

**ST. BERNADETTE'S
CATHOLIC PRIMARY SCHOOL**



ACHIEVE, BELIEVE, CARE

**ST. BERNADETTES CATHOLIC PRIMARY SCHOOL
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WELCOME!

Dear Parent,

Welcome to St. Bernadette's Catholic Primary School. This brochure is intended to give you some information about the life and work of our school.

As a small community, with a strong Christian ethos, we regard ourselves very much as a family school. We know our children well and we are committed to giving them the best possible start to their education in a safe, caring and happy environment.

Our school Mission Statement sums this up very simply in three words: Achieve, Believe, Care. We want our children to feel the satisfaction of achieving their full potential – academically and in the fields of artistic, sporting and personal achievement. We also want to help them develop a strong sense of morality and fairness, based on our Christian faith. We aim to nurture young people who care for each other, for their community and for their brothers and sisters in the wider world. Although not all of our families are Catholic, we believe that these aims are shared by everyone in our community.

As a family school, our partnership with parents is very important to us. Parents are the most important educators and role models for their children. We look forward to working with you to make their time at Saint Bernadette's a happy and successful period in their young lives.

If you would like to know more about the school, please contact me and I will be very happy to show you around and discuss our work in more detail.

Mr. M. Brown
Head Teacher



Our School Mission is to ACHIEVE, BELIEVE and CARE:

ACHIEVE: To encourage children to achieve their full potential by:

- Providing stimulating learning experiences, through a broad and balanced curriculum which meets the needs of all children.
- Enabling every child to achieve success and self-esteem
- Making learning an enjoyable and positive experience for all children
- Encouraging cooperation, self-motivation and independence in learning
- Celebrating the achievement of children in all areas of school life.

BELIEVE: To give children a solid foundation of faith and Christian example by:

- Placing Christ at the centre of our school community.
- Developing in our children an attitude of prayer and worship which is the foundation for all we do in school.
- Giving children an understanding of their Catholic faith and living experience of the Church.
- Developing a strong sense of community, including home, school and parish.

- **Showing by our own example the principles of Christian living: to treat the children and all members of our school community with love, care, respect and forgiveness.**
- **Encouraging respect and tolerance for other faiths and cultures.**

CARE: To put our faith into practice in the way we treat each other and care for our world, by:

- **Valuing every child in our care and being committed to supporting their needs: academic, spiritual and social.**
- **Showing patience, tolerance and compassion for children and families experiencing difficulties.**
- **Encouraging the children to co-operate and respect each other.**
- **Encouraging children to care for the school and local environment.**
- **Encouraging care and support for others in the wider community.**

SCHOOL INFORMATION

Saint Bernadette's is a small, but growing, Catholic Primary School. We currently have 71 pupils on roll in the school, including around 40% catholic and 60% non-catholic children.

The school is organized in three classes:

- Red Class includes Reception Age and Year 1 children.
- Green Class includes Year 2, and Year 3 children.
- Blue Class includes Year 4, Year 5 and Year 6 children.

Class sizes are relatively small, compared to average primary schools. Our Planned Admission Number (PAN) is 12 children per year group. Children are also well supported by Teaching Assistants, who work alongside the teachers in each class. Currently, Red Class has two teaching assistants, while Green and Blue Classes have three part-time staff who support for the equivalent of 7 days in total. This means that our children receive very good levels of adult support, which helps them to make good progress.

Mixed-age classes work well within the school, due to careful planning by the teachers. Children seem to thrive in a class atmosphere where their needs are very well understood by their teacher. They tend to progress well and develop very good relationships throughout the school.

The community aspect of the school is very important to us. Our older children are encouraged to look after the younger ones at lunch and playtimes, and this is beneficial to all. Saint Bernadette's is a very happy school where friendships cut across age groups and continue into Secondary School.

CLOUD NINE NURSERY

We are very pleased to have been able to set up a full-time Nursery on the school site in recent years.

Cloud Nine Nursery is not officially part of the school, but is privately run. However, since its beginning in 2007 the nursery has grown in popularity and is developing ever-stronger links with the school.

If you have pre-school children you may wish to visit to speak to Cloud 9 staff, who will be happy to explain their provision. (Government funding is provided for up to 15 hours per week.)

THE SCHOOL DAY

BREAKFAST CLUB

Many of our children arrive at school from 8.00am each morning to enjoy the Breakfast Club. Children are allowed to use the computer suite until around 8.15, when breakfast is served - cereals, toast, fruit juices, milk etc.

(Cost of an average breakfast is 50p - 75p and supervision cost is 50p per session)

Children are supervised by support staff and the headteacher, until we go out onto the playground for some pre-school exercise.

SCHOOL BEGINS at 8.50am

MORNING BREAK : Children are able to buy a hot snack or a drink. Playtimes vary between 10.00 - 10.30 start, depending on assembly times.

DINNER BREAK - Key Stage 1 12.15 - 1.30 pm
Key Stage 2 12.30 - 1.30 pm

SCHOOL ENDS at 3.20pm

AFTER- SCHOOL CLUBS

We try to provide a variety of extra-curricular activities for our children. These have included: Football Netball Cricket Multi-Sports Computers Drama Aikido.

Currently we have the following clubs:

Monday Dance

Wednesday Multi - Sports

Thursday Football

Friday There is a Martial Arts Club on - site which runs between 5.00 and 5.45, with a second session between 5.45 - 6.30.

In addition to these, the older children are encouraged to stay on at school for 20 minutes on Tuesdays and Fridays, for a variety of extra-curricular activities, including sports, homework, computers and indoor games.



CURRICULUM

The school curriculum consists of three core subjects: Literacy, Numeracy, and Religious Education.

Science, ICT, Geography, History, Art and Design are mainly taught through a Topic approach, though we also have special Science Weeks for focused teaching.

Music and PE (Including Swimming in the Spring Term) are taught as discrete subjects and are given high priority in the timetable. We have recently also introduced French and Cookery lessons for children in Green and Blue Classes.

RELIGIOUS EDUCATION

As a Catholic School, Religious Education is obviously an extremely important element of our curriculum: in fact, it is central to all we do in school, as we seek to apply all we have learned in our lessons and assemblies in our behaviour towards each other.

The school follows the Diocesan Scheme of work: Learning and Growing as the People of God, which covers five main strands:

- Scripture
- The Liturgical Year
- Celebrating the Sacraments of the Church
- Living as Christians
- Prayer

We aim to make children's RE experiences relevant and enjoyable by taking a cross-curricular approach, including using opportunities for Art and Drama. RE is also closely associated with our work in Personal, Social and Moral Education, including Circle time. A recent development has been the introduction of multi-cultural themed weeks, which are planned for each term.

In our recent inspection (June 2011) Saint Bernadette's was described as 'a good catholic school with outstanding features'

LITERACY

Literacy is central to children's learning, as it is a key medium for teaching and learning in all aspects of the curriculum.

Speaking and Listening is the starting point for developing children's skills in reading and writing. Teachers place great emphasis on encouraging children to express their ideas and share with others, in small group and whole class situations. Role play and performance in assemblies give many opportunities for children to become confident speakers.

Promoting a love of books and developing the skill of Reading is a high priority. Children are encouraged to use our school library and to bring home both Reading Scheme books (Oxford Reading Tree) and books for general interest.

Phonics provide the building blocks of reading for most children, and we place great emphasis on the teaching of phonics, using a whole- school approach (Read, Write, Inc.) Writing is also promoted from a very early age, with children given many opportunities to express their ideas in emergent writing. Skills are developed throughout the school, with teachers carefully monitoring progress each term and setting targets to help children become proficient.



NUMERACY

Standards in Numeracy throughout the school are good, as a result of a great deal of developmental work in recent years. The school has a very good core scheme (Abacus Maths) which forms a basis for our planning and provides structured examples and practice for children. At the same time, staff take every opportunity to make mathematics meaningful to the children by using real life situations and practical examples. We have recently introduced a 'Friday Challenge Day' to give children opportunities to apply what they have learned in practical and game situations. As in Literacy, we take care to monitor children's progress each term and to provide extra support where it is needed - or additional challenge for the more able!

SCIENCE / TOPIC WORK

The school broadly follows the National Curriculum (QCA) schemes of work, but these are enhanced by a variety of practical and ICT resources. We try to engage the natural curiosity of children and to make our Science projects as practical and investigative as possible. Where appropriate, Science is integrated with other subjects, but we also have focused Science theme days or weeks.

Geography and History are taught as themed topics throughout the school. Links are made appropriately with other subjects, especially Literacy, ICT, and Art/ Design.

We make every attempt to bring topics alive for the children by organising school trips and visiting speakers to broaden children's experience and understanding.



ICT

This is a subject which has really taken off in our school in recent years. The school governors have made a major investment in providing two new computer suites, plus interactive whiteboards in every classroom. With a ratio of 1 computer to every 3 pupils we are very generously resourced.

The effect on children's skills and confidence has been dramatic, with our children very quickly becoming proficient in a range of activities, such as Information Handling, Presentation (Powerpoint) and use of Spreadsheets.

Children are able to access computer aided learning across the range of subjects and this has had a major impact on their work and their motivation.

MUSIC

Music plays an important part in the curriculum and in the life of the school: Our Music teacher, Mrs Martin, is employed for a day and a half per week to teach the music Curriculum. Children in Key Stage 2 are learning to play recorders and violin. In addition there is an opportunity to buy into Keyboard tuition in small groups.

We are particularly proud of our school choir, which makes up in enthusiasm, volume and quality for what it lacks in numbers!

The choir regularly entertains members of the local community, such as the Cheshire Homes and Brunel Court Care Home. We also participate in various inter-school events.

PHYSICAL EDUCATION

P.E. is given high priority at our school. We believe in the maxim 'a healthy mind in a healthy body' and so provide many and varied opportunities and challenges for children to maintain physical fitness.

In addition to timetabled PE and Games each week, teachers plan short 'brain breaks' each morning, when the children may take part in classroom aerobics or skipping or similar physical activity.

Activities are also provided at playtimes, including Huff and Puff club.

School provides a good variety of after-school clubs which are PE and Dance - oriented.

We have recently invested in new equipment and training to improve provision for teaching of Gymnastics.

Children in Key Stage 2 attend weekly Swimming lessons in the Spring term.

Saint Bernadette's take an active part in local school tournaments and competitions, including:

Football and High Fives Netball Tournament

Annual Swimming Gala

Cross Country

Rounders and Cricket Tournaments

Small Schools' Sports Day

Despite being the smallest of the schools involved, we have performed very well in these events in recent years. However, our guiding principle is to involve as many children as possible and to enjoy taking part!



COLLECTIVE WORSHIP

We have whole school Assemblies on Mondays, Wednesdays and Fridays. Parents are welcome to join us for the Friday Congratulations Assemblies, which take place twice per half term. (Special invitations are sent to parents whose children have earned a certificate.)

Each class prepares a class assembly every term, to which all parents are invited. From September 2011 we have introduced a 'Wednesday Word' Assembly, when children are introduced to the Mass Readings for the week with a lovely, colourful pamphlet which they take home to share with parents.

MASS is held in school, usually twice per term. On special occasions we also walk with the children to celebrate Mass in the Parish Church, or join with our sister parish school to celebrate Mass at Saint Michael's, Penn.

SACRAMENTAL PREPARATION

Catholic children are usually prepared for the sacraments of Reconciliation and Holy Communion during Year 3. Preparation is undertaken jointly with families from Saint Michael's, and involves the children and their parents attending a series of weekly (Saturday afternoon) meetings led by Father Stephen, supported by parish catechists and teachers.

Reconciliation usually takes place before Easter, and First Holy Communion in June. Confirmation is celebrated in Year 6. Again, there is strong emphasis on the parish partnership with Saint Michael's, though the pupils' preparation takes place mainly in school. The school works closely with Parish Catechists in preparing the children to receive the sacraments.

SEN (Special Educational Needs)

At Saint Bernadette's we believe that all children are special. We are fortunate to have relatively small class groups which receive a good level of adult support. This allows us to cater far more to the individual needs of children.

However, some children need additional help to overcome particular difficulties with learning or behaviour. Where we have concerns that a child is not progressing, or has a specific area of difficulty, our first step is to consult with parents. If it is agreed that the child may need additional support, the next step is to set up an Individual Provision Map, indicating the additional support which is given to address the child's needs.

This is Stage 1 of the SEN process: SCHOOL ACTION.

Many children will remain at School Action, supported by their Individual Provision Map, which will be reviewed and amended each term. Or they may no longer need extra support because the action taken has solved their problem.

In some cases the action taken in school is not effective. At this stage we need to bring in additional professionals to advise - this is usually the SENSS team, or it could be an Educational Psychologist, or a Behaviour Support teacher. Following advice from these sources, we would initiate an Individual Education Plan (IEP) to provide more focused support for the child.

(Both IEPs and Provision Maps would be fully discussed and updated with parents at termly Parent Meetings.)

When we are working together with external professionals, this stage of the SEN process is called SCHOOL ACTION PLUS.

As above, most children do not need any further intervention beyond Action Plus. They may remain at Action Plus for some time, working through several IEPs, or they may return to School Action, or come off the SEN register completely.

In a very small minority of cases, it is decided, always in consultation with parents, that a child may need a Statement of Special Needs. The statement would consider the whole range of needs for a child and put in place an action plan, to be reviewed each year. Statements nowadays are quite rare, as the Special Needs Service prefers to target its resources to practically helping children in Staffordshire's schools.

Child and Family (CAF) Support

A development in recent years has been the institution of CAF groups to support families experiencing problems. Basically, the idea of a CAF is to draw together all the

various professionals who may be needed to help a family - this might typically include school, nursery, school nurse or health visitor, SENSS, Behaviour Support, CAMHS (Child & Adolescent Mental Health Service), Educational Welfare Officer. The CAF group would then agree a joint plan of support for the child or family involved.

PASTORAL CARE

The key person for each child is usually the class teacher, who can be approached to discuss any problems or concerns.

We would hope that parents feel confident to approach the class teacher about any concerns which you may have.

If the class teacher is unavailable, or if you prefer to speak directly to me as headteacher, I am always happy to meet with parents to discuss any pastoral matters.

CHILD PROTECTION

All adults working in school have to undergo checks by the Criminal Records Bureau (CRB).

Staff have received training in Child Protection Issues.

Mr Brown is the member of staff responsible for Child Protection, and Mrs Mc Carthy is the deputy. The governor responsible is Ms Marese O'Dwyer, our Chair of Governors who can be contacted via school.

ACCESSIBILITY PLAN

At Saint Bernadette's we aim to provide a learning environment which values all children and supports those with physical or learning disabilities. We also make every effort to make our school site accessible and welcoming to parents and visitors who may have disabilities.

The school building does present some difficulties regarding access, as it is situated at the top of a steep drive / pathway.

This situation has been greatly improved by the provision of more car parking, including dedicated disabled parking space and ramp access at the front of school.

The school is built on one level, though it has relatively steep single steps out onto the playground area from each classroom. There is currently no disabled toilet provision - governors' plans to address this in recent years have been disrupted by severe cuts to the school's maintenance budget, but plans remain in place to develop this in the near future.

Our teaching methods are inclusive and geared to the needs of the individual child. Where we received an application from a child with specific needs, we would try our utmost to meet those needs, within the constraints of the existing building and the financial resources of the school.



Sex and Relationships Education

- The school has a structured programme of teaching in Science and RE which looks at various aspects of human development and responsibility.
- Issues such as hygiene and growth are covered sensitively throughout the school.
- The main aspects of Puberty and Sex Education are taught in Years 5 and 6, using the Diocesan Programme, 'All That I Am'.
- The school nurse is involved in the delivery of specific talks to the Y6 pupils.
- Parents are encouraged to attend a meeting where they can see the materials we use with the children.

HOMEWORK

The school encourages a reasonable amount of homework each week. The purposes of this are:

- To allow children to practise skills and revise learning outside the classroom
- To encourage independent learning and research.
- To keep parents informed of what children are doing in school.

Children are expected to read regularly at home. Often, with younger children, it is valuable to read with them and to them - they will often bring library books which interest them, but which are beyond their reading ability.

Spellings are set for weekly tests.

In **Red Class**, children will often bring home words to learn - please try to help them by making up games to help with these.

Homework is much less formal for the younger children; Mrs Gollings may ask the children to follow up some of their topic work with activities at home, but this will be on an occasional basis.

In **Green Class** Spellings are set on Fridays, to be learned for a test on the following Friday.

Mrs McCarthy sets one piece of Maths homework and one piece of English homework per week on **Fridays**, to be given in the following Friday.

In **Blue Class** Spellings are set on Fridays to be tested the following Thursday.

Miss Riley will set one piece of Maths homework and one piece of English homework per week on **Fridays**, to be given in the following Thursday.

During 2010-11 we also set up a system for doing homework on the computer - Education City. This is set and monitored weekly in Green and Blue Classes.

If your child is having difficulty with homework, please send a note or come in to discuss it with the teacher.

Homework is only meant to take between 30 minutes to an hour each week (per subject); any longer can be counter-productive!

If children are stuck on homework, please always use your judgement and tell them to stop.

If you have any concerns or questions about homework, or if you feel that the above policy is not being adhered to, please speak to the headteacher.



SCHOOL RESULTS and STANDARDS

Standards at Saint Bernadette's are good overall and continue to improve. Effective teaching and careful monitoring of progress have ensured that the vast majority of our children make expected progress in each Year Group.

However, in terms of summative testing (SATS) it always has to be acknowledged that results can vary greatly from year to year where the classes are so small.

Sats results for 2011 were mixed:

In Key Stage 1, 8 children were tested this year:

Level 2B+ %	Overall English	Reading	Writing	Maths
School	75.0	75%	62.5%	75%
County	76.9	76.6	67.8	78.3
National		74.0	61.0	74.0

Level 3 %	Overall English	Reading	Writing	Maths
School	25%	25%	12.5%	12.5%
County	28.1	27.5	14.3	21.8
National		26.0	13.0	20.0

(Level 2b is the national target average level for all subjects. Level 3 is the benchmark for higher - achieving pupils.)

It can be seen from the above data that St. Bernadette's children performed broadly in line with County and National averages, given that each child accounts for 12.5% in our school.

Results in Key Stage 2 were well below average, however.

ATTAINMENT	READING	WRITING	MATHS
Level 4 and above	33%	33%	67%
Level 5	17%	0%	17%

The National averages for Level 4 and above were:
 READING 84%, WRITING 75% and MATHS 80%

It can be seen that Key Stage 2 Sats results in Reading and Writing were well below average this year and also below in Maths.

There were several factors affecting this:

It was a very small group of 6 children, making each child account for 17%. One of the group had a statement of SEN and three others were on the SEN register, two of whom had joined the class in Year 6.

In fact, based on their performance at Key Stage 1, all of the children made at least expected progress in Maths, and most made expected progress in Literacy, with some making excellent progress in Year 6.

Our projection for future years, based on on-going assessment within school, is that Key Stage 2 Sats results should range between 75% and 88% at Level 4b+ over the next 4 years. We can be relatively confident in this projection, given that the school population is now very settled, compared to previous years, when we have had a large influx of pupils from other schools.

Home- School Communication

The relationship between home and school (and parish) is a very important one. We do regard Saint Bernadette's as a family school. All good relationships are built on effective communication, so let us take a moment to consider how we can keep the lines open:

- For quick queries or messages, please either phone, in which case our wonderful secretary, Mrs Galvin, will take a message, or pop in to see the class teacher.
- If you would like a longer time to speak to the teacher, or the head, a suitable time can be set aside - again, ring or pop in to make an appointment.
- We hold termly meetings to discuss your child's progress. These are usually around the October and February half terms and towards the end of Summer term, when you will also receive a written report.

In addition to these:

- We send a regular newsletter to keep you informed of school events
- Parents are welcome to attend Friday Congratulations Assemblies
- Our friendly and hard-working PTFA would love to welcome you to meetings and events. These are always advertised in the Newsletter.

As a general rule, if you have a concern, it is always best to discuss it with us sooner rather than later. We are very friendly and approachable, and will always try to work with you to solve any problems in an attitude of partnership.

Equally, I know most parents prefer to hear from us sooner rather than later if there is a concern arising at school, relating to progress or behaviour.

INFORMATION TO PARENTS

In school we have a wide range of documents relating to school policies and Curriculum, including Health and Safety, SEN etc. These are all available for parents to see on request.

HOME/SCHOOL AGREEMENT

We have recently amended our Home/School Agreement to bring it in line with our Mission Statement. A copy is available on the website or from the school office. We value the support parents give to the school and signing this agreement is an important part of that commitment.

ATTENDANCE

We obviously encourage maximum attendance at school and discourage parents from taking holidays during term time. (Please see LEA poster at Appendix B.)

Many of our children take a real pride in achieving 100% attendance each half term.

This is a good personal quality to be encouraged. It is also a sign that they are happy in school. Above all, it means that they are not missing out on their education or social life within school.

But sometimes children are ill and need to be kept at home. If your child is poorly, it is important to let us know. We have to publish information regarding absences, and if we are not given a reason for the absence, it is recorded as 'unauthorised'.

A telephone call or a note will save us having to chase you for information, or recording an 'unauthorised absence'

Our attendance figures for the school year 2010-11 are as follows:

	Saint Bernadette's	National Figure
% Authorised Absence	4.13%	5.0%
% Unauthorised Absence	0.68%	0.4%

LATENESS

School begins at 8.50 and we expect all children to be in at that time. However, we appreciate that difficulties arise from time to time in getting children to school. If you have one of those mornings, please remember that we welcome children into school whatever the time. It is better to arrive late than not at all!

MEDICAL MATTERS - INFECTIOUS DISEASES

There are some occasions when we may not want to see your child in school! Listed below are some common infectious diseases with advice on how to recognise and treat them.

In addition to these, please take care when children suffer from sickness and diarrhoea: in order to prevent spreading infection, please keep the child at home for at least 24 hours following the illness.

TREATMENT IN SCHOOL - MEDICINES

When your child enters school you will be asked to complete a form giving details of your child's medical history. Please notify the school if there are any changes we need to be aware of.

We are happy to administer medicines needed by your child during the school day. However these should only be medicines prescribed by a doctor. We will ask you to sign a form to authorise staff to give this medicine. Please see Mrs Galvin to organise this.

Inhalers and medicines are normally kept in the school office.

IF WE NEED TO CONTACT YOU

Occasionally there is a need to contact parents or carers during the school day, especially when children have an accident or become unwell.

Although we take contact numbers when the children are admitted to school, we sometimes have problems because the numbers we have been given have been changed, or the mobile number given is routinely turned off. Please check and make sure that the numbers we have for you and for your chosen representatives are up to date.

LUNCHTIME

Children can either bring a packed lunch or may have a cooked meal which is provided by Staffordshire County Catering Service and cooked on the premises. (A sample menu is available for you to see the kinds of food that are on offer). If your child requires school meals the cost is £10.50 per week, which should be brought into school at the beginning of the week in an envelope marked with their name and class. The daily cost of meals is £2.10 per day.

And at Break...

Children in Early Years and Key Stage 1 receive free fruit through the Government Fruit scheme, and children under the age of 5 also receive a free carton of milk.

For the rest of the children fruit can be purchased at 20p a day, or £1 per week.

Milk is also available at the same price.

Payment should be sent into school on the first day of the school week in an envelope marked with child's name and class.

For children in Blue and Green Classes, we have recently introduced a 'Brunch Club', where they can buy toast, toasted tea-cake, crumpet or a milk-shake. Children are encouraged to pay on the day, to encourage their use of money and independence.



SCHOOL UNIFORM

In winter, girls wear a navy skirt or black trousers, jade polo shirt and jade cardigan or sweatshirt. Boys wear jade polo shirt, black trousers, and a jade sweatshirt.

White or grey socks are preferred or dark tights with black or navy shoes.

In summer, girls may wear a blue and white gingham dress with a jade cardigan or sweatshirt and white socks. Boys may wear a jade polo shirt and short grey trousers.

The P E uniform is navy blue shorts, white T-shirt and black pumps.

Sweatshirts, cardigans and polo shirts can be purchased from Abbiss School Shop, in Wombourne High Street. A range of other items is available, including school bags, waterproof coats, and school caps.

JEWELLERY

Under Health & Safety regulations the wearing of jewellery is not allowed. Only one pair of stud or loop earrings are permitted but the child must be able to remove these themselves before a PE lesson or refrain from wearing them on the day of a PE lesson if they are not able to do so. It would be appreciated if children are to have their ears pieced that this occurs at the beginning of Summer holiday otherwise the child would be required to miss PE as they are not allowed to take part whilst wearing earrings.

SCHOOL CHARGING and REMISSIONS

BUILDING FUND

As a Voluntary Aided school, Saint Bernadette's receives an annual amount of money called Formula Capital, which is used to develop building projects and carry out necessary repairs. The amount received can be used to cover 90% of any costs, but the school has to find the other 10%.

One of the ways we ask for parent's support to raise part of this money is to hold a monthly non-uniform day, for which we ask parents to contribute £2 per family.

MUSIC

In order to recoup some staffing costs, the school charges £3 per lesson for Keyboard and violin tuition, which is given to groups of no more than three children at a time.

School Visits

For activities which are arranged by the school, as part of the curriculum, to take place during school time, the school will ask for a contribution to the costs. If there is not enough to cover the cost, the activity may have to be cancelled.

Costs of Residential Education visits are waived by the Local Authority for families in receipt of Income Support.

A full copy of the school's Charging and Remissions Policy is available on request.

Security

The school places a high emphasis on the safety of all children and staff. The school is surrounded by security fencing and exterior gates are locked throughout the school day.

The security system within school includes exterior doors which have a one way locking system. No unauthorised person is allowed to enter the school building and visitors must show identification if working on school premises. All visitors must sign the visitors' book which is in the foyer.

Fire Drills are held termly.

COMPLAINTS PROCEDURE

Under Section 23 of the Education Reform Act 1988, Local Education Authorities and their school are required to set up arrangements for the consideration and disposal of any complaints made by parents regarding the curriculum or religious worship. We hope that parents feel able to discuss any concerns with us and we will endeavour to do whatever we can to resolve the situation promptly.

The first stage would be informal discussions with the staff and/or Head Teacher at the school. If the issue were not resolved the second stage would be the subject of a formal complaint referred to the school's Governing Body. A standing sub-committee of three governors has been established to deal with any such complaint. Should their investigations fail to provide a satisfactory response then the complaint will be referred to the LEA.

There is a Complaints policy in school which is available for you to view.

THE ST. BERNADETTE'S TEAM

NAME	DESIGNATION
Mr M. Brown	Head Teacher
Mrs. S. Galvin	Secretary
Mrs. A. Gollings	Teacher (Red Class)
Mrs. L. McCarthy	Teacher (Green Class)
Miss K.Riley	Teacher (Blue Class)
Mrs. A. Martin	Music Teacher
Ms. L. Smith	Classroom Assistant (Red Class)
Miss N. Turner	Classroom Assistant (Red Class)
Mrs J. Bill	Classroom Assistant (Green Class)
Mrs J. Mills	Classroom Assistant (Green Class)
Mrs. S. Fletcher	Classroom Assistant (Blue Class)
Mrs. N. Stubbs	GTP Student (Red Class)
Mrs. A. Shortland	Catering Supervisor
Mrs M. Holder	Lunchtime Supervisor
Mrs W. Jones	Lunchtime Supervisor
Mrs. G. Rogers	Cleaner

GOVERNING BODY

Chair and Foundation Governor:	Ms. M. O'Dwyer
Vice Chairman:	Mrs.J. Blunt
Head Teacher:	Mr M. Brown
Local Authority Representative:	Cllr. C. Timms
Parent Governors:	Mr. M. Evans Mr J. Springthorpe
Non-Teaching Staff Governor:	Mrs. S. Galvin
Teachers' Representative:	Mrs. L. McCarthy
Foundation Governors:	Father S. Squires Ms. M. O'Dwyer Mrs. P. Goudie Mrs. J. Blunt Mr. P. Povey Mrs. J. Pitt

ADMISSIONS POLICY

CRITERIA OF ADMISSION for SEPTEMBER 2012

The admissions process is part of the Birmingham local authority co-ordinated scheme.

The Admission Policy of the Governors of **Saint Bernadette's Catholic Primary School** is as follows:

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

The School's Admission Number for the school year 2012/13 is 12.

If the number of applications exceeds the admission number, the governors will give priority to applications in accordance with the criteria listed, provided that the governors are made aware of that application before decisions on admissions are made (see Note 1 below). If there is oversubscription within a category, the governors will give priority to children living closest to the school determined by shortest distance (see Note 4).

A map of the parish boundary is available at the school and parish or by post on request.

1. Baptised Catholic children (see Note 2 below) who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989)
2. Baptised Catholic children living within the Parish of Saint Bernadette's who have a brother or sister (see Note 3 below) in the school at the time of admission
3. Baptised Catholic children living within the Parish of Saint Bernadette's.

4. Other Baptised Catholic children who have a brother or sister in the school at the time of admission
5. Other Baptised Catholic children
6. Non-Catholic children who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989)
7. Non-Catholic children who have a brother or sister in the school at the time of admission
8. Non-Catholic children

Note 1

Children with a Statement of Special Educational Needs that names the school must be admitted. This will reduce the number of places available to applicants.

Note 2

In all categories, for a child to be considered as a 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 baptism should contact their Parish Priest.

Parents making an application for a Catholic child should also complete a supplementary information form (SIF). Failure to complete the SIF may affect the criterion the child's name is placed in.

Note 3

For Catholic and non-Catholic children the definition of a brother or sister is:

- A brother or sister sharing the same parents;
- Half-brother or half-sister, where two children share one common parent;
- Step-brother or step-sister, where two children are related by a parent's marriage;
- Adopted or fostered children

The children must be living permanently in the same household

Note 4

Distances are calculated on the basis of a straight-line measurement between the applicant's home address and a point decided by the school, usually the front gate. The local authority uses a computerised system, which measures all distances in metres.

Ordnance Survey supply the co-ordinates that are used to plot an applicant's home address within this system.

In a very small number of cases it may not be able to decide between the applicants of those pupils who are 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 where there are twins, or if the distance between the home and 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 legal limit to be exceeded, the local authority, on behalf of the governing body, will randomly select the child to be offered the final place by drawing lots.

The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence for the majority of the school week. Documentary evidence may be required.

Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place and proof may be requested.

SCHOOL ENTRY

Children must, by law, start school by the beginning of the term after their fifth birthday. A parent may defer a child's entry to the school, but not beyond the academic year for which the application is accepted. Parents may discuss this with the headteacher.

Parents can request that their child attends part-time until the child reaches compulsory school age.

NURSERY

Parents must apply on the local authority form for a place in Reception Class. Attendance at a nursery does not automatically guarantee that a place will be offered in main school.

APPEALS

Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may apply in writing to Chair of Governors. Appeals will be heard by an independent panel.

REPEAT APPLICATIONS

Unless there are significant and material changes in the circumstances of a parent's application for their child or the school, the governors will not consider a repeat application in the same academic year.

LATE APPLICATIONS

Late applications will be dealt with according to the local authority co-ordinated scheme.

WAITING LIST

Parents whose children have not been offered their preferred school will be informed of their right of appeal and will be added to their preferred schools waiting list.

The Local Authority will send voluntary aided and foundation schools their waiting lists following the offer of school places.

Waiting lists for admission will remain open until the 31 December 2012 and will then be discarded. Parents may apply for their child's name to be reinstated until the end of the academic year when the list will be discarded.

Waiting lists will not be fixed following the offer of places. They are subject to change. This means that a child's waiting list position during the year could go up or down. Any late applicants accepted will be added to the school's list in accordance with the order of priority for allocating places.

Inclusion on a school's 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 a local authority to admit or who are allocated to a school in accordance with a Fair Access Protocol take precedence over those on a waiting list.

IN YEAR FAIR ACCESS POLICY

The governing body have adopted the LA fair access policy for admission of previously excluded or hard to place children.

APPLICATIONS OTHER THAN THE NORMAL INTAKE TO RECEPTION CLASS

Changes in Regulations propose that an application should be made to the local authority who will need to consult with the governors.

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 (i.e. Latin Rite, Byzantine Rite, Coptic, Syriac, etc, 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 (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 Right 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 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 baptism 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 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 due to persecution or fear, the destruction of the church and the original records, or where baptism was administered validly but not in the Parish church where records are kept.

Governors 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.)