



St. Mary's Catholic Primary Blackbrook

Chain Lane, Blackbrook, St. Helens, Merseyside WA11 9QY

Tel: (01744) 678161

E-mail: blackbrook@sthelens.org.uk

Web-site: www.bbstmarys.co.uk

Headteacher: Mrs Julia Ashton B.Ed. (Hons) D.A.S.E

May 2017

Dear Parent/Carer,

If your child is to join us for the first time, we warmly welcome you as parents and look forward to a happy and successful association over the coming years. If you already have a child at the school, we are pleased to renew the links between us.

Some of the information in this booklet is recommended by the Department of Education but we have added further details, which we feel give you a fuller picture of the community at St. Mary's Blackbrook.

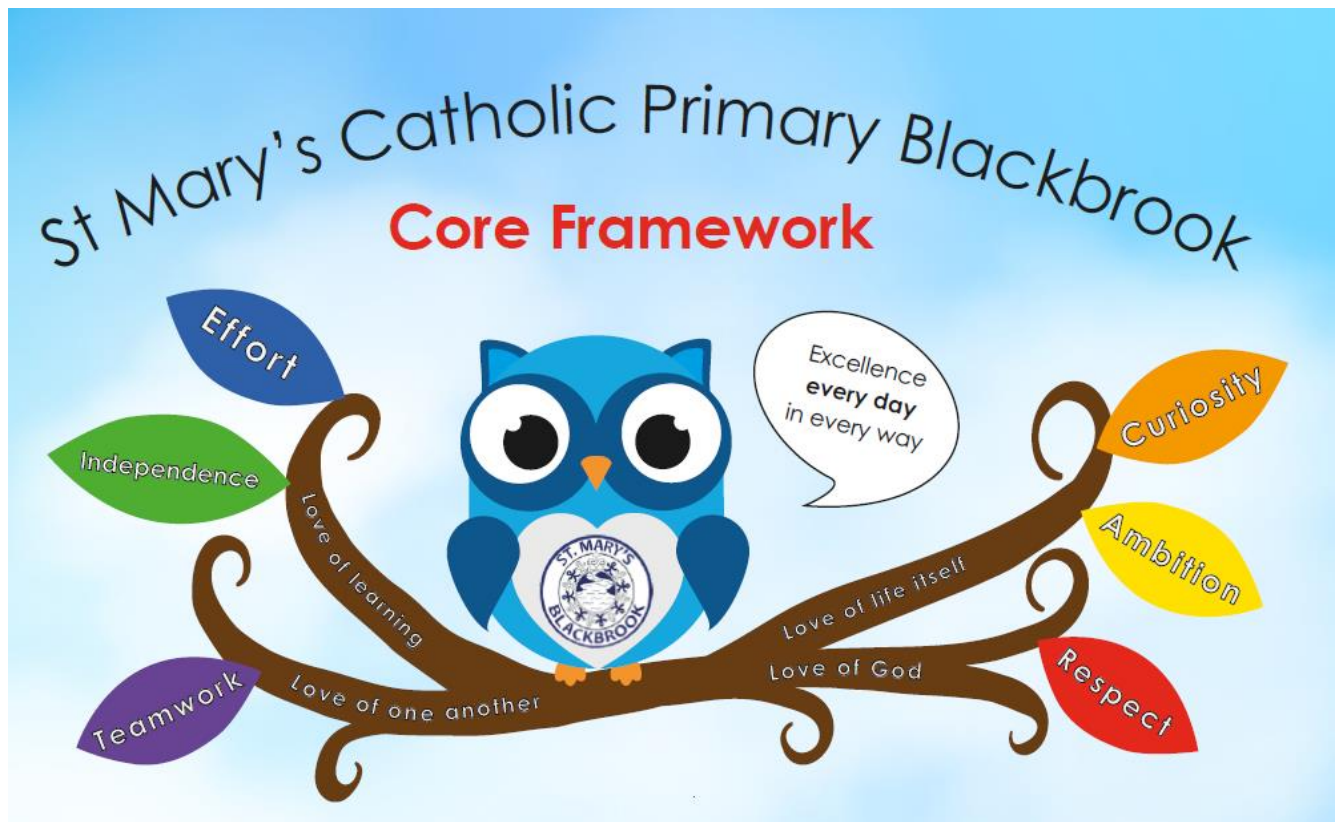
I speak for our children, parents, staff and governors when I say how proud we are of our school. All involved combine to produce an exciting, enjoyable, caring yet challenging atmosphere in which our children thrive. High expectations are placed upon our pupils and they respond by reaching high levels of personal achievement. All our staff share the concern and commitment you have, to see your child develop and maximise their potential.

If there is anything else that you would like to know about or discuss, please do not hesitate to contact the school. Regular communication establishes a mutual understanding of our shared responsibility and partnership.

The information contained here is merely a starting point and is no substitute for the school itself. May I take this opportunity, therefore, to invite you to come and visit us if you have not done so already.

Yours faithfully,

J M Ashton (Mrs)
Headteacher



GENERAL INFORMATION

The information contained in this booklet relates to the school year 2017-18. These details are accurate at the time of printing. However some changes may be necessary and parents will be informed as soon as possible of any alteration that may be made.

School: St Mary's Catholic Primary Blackbrook
Chain Lane
Blackbrook
St Helens
Merseyside
WA11 9QY

Telephone No: 01744 678161

Email: blackbrook@sthelens.org.uk

Headteacher: Mrs J Ashton B.Ed. (Hons) N.P.Q.H.



SCHOOL GOVERNING BODY

<i>Chairperson</i>	Mr P Alcock
<i>Headteacher</i>	Mrs J Ashton
<i>Foundation</i>	Rev T Dooley
	Mr A Shepherd
	Mrs E Frodsham
	Mrs G France
	Mrs A Siney
	Mr T Kelly
<i>L.E.A. Representative</i>	Cllr P McQuade
<i>Elected Parent Governor</i>	Miss A Stafford
	Mr I Haskell
<i>Staff Governor</i>	Mrs S Barr
<i>Clerk to the Governors</i>	Mr I Blythin

Governors make decisions about how the school is managed. They meet at least once a term. Governors are appointed to represent the interests of the Catholic Trustees, the Local Authority and the interests of the parents and their children.

School governors have legal duties, powers and responsibilities. They can only act together not as individuals.

MEMBERS OF STAFF



Mrs J Ashton
Headteacher



Mrs B Tilley
LKS2 Leader



Mrs L Atherton
KS1 Leader



Mrs C A Murphy
Deputy Head



Mrs K Holding
Foundation Stage Leader



Mrs C Galligan
UKS2 Leader



Mrs B Knapper
School Liaison Officer



Mrs S Rawsthorne
R.E. School Leader



Mrs N Winders
Curriculum School Leader



Miss L Simpson
Foundation Stage



Mrs C Sherry
Year 1



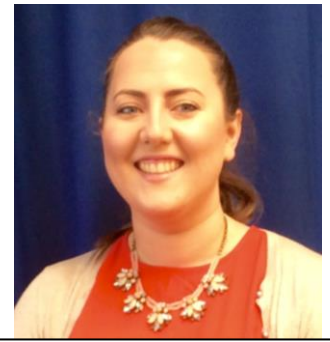
Miss L Brennan
Year 1



Miss R Dooner
Year 2



Miss C Griffiths
Year 4



Miss K Davies
Year 5



Mrs K Barker
Year 5



Mrs S Talbot
Year 6



Mrs S Barr
Business Manager



Mrs E Pike
Clerical Assistant

Support Staff – Teaching Assistants

Mrs J Taylor	Miss H Bradburn
Mrs A Smith	Mrs K Heyes
Mrs J Gravener	Miss L Shone
Mrs B Eden	Mrs J Burrows
Mrs S Swift	Miss L Kelly
Mrs C Naylor	Mrs A Glover
Mrs L Cummins	Mrs J McKenna
Mrs J Hardman	Mrs L Prescott
Mrs M Lockett	Miss B Fishwick
Mrs E McGuirk	Mrs B Kelly
Mrs A Reed	

School Liaison Officer

Mrs B Knapper

Midday Supervisors

Mrs H Bradburn	Miss B Fishwick	Mrs L Shone
Mrs E McGuirk	Miss L Kelly	Mrs S Swift
Mrs J Burrows	Mrs M Lockett	Mrs A Smith
Mrs J Canning	Mrs J Gravener	Mrs A Reed
Mrs L Cummins	Mrs J Hardman	Mrs B Kelly

Premises Staff

Mr C Hughes	Caretaker
Miss M Graves	Senior Cleaner
Miss A Owens	Cleaner
Miss S Mower	Cleaner
Miss K Osbourne	Cleaner

Kitchen Staff

Mrs N Fishwick	Cook
Mrs E McEvoy	Kitchen Assistant
Mrs H Moore	Kitchen Assistant
Miss D Pye	Kitchen Assistant
Mrs L Hamilton	Kitchen Assistant
Mr M Griffin	Kitchen Assistant

Welcome to St. Mary's Blackbrook



CLASSIFICATION OF THE SCHOOL

The school is a Roman Catholic Aided Primary School for boys and girls in the 4 - 11 age range.

The main catchment area is the Parish of St Mary Immaculate, Blackbrook.

Our principal role as a Roman Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith.

The school will help the children to develop fully as human beings and prepare them to undertake their responsibilities as Catholics in society.

The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

The Governors of the School have agreed on the following priorities for admission to the school in the Academic Year 2017/18



ADMISSIONS CRITERIA

Where the number of applications exceeds the number of places available the Governing Body will apply the following over-subscription criteria.

1. Children in Public Care for whom there is a demonstrable pastoral need for a Catholic education.
2. Baptised Catholic children living in the Parish of St. Mary's, Blackbrook. (Proof of birth date in the form of a birth certificate and proof of Baptism in the form of a Baptismal Certificate is required, unless baptised in the Parish of St. Mary's, Blackbrook.)
3. Children who have a brother or sister at the school at the time of likely admission.
4. Baptised Catholic children with special medical needs or pastoral needs that can be met by the school.
5. Baptised Catholic children from other Catholic Parishes.
6. If after considering applications made which meet any of the above criteria or a combination of one or more of the same, there remains a shortfall in the planned admissions number, then the Admissions Committee will **consider applications made by parents of children of other Christian denominations.**

In the event of any over-subscription in the number of applications made under any of the categories above then the admissions committee will offer places first to children living nearest to the school measured by the shortest walking distance using public highways.

The standard admission number is 60 in September 2017.

St Mary's Catholic School Blackbrook



Mission Statement

“Love of learning, love of one another, love of life itself and love of God”

Aims

We will strive to be a safe and secure place of educational excellence. Our vision is that we should aim for excellence every day in every way. We know that this can be challenging and so promise to help each other. Each child will be encouraged to develop their talents to the full and continue to increase their enthusiasm for their own learning. We will love one another as Jesus loves us and extend a warm welcome to all.

To love one another as Jesus loves us

Objectives

1. Everyday is a new beginning, we recognise we make mistakes, but we forgive.
2. To respect one another, their culture, their feelings, their work and their property.
3. To recognise personal challenges and celebrate individual efforts and achievements.
4. To make time to support and listen to all members of our school community.
5. To work together to bring about a welcoming atmosphere.
6. To work together to develop in each other our core values of:

Respect Curiosity Effort Teamwork Ambition Independence

To provide a safe and secure place of educational excellence where each child is challenged to reach their full potential in all aspects of school life.

Objectives

1. To identify each person's special gifts and talents, providing experiences and challenges to fully develop these abilities.
2. To provide a wide range of subjects taught in a creative way.
3. To teach children the gospel values of honesty, forgiveness, empathy, respect and self-control through religious education, collective worship and assemblies.
4. To plan effectively –
 - i. acknowledging individual needs and abilities
 - ii. having clear learning targets
5. To plan and deliver the Come and See Religious Education programme throughout the school and recognise that it is a core (important) subject.
6. To make sure that children are making good progress and trying their best in all that they do.
7. To promote tolerance and respect other people's beliefs and cultures, preparing each other positively for life in modern Britain.
8. To celebrate God's love through a variety of meaningful experiences.
9. To share good ideas with each other and promote a love of learning.
10. To explore awe and wonder through everyday experiences.

We will extend a warm welcome to all

Objectives

1. To maintain positive relationships with parents/carers through:
 - i. Newsletters and text messages
 - ii. parents evenings and welcome meetings
 - iii. assemblies and Stay and Pray sessions
 - iv. information boards
 - v. reports
 - vi. surveys
 - vii. our home/school agreement
 - viii. availability of staff
 - ix. courses
2. To encourage governors to be as involved as possible in school life.
3. To strengthen co-operative partnerships between families, parish, school partners and the wider community.
4. To report to governors regularly on the day- to-day running of the school and new initiatives.
5. To invite parents/carers, governors and special guests to school celebrations.
6. To maintain links with our parish by:
 - i. providing information for parish newsletters.
 - ii. supporting parish sacramental programmes.
7. To support adopted charities e.g. Cafod, Good Shepherd, Mission Together.
8. To promote healthy living and an active lifestyles.
9. To promote partnerships with other outside agencies by creating positive links.

Together we will welcome and encourage an open partnership between the school, parents and the wider community.



School Day



Infants	9.00am-12.00noon	1.15pm-3.15pm
Juniors	9.00am-12.15pm	1.15pm-3.15pm

Children should not be brought to school too early. The school day starts at 9.00 am.

Infant children are collected from the playground at 8.50 am. This enables parents to talk briefly to the class teacher should they wish to do so. Children will then be ready to begin learning at 9.00am.

Junior children line up on the junior yard at 8.50am and are collected and brought into school by members of staff.

All the children are then in school and ready to start work at 9.00am

Parents are requested to see that their children do not arrive more than ten minutes before 8.50am, as there is no supervision of the playgrounds before morning school.



Break Times



Infants	am 10.30-10.45	pm 2.30-2.45
Juniors	am 10.55-11.10	pm None

All Infant children can receive milk daily at a termly charge of £2. Children are entitled to free school milk if their family is on income support.

The infant children receive fruit in school each break time. Junior children are encouraged to buy fruit, which is on sale price 10p, or they can bring a healthy snack. Sweets and crisps are not allowed. Toast is sold to infant children on a Tuesday at 20p per slice and junior children on a Thursday at 20p per slice.

Children are provided with a water bottle in school, which they keep in class. They can have a drink at anytime throughout the day.



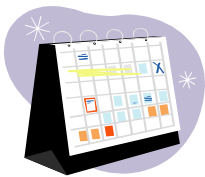
Communication with Parents & Carers

Parents and Carers are always welcome at St Mary's Blackbrook. If you would like to visit the school or make an appointment with the Head teacher, telephone 678161. Urgent matters will be dealt with immediately.

Parents are kept informed in many ways. They are provided with newsletters, text messages, prospectus, pre-school visits, parent/teacher evenings and are encouraged to maintain regular contact with the school.

Parent evenings are held twice a year to enable parents to discuss their child's progress. Every child will have a written report in the Summer Term.

Parents are welcome to visit the school prior to the child being registered. Arrangements are made for your child to spend a half-day session in the Reception class in the term prior to their starting at school. New starters receive a starting school pack, provided by the Local Authority.



School Holidays



All parents are sent a holiday list for the current year. A full list of holidays for 2017/18 can be found at the end of this booklet and on the school website.

If you are taking your child on holiday at times other than the school holidays, school must be notified in writing, two weeks before the holiday, by filling in a holiday form.

The school can only authorise in **exceptional** circumstances annual holidays in term time up to a maximum of two weeks. Any further time taken is classed as unauthorised. We do encourage parents not to take holidays during term time and particularly not at the time of the S.A.T.s in Year 2 and Year 6 as this can affect your child's performance.

We do not encourage parents to annually book holidays in term time as this impact upon your child's education.



Attendance and Punctuality



All pupils are expected to attend school regularly and punctually. Our computerised attendance system shows authorised and unauthorised absences and late arrivals.

Parents must inform the school on the first day a child is absent by phone, message or note. These messages are retained to monitor attendance.

Parents will be contacted if their child's attendance is below 90% and the Educational Welfare Officer and Learning Mentor will monitor the child's attendance.

Children with 100% attendance are awarded termly with bronze, silver and gold stars.



Health



If your child is unwell in school, we will telephone home. If both parents cannot be contacted we will contact the emergency contact.

The administration of medicine is the responsibility of parents and carers. In cases where the administration of medicines is routine and straightforward and where the parent asks the school to act 'in loco parentis' the following preconditions will apply:

1. Only medicines and treatments prescribed by a doctor, to be taken four times a day and accompanied by a written instruction from the parent or doctor will be accepted.
2. The school must be informed if a child brings any medication into school.
3. Parents must complete a form of consent for the administration of medicines/treatment at the school office.
4. The instruction, which can be made on the school's consent form, should specify the medication involved, circumstances under which it should be administered, frequency and level of dosage.
5. The school will encourage children to take responsibility for their own medical care under the supervision of either the office staff or of an appropriate teaching assistant. This may cover self-administration of medicines, using an inhaler or giving their own injections.
6. Teachers will not be required to administer medicines.

If your child has a persistent medical condition e.g. asthma or diabetes, then we require you to give the class teacher/Headteacher full details of symptoms and treatment, filling in the necessary form. Members of staff will supervise children who have inhalers or any other daily long-term medication. Children in the juniors are encouraged to become independent in the management of any long-term medical conditions.

The school has an Asthma policy.

There are a number of First Aiders. The Senior First Aider on the Infant site is Mrs Sherry and on the junior site is Mrs Rawsthorne

The school works closely with the School Nurse – and there are regular ‘drop-in’ sessions throughout the year.



School Discipline



As a Catholic school we believe that the essence of good behaviour is care and consideration for others.

We expect high standards of behaviour and courtesy from our children at all times.

The school has a Behaviour Policy and all teaching and non-teaching staff are involved in promoting good discipline throughout the school. Our policy is designed to support the creation of a positive climate and attitude, which encourages self-discipline.

We adopt the ‘good to be green’ scheme which encourages children to co-operate and work hard.

Children will be prompted if their behaviour falls short of our high expectations.

Good behaviour is monitored and celebrated with sticker, postcards and ‘special time’ rewards.

SCHOOL UNIFORM

We would like all children to wear the correct school uniform.

Winter Uniform

GIRLS

Cardigan/Sweatshirt with school badge

White polo shirt

Grey skirt/pinafore dress/
tailored trousers

White socks/ plain grey or navy tights

Black flat school shoes

A blue fleece/waterproof jacket
is also available



BOYS

Sweatshirt with school badge

White Polo Shirt

Grey trousers

Grey/black socks

Black flat school shoes

A blue fleece/waterproof jacket
is also available



Summer Uniform

GIRLS

Blue/white check dress.

BOYS

White Polo shirt

Short grey trousers

P.E. KIT

Blue shorts/ School T Shirt in the colour of their house/team with school logo, Slip on pumps.
Trainers for outdoor use in the juniors.

Earrings, necklaces, rings and all other forms of jewellery CANNOT be worn in school.

TRAINERS ARE NOT SCHOOL UNIFORM AND MUST ONLY BE WORN FOR P.E.

HOURS OF TEACHING

During a normal school week, excluding registration, breaks and collective worship, a pupil at Key Stage One will receive 22 hours of school and at Key Stage Two, 24.5 hours.

THE NATIONAL CURRICULUM – GOVERNORS STATEMENT

The National Curriculum requires that all pupils in primary schools study five core subjects: English, Mathematics, Science, R.E. and Information Communication Technology/Computing. There are eight other subjects to be studied. These are called the Foundation subjects, History, Geography, Music, Art, Design Technology, Physical Education, PSHE – Personal, Social and Health Education and Modern Foreign Languages.

Religious Education will be taught following the Liverpool Archdiocese Syllabus “Come and See”. The school also follows the Government guidelines on the National Literacy and Numeracy Strategies.

Statutory teacher assessments for Science, English and Mathematics and standard assessment tasks and tests in English and Mathematics for the end of Key Stage 1 (Y2) take place in the summer term.

End of Key Stage 2 (Year 6) pupils take Statutory Tests in Mathematics and English in the summer term.

KEY STAGE 1 SATs Results May 2016

Indicator	School Results		National Results
Percentage of pupils achieving the expected standard	Reading	68%	74%
	Writing	58%	65%
	Maths	72%	73%
	Grammar	Not compulsory	
Indicator	School Results		National Results
Percentage of pupils achieving the greater depth standard	Reading	23%	24%
	Writing	9	12%
	Maths	16%	18%
	Grammar	Not compulsory	

Foundation Stage Profile Results May 2016

	School Results	National Results
Good Levels Development	62%	66%

KEY STAGE 2 SATs Results May 2016

Indicator		School Results	National Results	
Percentage of pupils achieving the expected standard in reading, writing and maths	43%	Reading 56%	53%	
		Grammar 56%		Reading 66%
		Writing 67%		Grammar 72%
		Maths 56%		Writing 74%
Average progress in reading, writing and maths		Reading +1.2	Progress scores are centred around 0, with most schools within the range of -5 to +5	
		Writing -1.4		
		Maths -1.4		
Percentage of pupils achieving a high level of attainment in reading, writing and maths	4%	Reading 20%		A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points
		Writing 17%		
		Maths 8%		
Average scales score in reading		101.4		
Average scales score in maths		99.4		



THE SCHOOL CURRICULUM



We aim to provide a warm and caring environment in which children of all backgrounds and abilities can achieve their potential. We will provide a broadly based key skills

curriculum that will promote the spiritual, moral, cultural, mental and physical development of every pupil and prepare them for the opportunities responsibilities and experiences of their future lives.

To achieve this teachers work as a team in cooperation with parents, governors and LA, while keeping abreast of the current and changing trends in education.

We emphasise the moral values of self-respect, respect for others, respect for property, building up of self confidence and initiative, responsibility and self-discipline. This we feel is embodied in our Mission Statement.

CORE SUBJECTS



RELIGIOUS EDUCATION AT ST MARY'S BLACKBROOK

Collective Worship

Whole School

The whole school comes together on Friday morning for an assembly. The first part of this assembly is Collective Worship including hymns/songs, prayers, scripture readings. This is led by the Headteacher or the Deputy Head. The whole school comes together to pray and reflect for 'Welcome Assembly', 'Christmas Service', 'Ash Wednesday' and for a special 'Easter assembly'.

Key Stage Collective Worship

Year groups in each Key Stage join together each Wednesday to participate in Collective worship, which is led by a member of the SLT.

Class Collective Worship

Collective worship in class takes place at least 3 times a week and follows the seasons and celebrations of the liturgical year. The RE team provides an overview for each half-term which includes the theme for each week, scripture readings and suggested resources. It is planned and led by both staff and pupils (see collective worship policy). Each class has an 'Acts of Worship' journal where the children are able respond to scripture and discussions from the sessions. We also pray together at various times during the school day, including in the morning, before lunch and at the end of the day.

The Religious Education Programme (*Come and See*)

To fulfil our aims and objectives, Blackbrook St Mary's will follow the *Come and See* programme of Religious Education, recommended by the Archdiocese of Liverpool as our scheme of work.

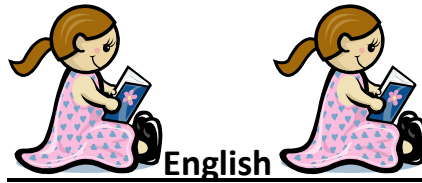
Come and See is an invitation to exploration and promise of life for everyone. *Come and See* offers the opportunity to search, to explore, to discover, and to repond; this is part of what it is to be human.

Come and See aims to raise questions and provide materials for children to reflect on their own experience. For all children the programme will raise questions of meaning and purpose

and enable children to think critically, providing materials for reflecting on their own experience.

It will help them to explore the beliefs and values and the way of life of the Catholic traditions, and of other faith traditions, developing good attitudes and dispositions so that children are instilled with a 'love of learning' and a desire to go on learning.

Children will be offered a sense of self-worth through experience of belonging to the caring community of St. Mary's Blackbrook.



St Mary's Blackbrook places emphasis on the following skills:

- *Speaking and listening – through discussion across the curriculum, drama, role play, reading aloud and sharing texts*
- *Reading through phonics, individual, group and class work, using a variety of materials, including Big books (enlarged text), class readers, guided readers both fiction and non fiction, poetry and prose. I.T programs are also used to enrich the curriculum.*
- *Understanding of books – through shared text work, knowledge about books, grammar, sentence construction, comprehension, inference deduction and reference skills.*
- *Writing – through shared and guided writing activities, composition of fiction and non-fiction, writing, grammar and spelling exercises.*
- *Handwriting – through learning and practising first print script and cursive script.*

At Key Stage 1 we use a variety of reading schemes which are banded in abilities. Read, Write Inc is our main teaching resource to develop skills.

Reading at Key Stage 2 also makes use of Read, Write Inc but also uses Oxford Reading Tree, Literacy Links, Longman's Reading World, Heinemann Literacy World and Collins

Focus on Literacy and Language. A wide variety of popular children's authors are used, as the children are encouraged to become independent readers.

Our key themes for literacy are taken from Literacy and Language, which is also complimented by other books or topics that inspire our children.

We have a structured approach to the teaching of spelling. Children are taught in spelling groups, focusing on the key spelling they need to learn.

Children at both key stages are taught a range of writing skills. Teachers at Key Stage 1 and Key Stage 2 both use 'Collins' to develop handwriting.

The children have access to Dictionaries, thesaurus', class library books and computer programs.

There is a school library in both the junior and infant buildings and these are made available to all children to borrow and use fiction and non-fiction books.

Home readers and spellings, linked to classroom work and pupils' ability are sent home regularly and parents are expected to support their children with their homework.

The children are continually being assessed by their teachers. There is a formal Phonics Screen to assess the reading progress for children at the end of Year 1.

There are informal National tests at the end of KS1 (Year 2) and formal National tests at KS2 (Year 6).

Reception children are assessed at the end of their Reception year using the Foundation stage profile, which reports on the early learning goals. Year 3, Year 4 and Year 5 are assessed against the new curriculum end of year objectives.



Reading through the Rainbow



We at St. Mary's Blackbrook believe that working in partnership with parents and carers is vital. This is particularly true for reading. Your child will be given plenty of reading material and will be expected to read each night with a responsible adult at home. We ask parents to sign their reading diary when they have read with their child.

Once the chart has been filled in 25 times they will receive their first certificate. The certificates will follow the colours of the rainbow

1st	Red
2nd	Orange
3rd	Yellow
4th	Green
5th	Blue
6th	Indigo
7th	Violet

Children who successfully read through the whole rainbow can also achieve Bronze, Silver and Gold certificates.

Children are called out in assembly and congratulated when they meet these milestones.

Special activities are arranged for children at the end of the year who has read all the way through the rainbow.



We ensure the coverage of the New National Curriculum and base our teaching on the new Primary Framework with its emphasis upon fluency, reasoning and problem solving. We aim to teach a mastery curriculum that ensures that all pupils have exposure to the year group objectives in greater depth. Children are taught initially using manipulatives (concrete) then through pictorial representations, into abstract thinking. Maths Meetings are conducted in each year group to maintain a high level of oral and mental fluency.

Mathematics is taught from Foundation Stage. Children learn to count, recognise and order number, add and subtract, estimate and compare through games, stories, rhymes and song. A high emphasis is placed on using the correct mathematical vocabulary. Space, shape and measures, including 2D and 3D shapes, position and mass, capacity and length are all taught through interactive and practical activities.

Throughout Key Stage 1, the emphasis continues to be on practical experiences to develop the child's understanding and at KS2 the children record their work in a variety of ways to demonstrate the learning and understanding. Problem solving and reasoning tasks are used to reinforce and deepen mathematical understanding.

Geometry, measures and statistics are taught as an integral part of number wherever possible.

We encourage our children to work with speed and accuracy both independently and co-operatively when relevant.





At Key Stage One, the children are involved in practical science, which involves observational tasks leading to classifying and recording. They are taught to record using a variety of ways e.g. graphs, diagrams and tables. They will be encouraged to raise questions, to conduct their own investigations and to formulate their own ideas and hypotheses.

A variety of resources are used including Longmans, Collins Primary Science and QCA Schemes of Work as well as practical resources whenever possible.

Whenever possible the topic is taught using a practical approach and investigative and experimental work provides the basis of the delivery of such topics. The work is planned and delivered in modules that cover the four main areas of the programmes of study of the National curriculum.

Our aim is to keep alive the curiosity of the children, teach them to be observant, develop their skills, investigate through experiments, encourage them to ask questions and make conclusions.



At St. Mary's Blackbrook we understand that ICT (Information, Communication and Technology) underpins today's modern lifestyle; therefore it is essential that all pupils gain confidence and ability in this subject, to prepare them for the challenge of the changing and challenging technological world. We believe that the use of ICT will enhance and extend children's personalised learning within a rich ICT environment, whilst developing motivation, creativity and social skills.

We endeavor to develop a culture where the use of becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.

Children in all Key Stages have access to a bank of 32 laptops and 32 shared iPads. The children are taught using Interactive whiteboards, digital cameras and other technologies.

There is a key emphasis on learning skills for computing; these include programming, coding, debugging and exchanging information.

Digital Literacy plays a significant role in the curriculum, with children learning how to use ICT safely – at regular points throughout the year children undertake e-safety sessions on topics such as cyberbullying or keeping information safe.

FOUNDATION SUBJECTS



In Design Technology the children are encouraged to be creative problem-solvers by looking at a range of commercial products, and then designing, making and evaluating their own products.

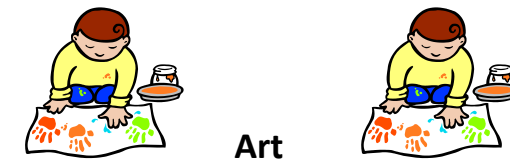
The children use a variety of tools and are able to construct with a variety of media including paper, card, wood, clay and textile materials.

We have a number of technological games and construction kits providing opportunities for developing the concepts, skills and attitudes fundamental to design technology.

At KS2 children develop their knowledge and understanding of design technology by investigating and evaluating existing products, practising the skills and techniques to make these products and then designing, planning and making new ones.

Throughout our creative and topic based curriculum, the children have the experience in using tools appropriately and safely and work with a variety of media including stiff and flexible sheet materials, mouldable materials, food, textiles, mechanical and electrical components.

They are taught to measure, mark, cut and shape materials and combine components accurately. We also encourage DT homework projects linked to our termly topics.



At St. Mary's Blackbrook we are concerned with the education of the whole child and the development of artistic skills, which will enable the achievement of personal fulfilment and satisfaction for the child. Success increases self-esteem and gives pleasure in this subject. Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.



History



History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The topics will help pupils gain a chronological, coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past and will develop skills of historical enquiry to understand how interpretations of the past have been constructed.

At Key Stage One

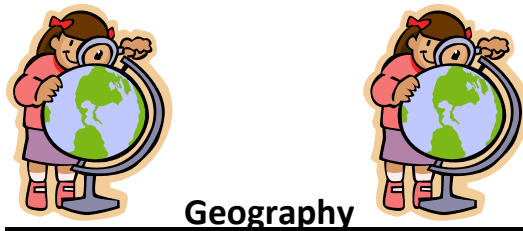
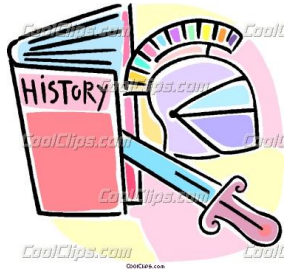
Topics are chosen in accordance with the guidelines of the National Curriculum to develop an awareness of the past, to gain an insight into where the people and events they study fit in, to identify similarities and differences between ways of life in different periods and to describe those using common words and phrases relating to the passing of time. They learn about changes in their own lives and those of their family. They study lives of famous people and events in history and children are taught to sequence their stories and lists of events. They develop a sense of chronology and by the end of the key stage have an understanding of why people acted as they did.

The children have a wide variety of opportunities to observe and investigate objects, pictures, photographs, stories and accounts of the past.

At Key Stage Two

The children will continue to secure their chronological knowledge and understanding of British, local and world history, across the periods they study and beyond. They will understand how our knowledge of the past is constructed from a range of sources and will construct their own informed responses that involve thoughtful selection and organisation of relevant historical information.

- They will make links within their learning, noting connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Learn about Changes in Britain from the Stone Age to Iron Age, The Roman Empire, Ancient Greece, World War 2, The Shang Dynasty, Anglo Saxons and Vikings, Local History Studies and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Learn to ask and answer historically relevant and valid questions about how, why and concepts of changes, similarities and differences, and significance.
- Carry out historical enquiries and look at how and why the past is interpreted in different ways.
- Use this understanding of chronology and historical terms when talking and writing about the past.



In geography we aim to help children to study people and places. Children have the opportunity to compare and contrast local, national and global environments. They use their own personal observations on field trips, video, photographic material, atlases, books, maps and globes. We aim for children to have a growing ability to describe and explain the world about them.

At Key Stage 1

Topics are chosen to enable the children to learn geographic skills, through observation, investigation and practical experiences and field work. The local environment is used and this is compared to localities overseas. The children study the weather and are taught to recognise geographical features, to draw simple maps and plans, follow directions and routes and use geographical language. Using their Information Station in class, they identify their region, town, local area and the countries within the United Kingdom on maps.

Y1. Coastlines, Extreme Weather, People and their jobs.

Y2. Features associated with an island, Arctic / Antarctic polar-regions, comparing localities with Bowland and St Helens, contrasting location study Tocuaro, Mexico.

At Key Stage Two

The geography curriculum is divided into two units: places and themes. The children will have access to the Information Station within their class to develop a further geographical knowledge of cities within the UK, countries in Europe, North and South America, Continents and World Wide issues. They will use maps, atlases, globes and digital mapping (compass points/OS/grid references) and be able to understand similarities and differences through human and physical geography of the region / country/ continents studied and the UK.

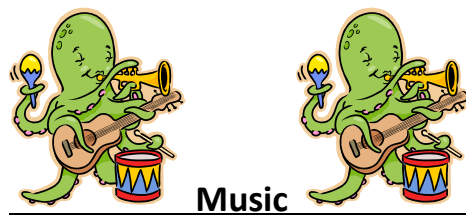
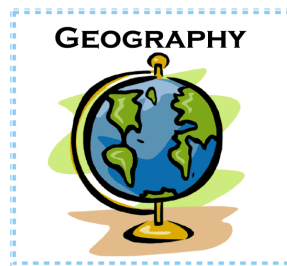
Y3. Locality enquiry/study, cross curricular Vikings work – map skills, settlements and land use, outdoor learning and orienteering

Y4. The distribution of natural resources including water, the water cycle and the value of the commodity, outdoor learning and orienteering,

Cross curricular WW2 – human geography including regional settlements and land use.

Y5. Cross curricular ancient Greek map work, North America, Rivers, Mountains and Volcanoes, Outdoor learning and Orienteering.

Y6. Fieldwork skills, South America, Sankey Valley Trip, Deserts



The school has a fine tradition in music. Our main aim is to encourage understanding, enjoyment and a love and appreciation of music.

During Key Stage 1, pupils listen carefully and respond physically to a wide range of music. They play instruments and sing a variety of songs from memory, adding imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

At Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance.

They improvise and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

The children are given the opportunity to play instruments and sing in the choir as extra-curricular activities and in musical productions. There is a school choir who

attend a number of concerts throughout the year including taking part in the St Helens choral performance at Christmas.

Children in Foundation Stage have the opportunity to perform at Saint Helens Song Fest.

Children in Key Stage 1 have the opportunity to join an after school music club which provides them with opportunities in singing, playing instruments and dancing.



Within Key Stage 1 and 2 our provision of physical education is designed to develop confidence, co-ordination, agility, an awareness of a healthy body and encourage children to express feelings through movement and dance. We present a skill based approach to games which gives equal opportunities to boys and girls. Physical

Education and Sport is encouraged not only through lessons in the school but through participation in out of school activities and events.

Children in Y2, Y3, Y4, Y5 and Y6 have regular swimming lessons and in addition Y6 have the opportunity to attend a 3 day residential activity holiday.

The school offers many different sports as part of extra curricular activities including Rugby, Football, Cricket, In-golf, Rounder's, Gymnastics, Badminton, Multi Skills, Indoor & Outdoor Athletics, Judo, Fencing, Dance and Netball.



The Reception class children are the second year of the Foundation Stage. (FS2) and we draw our children from a variety of local nursery provision.

The children's learning will be active and interactive and follow a curriculum which guides the children towards Early Learning Goals in 7 areas:

3 Prime Areas

- *Personal, Social and Emotional and Development*
- *Physical development*
- *Communication and Language*

4 Specific Areas

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

Each area of learning and development is implemented through planning purposeful play and through a mix of adult led and child initiated activities.

Children learn by playing, exploring, being active and through creative and critical thinking which takes place both indoors and outside.

There is a commitment to working very closely with parents at this stage, sharing activities, profile assessments and monitoring progress. This allows staff to follow the unique needs and interests of the child.



(Personal, Social, Health and Citizenship Education)

Personal, Social, Health and Citizenship Education (PSHCE) underpins all aspects of school life.

In various ways and through a variety of subject areas our children are taught to develop their confidence, responsibilities and make the most of their abilities.

At Key Stage One pupils learn to respect themselves and others, to consider how their behaviour impacts on relationships with other people, about their environment and how to care for it and about healthy lifestyles.

At Key Stage Two pupils build on and develop these areas, adding to them through Citizenship, drug education and sex and relationships education, (SRE). These areas are sometimes taught separately but also through Science, Religious Education and Literacy.

Relationship and Sex Education is taught through the Journey in Love programme, as recommended by the archdiocese. In the infants and lower juniors, pupils are taught about appropriate relationships and keeping themselves safe. Through Y5/Y6, children learn about the onset of puberty and sex (for reproduction)

Parents are invited to discuss the content of this section of the programme at the appropriate time.

Throughout the programmes being delivered we will be emphasising and developing the attitudes and values consistent with the Catholic ethos of our school.



At St Mary's Blackbrook we aim to provide a curriculum that meets the needs and abilities of **all** our children. We plan our teaching so that every child can realise his or her potential and reach the highest levels of personal achievement. We foster a learning community where knowledge is valued and talents are recognised, respected and celebrated.

There are many definitions of 'gifted and talented' but we follow the work of the DFES, which identifies; 'gifted' learners as those who have abilities in one or more subjects in the statutory school curriculum and 'talented' learners as those who have abilities in art, design, music, P.E. or performing arts such as dance and drama.

We use a wide range of identification strategies to identify 5-10% of our cohort as gifted and talented children. A copy of the Gifted and Talented Policy is available in school.



In every aspect of school life our aim is to cater to each child's individual rate of progress. Any child who is identified as having an Additional Educational need is catered for as much as possible within the mainstream school setting. If a child has a learning difficulty or physical disability, specialist help is sought and put into practice by the child's class teacher.

Additional Educational need is determined by the terms of the Education Acts of 2014. The Code of Practice is a process for supporting children with staged Special needs. This can culminate in a child receiving an Educational Health Care Plan. This plan will enable parents, teachers, educational specialists and medical specialist to work as a team to support and assist learning for those children with complex learning difficulties, with hearing and visual difficulties and with physical disabilities and behavioural/ emotional needs. We feel it is vitally important that parent views are sought and that we work as a partnership in supporting any child with additional needs.

A copy of the SEND Education policy is available in school. The school is able to cater for pupils with disabilities and adaptations to the building are carried out if and when necessary.



MODERN FOREIGN LANGUAGES (MFL)



We feel strongly at St. Mary's Blackbrook that our children should have the opportunity to learn about other languages and cultures in line with the Government proposals.

At St. Mary's Blackbrook Spanish is taught as part of the curriculum in Year 3 to Year 6 and we also have links with our Key Stage 3 partners and participate in a very successful Primary learning network for Modern Foreign Languages. We have a specialist language teacher who supports language learning.

We teach modern languages in a very practical and enjoyable way encouraging the children to learn through role play, games, songs, stories and I.T. We access many activities on offer in the Authority and through language learning to celebrate different cultures.



Homework requirements vary according to the age of the child. Children are encouraged to take Reading books home and read daily. From Year 1 to Year 4 spellings, comprehension and mathematics homework are given, and the children are asked to bring items for lessons or find out information.

The homework requirements are significantly higher in Year 5 and Year 6 as children prepare for the end of Key Stage 2 tests.

All parents are given a copy of the home/school homework policy and provided with a timetable to show when homework needs to be returned. A copy of this can be found at the back of this prospectus.



COMPLAINTS ABOUT THE CURRICULUM



If there are any complaints about the curriculum, these should be addressed to the Headteacher, who will explain any further procedure if necessary.



INSPECTION OF DOCUMENTS



The following documents may be viewed at school.

- A summary of the Ofsted Report January 2013
- A summary of the R.E. Inspection and Action Plan April 2013
- Department of Education statutory instruments, circulars and memos.
- Schemes of work in current use.
- Disciplinary procedures within the school.
- Part 1 Minutes of the Governing Body meetings.
- The Trust deed governing Religious Education.



CHARGING FOR SCHOOL ACTIVITIES



The Local Authority and Governing Body have adopted the procedures for charging for School Activities as detailed in the 1988 Education Reform Act.

A voluntary contribution will be sought from parents for educational visits or for visiting performers. No child will be excluded from any activity or trip, regardless of whether a voluntary contribution has been made or not.

The Governors have a policy of charging for lost or damaged textbooks and equipment where a satisfactory explanation is not received. Charges will also be made for re-glazing broken windows damaged through vandalism.



AFTER SCHOOL CLUBS



The school runs a number of after school activities.

Key Stage One –Infants

all clubs in the infants start at 3.15 pm until 4.15/4.20 pm.

Activities free to pupils

Music
Music Ensemble
Dodgeball

Activities where a charge is made

Dance
Multi Skills
Archery
Football
Violin

Key Stage Two – Juniors

all clubs in the juniors start at 3.15 pm until 4.15 pm/4.20pm

Activities free to pupils

Choir
Library Club
Construction Club
Chess Club
Music Club

Activities where a charge is made

Violin
Football
Judo
Guitar



ADVENTURE HOLIDAY

An annual adventure holiday usually takes place in the summer term at the PGL Centre in Shropshire, and Year 6 children are able to take part in a number of indoor and outdoor pursuits, such as abseiling, river canoeing, sailing, shooting, archery, quad biking and fencing.



AUTHORISED/UNAUTHORISED ABSENCE



Information from the D.F.E.S for the full academic year 2015/16

The number of pupils aged 5 and over was 412

Percentage of half- day sessions missed through authorised absence 3.29%

Percentage of half- day sessions missed through unauthorised absence 0.88%



In accordance with the recommendations of the Local Authority the school is a smoke free zone including electronic cigarettes.

All visitors and parents are not allowed to smoke on the premises.



The school is a designated feeder primary school for St Augustine's High School.

Children and parents are invited to a series of events at St Augustine's and taster days are arranged for Year 5 and Year 6 pupils in the summer term.



The school was last inspected in January 2013

The Ofsted report is available to all parents and can be accessed via the Ofsted web-site.

The last Section 23 R.E. inspection took place in April 2013

St Mary's Blackbrook At A Glance



Year 5-Wedding



Year 2-Farm to Fork



Foundation Stage-Mini-Beast Project



Year 3- Visit to Smithills



Year 1 - 'the Nativity'



Foundation Stage & Year 6 Buddies