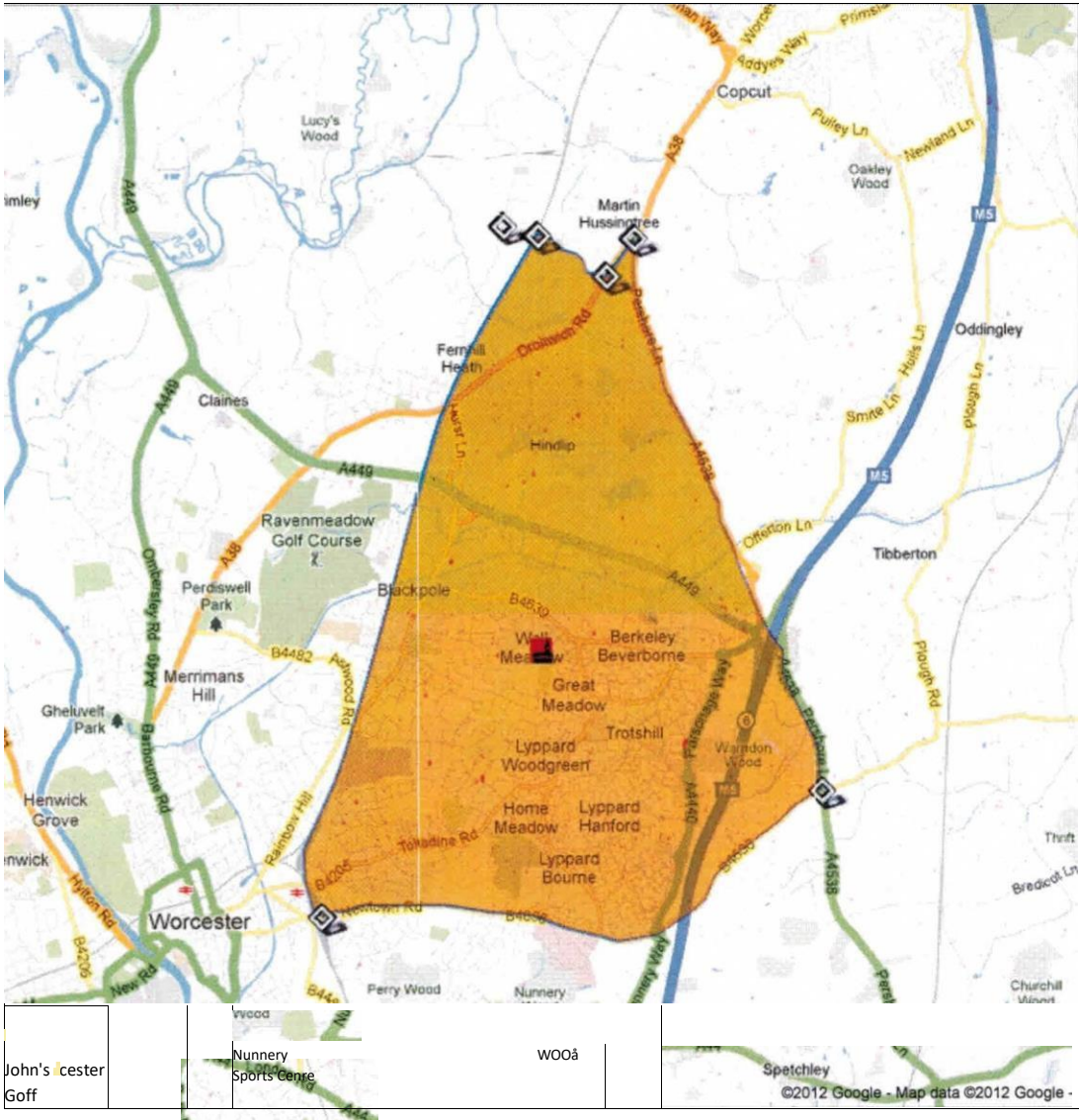
In compliance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018, we wish to ensure that you are aware of the purpose for which we collect and process the data we have asked for on this form.

1. We are **St Joseph's Catholic Primary School** at **Chedworth Drive, Warndon, Worester WR4 9PG**
2. Being a Catholic education provider, we work closely with the School's Diocesan Authority, the School's Trustees, the Local Authority, the Birmingham Diocesan Education Service and the Department for Education and may share the information you provide on this application form if we consider it necessary in order to fulfil our functions.
3. The person responsible for data protection within our school is **Mr Richard Morley** and you can contact them with questions relating to our handling of the data. You can contact them by **rmorley@schoolpro.co.uk**.
4. We require the information we have requested for reasons relating to our functions as the admission authority of the school.
5. It is necessary for us to process personal data for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller (Article 6(1)(e) of the GDPR).
6. To the extent that you have shared any special categories of data this will not be shared with any third parties except as detailed in paragraph 2 above, unless a legal obligation should arise.
7. It is necessary for us to process special category data for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller (Article 6(1)(e) of the GDPR). Additionally processing is necessary for reasons of substantial public interest on the basis of Union or Member State law which is proportionate to the aim pursued and which contains appropriate safeguards (Article 9(2)(g) of the GDPR).
8. If the application is successful, the information you have provided on this will be migrated to the school's enrolment system, and the data will be retained and processed on the basis of the school's fair processing notice and data protection policies which apply to that data.
9. If the application is unsuccessful, the application form and any documents submitted in support of the application will be destroyed after a period of 12 months. The school may keep a simple record of all applications and their outcome as part of their permanent archives in accordance with the school's data retention policy.
10. To read about your individual rights you can refer to the school's fair processing notice and data protection policies.
11. If you wish to complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation by **writing to Mr Christopher Bills, Chair of Governors at the school address**. If you are unhappy with how your complaint has been handled, you can contact the Information Commissioner's Office via their website at **ico.org.uk**

I confirm that I have read the Admissions Policy of the school and that the information I have provided is correct. I understand that I must notify the school immediately if there is any change to these details and that, should any information I have given prove to be inaccurate, the governing body may withdraw any offer of a place even if the child has already started school.

Signed Date.....

Print Name



THE GOVERNING BODY

A successful school is where teachers, governors and parents work in partnership for the benefit of all the pupils. The Governing Body must include two parents nominated by the parents and elected by them to the Governing Body. It must also include one Staff representative elected by the teaching and non-teaching staff at the school, and one Co-Opted Governor. Parent and Staff Governors serve for a three-year period. There are also Foundation Governors appointed for a four-year period to the Governing Body by the Diocese of Birmingham, as well as a Governor appointed by Worcestershire LA.

THE ROLE OF THE GOVERNING BODY

Governors meet in full committee at least once each term as well as attending other sub-committee meetings relating to finance, buildings, curriculum, staffing, admissions and appeals.

Minutes of the Governors meetings can be reviewed in school. Governors are involved in: -

- Maintaining the Catholic ethos of the school.
- Planning the school budget.
- Monitoring the impact of spending.
- Interviewing and selecting staff.
- Monitoring the learning & teaching developments within the school.
- Supporting school discipline.
- Maintaining the Catholic ethos of the school.

CONSTITUTION OF THE GOVERNING BODY

Six Foundation Governors appointed by the Archdiocese of Birmingham and serve a term of four years

Mrs E Halpin-Barnett
Vacancy
Mr P Gluchy
Mr V Brennan
Pending Appointment

One Representative Governor appointed by the LA (Worcestershire County Council): TBA

Headteacher: Mrs Louise Bury – Headteacher (Ex Officio)

One Staff Representative: Mrs S Atkinson

Co-Opted Governor: Mrs C Taylor

Two Parent Representatives:
(Elected) Mr C Bills
Mrs A Barrett

Chairman of Governors: Mr C Bills

Vice-Chairman of Governors: Vacancy
Clerk to Governors: Mrs Karen Powell

Correspondence: c/o St. Joseph's Catholic Primary School, Chedworth Drive, Worcester. WR4 9PG
Email: Mrs Karen Powell - KPowell@st-josephs-pri.worcs.sch.uk

GENERAL INFORMATION

St. Joseph's Catholic Primary School is a Catholic Voluntary Aided School for boys and girls aged 4+ to 11 years.

Address

St. Joseph's Catholic Primary School
Chedworth Drive,
Warndon
Worcester. WR4 9PG
Telephone: (01905) 452772

E-mail: office@st-josephs-pri.worcs.sch.uk

Website: www.stjosephsworcester.co.uk

School Hours -

School Day Star and End Times	
Reception	8:50AM –3:00PM
Year 1	8:45AM –2:55PM
Year 2	8:40AM –2:50PM
Year 3 and 4	8:40AM –2:50PM
Year 5 and 6	8:30AM –2:45PM

Parents should ensure children are dropped off and picked up promptly. Please notify the school as soon as possible if there is any delay.

County Education Offices:

The County Education Office
P.O. Box 73
Worcester
WR5 2Y4
Telephone: (01905) 763763

School Admissions

Prime House
1 Woodbury Lane
Norton
Worcester
WR5 2PT

Telephone: (01905) 763763

Please Note:

The information in this booklet applies to the academic year 2021/2022 though the particulars are correct in relation to this year, it should not be assumed that there would be no change affecting relevant arrangements before the start of, or in relation to subsequent school years. If changes do occur then parents will be notified as soon as possible by letter via their child or on the school's website.

SCHOOL LIFE AND LEARNING

During this unprecedented time all of the following Curriculum information is still relevant however the key drivers across all areas of learning in the coming academic year will be rooted in supporting the mental wellbeing of the children and to assess the impact of the Covid 19 situation on both themselves as an individual and their academic ability. It will be with this information that staff will explore the curriculum and develop the children's confidence and focus, allowing the experiences of Covid 19 to be respected, understood and built upon.

CURRICULUM INFORMATION

The curriculum for pupils aged 5-11 consists of:

- Religious Education for all pupils.
- National Curriculum 'Core' subjects – English, Mathematics and Science
- 'Foundation' subjects – Computing, History, Geography, Design and Technology, Physical Education, Music, Art and Design and Languages.

Our School Curriculum Plan has been designed to enable us to cover the Early Years Foundation Stage for our under-fives and the Programmes of Study for Key Stage 1 (Ages 5-7) and Key Stage 2 (ages 7-11) of the National Curriculum subjects outlined above. In addition to the National Curriculum, our whole curriculum provides enrichment opportunities and includes a range of practices to promote the spiritual and moral development of the child; develop positive values and attitudes for independent learning, good health and the personal and social development of the child; citizenship and the development of an effective partnership with parents, parish and the local community.

CATHOLIC AND SPIRITUAL LIFE OF THE SCHOOL

At the heart of any Catholic school is the religious and spiritual development of the children, and this is achieved in a whole variety of ways. Religious Education is 10% of the curriculum, and is firmly based on the National Curriculum Directory of the Bishops' Conference, and Schemes of Work emerging from that, which interlock and run on from each other year by year.

The Parish Priest and Deacon are regular visitors to the school supporting the pupils and staff both spiritually and pastorally.

The Governing Body has a nominated RE Governor who works with the RE leader and the RE team and carries out a number of monitoring activities, supporting the school's priorities in developing the quality of Catholic Life, Collective Worship and Religious Education in the school.

Each child in the school has the opportunity for different experiences of daily collective acts of worship: assemblies, morning prayer and weekly class collective worship. We work together with the parish priest Father Amal and Deacon Kevin and provide opportunities for children to attend mass in church and school as a year group or key stage. This is run on a rota basis. The Headteacher shares the weekly Gospel assembly on a Monday with one year group and the other classes share with her in an online assembly.

All of these events serve to emphasise the importance we place on being a Catholic school, and to further cement the very close links between parish and school.

Parents have the right to withdraw their children from daily acts of collective worship, where they will complete work of a spiritual, moral and social nature under the supervision of a teaching assistant. The children play an active role in the Catholic Life of the school as part of the RE Support Network.

RELIGIOUS EDUCATION

The scheme of work for Religious Education is based on the "Curriculum Directory for Catholic Schools" and the "Learning and Growing as People of God" strategy produced by the Archdiocese of Birmingham.

The children will develop their knowledge of Catholic faith and life. They will develop their awareness of Catholic beliefs and an understanding of how learning about their faith impacts on how they live their life. The children will learn to apply core learning skills to enable them to express their understanding of their faith and to think critically, spiritually and theologically while making informed judgments. They will develop appropriate attitudes such as respect for truth and the views of others, and develop moral responsibilities and responses to the challenge of living in a multicultural, multi-faith society. Parents have the right to withdraw their children from religious education

lessons, where they will complete work of a spiritual, moral and social nature under the supervision of a teaching assistant.

LOVE & RELATIONSHIPS EDUCATION

Love and Relationships Education is embedded within the RE Policy and is approved by the Governing Body. We approach the subject within a programme of study that deals with the overall personal growth and development of children, covering work in R.E., Science and Personal, Social and Health Education (PSHE). The schemes used by the school are 'A Journey in Love' published by McCrimmons supported by Ten:Ten RSE resources. Parents have the right to withdraw their children from sex and relationships education sessions.

HEALTH & WELLBEING

Rationale

At St Joseph's Primary School we are taking a whole school approach to Health and Well-Being Education based on the following:

'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.'

World Health Organisation (WHO), 2000

Beliefs and values

St Joseph's Catholic Primary School is an inclusive community that aims to support and welcome each individual as a valued part of our community. We are committed to working for quality and equality of opportunity for all pupils and enable our pupils, staff and community working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

We aim to:

- Plan and deliver a coherent and curriculum based Health and Wellbeing Education programme.
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers.
- Develop our relationships with pupils, parents/carers and the wider community.
- Work closely with outside agencies to encourage a wide range of health related activities.
- Ensure all members of staff are aware of their professional roles in health related issues and are involved in developments to promote healthy living.

ENGLISH

At St. Joseph's we believe that language and literacy is fundamental to the overall development of children and their access to the curriculum in all its aspects. In the society in which we live an ability to communicate effectively, both orally and in writing and to read a wide range of texts is essential if children are to achieve their potential throughout their school days and into their adult life. We follow the **2014 National Curriculum Framework for Literacy** and other guidance to enable quality learning and teaching to take place.

We want all our children by the end of Year Six to be able to:

- Express their thoughts and ideas with confidence in a manner appropriate to the situation;
- Listen to the ideas of others and respond thoughtfully and appropriately;
- Perform to small and large groups in a variety of ways;
- Have an interest in words and their meaning and a growing vocabulary;
- Read and write with enjoyment, confidence, fluency and understanding;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent, legible, cursive handwriting;
- Understand and be able to write in a range of genres in fiction and poetry;
- Understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their writing;
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

At St Joseph's we have a very well-stocked KS1 and KS2 library. Children are actively encouraged to visit the library and can borrow fiction and non-fiction books to read at home or support homework.

Spelling, Punctuation and Grammar (SPAG) is taught regularly, both as part of daily English lessons and discrete sessions and as an integral part of developing reading and writing skills.

We provide a whole range of reading and writing opportunities daily, including cross curricular links where possible. In these lessons we cover a range of fiction, non-fiction and poetry texts. Throughout the school, we use a 'reading into writing' approach. As a minimum, each year group will study at least one high quality text a term to produce a range of quality pieces of work. An annual book week takes place to further enrich reading and writing across the school. Our main approach to teaching writing is through the use of 'The Write Stuff'. This embeds the grammatical knowledge that the children need and focusses on giving them the knowledge needed to use it independently in their writing. We also ensure that we offer discrete SPAG session to consolidate knowledge which is gained through the sentence stacking approach in 'The Write Stuff' writing scheme.

We offer support to parents and carers with ways to help with English at home. We hold meetings and workshops to discuss how we approach English in school and we highlight the targets your child will be working on during the term at our regular parents' evenings. (Parents are always provided with opportunities to see how their child is progressing).

MATHEMATICS

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation of understanding of the world, the ability to reason mathematically, and a sense of enjoyment and curiosity.

We want all our children by the end of Year Six to be able to:

- Have a positive attitude towards mathematics;
- Ask and answer questions;
- Remember and recite number facts;
- Solve problems using prior knowledge;
- Participate in reasoning about mathematics;
- Think logically and work systematically;
- To communicate ideas effectively;
- To use and apply knowledge across the curriculum and in real life situations.

At St Joseph's we aim to do just that in the teaching and learning of mathematics we ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Here at St Joseph's, we follow the programmes of study as set out in the White Rose Maths Scheme and these are organised in a distinct sequence and structured into separate domains. Pupils have access to a wealth of resources in order to aid learning. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The Spoken Language of Maths

The National Curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification,

argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant mathematics programme of study.

SCIENCE

Children will develop an awareness and a desire to investigate and understand the world in which we live. They will learn through first hand observation and investigation of the world and their immediate surroundings wherever possible. At their own level, they will explore knowledge, skills and understanding covering these areas: scientific enquiry, life and living processes, materials and their properties and physical processes. We encourage the children to use their investigative skills like real scientists. The school also has an annual science week.

PHYSICAL EDUCATION

The school has a vast amount of space for physical activity including; the school hall, studio, KS1 playground, KS2 playground and natural areas such as the field and Woodland Warriors site. Our PE curriculum aims to equip pupils with fundamental motor skills in KS1 which are then transferred into game play and built upon in KS2 to ensure children are secondary ready and physically literate. Our PE curriculum also aims to raise children's awareness of the body and how it works; encourages children to develop core values and ignite an interest in sporting activities which will encourage pupil involvement both in and out of school. Through quality PE lessons we promote healthy active lifestyles, empower children to recognise their own wellbeing and develop lifelong social skills. They will develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success. There are a variety of physical activities and sport opportunities available to pupils throughout their time at St Joseph's such as intraschool competitions, interschool competitions, sports festivals, team league games and CTA tournaments.

COMPUTING

Our curriculum is designed to engage children into computational and abstract thinking through computing. This is supported through the understanding of how programs work and creating programs for a specific task.

We possess a variety of IT resources, including iPads and Laptops. All classrooms are also fitted with interactive whiteboards and have access to high speed broadband, which is protected by a series of strong filters that are designed to prevent access to inappropriate materials and websites. These digital resources readily allow teachers to demonstrate activities, across all subject areas, to the whole class and also harness the power of the web to support teaching. Alongside the IT infrastructure teachers also have access to a range of software and hardware that support the teaching of Computer Science. Examples of these include Purple Mash and Switched On Computing. These resources are key to providing children with the necessary skills to achieve the targets required under the new National Curriculum.

Understanding how technology is used and operates is fast becoming a crucial aspect of life in the modern world and this has been reflected in changes made to IT in the National Curriculum. Consequently, children will now be working on tasks linked to Computer Science, multimedia and digital safety which will allow them to gain the fundamental understanding of digital literacy to allow them to fulfil their future potential.

Pupil e-safety curriculum

St Joseph's has a clear, progressive e-safety education programme as part of the Computing curriculum / PSHE curriculum. It is built on LA / safeguarding and the computing framework for EYFS to Y6/ national guidance. This covers a range of skills and behaviours appropriate to their age and experience, including:

- To STOP and THINK before they CLICK and be SMART.
- To develop a range of strategies to evaluate and verify information before accepting its accuracy.
- To be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be.
- To know how to narrow down or refine a search.
- [for older pupils] to understand how search engines work and to understand that this affects the results they see at the top of the listings.
- To understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private.
- To understand how photographs can be manipulated and how web content can attract the wrong sort of attention.

- To understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments.
- To understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings.
- To understand why they must not post pictures or videos of others without their permission.
- To know not to download any files – such as music files - without permission.
- To have strategies for dealing with receipt of inappropriate materials.
- To understand the impact of cyberbullying and trolling and know how to seek help if they are affected by any form of online bullying.
- To know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.
- Plans Internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas.
- Will remind students about their responsibilities through an end-user Acceptable Use Policy which every student will sign/will be displayed throughout the school/will be displayed when a student logs on to the school network.
- Ensures staff will model safe and responsible behaviour in their own use of technology during lessons.
- Ensures that when copying materials from the web, staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright / intellectual property rights.
- Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on- line; on-line gaming / gambling.

ART and DESIGN

Children will develop their visual perception and artistic skills through experiencing the use of different materials and processes. They will become more confident in their ability to communicate what they see, feel and think. They will take part in a wide range of different art activities including art from different cultures and historical periods. Last academic year we were proud to achieve the Silver Artsmark Award.

MUSIC

Children will develop the ability to perform and compose music with understanding. They are taught to listen carefully and to appraise a wide variety of music and to discover something of our musical history, our musical heritage and other musical traditions. We use the 'Charanga' music scheme to support learning. Children have the opportunity to learn to play a variety of musical instruments. Much work is linked to drama and dance and children are invited to take part in regular school productions. We have a growing school choir.

HISTORY

Children are encouraged develop a passion for historical understanding by using a range of resources, including written sources, photographs, paintings, recorded interviews, ICT and the Internet. Wherever possible, children's work will emanate from story, discussion, role-play, historical reconstruction, visit or investigation of artefacts. Children will be given opportunities to record their views and investigations orally, visually and in written or digital format.

GEOGRAPHY

Children are given opportunities to express their own information and views about people, places and environments through the use of geographical enquiry and field work. They will experience a variety of topical geographical issues and are encouraged to plan and carry out investigations using a wide range of resources.

DESIGN AND TECHNOLOGY

Children learn how to design and make products safely using a wide range of tools and materials. Before they plan their own products, children are given the opportunity to disassemble products to understand how they have been created before planning their own product. They have the opportunity to practice different techniques before moving on to designing their own product. They learn to think imaginatively and talk about what they like and dislike during a design and making task. They build on experience of investigating objects around them and explore how things work. They think about what products are used for and the needs of the people who use them.

Our Food Technology room is used regularly to enhance the teaching of food tech across the school.

BEHAVIOUR

Our positive behaviour policy is based on the Catholic ethos of the school. Our aim is to develop the character of your children to be honest, reliable, reflective and respectful citizens, both to themselves, to their belongings and to other people and their property. More details are available in our behaviour policy document.

As a staff we are in agreement as to our expectations of behaviour, our attitudes are positive and we are consistent in our treatment of children. We believe in liberal praise for the behaviour we want, but at the same time we do not ignore poor behaviour where it occurs. No one child should be allowed to disrupt the education of others. Our school rules aim to achieve a happy and safe learning environment for all pupils.

BULLYING

As a school we state that any behaviour that in any way could be interpreted as 'bullying' will not be tolerated. Our interpretation of the word 'bullying' is:

Bullying is "A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable".

This applies to everyone in the school and is about all relationships.

Parents have an important role in tackling bullying. Please be active in a partnership with teaching staff and inform us if you feel your child is being bullied or if you think your child is involved in bullying. We will inform and involve you if your child is a bully or a victim. Please approach the school rather than parents or children on bullying issues, as we want to provide a safe environment for all our children.

(More details are available in our Anti-Bullying Policy)

HEALTH AND WELFARE

If your child is unwell and unable to attend school, please inform school on the first day of absence by completing the inline absence reporting form on the school website <https://www.stjosephsworcester.co.uk/absence-reporting> or by telephone leaving a message on the dedicated absence line. Please send in a note on returning to school. If the child is to be away from school for more than a few days, or has an infectious illness, please contact the school. No child is allowed out of school for dental appointments etc. unless a note is received or the child called for by a parent - this is for the child's safety. Parents are requested to inform the Headteacher of any relevant medical history that may affect the child's general development and education in the school.

EMERGENCIES

Parents MUST supply up to date telephone numbers for our use in contacting them in an emergency e.g. an illness/accident to their child. Any minor accidents will be treated in school. Data sheets are sent out annually to check information. It is important that the school is informed immediately of any change to first or second contact telephone number. This can be done by emailing or telephoning the school office.

MEDICINES IN SCHOOL

The Governors have formulated a Statement to clarify the school policy on the administration of medicines:

Pupils should not be sent to school if they are unwell. Staff can administer medication brought into school providing the parental consent form has been completed. All medication brought into school must be labelled with the child's name and the correct dosage must be clearly stated. Parents who consider that their child is mature enough to administer their own medication must provide written permission, stating clearly the child's name, dosage and timing of medication.

If your child has been prescribed 3 doses of antibiotics, this does NOT need to be brought into school. (3 doses can be administered at home before school, after school and before bed). A daily record is kept of all medicine that is administered.

The Governors recognise that pupils suffering from chronic illness or allergy, such as diabetes or asthma, may require their medication to be readily available at school. Special arrangements will be made in these circumstances and a care plan put in place with the parents.

LEAVE OF ABSENCE IN TERM TIME

As a school we adhere to the government guidance on absence in term time. This comes from WCC and it enables the school to manage all absences in term time, including family holidays fairly. Any activity, holiday or event that can be arranged during the annual 13 week holiday time should not be authorised during the school term unless there are special circumstances. Please note especially that if the school decides not to grant leave of absence and parents still take their child out of school, they may be subject to a Unauthorised Absence Penalty Notice fine of **£60 per parent per child**. If not paid within 21 days, the fine increases to £120 per parent per child. In the case of split families where parents live apart, even though only one parent may request the absence, **both parents would be fined £60 per child**.

SPECIAL NEEDS

As a school we are committed to providing a whole school approach to special educational needs and disability. We ensure that all our staff are able to identify and provide for those pupils who have special educational needs through regular and relevant updates and training.

We follow and respect the Special Educational Needs & Disability Code of Practice (2014) when carrying out our duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership and engagement with parents plays a fundamental role at St Joseph's enabling children with SEN to achieve their potential. We recognise and value that parents hold key information and have unique knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All our parents of children with special educational needs are treated as partners and supported to play an active and valued role in their children's education. We also encourage our pupils to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.

PUPILS WITH DISABILITIES

Disabled Children and Young People:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Therefore, the special education needs policy seeks to ensure that:

- Individual differences in pupils are recognised and needs identified.
- Each pupil receives the best education possible and achieves their full potential.
- Children with SEND will be offered a broad, balanced and relevant education.
- All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

Objectives

In order to achieve these purposes, our school will strive to:

- Ensure that SEND is viewed as a whole school responsibility within the guidance provided in the SEND Code of Practice 2014.
- Meet the needs of individual pupils through **Quality First teaching**, and the management and deployment of additional resources.
- Provide early identification of pupils with SEND through liaison with relevant agencies and discussions with stakeholders.

- Develop provision maps and plans to support pupils' varying needs.
- Provide interventions, where appropriate, for each pupil with SEND. This will be reviewed regularly to assess the impact on the child's progress and will include the views of all stakeholders.

Identification

SEND pupils are identified using The Code of Practice 2014.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, in order to make a successful transition to adult life.

Where pupils are identified as making less than expected progress, discussions with parents and pupils will take place and further diagnostic assessments are undertaken when necessary. This will establish whether a pupil has SEND in accordance with the definition noted in the Aims section of this policy.

When reviewing and managing special educational provision, the broad areas of need below may be helpful.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

The definition of a disabled person is someone who has a mental or physical impairment that has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Although many children with statements are disabled, some are not, and equally there are a small number of children who fall within the definition of a disabled pupil, who do not have special educational needs. The admission arrangements for disabled pupils will involve identifying and assessing their needs and making provision to meet those needs, following the school's special educational needs procedures

The Governing Body will take all reasonable steps to ensure that it does not discriminate against disabled children in the following activities/areas: -

Admissions

- in their admission arrangements
- in the terms on which they offer to admit a child to the school.

Exclusions

- in excluding them from school, whether permanently or temporarily.

Education and Associated Services

- in all teaching during core school hours, including field trips, school trips and exchanges, sport, music, drama, pre school and after school clubs, and leisure activities e.g. school discos.

The Governors will ensure that all reasonable adjustments are made to the school curriculum and premises to make them generally more accessible to disabled pupils. As school policies are reviewed or new ones written, consideration will be given on how to adapt or differentiate the curriculum to ensure that every disabled child can access it. The school will prepare in writing, implement and keep under review an **Accessibility Plan** which details how the school intends to: -

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled, within a reasonable time, and in ways which are determined after taking account of their disabilities and any preference expressed by them or their parents.

SCHOOL MEALS

We provide a full in-house catering service for hot lunches, including the provision of the **Universal Free School Meals** for all children in Reception, Year 1 and Year 2.

For parents who are in receipt of the following benefits:-

- **Income Support**
- **Job Seekers Allowance - Income Based**
- **Employment and Support Allowance – Income Related**
- **Support under part VI of the Immigration and Asylum Act 1999**
- **Guarantee element of State Pension Credit**
- **Child Tax Credit, provided you are not entitled to Working Tax Credit ** and have an annual income that does not exceed £16,190**

*** Note: From 1 May 2009, children are eligible for Free School Meals for a four week period immediately after the parent/carer becomes unemployed, or reduces their hours to less than 16 hours a week, but is still in receipt of Working Tax Credit.*

School will pay for the following for their child/children, whichever class they are in:-

- Free School Meals
- School uniform, one to wash and one to wear, plus a coat and school shoes
- Snacks from the School Tuck Trolley every day
- School trips and contributions to curriculum enrichment days e.g. visit by the History Man.
- Music tuition

Application forms for the above benefits, which are based on parents' income, are dealt with by the County Education Office, P O Box 73, Worcester. These forms are available for collection from the school office. Please ask if unsure.

Children may bring a packed lunch to eat in school. No glass bottles, please!

MILK

Milk is available daily from Cool Milk, register your child online at www.coolmilk.co.uk

EDUCATIONAL VISITS AND SCHOOL ACTIVITIES

In accordance with the Education Reform Act 1988, the Local Education Authority of Worcester has issued its statement of policy on charging for school activities. The Governing Body of St. Joseph's Catholic Primary School has agreed to adopt this policy as its own. Copies are available in school.

The nature of the proposed activity and its perceived educational value will be communicated to parents. An indication of the contribution required for the visit/activity to take place will be clearly stated. Parents will be made aware that there is no obligation to contribute, but that lack of support could result in cancellation of the proposed visit/activity. The exception to this last statement is where the County Council will levy a charge representing the cost of board and lodging for residential activities organised by the Authority or held at its establishments.

POLICY FOR DEALING WITH COMPLAINTS

Under the regulations of the Education Reform Act (1988) parents have the right to make representation to the School, the Governing Body, and ultimately the Secretary of State where they feel that the school is not meeting the requirements of the Act with particular regard to the National Curriculum, Religious Education and Collective Worship.

The Governors would hope and expect that any complaint could be resolved through informal discussion between parents and the Headteacher.

The Archdiocese of Birmingham has established a formal procedure for the consideration of a complaint that cannot be settled in this way.

Full particulars of these procedures are available from the school on request.

St Joseph's Catholic Primary School
UNIFORM - KEY STAGE 2

	Winter Uniform (From Autumn half-term to Easter)	Summer Uniform (Easter to end of Autumn half-term)
Years 3 and 4	White shirt/blouse and school tie or White polo shirt (with or without school logo) School jumper/cardigan with logo Grey trousers Grey skirt or pinafore (knee length) White or grey socks or Grey or black tights Black conventional low shoes (NO boots or trainers are to be worn)	White shirt/blouse and school tie or White polo shirt (with or without school logo) Grey shorts Grey skirt or pinafore (knee length) Green check dress White or grey socks Black conventional low shoes (NO sandals due to health and safety) Sun hat
Year 5 and 6	Black blazer with school badge White shirt/blouse with school tie Black trousers Black skirt (knee length)	Short sleeved shirts and blouses with school tie Black shorts Black skirts (knee length) Sun hat
Outerwear	Green waterproof jacket with fleece lining with school logo (optional)	
PE Kit	<p style="text-align: center;"><i>Indoor PE Kit</i></p> <p>White round neck P.E. T-shirt (plain or with school logo) Black shorts or skorts of a reasonable length (<u>not</u> lycra or cycling shorts for health/hygiene reasons)</p> <p style="text-align: center;"><u>ALL</u> PE kit needs to be labelled (including trainers) and kept in a named green kit bag</p> <p style="text-align: center;"><u>Please note the branded sportswear is NOT part of our school uniform policy and pumps are not needed</u></p>	<p style="text-align: center;"><i>Outdoor PE kit</i></p> <p>White round neck P.E. T-shirt (plain or with school logo) Black jogging bottoms (for winter P.E.) Plain black or green hoody or jumper Dark coloured trainers Sun hat</p> <p style="text-align: center;"><u>ALL</u> PE kit needs to be labelled (including trainers) and kept in a named green kit bag</p> <p style="text-align: center;"><u>Please note the branded sportswear is NOT part of our school uniform policy and pumps are not needed</u></p>
Swimming Kit	Swimming trunks/costume (<u>not</u> Bermudas, shorts or bikini) Swimming cap Towel Waterproof bag No jewellery	

N.B.

- Items bearing St. Joseph's school logo are only available from School Togs in Worcester and M & S Online.
http://www.mandsyourschooluniform.com/staffordshire-worcestershire/st-joseph-s-catholic-primary-school/catlist_fnct5283.htm
- P.E. Kit Bag and Book Bag available from school.
- P.E. kit to be kept in a named bag at school, and taken home to be washed at the end of each half-term.
- All items should be clearly marked with the child's name.
- Skirts should be knee-length.
- Only conventional black shoes are to be worn. High-heeled and fashion shoes, including boots, platform heels, jellies, sling backs etc. are not suitable for wear in school and are forbidden. Trainers are not a substitute for school shoes and are only to be worn outdoors at lunchtime or for P.E.
- Jewellery: Pupils may only wear items of religious significance e.g. cross and chain, Medugorje medals, pin badges, prayer bracelets but NO rings. If children have to wear earrings in pierced ears, then only one pair of small studs may be worn, again for reasons of safety. Even these can be dangerous in any P.E. lesson, and so they must be removed or taped up by the child for games/gymnastics/swimming/dance, etc. Teachers are instructed not to remove or replace earrings, and parents must consider the possible dangers to their child during physical activities.
- Long hair below shoulder length should be tied back for school.
- No nail varnish, make up or transfer tattoos.
- Hair accessories including: bows, clips and bobbles should be green, red or black and discrete

St Joseph's Catholic Primary School
UNIFORM - KEY STAGE 1

	Winter Uniform (From Autumn half-term to Easter)	Summer Uniform (Easter to end of Autumn half-term)
Reception, Years 1 and 2	Red polo shirt (with or without school logo) School jumper/cardigan with logo Grey trousers Grey skirt or pinafore (knee length) White or grey socks or Red, green or grey tights Black conventional low shoes (No boots or trainers are to be worn)	Red polo shirt (with or without school logo) Grey shorts Grey skirt or pinafore (knee length) Green check dress White or grey socks Black conventional low shoes (No sandals due to health and safety) Sun hat
Outerwear	Green waterproof jacket with fleece lining with school logo (optional)	
PE Kit	Indoor PE Kit White round neck P.E. T-shirt (plain or with school logo) Black shorts or skorts of a reasonable length (<u>not</u> lycra or cycling shorts for health/hygiene reasons) <u>ALL</u> PE kit needs to be labelled (including trainers) and kept in a named green kit bag <u>Please note the branded sportswear is NOT part of our school uniform policy and pumps are not needed</u>	Outdoor PE kit White round neck P.E. T-shirt (plain or with school logo) Black jogging bottoms (for winter P.E.) Plain black or green hoody or jumper Dark coloured trainers Sun hat <u>ALL</u> PE kit needs to be labelled (including trainers) and kept in a named green kit bag <u>Please note the branded sportswear is NOT part of our school uniform policy and pumps are not needed</u>
Swimming Kit	Swimming trunks/costume (<u>not</u> Bermudas, shorts or bikini) Swimming cap Towel Waterproof bag	

N.B.

- Items bearing St. Joseph's school logo are only available from School Togs in Worcester and M & S Online.
http://www.mandsyourschooluniform.com/staffordshire-worcestershire/st-joseph-s-catholic-primary-school/catlist_fnct5283.htm
- P.E. Kit Bag and Book Bag available from school.
- P.E. kit to be kept in a named bag at school, and taken home to be washed at the end of each half-term.
- All items should be clearly marked with the child's name.
- Skirts should be knee-length.
- Only conventional black shoes are to be worn. High-heeled and fashion shoes, including boots, platform heels, jellies, sling backs etc. are not suitable for wear in school and are forbidden. Trainers are not a substitute for school shoes and are only to be worn outdoors at lunchtime or for P.E.
- Jewellery: Pupils may only wear items of religious significance e.g. cross and chain, Medugorje medals, pin badges, prayer bracelets but NO rings. If children have to wear earrings in pierced ears, then only one pair of small studs may be worn, again for reasons of safety. Even these can be dangerous in any P.E. lesson, and so they must be removed or taped up by the child for games/gymnastics/swimming/dance, etc. Teachers are instructed not to remove or replace earrings, and parents must consider the possible dangers to their child during physical activities.
- Long hair below shoulder length should be tied back for school.
- No nail varnish, make up or transfer tattoos.
- Hair accessories including: bows, clips and bobbles should be green, red or black and discrete.



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

WORCESTER



TERM DATES

2021 /2022

AUTUMN TERM

(35 + 35 = 70)

Students return on Monday 6th September 2021

Students finish on Friday 17th December 2021

Half Term

Students finish on Friday 22nd October 2021

Students return on Monday 1st November 2021

SPRING TERM

(33 + 30 = 63)

Students return on Wednesday 5th January 2022

Students finish on Friday 8th April 2022

Half Term

Students finish on Friday 18th February 2022

Students return on Monday 28th February 2022

SUMMER TERM

(23 + 33 = 56)

Students return on Tuesday 26th April 2022

Students finish on Thursday 21st July 2022

Half Term

Students finish on Friday 27th May 2022

Students return on Tuesday 7th June 2022

Good Friday

Friday 15th April 2022

Easter Sunday

Sunday 17th April 2022

Easter Monday

Monday 18th April 2022

Bank Holiday

Monday 2nd May 2022

Whitsun Bank Holiday

Thursday 2nd June 2022

Platinum Jubilee

Friday 3rd June 2022

Monday 6th June 2022

Please note Key Stage 1 & 2 SATS/Optional Tests will be during the month of May

Teacher Education Days

1. Thursday 2nd September 2021

2. Friday 3rd September 2021

3. Tuesday 4th January 2022

4. Monday 25th April 2022

5. Friday 22nd July 2022