



Situated in Nailsea, North Somerset, St Francis' Catholic Primary School opened in 1979 and covers a wide catchment area, serving the two Catholic parishes of St Francis', Nailsea and The Immaculate Conception, Clevedon. It prides itself in welcoming families of all faiths or none into its community.



St Francis' School has recently (March 2022) joined an new Catholic Multi-Academy Trust and is proud to be working alongside it's partner schools.

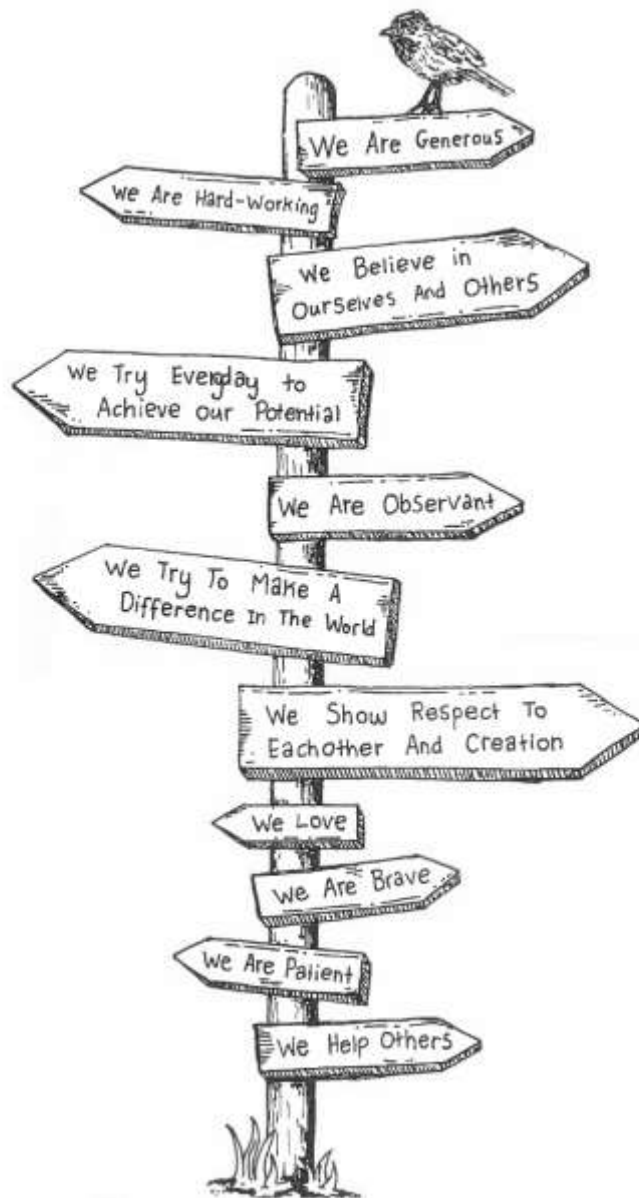
St Francis' is situated in a quiet residential area and is located in pleasant green grounds that include a forest school wood, a lovely playing field and a pond and wildlife area. There are two hard play areas for the children with additional climbing frames and play equipment for adventurous and imaginative play. The building has been

constructed around a central courtyard and comprises an assembly hall, seven classrooms, an ICT suite, a library, additional areas for practical activities and music, and an outdoor learning area for Reception and year 1 pupils.

Children at St Francis' display enthusiasm for their learning, appreciate their friendships and are happy at school. Pupils feel safe and cared for and, through our Catholic ethos, emphasis is placed on the development of positive relationships with each other and developing knowledge of one's self. They are taught the importance of treating people equally and fairly. As a school that is named after a saint who is famous for caring for his environment and the life within it, our children are taught to appreciate the wonder of God's world and the responsibility we have to look after it.

## Our School Values

Children, staff and governors have been working to revise our school values to reflect the underlying ethos of our school community in our world today. Our school values are



Our children know these values, talk about them and regularly review their behaviour and actions in the light of these values. Teaching, learning and our everyday actions are underpinned by the distinctive ethos and purpose of the school. In an atmosphere of care and nurture, pupils have a secure, stimulating and challenging environment in which to thrive.

*'I love the way the catholic ethos is subtly brought into everyday life in the school and the children adopt the caring catholic attitude almost without realising it'*

*Parent comment 2020*

## **Behaviour**

Clear boundaries and expectations of behaviour are an integral part of being a happy and safe pupil here. Politeness, consideration and co-operation - both for each other and staff - are expected at all times. All are expected to show respect for each other and their environment through being courteous and thoughtful. Pupils and staff enjoy warm and respectful relationships which provide a firm foundation for good behaviour. Parents have a major role to play, in liaison with the school, in setting expectations within a secure and loving routine at home, valuing each child as a growing and developing individual.



## **Rewards and Sanctions**

A system of praise and reward encourages pupils to give of their best in their work, their attitude and their relationships. Children learn to celebrate achievement for themselves and be pleased for others. School rules are displayed in each class and children who fall below expectations know the consequences of their actions. Children can earn house points and privileges for academic achievement, progress, effort and behaviour. Points are awarded for the common good of the house as well as the individual.

When children make the wrong choices and behaviour is unacceptable, they are required to face up to their mistake and endeavour to make amends. All children are listened to and are expected to be truthful. Bullying of any kind is not tolerated and children are taught how to recognise and respond to bullying. Further details can be seen in the school's Behaviour Policy.

The positive partnership the school enjoys with parents is really important in managing any issues related to pupil behaviour and feelings. Parents are encouraged to talk to a member of staff as soon as there may be an issue so that it can be acted upon and resolved speedily. Occasionally there may be a need to involve the support of specialist help with childhood behaviour, which will always be sought after consultation with parents.

*'The behaviour of pupils towards each other in lessons and around the school, is excellent'*

*Section 48 Ofsted report 2020*

## **Pupils' Roles and Responsibilities**

Children are encouraged to see their school as a community of people where all are valued and included. They are taught to develop a sense of personal and collective responsibility. A system of jobs in the classroom and around the school is in place where pupils take it in turns to look after the school environment and serve each other. Older and younger pupils 'buddy up' and work together through various supervised activities during the year.



At playtime, key stage 2 pupils help with organising and distributing toys and equipment. Others called Playground Pals support pupils who may not have anyone to play with.

The School Chaplaincy Team represents the pupil voice. Representatives are elected by each class to serve on the School Council (which is also the eco-council), the Fundraising Committee or the Prayer Team. Projects have included organising fund raising events, leading the pupils' voice on issues such as the school mission statement, and planning for improvements to the playground.

Pupils also have opportunities to serve their local and wider community. The local playgroup is invited to come and watch the Infant Nativity, and share our play areas and forest school facilities. Regular fund raising events are held throughout the year, some organised by pupils, to support charities and link up with parish projects.

## **RE AND THE PRAYER LIFE OF THE SCHOOL**

The prayer life of the school includes whole school and class worship and masses, liturgical celebrations and reflections, and the chance for collective and individual prayer. Parish priests celebrate mass and other clergy lead reflections and other services. Children also regularly attend Mass at St Francis' Church. Whole school worship themes follow the liturgical year and RE themes, and classes take it in turns to lead school assemblies. All children are included and enjoy preparing for and participating in these occasions that are brought to life with dance, drama and music.



Each classroom has a prayer corner that children help set up and maintain. Prayer and reflection areas for children to use are also found all around the school. There are daily opportunities for prayer, both formal and informal, within the classroom. Children learn formal prayers and also write and share their own. There are times for quiet reflection and each child is helped to recognise and develop their spiritual self.

Parents are invited and encouraged to attend many of the collective worships and masses that are held throughout the year. This is an excellent way to become active in the community life of the school. At various times of the year, children bring home booklets, artefacts and prayer bags for family reflection and prayer time.

RE is taught using a Diocesan programme supported by the 'God Matters' scheme. Children learn about the Catholic and Christian faith and other world religions. What is learnt creates and sustains the ethos of the school and helps children towards an understanding of themselves, other people and the valuable contributions each person can make in the world.

The development of each child spiritually, morally, culturally and socially is an important part of being a pupil at St Francis' and serves to develop pupils for adult life. Our Relationships and Sex Education curriculum supports children's developing understanding of loving relationships, responsibility towards oneself and others. All RSE is taught in an age appropriate way and through a scheme approved by the Catholic bishops.



*St. Francis is a welcoming and inclusive community where all are valued and invited to participate. As a result, all have a strong sense of belonging to a community.*

*Section 48 Ofsted report 2020*

## **TEACHING AND LEARNING**

The school is organised into seven single-aged classes supported by a dedicated team of teachers and support staff. The first year at school is the Foundation Stage. Children then spend two years in Key Stage 1 (infant years) and four years at Key Stage 2 (junior years).

### **Curriculum Statement**

At St Francis' School our intention is to deliver a broad, rich and innovative curriculum which is founded on our Christian beliefs and our school mission and values. We aim to provide our pupils with engaging and purposeful learning experiences which foster a love of learning to last a lifetime.

While we follow the programmes of study for individual subjects as outlined in the National Curriculum in England, we strive to be creative and, where possible, link subjects within topics incorporating 'WOW' moments that spark children's interests and relate to real world issues. We enhance learning through regular trips and outings, first hand experiences, immersive topic days, visits from experts and members of the local community. Our curriculum is enriched by our local history, culture and partnership with our local Christian community.



We have planned additional experiences such as school camps, forest school, participation in community events, opportunities to showcase learning and fundraising activities to support the curriculum and give children skills for life. Our Religious Education programme and our marking of the Church's Year enriches and is enriched by the National Curriculum. We promote the spiritual, moral, cultural, mental and physical development of children both discretely and as opportunities arise.

Our curriculum prepares our pupils for life in modern British society by fostering in them attitudes and qualities that enable them to be confident, resilient, creative, and respectful citizens, well prepared for the opportunities, responsibilities and experiences of modern life. Our curriculum is designed to embrace diversity, recognise gifts and talents and remove barriers so that every pupil achieves.



### **Implementation**

The curriculum is mapped out deliberately and carefully so that skills, knowledge and learning in one subject is built upon in others, thereby deepening understanding. It also ensures that learning in one year builds upon learning in the previous year and will inform learning in the next. Children are given opportunities to revisit learning and embed key concepts.

The curriculum is reviewed periodically. Curriculum leads oversee training requirements and suitable resourcing of their subject areas whilst also offering support to staff.

Long term plans for each subject feed into year groups' medium term plans, which are adjusted if necessary to meet the needs of individual cohorts. Teachers then plan on a weekly and daily basis to meet the needs of individual pupils and respond to both ongoing and more formal assessment.

### **Impact**

We judge the effectiveness of our curriculum in four ways:

- How well do our children learn? Do they make good progress through the school, are they meeting age related expectations and do they leave us ready to tackle the next stage in their education?
- How do our children feel about their learning? Do they enjoy being learners, are they motivated to succeed and are they resilient when approaching new learning?
- How do our children engage with the curriculum? Do they develop character, do they react appropriately with others and do they demonstrate our school values in their everyday lives and behaviour?

- Do our children understand their uniqueness as God-given individuals with a strong personal sense of morality? Do they make decisions informed by their developing moral compass and do they leave us knowing their actions make a difference to themselves and others?

## Individual Subject Statements

### Art

#### Intent

At St Francis', we want pupils to celebrate the beauty of the world around us and recognise that a love of art can help us to express a sense of awe and wonder. It is a subject which can inspire and challenge pupils, equipping them with the knowledge and skills to experiment, create and reflect on their own work and the work of others. We want our pupils to have an understanding of their place in history and what has contributed to the culture and creativity of a nation, alongside recognition of our God given talents to communicate creatively and expressively.

“He has made everything beautiful in its time.” - Ecclesiastes 3:11

#### Aims

- produce creative work, exploring ideas and recording their experiences and imagination
- evaluate and analyse creative works using the language of art, craft and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms, describing the differences and similarities between different practices and disciplines, and making links to their own work
- develop a wide range of art and design techniques in using different media, pattern, texture, line, shape, form and space
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books (Key Stage 2) to record observations and use them to review and revisit ideas
- improve mastery of art and design techniques including printing, drawing, collage, painting and modelling.



## Computing

### Intent

Through teaching computing at St Francis', we equip our children to participate in a world where work and leisure activities are increasingly transformed by technology. Computing skills are a major factor in enabling children to be confident, creative and independent learners. Children should have every opportunity available to allow them to find, explore, analyse and present information. We focus on developing the skills necessary for children to be able to use electronic devices to access and communicate information as well as teaching them how to programme devices to carry out tasks.

Computing contributes to our learning and faith community by providing the opportunity to explore the safe and ethical use of modern technology. It discovers and nurtures in children God given talents and enables them to fulfil their potential where technologies and cultures are constantly changing. In older years, children consider the moral dilemmas presented when using these technologies. Through the use of online resources, children recognise that media provides us with the opportunity to reflect in awe and wonder at the beauty of God's creation. By using a range of computing programmes, children are able to express themselves creatively.

### Aims

- provide a relevant, challenging and enjoyable computing curriculum for all pupils
- use computing as a tool to enhance learning throughout the curriculum
- respond to new developments in technology
- equip pupils with the confidence and capability to use computing throughout their later life
- develop an understanding of how to use technology safely and responsibly.

## Design and Technology

### Intent

At St. Francis' School, Design and Technology helps to prepare our pupils to engage with and contribute to a rapidly changing society. Children will develop skills in order to think creatively and construct products to solve real and relevant problems that consider not only their own needs but those of a wider audience. Design Technology can easily be recognised and developed within a Christian ethos; the Bible speaks of God the Creator and, as we were made in His image, each human being shares creative qualities and talents.





## Aims

- develop an awareness of the built environment and appreciate that we can affect and control it
- observe, identify and understand elements of design in the natural and manmade world
- respond to design criteria when creating products, using knowledge and understanding to innovate and take risks in the search for a solution
- evaluate own and others' designs, appreciating strengths and making changes where necessary
- teach practical skills with a wide range of tools and materials, including food, and select the tools and materials most suitable for purpose
- develop awareness of safety by identifying hazards/risks (including the principles of nutrition) and taking appropriate action
- help develop the social skills necessary to work as part of a team, as well as the ability to work independently when the situation demands
- become aware of the impact of Design Technology, its contribution to society and our quality of life.

## English

### Intent

At St. Francis' School, the teaching of English promotes the development and mastery of the essential life skills of reading and writing. In addition, it also recognises that the ability to speak and listen well is vital if we are to articulate our thoughts, feelings and ideas. To communicate creatively and expressively is a talent, and that should be nurtured and developed through the teaching of English. Furthermore, by promoting the school values of respect and honesty through English work, we are able to value the thoughts and feelings of others, treating them with respect and integrity. We acknowledge God as creator through continuous development of our own creative abilities and recognise that a love of language can help us to express a sense of awe and wonder.



### Aims

- develop a life-long love and enjoyment of reading and be able to share this with others
- develop comprehension skills and an ability to look beyond the written word that can be applied across the curriculum
- support all children to become confident, expressive and effective independent writers who realise that writing is a life-long skill
- enable children to acquire a range of strategies for correct conventional spelling so that they can spell age-appropriate words and apply this knowledge during independent writing and reading
- develop clear, concise and legible handwriting
- provide a stimulating environment where key vocabulary, sentence structure and achievements are displayed in every classroom, alongside resources such as dictionaries, word mats etc.
- develop and extend an awareness of other cultures, traditions and languages



## EYFS

### Intent

In the Early Years Foundation Stage at St Francis', we believe that all children are entitled to the best possible start in their school life. All children deserve to be valued as an individual and we are passionate in giving all children opportunities to achieve their full, unique potential. In order for each child to follow their own learning journey and have their needs and stages of development planned for appropriately, the EYFS at St Francis' provides opportunities, experiences and support to develop, physically, verbally, cognitively and emotionally, whilst embedding a positive attitude to school and learning.

'Start children off on the way they should go, and even when they are old they will not turn from it.'  
Proverbs 22:6



### Aims

- create purposeful learning opportunities through play
- assess and review children's needs and next steps in learning
- value and nurture parents/carers as partners
- value children's unique journey from entry through to KS1 transitions
- build resilience, confidence & independence within learning
- embed a positive attitude to lifelong learning

## Geography

### Intent

At St Francis' school, we believe that a high-quality geography education will help pupils gain a practical knowledge and understanding of where they live, their local area and how they relate to the wider world. Geography helps pupils to understand how people live in different

environments, how they make best use of the resources that they have and how different geographical features form part of our amazing world! Through our Geography lessons, we are also able to embed the Christian value of respect through studying other cultures, and inspire awe and wonder at God's world and creativity.

### **Aims**

- develop a life-long love and curiosity for the world
- acquire a range of strategies to discover more about the world
- understand how to use a variety of skills to research facts on a geographical topic
- provide evidence to support findings and discoveries
- ask perceptive questions to gain knowledge and deepen understanding
- think logically and independently on a given topic
- compare and contrast own life and surroundings with those around them



## **History**

### **Intent**

At St Francis' school, we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, bringing perspective to current issues. The teaching of History also allows for Christian values to be further embedded as it encourages children to learn vital lessons of fairness, respect, trust, honesty, bravery and perseverance through studying important events from the past.

### **Aims**

- develop a life-long love and curiosity to discover more about the past
- learn to ask perceptive questions to deepen understanding and knowledge on a historical topic
- think critically when analysing a piece of historical evidence
- acquire a range of strategies to sift through arguments and find relevant information
- develop perspective and judgement on issues both past and present
- develop understanding and enrich history by experiencing at least one off-site visit/visitor within the academic year

## **Mathematics**

### **Intent**

Mathematics permeates much of our everyday life and is critical to most forms of employment. A sound mathematical foundation is therefore fundamental to children understanding the world and engaging productively with it. At St Francis' school, we believe in building an appreciation of the power and beauty of mathematics, evidenced for instance in how it shapes the natural world, understanding this in the context of our belief in God the Creator.

### **Aims**

- provide a high quality mathematics curriculum that is accessible to all, and which ensures all children are challenged and make progress in lessons
- build competency and develop sound conceptual understanding in number and calculation, measurement, shape, data, money and time
- foster the development of deeper mathematical thinking in order to apply knowledge flexibly and creatively to problem solving and reasoning in different contexts
- develop fluency in number so children can recall and apply their knowledge quickly and accurately
- facilitate the development of a rich mathematical vocabulary that equips children with appropriate terminology as well as the language necessary to reason and explain their thinking clearly
- instil a growth mind-set that recognises mistakes as part of the learning process, developing learners who persevere to overcome difficulties and who take responsibility for their own learning
- to provide a mathematically stimulating environment where key vocabulary is displayed in every classroom, alongside resources such as number lines, multiplication squares and historical timelines.

## **Modern Foreign Languages**

### **Intent**

At St. Francis' school, high quality language education will foster pupils' curiosity about the world and broaden their understanding of other cultures, experiences and traditions. The learning of a modern foreign language supports our strong Christian ethos of embracing difference and of the equality of all people, regardless of race or nationality.

### **Aims**

- understand and respond to basic spoken and written language from a variety of sources
- speak with increasing confidence, fluency and spontaneity, asking questions, discussing and improving pronunciation and accuracy
- write for a variety of purposes using the vocabulary and grammar taught
- read the language for a variety of purposes, including through songs, rhymes and stories
- learn about the culture and traditions of countries in the world that speak the language being studied
- understand how the language relates to English and other languages (e.g. children's own first languages, Latin etc.)

## Music



### Intent

At St Francis' School, we foster an enjoyment and appreciation of music. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Pupils develop an awareness of the music of our own and other cultures and styles. Music can easily be recognised and developed within a Christian

ethos. We acknowledge God as creator through continuous development of our own creative abilities and recognise that a love of music can help us to express our feelings and ideas.

“Sing and make music from your heart to the Lord” - Ephesians 5:19

### Aims

- develop an appreciation of a variety of music genres by listening to a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- understand and explore how music is created, produced and communicated.
- learn to sing and use their voices, and have the opportunity to play a range of percussion instruments, xylophone and recorder
- create, compose and evaluate their own music and listen to and reflect upon the music of others
- have the opportunity to join and perform with the school choir and orchestra
- perform and review their own and others performances.



## Physical Education



### Intent

In teaching Physical Education at St Francis' school, we provide children with the opportunity to experience a range of activities that help develop their health, fitness and wellbeing. High quality Physical Education lessons can inspire children to exceed and challenge themselves, showcasing their skills in local and inter-school competitions. Not only do we teach Physical Education in order to build on health and fitness but to build character and embed Christian and school values such as fairness and respect.



Physical Education assists children in realising their God-given potential and helps children to acknowledge God as the creator of the human body by encouraging continuous development of physical abilities. Through Physical Education, the children are taught the Christian and school values of respect, trust, honesty, friendliness, bravery and perseverance.

### **Aims**

- develop an enjoyment for physical activity
- become aware of how to live a healthy and active lifestyle and how this contributes to well-being
- develop the social skills to work as a team
- be taught the key values of teamwork, determination, fairness, respect and self-belief through physical activities and competitive sports
- gain leadership skills, taking on responsibilities through becoming sports leaders, coaching and running events
- develop technical skills and hand-eye coordination
- develop confidence, tolerance and appreciation for individual and others' strengths and weaknesses.



## **Personal, Social, Health and Economic Education and British Values**

### **Intent**

At St Francis' school, high quality PSHE teaching helps children to thrive when they reach adulthood through gaining a better understanding of the world, economically and socially. It celebrates each child as an individual, helping them to achieve their maximum potential and enabling them to make a full contribution to society. PSHE can allow pupils to understand how their bodies change and how to live a healthy and safe lifestyle. Our Christian ethos promotes the spiritual, moral, cultural, mental and physical development of the children in our care.



### **Aims**

- prepare children to be global citizens now and in their future roles within a global community

- give children regular opportunities to learn about, recognise and apply the British values of democracy, tolerance, mutual respect, rule of law and liberty
- teach children how to be safe
- to understand and develop healthy relationships both now and in their future lives
- allow children the opportunity to learn about difficulties and emotions that might arise, and signpost them to support available
- learn to take responsibility and make good decisions
- recognise their rights and responsibilities, while becoming healthy, independent members of the school community and of a diverse society
- gain an understanding of themselves personally and socially, developing their sense of self-worth and tackling the social and physical issues of growing up.

## Religious Education

### Intent

We attach the greatest importance to Religious Education (RE) in the life of St. Francis' School and ensure that all children have equal access to the RE curriculum, regardless of religion, gender, culture or special educational needs. Our Christian values are embedded into our curriculum vision which is expressed and explored in religious education. Our Christian ethos underpins all that we do at St. Francis' School, but the specific teaching of RE is primarily educational and for this reason will be planned, taught, assessed and monitored with the same rigour as core curriculum subjects.



### Aims

- develop the child's sense of awe and wonder
- teach RE in accordance with the teachings of the Catholic Church
- foster religious literacy among pupils, including the foundations for an understanding of the liturgy, prayer and the sacraments
- to help pupils think spiritually, ethically and theologically
- help pupils to grow in confidence
- provide opportunities for children to celebrate their faith
- provide a Christian environment in which everyone feels welcome, valued, respected and secure
- familiarise the children with the Gospel message and scriptures
- foster in all the understanding of God's Kingdom through work in our local and wider community
- ensure the liturgical year is reflected in the life and activities of the school
- help children in their search for the meaning of life through the way in which God reveals himself in Christ
- develop an understanding of other world faiths.

## Relationships and Sex Education

### Intent

RSE at St Francis' school is taught within the moral, social and spiritual framework that reflects the beliefs and ethos of a Catholic school and our commitment to the development of the whole child. Children learn about their uniqueness as part of God's creation, His love for each person, and how this means we must respect one another. It helps children to establish self-respect and positive friendships, and it contributes to child protection.

### Aims

The school works towards all aims in partnership with parents/carers.

- develop positive and healthy relationships with peers both now and in the future
- endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- have respect for themselves and others
- have positive body images
- understand the physical aspects involved in RSE at an age-appropriate level
- contribute to the development, growth and journey of the whole person towards becoming "fully human, fully alive" as a unique creation made in God's image.

## Science

### Intent

At St. Francis' school, science means exploring, discovering and investigating the world around them, as well as using and applying process skills. Science in our school is about developing children's ideas and ways of working that enable them to make sense of and understand the world in which we live, and also help them make decisions in the future about issues concerning themselves and the environment. Through the teaching of science, we encourage children to become caring people who develop respect for living things and the non-living environment in order to genuinely care for and sustain the world that God bequeathed them.

### Aims



- build a body of scientific knowledge that will help make sense of the world and prepare for a life in an increasingly scientific and technological world
- understand the way things work and recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live
- build on children's natural curiosity and develop a scientific approach to problems
- develop skills of enquiry, investigation, planning, reviewing, interpreting and evaluating work alongside other key skills such as application of data handling and number and problem solving

- work both individually and together in groups, to communicate and help each other, to develop positive attitudes towards learning and to become motivated to find out more.

## **Homework**

Homework is set to enable pupils to practice and consolidate their learning, to develop skills of independent learning and to promote skills of personal organisation. It provides parents with the opportunity to work with their children in a supportive way. Homework is set according to the age of the pupil and the amount and complexity increases as the child moves up the school. A homework timetable is sent home from each class. The regular practice of reading, spellings, number bonds and times tables is encouraged for all children whatever their age.

## **Special Educational Needs**

All children have individual learning needs and some children are assessed as having special educational needs. At St Francis' we have a strong pastoral system that supports the needs of individual children. We aim to meet the needs of all children within the classroom through setting differentiated tasks that challenge yet allow children to succeed. On occasion some children may be withdrawn for small group or individual support. Sometimes a child is supported with an Individual Education Plan which is written in consultation with parents and pupil. Where the school feels a child requires support from an additional agency, parents are involved. The Special Needs Co-ordinator is the member of staff who co-ordinates the arrangements that need to be put in place to support pupils with special needs, their parents and staff.

In keeping with the school's mission to be inclusive and promote equality of opportunity, the school will work with pupils and parents to ensure that all pupils can participate in the curriculum and wider life of the school. Parents are asked to inform the school if a child has any special need or health conditions that may affect their attendance or put them at a disadvantage.

## **Safeguarding**

Everyone appreciates the importance of ensuring pupils are safe from harm. Systems in school are designed to protect children, and all adults working with children are required to be DBS checked. All staff are required to attend regular safeguarding training.

Because of their daily contact with children, school staff play an important role in recognising and taking appropriate action in cases of suspected child abuse. This can be emotional, physical, sexual or take the form of general neglect.

Child abuse is a particularly sensitive issue and does give rise to strong feelings and emotions for those involved, particularly parents. Whatever parents may feel about a situation, however, it needs to be appreciated that school staff are required to report in line with procedures, any situation where abuse is suspected. All school staff are instructed to report any concerns to the head teacher or designated safeguarding lead, who are required by law to alert children's social care. A member of staff could be deemed to have acted improperly if this were not the case.

## LIAISON WITH PARENTS

St Francis' places a high priority on close links and partnership with parents to ensure that children are well supported. Parents and staff are encouraged to keep an open and regular dialogue through Class Dojo and informally at the beginning and end of each day. Potential issues and any questions are dealt with promptly.

Pupil-Parents evenings are held during the autumn and spring terms, where parents and pupils meet with the class teacher to discuss progress and achievement.

At the end of the academic year, a written report is sent to all parents giving details of progress and achievement across the curriculum and reporting on effort and attitude. Should parents wish to discuss the report, there is an opportunity for a third optional parents evening with the class teacher.

### Opportunities to Visit the School

Parents can be invited in to school during the school day to take part in an event planned by the class, to visit a class museum for example or take part in reading activities with children.

Parental volunteers are warmly welcomed and help can be offered on a one-off basis (eg a class on a school trip) or to come into school on a more regular basis to help in a classroom. All volunteers undergo a risk assessment process and sign a code of conduct in order to fulfil the school's safeguarding procedures. Volunteers working closely or regularly with children will be asked to undergo a DBS check.

### Communication

A fortnightly newsletter containing regular news items and information, including dates and forthcoming events can be accessed on the school's website. This is usually published on a Friday.

### The FRIENDS' Association



The Friends organise fund raising activities throughout the year to support the purchase of additional equipment and resources for all children. The extensive playground climbing equipment, the pergola, sandpit and pond area are all a result of money raised by The Friends. As well as fund raising, The Friends organise social events and opportunities for parents and children to have fun together as a community. The committee works very hard for the benefit of all families and always welcomes new members, new talent and new ideas.



*'The community of school/parents is very strong and supportive. Teachers do care about the children - it is evident from their interest and knowledge of every individual.'*

*Parent / carer comment 2020*

## **ROUTINES AND PROCEDURES USEFUL INFORMATION**

### **Travelling To and From School**

In view of the fact that we have a wide catchment area and many children travel to school by car, parking safely and with due care and consideration is important. Parents are asked to park in a manner that does not block residents' driveways. The lay-by should be kept clear and used as a "drop and go" point and not for parent parking.

Local families can walk or cycle to school. Bicycles and scooters can be stored safely in a designated area in the school grounds.

We ask that parents ensure children:

- Leave and enter school in an orderly manner.
- Keep to the recognised pathways within the school grounds and local area.
- Do not enter the school grounds via the staff car park.
- Walk, not ride, bicycles and scooters through the playground to the parking area.

In situations where parents allow their children to travel to and from school alone, a letter is required from the parents giving consent.

At the end of the day children in Key Stage 1 classes will be released by their teachers to named and known adults only. Should pick-up arrangements change, ie: the child is to go home with a friend for tea or another adult will be collecting, the class teacher should be notified in writing.

Key Stage 2 children leave the school building by their classroom entrances or the key stage 2 entrance at the end of the day and meet parents on the playground.

### **Attendance and Punctuality**

**The school day starts at 8.45am and ends at 3.15pm.**

Parents have a duty to ensure that children attend school regularly and are punctual. This ensures that children will get the most out of their time at school. It is important that children arrive at school on time so they can start their school day in a calm and orderly fashion. Children who are late for school should report to the school office.

### **Absence and Illness**

If a child is unwell and unable to attend school, parents are asked to inform the school by telephone or email on the first day of absence. In the event of sickness and/or diarrhoea, pupils must remain absent from school 48 hours after the last bout in order to minimise the spread of infection.

If a child becomes unwell during the school day, parents or the nominated adult will be contacted so the child can be collected. Parents are asked to keep the school updated if there is any change to their emergency contact details.

Parents are encouraged where possible to make medical appointments outside of school hours. Where this is not possible and a medical appointment takes place during the school day, parents are asked to inform the school ahead of time.

A written note is required if a child is unwell and unable to attend a school swimming lesson.

If a child requires medication for long term health conditions such as diabetes, please inform the school. Arrangements may be possible to administer such medication on completion of an indemnity form. Children who use an inhaler because of asthma, must keep a named inhaler in their classroom alongside a signed indemnity form.

Unauthorised absences are recorded in the register and on a child's end of year report. If you are planning to take your child out of school, please complete an Exceptional Circumstance Authorisation Form, which can be found on the school website. All absences are closely monitored.

Holidays during term time are not permitted and should parents take children on holiday during term time this will be recorded as an unauthorised absence.

### **Charging and Remissions**

We have a Policy for charging for certain activities, both in and out of school time. A copy of this policy is on the website.

### **School Policies**

School Policies can be accessed via the school's website: [www.st-francis.n-somerset.sch.uk](http://www.st-francis.n-somerset.sch.uk), or by contacting the school office.

### **School Uniform**

St Francis' School has a distinctive uniform, with blue shirts representing Mary, the patron saint of the Immaculate Conception Parish Church of Clevedon, and brown for St Francis, the patron saint we share with our local church in Nailsea. Our uniform gives us identity, sets a high standard and is worn with pride. Children should attend school wearing the appropriate uniform and ensure that articles of clothing are clearly named.

#### **Uniform**

Brown trousers or skirt

Blue short or long sleeved shirt, buttoned to the top

St Francis' school tie (elasticated ties permitted until the end of year 2)

Brown jumper with St Francis' logo

Plain brown or black shoes

Plain brown tights or brown / white socks

*Optional summer uniform: brown shorts with shirt and tie or a blue checked summer dress*

### **Sports' Kit**

Black PE shorts (not lycra)

Plain White T-shirt

Plain dark-coloured or white trainers / black daps – please avoid heavily patterned or fluorescent footwear

Plain black jogging bottoms and hoodie for PE outside (weather dependent)

### **Swimming Kit**

One-piece swimming costume or trunks (not loose short-style)

Towel

Hat and goggles optional

**No** earrings are permitted in the pool (Backwell Pool rules)

### **Please Note in Addition:**

- Hair longer than shoulder length must be tied back with plain, dark-coloured hair bands
- Earrings should be plain studs and must be either removed or taped for PE lessons

**'School Togs' Crown Glass Shopping Centre 2 Clevedon Rd Nailsea, is our uniform stockist (tel: 01275 857491).**

We will always do our best to help children find lost articles that are clearly labelled. The school is not liable for missing items and has no insurance policy to cover such eventualities.

### **Bags**

Book Bags (A4 size) and PE Bags can be purchased from the school office. Book Bags are ideal for carrying reading books, homework and letters to and from school. Children are encouraged to bring their belongings to school in small bags as there is insufficient space in the cloakrooms to accommodate large ruck sacks.

## **FOOD AND DRINK**

### **School Dinners**

The school has its own kitchen and dinners are cooked daily on the premises. All Reception, Year 1 and Year 2 children are offered a free school lunch. Many children in Key Stage 2 choose to continue having a hot lunch, payable in advance using the online payments system "ParentPay". A vegetarian option is available.

### **Packed Lunch**

Children bringing a packed lunch should bring it in an appropriate container clearly marked with the child's full name. Lunch boxes are stored on class lunch box trolleys and containers. Children are encouraged to bring a healthy packed lunch. Children may bring in their own non fizzy drink at lunch time in a plastic beaker.

### **Free School Meals**

Children of parents who receive Income Support may be entitled to free school meals. Please follow the link for further information: <https://www.gov.uk/apply-free-school-meals> and contact the school office for further advice and information.

### **Drinks**

Water is available for all children at meal times. Children are also encouraged to drink water throughout the day. Water, not juice or sugary drinks, may be brought to school in a clear, named plastic bottle for consumption in class.

Milk is provided free for all children up until their fifth birthday. This can be continued for a small charge once a child is five. Please contact the school office for further details

### **Morning Break**

All Key Stage 1 pupils are given a daily piece of fruit either at morning or afternoon break as part of the government's initiative to encourage children to form good food habits and 'eat 5 a day'.

Key Stage 2 pupils may bring either a piece of fruit for their morning break – sweets, chocolates and crisps are not permitted.