



St. Stephen's C.E. Voluntary Controlled Primary School



School Prospectus 2021/22



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Headteacher: Mrs H M Wright B.Ed (Hons) NPQH
Deputy Headteacher: Ms F Greenhalgh

**“We believe that all members of St. Stephen’s
C.E. Voluntary Controlled Primary School can
“Aspire to Greatness”.**

Our pupils and community can :

Achieve highly

Succeed with increasing self-belief

Persevere at all times

Include everyone and celebrate difference

Respect themselves, all others and property

Enjoy learning and feel safe in and around school

***These are our core values and we work hard to enable our
pupils to realise these aims in every aspect of school life.***

***“For we are God’s handiwork, created in Christ Jesus to do
Good works which God prepared in advance for us to do”.***
Ephesians 2:10



A message from the Headteacher:

Dear Parents and carers,

The years that your child spends at primary school are the most important as far as learning new skills and concepts are concerned. A good start at primary school can lead to success in later life and our staff team wish to do the very best for our pupils.

Our overall aim at St. Stephen's is to provide a friendly, caring environment with fair discipline within the context of the core values we share within our diverse community. It is always our aim to educate every child to the highest possible standards whilst nurturing care, respect for others and our world.

Our mission statement, "Aspire to Greatness" summarises that we believe in high aspiration and a desire to develop pupils with a deep respect for themselves and for others.

We have a very talented staff who will work hard to provide the very best for your child. We are a friendly school and a place where children always come first. Ofsted recognised this in 2018 when the school received a "Good" report. The 2020 SIAMS (church) Inspection graded the school as "Excellent" for worship and a "Good" school overall. We are rightly proud of the work our school does and the happy and caring environment, which also promotes high expectations of our pupils.

This prospectus tries to explain how your child can benefit from their time at St. Stephen's. It outlines the aims for the school, the curriculum and other basic information. If there is anything you wish to discuss, please either telephone or come to see me at school. You will be made very welcome!

Ms H Wright
HEADTEACHER



The school was founded in 1895 and in 1972 a new school was built on the present site, next to the former school. The school is light and airy and has been well maintained since its construction. Building improvements over time have enabled us to provide pupils with an attractive establishment which is complemented by high quality resources. Each classroom has an interactive whiteboard, carpets and modern furniture making for a pleasant learning environment for children. It is a Voluntary Controlled school which means that it has a close relationship with the Anglican parish of St. Stephen through the Blackburn Diocese and yet is managed by the County Council. We can cater for up to 325 pupils.



A modern community room is available for hire in the evenings and is currently used for English and Maths classes. A purpose built ICT suite also provides pupils with the opportunity to use computers in an air-cooled room.

Our grounds are extensive and the “environmental area” provides pupils with the opportunity to explore plant, pond and animal life. Its construction in 2011 has greatly enhanced the provision on our site for nature and scientific study.



The Governing Body is made up of parent, staff, Foundation (church), community and co-opted governors. It meets collectively each term to lead and manage the school, guided by its sub-committees.

The school has an intake of 45 pupils per year in each year group and children are grouped into 10 classes. Nursery places are available in addition to school places. We are also privileged to provide a nursery education for children in our community. Together, we are a happy team who exercise our belief that children learn best in a stimulating, exciting and loving environment. We aim to work in partnership with parents and carers to enable all pupils to reach their greatest potential. Families are valued and we operate an open door policy where adults may approach staff to raise concerns and share in the developments of the school.

School Organisation

The school organises pupils into single age and mixed age class groups, as we admit a maximum of 45 pupils in each year. Children are grouped across school in 10 classes and a nursery with infant class sizes of no more than 30 pupils. All classes benefit from additional support from teaching assistants to deliver individual programmes of work to pupils and to support the work of the teacher in maximising the learning potential of all of our children. We make a particular effort to ensure that the 2014 curriculum is taught to the age appropriate groupings within each class – unless the ability of the pupil is significant and demands that teaching should be above or below that of the age of the child. i.e. in a Year 5/6 class, Year 5 children are taught Year 5 objectives and Year 6 children are taught Year 6 objectives.

Basic skills are taught in all classes, which are then applied across the curriculum. The 2014 National Curriculum is planned across the Key Stage 1 and Key Stage 2 departments. The Early Years Foundation Stage curriculum is planned for Nursery and Reception pupils.

Teaching within each class will be a mixture of whole class, group and individual work, as is judged most appropriate for each task.



The Nursery caters for up to 26 pupils. We now offer full time provision and families who are eligible are able to request 30 hours of free provision. Children can take up their Nursery places in the September or January following their 3rd birthday. Attendance at Nursery does not guarantee a place at the school and applications for school places must be made before the January of the year preceding their start to school. All Reception pupils start in the September of the academic year that they turn 5 years of age. Applications are made via the local authority's website.

Our Aims

At St. Stephen's we work hard:

- To develop educational abilities and potential
- To promote individual enthusiasm, self-esteem, self-reliance and confidence
- To foster shared values which have their roots in Christianity but are also shared with other faiths, values such as honesty, kindness, courtesy and truthfulness
- To respect each other and to value diversity of race, gender, age, culture and faith
- To enable pupils to acquire physical skills, and sample a wide range of experiences, interests and activities
- To make children aware of their heritage, community and environment; and of their potential role to influence these factors
- To create a bright, attractive and stimulating school environment
- To involve and inform parents as full partners in the educational process

General Information

School Times

Infants:

9.00 a.m.—12.00 p.m.

1.05 p.m.—3.15 p.m.

Juniors:

9.00 a.m.—12.05 p.m.

1.05 p.m.—3.15 p.m.

Morning break is 10.40 a.m. until 11 a.m.

The school day is broken up into taught and untaught time. Untaught time includes breaks, registration and collective acts of worship.



Admissions

Reception

The admissions process begins at the start of the school year in which children are five. The intake limit is currently 45 in Reception. Parents/guardians applying for a place beyond this number must appeal to the Local Education Authority. The admissions policy is published on the school's website which can be found at <http://www.st-stephens.lancs.sch.uk>

Parents or guardians are requested to let the school know who has parental access to their child or children, and who can be contacted in the event of illness or accidents while a child is at school. We also ask you to sign the home school agreement on taking up a place at the school and to identify whether you grant permission for your child to be photographed whilst at school.

New parents and children, who wish to visit school before enrolling, should arrange this with the Headteacher by telephoning school. The school also offers an "Open Morning" in November.

Admissions to main school

All admissions during the school year are granted if places are available and if permission has been sought from the Headteacher. All Reception admissions are handled by the Local Education Authority.

Parents requesting a move of school should know that a change of school within a term will only be granted in special circumstances.

The staff and governors

Staff	Teacher's Name
Headteacher	Ms H Wright
Deputy Headteacher	Ms F Greenhalgh
Nursery	Mrs V Goodwin
Reception Class Inventors	Mrs D Molloy
Reception Class Explorers	Mrs A May
Year 1	Mrs L Dixon
Year 1/2	Mrs E Booth
Year 2	Mrs N Robinson
Year 3	Mr E Hadjigeorgiou
Year 3/4	Mrs C Cheetham
Year 4	Ms A Crowe
Year 5	Mrs R Devitt
Year 6	Mr J Scott
Senco	Mrs S Haughton
Teaching Assistants	Higher Level Teaching Assistants: Miss A Livesey (Learning Mentor), Mrs Momtaz Islam (Learning Mentor), Mrs E Hempton, Teaching Support Staff: Mr A Ingram, Miss A Patel, Mrs Y Patel, Mrs J Woolley, Mrs N Tagari, Mrs D Buxton, Miss R Hesmondhalgh, Mrs M Siekanska, Mrs N Douglas-Knowles, Miss H Thorpe-Kennedy, Mrs K Kazmierska, Miss L Virco, Mrs J Pugh and Miss E Clayton, Mrs S Garstang, Miss J Freeman Mentors: Miss A Livesey, Mrs K Kasmierska

School Business Manager	Mrs L Holloway
School Bursar and Attendance Officer	Mrs M Valentine
School Business Support Officer	Mrs J Ovens
Caretaker and Cleaning Staff	Caretaker: Ms C Hodgkinson Cleaning staff: Ms M Nitu, Miss S Paddington
School Cook	Mrs E Murphy
Welfare Assistants	Mrs N Iqbal, Mrs M Siekanska, Miss J Freeman, Ms S Gaskell, Mrs K Kazmeirska, Miss R Hesmondhalgh, Mrs S Jogiat Lunchtime Play leaders: Miss L Virco, Mr A Ingram, Ms E Clayton
Before and After School staff	Miss A Patel, Mr A Ingram, Mrs J Pugh, Miss Y Patel, Miss S Gaskill

Governors

Chair of Governors And Foundation Governor (Ex Officio)	Jason Ward
Foundation (Church) Governors	Rev D Hanson, Rev B Houghton, Mrs J Bell, Mrs L Edmondson
Parent Governors	Mrs S Victor, Miss A Kilpatrick, Mr J Ward (Chair), Mrs A Patel (Vice Chair of Govs) and Craig Corrin
Community Governors	Mrs K Parekh, Mr I Timol, Mrs R Clements,
Staff Governors	Mrs H Wright (Ex-officio) Mrs C Cheetham (teacher)

School Uniform

All children are asked to wear school uniform. This not only looks smart and helps all children to feel part of the same school family, but it also helps to foster a positive working ethos.

The school uniform consists of:

- Grey skirt/pinafore or grey school trousers
- White polo shirt
- Navy sweatshirt/cardigan with or without the school logo
- Navy/black leggings may be worn with skirts/dresses
- In summertime a blue and white gingham checked dress may be worn or grey shorts
- Children must not wear jogging bottoms, jeans or fashion trousers
- We request that pupils with long hair have it tied back. This not only looks smarter but reduces the risk of damage to long hair. Hair should not be dyed or patterns cut into it and large hair decorations should be avoided. Plain hairbands in school colours are permitted.
- Children may wear a plain scarf of school colours (navy/black). For health and safety reasons, scarves should be tight fitting around the head and be modest in design. The scarf must be managed by the pupil so that it is not loose for P.E. or outside play.
- School jumpers and cardigans with the logo may be purchased from Bang Bang Uniforms, Top-One Uniforms or Monkhouse. Alternatively, navy blue jumpers and cardigans can be purchased from supermarkets and other outlets.

FOOTWEAR

- Children should wear black low-heeled school shoes
- Black trainers are permitted in school
- Boots should not be worn inside school. During severe rain or snow, boots or wellingtons may be worn, but changed on entry into school as the corridors can become dangerously slippery





PE KIT

- Black/blue shorts (girls may wear leggings for P.E. if this is culturally required)
- White t-shirt
- Black plimsolls
- Trainers (outdoors only)

Year 5 and Year 4 pupils need swimwear to take part in the L.E.A. swimming programme each year. This consists of swimming trunks and swim cap for boys and swimming costume (one piece) and swim cap for girls.

JEWELLERY

- Jewellery is not permitted in school. Watches may be worn in school. Earrings are discouraged and if worn, should be removed on days where children have a P.E. lesson. Stud earrings only are permitted.

LABELLING

Please ensure your child's name is clearly displayed on all items of school clothing including P.E. Kit, bags, water bottles, shoes, coats, hats and scarves. Please use either a marker pen to write names on the labels or you can purchase name stickers/labels online.

School Meals

Dinners are provided and are cooked on the premises. The current charge for meals is £2.30. Free school meal applications are made through the Local Education Authority. At present, all infant pupils are provided with a free school meal.



A variety of meals are made available to pupils including halal, non-halal meat and a vegetarian option. These meals comply with the Food Standards Regulations and are cooked by Lancashire County Council personnel.

Children may bring a packed lunch to school if preferred. In the interest of safety, glass bottles and vacuum flasks are not allowed. Sugary and salty foods are discouraged and we would ask parents not to include sweets and fizzy drinks as part of a packed lunch. We strongly encourage all pupils to stay in school during lunch times. This enables pupils to deepen friendships and to ease their transition into afternoon lessons.

We aim to be a healthy school and request that children are provided with healthy lunches in the same way that school provides healthy snacks.

A typical menu:

Week Three	Monday	Tuesday	Wednesday	Thursday	Friday
Red : Meat	Beef Bolognaise Pasta, Garlic Bread and Salad	French Bread Pizza Cheese & Ham, Tortillas and Salad	Roast Pork, Yorkshire Pudding, Roast Potatoes, Cabbage and Carrots	Pork Sausage in a Bun, Tortilla Crisps and Veg Sticks	Fish Goujons, Chips and Peas
Blue: HALAL		French Bread Pizza Cheese Tortilla Crisps and Salad		Halal Chicken Sausage in a Bun, Tortilla Crisps and Veg Sticks	
Green: Jacket Potato	Jacket with Beans and Cheese	Jacket with Beans and Cheese	Jacket with Beans and Cheese	Jacket with Beans and Cheese	Jacket with Beans and Cheese
Purple: Sandwich	Tuna Mayo Packed Lunch	Ham Packed Lunch	Tuna Mayo Packed Lunch	Ham Packed Lunch	
Yellow: Sandwich	Egg Packed Lunch	Cheese Packed Lunch	Egg Packed Lunch	Cheese Packed Lunch	
Orange: Vegetarian	Quorn Bolognaise Pasta, Garlic Bread and Salad	Puff Pastry Cheese Swirl, Herby Potatoes and Beans	Pasta Tomato and Herb (with or without Cheese), Garlic Bread, Salad	Quorn Sausage in a Bun, Tortilla Crisps and Veg Sticks	Pizza, Chips and Sweetcorn
Dessert	Assortment of desserts	Assortment of desserts	Assortment of desserts	Assortment of desserts	Assortment of desserts

School Fruit and Veg Scheme

You may have heard about the Government's School Fruit and Vegetable Scheme. Under the scheme, each child in the Nursery and in Key Stage 1 in Local Education Authority maintained schools is entitled to receive a piece of fruit or vegetable each school day. The initiative behind the scheme is to encourage children to eat more fruit/vegetables and help towards their 5 a day, with the focus being on reducing obesity and reducing the risk of heart disease, stroke and some cancers. It is hoped that by educating the children of the benefits of healthy eating, they will continue to eat healthily in the future.

Water, Milk and Snacks

All children have free access to water throughout the school day. Children may bring clear plastic water bottles into school which should be refilled at home. Water containers should be named.

Nursery and reception children under the age of 5 are entitled to receive a free carton of milk daily provided by the Department of Health & Social Care Nursery Milk Scheme. If you do **not** wish for your child to receive free milk under the age of 5, please notify the school office.

Children in the juniors may bring fruit for a break time snack in the morning.

Breakfast Club and After School Club

Our Breakfast Club runs from **7:45-8:50am Monday-Friday**. There are a variety of healthy breakfast options that the children can choose from and breakfast is served until 8:30am each day. The children can take part in a number of games and activities or enjoy a quiet relaxing start to the school day.

Opening hours: 7:45-8:50am

Price: £4 before 8:30am (includes breakfast)

£2 after 8:30am (does not include breakfast)

Our After School Club runs from **3:15-5:50pm Monday-Friday**. The children can take part in a number of games and activities or enjoy a quiet relaxing end to the school day.

Opening hours: 3:15-5:50pm

Price: £4 3:15-4:15pm (does not include food)

£8 after 4:15pm (includes food)

IMPORTANT Please note that if fees owed exceed £30 your child will not be able to attend until the balance is paid. Late collection fees will also apply should your child/children not be collected by 5:50pm.

Places must be booked at least 24 hours in advance.

For further information, please contact the school office.

St. Stephen's Behaviour Policy

We are proud of the good behaviour of our pupils in school, which is often recognised by visitors. However, in order to achieve a safe and happy environment in which your child may learn, good behaviour is expected at all times. Although the emphasis throughout school encourages positive behaviour, sanctions will be imposed if it is felt that the behaviour of a child is unacceptable. This may involve missing a break-time or working in an alternative class.

We expect children to work well in class, play sensibly at playtimes and lunchtimes and have respect for all adult helpers and other children. We believe that good manners, thought for others and a friendly atmosphere can go a long way towards ensuring good behaviour and we teach children to show consideration for others, offer forgiveness and make apologies for wrong-doing. This is in line with our values and the foundation of our school in the Christian ethos.



A system of rewards—including stickers, certificates, house points and dojo points, is in place to reward positive behaviour. Privileges are awarded to pupils when they receive a given total of dojo points.



The pupils also have the opportunity to become members of the School's Council. Mrs Cheetham regularly holds meetings with children. These pupils are elected each year to represent their class, and discuss issues which are pertinent to the life of the school's population.

Play buddies also assist welfare staff at lunchtime and provide pupils with support and help during their free play. These pupils are trained each year and promote positive play and friendship during our lunchtimes.

Minor problems with a child's behaviour are dealt with in school. Dojo points are removed if pupils have broken an important school rule or pupils may miss some or all of break times to consider misbehaviour and write an apology. However, serious problems, or persistent poor behaviour will result in parents being contacted by the class teacher. Incidences of violent, bullying or discriminatory behaviours are logged in school. The Headteacher has the power to exclude any child whose behaviour results in significant disruption to the learning of other pupils and the working of the school. This would be a very rare occurrence. However, the sanction will be invoked if the good order of the school is compromised. Temporary exclusions of up to 5 days may be sanctioned when serious misconduct occurs. Agreed moves to other schools, on a temporary basis, may be invoked if a pupil's repetitive and concerning behaviour requires the child to have time away from school. Permanent exclusion may be used if the Headteacher and Governors feel that alternative education must be sourced for a pupil after the school's strategies to reform behaviour have failed, or where the misbehaviour of a pupil is of an extreme nature.

Most important of all in the maintenance of good behaviour is the support which school receives from parents. We rely heavily on parents to reinforce the high standards we set in school. It is by school and parents working in partnership that children truly learn to be effective members of the school and wider society. Where this breaks down, and a pupil refuses to follow school rules, it may be deemed impossible for the school to continue to provide an education to the child concerned and permanent exclusion or an agreed transfer to another school will be managed.

We would like everyone associated with our school to:

- **Say kind things to one another and never use hurtful words**
- **Listen to one another**
- **Respect the feelings of others**
- **Tell the truth**
- **Treat others like you would like to be treated**
- **Respect school property and the belongings of others**

- **Work hard and help others to work hard**
- **Keep safe and ensure others are kept safe from harm**
- **Help others in need**

The school has a “Care and Control” policy which legally entitles school staff to physically intervene with pupils who do not respond to verbal instructions or who pose a danger to themselves or others. This policy may be viewed on the school’s website.

Pastoral care



Children are encouraged to talk to staff if they have concerns or if they know of bullying or emotional/physical harm taking place. Playground Buddies and Support Staff (older pupils and teaching assistants), are available at break and lunchtimes to support children and to make senior staff aware of incidents in the playground.

All staff are involved in the pastoral care of children in their class, and of all children in the school generally. Outside agencies can also be involved at the request of staff and/or parents, e.g. Early Intervention workers, Social Workers, Educational and Clinical Psychologists. Parents are always welcome in school to discuss any pastoral problems with class teachers or the Headteacher. We also have trained teaching assistants who offer nurture groups to pupils in our well-equipped room called the “Nest”. These sessions support children in their social and emotional development.



School Attendance and Punctuality

Regular attendance at school is most important in affecting your child's progress. This also includes punctual attendance.

Attending school every day, starting in nursery and continuing in reception classes, will help give your child the best possible start in life.

Going to school every day means:

- making friends
- having lots of fun
- building lasting relationships
- time to play
- taking part in exciting activities

You can help us to help your child by encouraging regular school attendance.

Your child's education is very important; attendance habits established in the foundation years of education can affect their entire school life.

Please ensure your child attends school on time. Arriving on time at the start of the school day is important, as any lessons missed cause disruption to a child's learning and lessons cannot be repeated. Lateness often results in essential information and introductions to lessons being missed, **School gates open at 08.45 every morning and close at 09.00 PROMPT!**

Late Gate and Collections

Should your child arrive to school from 9am onwards, they will be marked as late and will have to register via the 'late gate' through the school office. Arrival after 9.30 a.m. will result in the child receiving an unauthorised mark in the register. All late gate arrivals and late collections are closely monitored and could result in referral to Pupil Attendance Support Team (PAST) if persistently late.

What happens if a child does not attend school regularly?

By law, all children of compulsory school age (between 5 and 16) must get a suitable full time education. As a parent you are responsible for making sure this happens and if you fail to ensure a child of compulsory school age attends school regularly, legal action may be taken by the Local Authority.

Every half-day absence from school has to be classified **by the school** as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason like illness (where a child is too ill to attend school) medical/dental appointments which

unavoidably fall in school time, emergencies or other unavoidable cause. The Department for Education guidance states **"If the authenticity of illness is in doubt, schools can request parents to provide medical evidence to support illness. Schools can record the absence as unauthorised if not satisfied of the authenticity of the illness but should advise parents of their intention. Medical evidence can take the form of prescriptions, appointment cards, etc. rather than doctors' notes."**

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings.

Absence Reporting

****IMPORTANT**** If your child is too ill to attend school or is absent for any other reason, please contact the school by ringing the school office on 01772 556306 on the first day of absence before registration closes at 9am. If you leave a voicemail, please include child's name, class and reason for absence.

- If you do not notify the school office then this will be recorded as an unauthorised absence.
- If your child is saying they do not feel well and you are unsure about whether it warrants a day off please send them to school. If they are truly ill we will ring you.
- Use common sense when deciding whether or not your child is too ill to attend school. Ask yourself the following questions:
 - Is my child well enough to do the activities of the school day?
 - Does my child have a condition that could be passed on to other children or school staff?
 - Would I take a day off work if I had this condition?

If you are in any doubt as to whether to send your child to school please contact the school as soon as possible for advice

Setting good attendance patterns early on will also help your child later on. Although it seems a long way off at the moment, future employers want to recruit people who are reliable. Children who have a poor school attendance record may have less chance of getting a good job.

Requesting Leave of Absence

PLEASE THINK CAREFULLY BEFORE TAKING YOUR CHILD OUT OF SCHOOL DURING TERM TIME

- By law you **must** ask for permission for your child/children to miss school, well in advance of the planned absence and arrange family holidays/leave of absence to coincide with school holidays wherever possible.

- Parents can request a leave of absence but, by law, this can only be authorised if the circumstances are exceptional. To request a leave of absence you must complete an 'application for leave from maintained schools' form which can be obtained from the school office.
- Parents who take a child of compulsory school age out of school without permission from the school may be issued with a penalty notice.

Absences are also documented as authorised (where confirmed by letter or phone call with unavoidable reason for absence) and unauthorised (where absence took place without good reason). Persistent absence or lateness will be reported to the appropriate Local Authority support services who will work with families to improve pupil attendance. However, repeated absence over a period of time may result in the Local Authority taking the decision to issue a fine where they feel there is a breach in the law.

Please note, leave of absence for a child ***IS NOT AN AUTOMATIC RIGHT AND CAN ONLY BE GRANTED IN EXCEPTIONAL CIRCUMSTANCES***. Government directives now ask that schools issue penalty notices to families whose children have more than 10 sessions or 5 days of unauthorised attendance. A fine of £60 per child, per parent will be incurred for this type of absence.

We try to encourage good attendance and offer rewards to those pupils with perfect attendance each term as well as annually. All medical appointments are encouraged to be taken outside of school time. Where this is not possible, permissions to take a pupil out of school must be sought by way of a note or confirmation appointment letter/card from a health professional. Where attendance becomes concerning (below 90%), the school may request confirmation of absence from a health professional. Attendance below 90% is unsatisfactory and will be referred to the Pupil Attendance Support Team in order for pupil attendance to improve. . **It is very important that leave of absence is requested before booking travel tickets.** The school cannot give authorisation for holidays or extended leave as this has a negative impact on a child's attendance. Leave of absence may be granted in exceptional circumstances. Parents will be asked to demonstrate that leave of absence is exceptional (see attendance policy).

Medical Appointments

Routine dental check-ups or non-emergency doctor's appointments should, where possible, be made outside of school hours or, if this is not possible, at the very end of the school day.

For appointments that cannot be made out of school hours then your child must be collected before 12pm or after 1pm, not during lunchtime. If your child is not returning back to school before 12pm then they may only return from 1pm, after lunchtime. Any child not back in school by 1pm will need to have had their lunch at home.

****IMPORTANT** As well as informing class teacher of any appointments, please make sure you also let the school office know in advance so that we can have your child ready.**

In order to authorise the absence from school, the office will ask you to provide medical documentation (e.g. letters/appointment cards) in advance of any medical appointments.

Administering Medicine at School

Should you require your child to be given prescribed medicine during school time, please call into the school office with the medication and to complete a 'parental agreement form' in order for our designated staff member to administer.

Medicines may be brought into school if a parent cannot come in to administer them or the pupil has an individual care plan written by a health professional. Permissions for staff to administer medicines must be sought from school and the appropriate forms completed. We would prefer your child to come to school if slightly unwell and we will inform you if their condition deteriorates.

The Curriculum

Pupils in the early years follow the Early Years' Foundation Stage Framework. This incorporates the Prime areas which are:

Communication, Language and Literacy, Physical Development and Personal and Social Development.

Specific areas taught are literacy, mathematics, understanding the world and expressive arts and design. Interwoven throughout all these subjects are aspects of the spiritual, moral and cultural curriculum. This involves learning about equal opportunities, multicultural enrichment, Personal, Social, Health Education, Citizenship and the Rule of Law. These are detailed further in the "British Values" entitlement where there is a commitment to pupils developing interpersonal skills and individual responsibilities which contribute to a harmonious society. Further details can be found on the website.

High quality learning opportunities are provided through a creative and carefully planned curriculum where key skills within each subject are taught. Themed events and activity weeks excite pupil learning and develop pupils' knowledge and understanding in a meaningful and purposeful way.

Children in the early years explore number and shape in practical tasks. They learn to recognise numbers up to 10 and beyond and work with these numbers. They explore language relating to shape and observe mathematics in everyday living.

Pupils in Key Stage 1 further develop an understanding of mathematics through practical activities, learning to count and compare larger numbers as well as using them in simple calculations. Children develop their own methods of recording their working, as well as learning how to write and explore addition, subtraction and then simple multiplication and division sentences. They also develop mathematical language when solving problems and exploring pattern and shape. Pupils learn how to collect information and interpret simple graphs and

tables.

During Key Stage 2, pupils begin to use the number system more confidently. They move from using numbers in simple calculations, to manipulating them in more complex calculations. There is a focus on children developing reasoning skills and arithmetic in mathematics curriculum and these are individually assessed at the end of Year 2 and Year 6. Written methods are improved and extended as pupils experience solving a wider range of problems. The children extend mathematical language and learn higher order mathematical vocabulary when solving number and shape puzzles. They extend their skills when collecting data and learn how to create and interpret information in a wider range of graphs and charts.

All children from Year 1 upwards, receive full entitlement to teaching from the statutory requirements of the programmes of study in the National Curriculum for mathematics. Pupils in the early years, follow the Early Years Foundation Stage curriculum, in which mathematics is taught to develop skills in number, calculations and shape, space and measures.



The curriculum for English is planned around the Programmes of Study of the National Curriculum and the Primary Framework for Literacy. In studying English, pupils develop skills in **speaking, listening, reading and writing**. Literacy skills are applied across the curriculum and wherever possible, strong links are made between literacy and other subjects.

Speaking and listening

From entry to school, pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and to express their ideas and feelings when working in role-play and drama activities.

Key Stage 2 pupils learn how to speak in a range of contexts, adapting what they say and how they say it. Taking varied roles in groups gives them opportunities to contribute to situations with different demands.

Reading

Phonics: From entry to school, pupils follow a structured phonics programme which develops throughout Key Stage 1 so that pupils are able to apply learning to reading and writing. We use the “Phonics Bug” scheme for reading.



During Key Stage 1, pupils' interest and pleasure in reading are developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into the whole text. They work out the meaning in straight-forward texts and say why they like them or do not like them.

During Key Stage 2 pupils read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

Writing

Early phonics learning is vital if pupils are able to form words from an early age. Younger children are encouraged to use sounds of letters to produce words and to spell lists of key words accurately. As pupils progress through to upper Key Stage 1 and Key Stage 2, children are taught to investigate spelling patterns and rules and will be asked to learn these as part of their homework. They are also taught grammar in targeted lessons and through their everyday reading and writing.

During Key Stage 1, pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-narrative texts and spell and punctuate accurately. They learn to write legibly and begin to form and use basic handwriting joins.



During Key Stage 2, pupils develop the understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing. Grammar, punctuation and spelling is taught as stand alone learning and applied to reading and writing.



Handwriting

The children will learn to write consistently with neat, legible and joined handwriting. There is a handwriting policy and we request that families follow this policy to support correct letter formation as pupils find great difficulty relearning letter formation when they are at school. In order for children to be able to sustain concentration during composition of writing, we correct key spellings after the writing is completed and introduce the correct spelling of new vocabulary. We would ask parents to adopt this practice when they support children with homework as correcting every word inhibits the flow of writing composition and can be destructive to the writing process.





Modern Foreign Language

In Key Stage 2 the children will learn a modern foreign language. The language we have chosen to learn at St. Stephen's is **French**. In Years 3 and 4 the children will experiment with and practise making the sounds from the French language. They will begin to recognise and respond to familiar words and short sentences that they hear. In Years 5 and 6 the children will be expected to engage in conversations and respond to the opinions of others. They will also begin to present ideas and information to a range of audiences. A French and Spanish club is available to Infant pupils who wish to learn these languages during a lunchtime each week.



Through music, the children develop skills in performing, composing, listening and appraising. Children explore sounds and music from familiar and unfamiliar cultural settings.

From their first years, children listen to a variety of pieces of music and create their own simple compositions. Children then develop their musical experiences by extending their heard repertoire of music and begin to write their own compositions from practical experimentation with instruments. Older pupils then further extend these skills and learn about musical notation, using tuned and untuned instruments. Pupils have the opportunity to use computer software to develop composition skills and experiment with sounds and rhythm.

Children are encouraged to learn an instrument in school. Currently, there are brass and woodwind lessons taking place. There is also an opportunity for Key Stage 2 children to learn the recorder in an extra-curricular club.

The Junior singing choir performs in church, and in school concerts. They also enjoy performing in the local area, for example, when they visit local elderly residential care homes. A group of pupils represent school at the "Young Voices" event in Manchester.

Drama

In the Early Years and Key Stage 1 the children will use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together. In Key Stage 2 the children will refine their performances and perform for different audiences. All pupils are given the opportunity to take part in musical performances by way of the Infant nativity and lower and upper junior productions and class assembly performances.



Children are encouraged to develop creativity and imagination and are given opportunities to express themselves using a variety of materials, tools and techniques. They explore colour, texture, pattern, line, shape and form through a range of experiences including drawing, painting, collage, printmaking, textiles and 3D work. Pupils observe art and craft in their environment and within different cultural and historical settings. ICT is also used to create graphics, which again involve the use of colour, texture, pattern and line.

HISTORY

Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant people and events. In lessons, pupils find evidence, evaluate it and reach their own conclusions.

History in the early years and Key Stage 1, concentrates initially on the child and his/her family. Pupils then develop knowledge of significant events and people from the recent and more distant past. They learn how the past is different from the present.

In KS2, history skills are taught through specific eras of time, i.e. the Romans or Victorians. Children use different sources of information to help them investigate the past. Pupils also learn that the past can be interpreted in different ways.



Geography

Children are encouraged to ask and explore questions about the natural and human worlds, using different scales of enquiry. They develop knowledge of places and environments throughout the world by exploring and using maps, atlases and globes, video and reading material.

Younger children concentrate on exploring their local environment, beginning to extend an understanding of their locality to that of the wider world around them. Older pupils develop knowledge, skills and understanding of people and places at home and abroad. Field trips are organised which compare other localities with those familiar to the children.



SCIENCE

Children start to explore aspects of Science in the early years, when they discover more about themselves and the world in which they live. The Science National Curriculum is then taught from Year 1 to Year 6, where pupils learn more about simple physical phenomena, properties of materials, animals and humans and how substances and materials relate to one another and can change in different conditions. Children follow a structured programme of learning, where these science topics are taught in an age-appropriate way, as they progress through school.

Children explore scientific facts through testing, working towards designing their own experiments to get clear and accurate results. They investigate scientific questions, test and then analyse results.

Design & Technology

All pupils investigate objects around them, exploring how things are made and how things work. They are taught a range of cutting and joining skills, using a variety of tools and materials. They also learn how to design and construct things safely, selecting and using appropriate tools and techniques. As they progress through school, pupils' manipulation of tools develops, which is shown in the quality of the work they produce.

Children then evaluate and modify their products, and improve them as necessary. Younger children make verbal evaluations and alter work in simple ways. Older pupils design in more detail and make amendments using higher order cutting and joining skills. Pupils work individually, in pairs and in groups on tasks, as is appropriate.

Physical Education

All children follow the National Curriculum for Physical Education, which promotes a healthy lifestyle, co-operation and opportunities for individual practice and team work. Year 4 and 5 pupils take part in a structured swimming programme, which involves a term of weekly tuition.

P.E. lessons comprise of dance, gymnastics, games, athletics and outdoor activities. A range of resources is used to support teaching and learning in P.E. Small and large apparatus is used in indoor lessons in the spacious hall, as well as radio programmes and CDs to support dance activities. A variety of dance traditions are taught.

The school has extensive grassed areas, which are used for sports, particularly in the summer term. There is also hard-playing area for netball and other sports. All these are marked regularly as part of grounds maintenance.



Regular outside school activities include football, multi-skills, athletics, cricket and rounders and netball. We also benefit from some outside tuition in sports from professional coaches using the government grant of Sports Premium funding. Pupils take part in

competitions wherever possible.



Religious Education



Religious Education is a core subject in a Church School. The schools' RE syllabus published by Blackburn Diocesan Board of Education and the Lancashire County Council's Agreed Syllabus is used. This spiritual part of the curriculum is concerned with everything in human knowledge that is connected with or derives from God. Our aim is to enable pupils to reflect, through Christian teaching and through this and the study of other faiths, to acquire an understanding of religion and religious ways of living.

The Worship and Religious Education provided within school is in accordance with the Church of England Foundation. This Foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Christian ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate pupils from the religious life of the school. An act of worship takes place each day for 20 minutes.

Computing

Computing is an integral part of teaching and learning at St. Stephen's. During the Foundation Stage and Key Stage 1, children are introduced to ways in which computing can be used to communicate ideas, handle information, control events and explore simulations. These skills are developed in Key Stage 2, where pupils use a wider variety of tools and sources of information to support learning.

There is also significant emphasis on using computing to support teaching and learning across the curriculum, where children have opportunities to use the computing skills they acquire.

The school currently has a computer suite, interactive whiteboards in each classroom, and at least one stand-alone p.c. in each teaching area which are linked to the network. Wireless laptops also help support learning within curriculum work. A vital part of learning in computing lessons is that of keeping safe whilst using the internet. School uses the Lancashire scheme of work which incorporates e-safety teaching in all year groups.



PSHCE

Personal, social, health and citizenship education aims to give each child the knowledge, skills and understanding necessary to lead a full and successful life. The child learns to value him/herself and be responsible for his/her own well-being, both physically and emotionally. Pupils then learn how to contribute to family, school and community life. P.S.H.C.E. can be found in a wide range of subject areas and is taught within the curriculum. However, it is also taught as a subject in its own right in designated lessons.

P.S.H.C.E. encompasses spiritual, moral and cultural education, health, drugs and sex education as well as multicultural awareness, equal opportunities and citizenship. P.S.H.C.E. is prevalent in assemblies, class discussions, circle time and in all areas of the taught curriculum.

Sex Education is provided for Upper Juniors and will include teaching on physical development and human reproduction. Lifecycles of plants and animals are taught within other year groups but specific lessons which encourage pupils to reflect on the importance of developing healthy, loving and stable long-term relationships will be taught in the Upper Juniors. A copy of the scheme of work for Sex and Relationships education may be requested through school.



Children benefit from a range of extra-curricular activities which extend their interests and give further opportunity to succeed in non-academic areas. Aside from the many sporting activities provided, children are able to take part in a range of clubs. These usually include:

- Choir
- Chess
- Gardening club
- Worship leaders
- French and Spanish club
- School council
- Football
- Eco club
- A variety of sports coaching activities throughout the year

Themed events

Every term, we have an enrichment event to celebrate the major faiths represented in our school. Our community supports our will to promote inclusivity and to understand the major festivals of Diwali, Easter and Eid – al Fitr. Whole school activity days and weeks are organised during the school year to highlight a particular subject or event. Community members are invited to support pupils on these occasions in order to find out more about how the curriculum can be taught in an interesting and vibrant way.

Visiting speakers

The school makes use of outside visitors to promote learning in school. We have various drama and music groups who perform and provide workshops. In addition, we have regular visits from organisations that support learning within the curriculum and P.S.H.C.E. In particular, faith leaders support our learning in R.E., health workers lead presentations on personal health and the Fire and Police service provide workshops within school. Visiting speakers also come to assemblies to promote the work of charities and to talk on themes which fit into our Values Curriculum.

Educational visits

Each class organises educational visits, at least once each year. These excursions provide the children with the opportunity to explore a different location. Trips also support the learning taking place in class. Year 5 and 6 pupils are offered the opportunity to attend a residential trip. This is organised through PGL and is a week-long residential experience in Shropshire. Activities here are great fun and encourage teamwork, problem-solving and are powerful in developing children's self-confidence.

Special Educational Needs

If a child is identified as having a learning need, these are met by differentiated class work and from small group work supported by a classroom assistant. Help may also be requested from the Local Authority's Learning and Behavioural Support Services.

Where a child is thought to have significant learning difficulties, the Educational Psychology Service works with parents and the school to diagnose problems in the child's learning and support with interventions to facilitate better learning. In certain cases, funded support for individual pupils is sought from the Local Authority through an Education Health Care Plan. This replaces the statementing process. In school, we have a SEND register and a register for pupils with "additional needs". Children on the SEND register are considered to have significant and long term Special Educational Needs and which required a tailored provision. Many pupils with "additional needs" are able to access the curriculum with some planning and differentiation of resources.

A child with an EHC (Education and Health Care) plan will have a review each year, where all parties involved in supporting the child, including parents, are invited to a meeting. The school's SEN co-ordinator updates the SEN policy on an annual basis and consults with Local Authority agencies to organise for the right provision to be identified for the individual needs of SEN pupils. This policy may be viewed on the school's website. Mrs Haughton is the school's SEND

co-ordinator.

Assessment

Pupils are assessed termly in school to the Year Group Objectives of the National Curriculum. Teachers use observation, discussion, marking and testing to find out about the children's achievements. Each term, teachers assess skills in English, Maths and Science and make regular everyday assessments to complete a profile of pupil progress by the end of the year. Standardised tests are used to support teacher assessments in Years 2 and 6. However, a standardised assessment (NFER) is also used in Reception and the EYFS statements are used to assess pupils in Nursery and Reception as part of the "Early Years Foundation Stage". Standardised tests will be used in all National Curriculum Year groups and will provide a Standard Score which identifies whether children are working towards, at or are exceeding in their understanding of key areas of learning within the Year Group Expectations.

The Foundation subjects are assessed through regular teacher observation and assessments. Children in Reception are assessed throughout the year as they demonstrate achievement towards the Foundation Stage Profile and EYFS statements. This forms the Foundation Stage profile for each child.

Parents receive information about the results of all assessments at Parents' Evenings and through the mid-year and end of year report to parents.

All teacher assessment and testing data is kept within school to form individual and class records. Information from these records is passed on to other schools on transfer.

Homework

Children are encouraged to engage in learning at home from the early years. Parents are invited to support children in their education by carrying out simple practical activities. As the children progress through school, the homework will become regular, with weekly activities set in Literacy and Numeracy particularly.

It is expected that all pupils will read everyday at home and complete homework. At the beginning of the year, teachers send home a homework timetable. Parental co-operation is **vital** if the homework is to benefit the child, especially hearing children read, and supporting them in learning spellings and tables.



Home-school links

Parents are welcome to discuss matters with class teachers and the Headteacher, at a mutually agreed time. Parents' evenings are also held twice each year, so that parents may be informed of their child's progress. Each term, teachers send home a newsletter, which identifies the learning taking place throughout the term and the resources required by pupils in school. Letters and other information is sent home regularly with pupils.

Biannually, each class performs in an assembly, showing the work carried out in class. Parents

are invited to attend and find out more about their child's learning. It is advised that parents regularly talk to their children about their work and to help them with their reading or other homework. Children make better progress where they feel their work is valued and supported.

The Parent, Teacher and Friends Association meet regularly to discuss fundraising activities. Should you wish to become involved in this group then Mrs Wright would be happy to hear from you.

Parents are welcome to volunteer their time to help in school at fundraising events.

St Stephen's 'Out of School' club

Before and after-school care clubs are available in school. Parents who are interested in enrolling pupils should contact Miss A Patel/Mrs J Pugh through the school office to enquire about available places and current costs.

Accessibility and Disability Equality

The school has a disability equality policy and accessibility plan. This is available for viewing on the school's website. We are committed to ensuring that all pupils have their full entitlement to the curriculum and as such strive to further develop accessibility for pupils.

Transport to school

Children are strongly encouraged to walk to school as it is the healthier option. Older pupils (years 5 and 6) may walk themselves to school but must know a safe route and understand how to cross a road safely. Encourage your child to walk with a friend(s) and to wear bright clothing in winter months.



Children in Key Stage 2 may bring bicycles and scooters to school but permission must be sought from the school and the bicycle must be roadworthy and locked in school time. The cyclist must be equipped with a helmet and we encourage pupils to have undertaken a Bikeability Course. Cycle Paths and safe routes to school must be known and understood. Bicycles and scooters must not be ridden on playgrounds.

Parents are not permitted to park in the school car park and are advised to park away from the school to keep pedestrians safe when walking into the premises.

School security and pupil safety

The school's pedestrian gates are locked each day to keep the site secure. Entrance to the office is via South Meadow Lane. All adults must report to the school office and entry to the building is only permitted from this entrance. **Adults must not enter the playgrounds in school time. Also, dogs are not permitted on playgrounds.**

Pupils are not permitted to bring expensive items to school such as mobile phones. We are a 'cashless' school therefore "ParentPay" must be used to pay for trips and activities. If a child does bring money into school it should always be placed in a sealed envelope (child's name and class shown).

School policies

School curriculum and management policies are updated regularly and agreed by governors. Parents may arrange to view any of the school's policies by contacting the Headteacher.

Complaints

It is best for parents to solve concerns within school by contacting the office. Appointments to see a teacher or the Headteacher may be made on request. We ask that parents do not attempt to discuss problems at the start of the school day, when teachers are preparing to teach their class and are in charge of the pupils. A copy of the complaints procedures is on the website.

Charging policy

Activities during normal school hours are not normally charged. School visits, requiring additional costs to a school budget, are planned with a request for a voluntary contribution. School will always endeavour to meet the cost of a school trip if there is a slight shortfall in contributions. However, parents should be advised that we rely on financial contributions to ensure trips can proceed. School meals are charged to Junior pupils who are not eligible for free school meals. The Universal Free School Meals grant allows Infant pupils to partake in a school lunch without charge. A full Charges and Remissions Policy is available in school.

Child Protection and Safeguarding

Because of our day-to-day contact with children, teachers are particularly well-placed to observe outward signs of abuse, changes in behaviour, or neglect. Parents should be aware, therefore, that where it appears to a member of school staff that there is a cause for concern, the school is required by law to report this to Children's Education Services Department immediately. This will usually be dealt with by the person appointed as the Designated Senior Leaders for the school – in this case, the Deputy Headteacher or Miss Livesey. Where it is deemed that a child is in need of early intervention to prevent future concerns the school will complete a CAF (common assessment form) to identify support from a range of services to help the child and family. Parents will then be invited to attend a "Team around the Family" meeting where support services will be present. Miss Livesey, our Learning Mentor, leads work on early intervention and support for families. A copy of the Child Protection Policy and Safeguarding policy is available to view on the school's website.

Test Results

The results for School pupils can be located by visiting the following website:

<https://www.compare-school-performance.service.gov.uk/school/119358/st-stephen's-cofe-school>

Transfer to High School

Children transfer to High school at the end of the school year in which they are 11. Each child is allocated a place at a high school, depending on the admission criteria of the school. Parents are given 3 preferences at the point of application and each preference must be a different school. Once a place has been granted, parents/carers can appeal to the LEA to request a place at their chosen school. Please see the High School's appeals procedures.

Pupils generally leave to attend the following High Schools: Penwortham Girls', The Priory Academy (Penwortham). A smaller number of pupils also attend Archbishop Temple C.E. High School, Lancaster Grammar, Hutton Grammar, Christ the King High School and Moor Park Academy.

