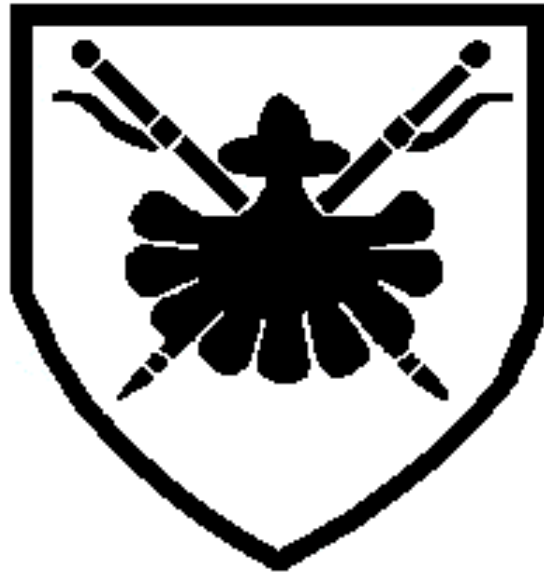


ST. JAMES' R.C. PRIMARY SCHOOL



PROSPECTUS 2023 – 2024

St James' RC Primary School
Maybury Close
Petts Wood
Kent
BR5 1BL
TEL: 020 8467 8167
EMAIL: general.info@st-james.bromley.sch.uk
HEADTEACHER: Mrs Lisa Weeks
CHAIR OF GOVERNORS: Mrs Mary Hutchinson

OUR MISSION STATEMENT

**Faith in Action
Working Together
Walking in the Footsteps of Christ**

Share our love of God every day in all that we learn, do and say.

At St James' RC Primary School, we strive to:

- Live out our Catholic values, placing them at the heart of our whole school community.
- Inspire all to be excited and empowered by learning.
- Celebrate diversity and promote inclusive relationships through mutual respect, kindness and compassion.
- Work together for the common good for a fairer and a more just society in which we can all serve.

WELCOME TO ST JAMES' R.C. PRIMARY SCHOOL

St James' RC Primary School is a successful school in the heart of the community. There are strong links with our Parish Church and these links enhance the spiritual and moral development of the community that we serve.

At St James' we are committed to providing a high standard of Catholic education for all pupils in a friendly and welcoming environment.

We aim to inspire all of our pupils to rise to the challenges that will enable them to develop the skills and personal qualities they need in order to embrace the future with confidence.

We recognise that every pupil has their own unique set of gifts and talents and we ensure that there are opportunities for these to be developed.

We teach pupils that we all share values common to all faiths, including love and respect for one another, peace, justice and belief in equality.

We provide an exciting curriculum that prepares pupils to become active members of society.

St James' has consistently high standards of achievement. This high achievement is as a result of outstanding teaching, hard work from the pupils and support from parents.

St James' fosters productive partnerships with parents that are built upon mutual respect.

We welcome you to join with us as we walk in the footsteps of Christ.

THE SCHOOL

St. James' RC Primary School opened in April 1970. It serves the parish of St James The Great, Petts Wood. It is situated in stunning grounds adjacent to Jubilee Park and is a one-form entry school. In 2012 St James' became a stand-alone Academy and is joined with five other Catholic Primary Schools in Bromley as part of an Umbrella Trust.



THE COMMUNITY

St. James' is a caring school community where the home, school and parish work in partnership for the benefit of the children. Everyone works together to help the children develop an understanding of the local community, the wider community and the international community.

HOW THE SCHOOL IS ORGANISED

As well as the Head teacher there are seven class teachers. In addition, there is a French Specialist and a Music Specialist. All members of the teaching staff share curricular responsibilities and are involved in the formulation of policies. There are a number of support staff who enable the school to provide enhanced learning. There is also a team of staff who work in our After-School Club and Breakfast Club. All of the staff are totally dedicated to the aims and ethos of the school.



ST JAMES' RC PRIMARY SCHOOL ADMISSION POLICY 2024 - 2025

This policy is for the September 2024 intake.

Admissions to St James' RC Primary School are decided by the Governors. The number of children to be admitted to the Reception Class each year is 30. The published admission number is inclusive of students with an educational health care plan in accordance with the relevant statutory requirements.

Applications will be considered from baptised children of committed and practising Roman Catholic parent(s). Written verification of this commitment and practice will be required by the Governors from the Parish Priest. Where incorrect information is used to unfairly gain a place then the Governors will immediately withdraw any place offered. However, in the event of places being available the Governing Body welcomes all applications, particularly from those of other denominations and faiths who support the religious ethos of the school. The Governors accept applications from all faiths or no faith but in the event of oversubscription the criteria below are applied.

Catholics include members of the Ordinariate and the Latin and Oriental Rite Churches that are in union with the Bishop of Rome. Reference to other Christian denominations refers to denominations that are full members of Churches together in England.

By applying the criteria below, in their given order, applications will be ranked. Each criterion is applied in turn to determine the candidates to whom places will be offered.

1. Looked after Catholic children or looked after children in the care of Catholic families, looked after Catholic children who have been adopted or who have become the subject of a residence or guardianship order and Catholic children who appear (to the admissions authority) to have been in state care outside of England and cease to be in state care outside of England as a result of being adopted. They must be able to prove sustained weekly attendance at mass.
2. Catholic children who will have a sibling on roll at the school when the younger child starts school. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent's partner. It does not include other relatives e.g. cousins. The child must be registered as living in the same family unit at the same address and are able to prove sustained weekly attendance at mass.
3. Catholic children of permanent teachers who are able to prove sustained weekly attendance at mass. To satisfy this criterion the teacher must have been employed by St James' for 2 or more years prior to the closing date for applications.
4. Catholic children who live in the parish of St James the Great, Petts Wood and are able to prove sustained weekly attendance at mass.

5. Catholic children who live in a parish other than St James the Great, Petts Wood and are able to prove sustained weekly attendance at mass.
6. Children not falling within category 1, 2, 3, 4 or 5 above who have been baptised into the Roman Catholic Faith. This includes siblings without sustained weekly Church attendance.
7. Looked after children, looked after children who have been adopted or who have become the subject of a residence or guardianship order and children who appear (to the admissions authority) to have been in state care outside of England and cease to be in state care outside of England as a result of being adopted.
8. Children of parents committed to other Christian denominations. (Commitment of non-Catholics will be included in the Supplementary Form completed by the Minister of the denomination concerned.)
9. Other children.

The above criteria will be applied in their given order when the number of places exceeds the number of applications.

Where the number of children in any of the above categories (applied in turn) exceeds the number of places available, the following tiebreakers will be applied, in the order shown, to decide which children to admit.

Firstly:

- Frequency of Mass attendance of parents and children. Applications will be ranked in the order **shown on** the Supplementary Form with highest priority to those who attend Mass weekly, then at least once a month, etc.

Secondly:

- In exceptional circumstances there is discretion to admit children on the grounds of their or their family's acute medical or social need. The application **must** be supported by a letter from a hospital consultant, the special support service, social worker or similar professional, setting out the reasons why the school is the only one to meet the child's needs, before an admission decision is made. The admission decision will be considered in consultation with teaching and medical professionals. Medical professionals provide advice on applications made under medical conditions and teaching professionals advise on applications made for social or special reasons. Supporting evidence **must** be provided before the closing date for applications.

Thirdly:

- Proximity of the child's home to the school as measured in a straight line from the unique national grid reference (Easting and Northing) of the child's home address (including flats) to the main entrance of the school building, using the LA's computerised measuring system that identifies the unique national grid reference for the property. Those living closer to the school receive higher priority. The furthest distance reached is checked to confirm it is unique. Where the next applicant measures the same the system will go to further decimal places within a measurement to qualify who is nearer. Where applications are received from flats that have the same 'easting and northing' measurements, places will be allocated by door number; the lower the number the higher the priority. If there are two identical distance measurements for different addresses of separate applicants, the tiebreak will be

done by drawing lots. 'Home' is where the child normally resides as their only or principal residence. Addresses involved in child minding (professional or relatives) will not be considered. Parents will be asked to provide documentary evidence to confirm an address and parental responsibility. Changes of parental responsibility, unless exceptional circumstances through a court order, will not be accepted during the coordinated admission process.

In-year (casual) admissions.

Applications for a place at the school in-year must be made using the common application form of the local authority (LA) where the child resides. This form must be returned to the LA. The school's supplementary form should also be completed to enable the Governors to rank the application in the event of there being more than one application for a place. The Governors will use the same criteria to rank the application as that listed above. The offer of a place at the school will be made by the LA on behalf of the Governors. In the event of the Governors deciding that a place cannot be offered parents will be offered the opportunity of placing their child's name on the waiting list. The waiting list is held by the L.B. of Bromley Admissions Department and expires at the end of each academic year. Parents must therefore re-apply annually if they wish to remain on a waiting list. This does not prevent parents from exercising their right to appeal against the decision not to offer a place. It is possible that when a child is directed under the local authority's fair access protocol they will take precedence over those children already on the list.

Fair Access Protocol

Children directed via the Fair Access protocol will take precedence over any child already on the school waiting list, and this includes admitting children over the published admission number.

Admission of children below compulsory school age.

The governors will provide for the admission of all children in the September following their fourth birthday. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year; parents may also request that their child attends part-time until the child reaches compulsory school age.

Admission of children outside their normal age group.

Parents may seek a place for their child outside of their normal age group, for example, if the child has experienced problems such as ill health. The school will consider applications outside of a child's normal age group on an individual basis taking into account any information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. Parents wishing to apply for a place outside of the normal age group should contact the Head teacher in writing in the first instance.

Summer born children (deferring entry)

The term 'summer born children' relates to all children born from 1st April to 31st August. These children reach compulsory school age on 31st August following their fifth birthday (or on their fifth birthday if it falls on 31st August). Parents of summer born children may request that their child is admitted the following year outside of their normal age range into Reception instead of Year 1, however there is no automatic right to this. Any place already achieved for the child in Reception in the usual way cannot be deferred for the duration of that school year and if deferral is agreed parents will need to re-apply for admission the following year. The school will make a decision, having taken into account the circumstances of each case, together with the opinion of the Head

teacher. Where the request is agreed by the school, the application will be considered with all other applications in the usual way, applying the oversubscription criteria as necessary.

Parents of summer born, gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. This is not an automatic right to choose this option as decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group, and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The views of the Head Teacher must also be taken into account. Applications should be made through London Borough of Bromley Admissions. A supplementary information form, available from St James' School, should also be completed and submitted directly to the school. When informing a parent of the decision which year group the child should be admitted to, the governors will set out clearly the reasons for their decision. Where the governors agree to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to the age group to which pupils are normally admitted to the school the local authority will process the application as part of the main admissions round, (unless the parental request is made too late for this to be possible) and on the basis of the determined admission arrangements, including the application of oversubscription criteria where applicable. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Change of address

It is expected that the child will still be resident at the same address when the child starts school. Evidence may be required to confirm that the child is still living at the application address on National Offer Day and when starting at the offered school. Places may be withdrawn if address details do not match the information given on the application. Changes of address after offers have been made will be investigated and applications will be reconsidered on the basis of the new home address. Applicants who retain ownership of a previous address cannot use a temporary address for applicants.

Children with an Education, Health and Care Plan

Children with an Education, Health and Care Plan are dealt with under a separate process by the SEN team. The published admission number is inclusive of children with an Education, Health and Care Plan. Appeals for children with an Education, health and care Plan are dealt with by a SEN Tribunal.

Waiting List.

Parents of children who have not been offered a place at the school may ask for their child's name to be placed on a waiting list held at L.B. of Bromley. The waiting list expires at the end of December of the first Reception term, and at the end of each academic year thereafter. Parents must therefore re-apply through L.B. of Bromley Admissions Department if they wish to remain on the waiting list. The waiting list will be operated using the same admissions criteria listed above. Placing a child's name on the waiting list does not guarantee that a place will become available. This does not prevent parents from exercising their right to appeal against the decision not to offer a place. It is possible that when a child is directed under the local authority's fair access protocol they will take precedence over those children already on the list.

Appeals.

Parents whose applications for places are unsuccessful may appeal to an Independent Appeal Panel set up in accordance with section 85(3) of the School Standards and Framework Act 1998. Appeals must be made in writing and must set out the reasons on which the appeal is made. Appeals should be sent to the Admissions Appeal Clerk at the school address. Parents have the right to make oral representations to the Appeal Panel. Infant classes are restricted by the legislation to 30 children. Parents should be aware that an appeal against refusal of a place in an infant class may only succeed if it can be demonstrated that:-

1. The admission of additional children would not breach the infant class size limit; or
2. The admission arrangements did not comply with admissions law or had not been correctly and impartially applied and the child would have been offered a place if the arrangements had complied or had been correctly and impartially applied; or
3. The panel decides that the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

Admissions procedure

In addition to the Common Application Form (CAF) required by the Local Authority, the Supplementary Information Form (available from the school and from the local authority), should be completed and sent to the school not later than the national closing date for primary schools. This should be done even if the CAF is completed online. If the Supplementary Information Form is not completed, the Governing Body of the school will only be able to consider the application after all applicants who have completed a Supplementary Information Form. You are advised to make two copies of the forms. You should retain one copy and pass the second copy to the school or your priest, as indicated. Offers of places will be sent to parents by their home local authority on the common offer date.

A map showing the Parish boundary is available from the school office.

TIMETABLE

K.S.1			K.S.2		
Mornings	8:45am to	10:30am	8:45am to	10:30am	
Break	10:30am to	10:50am	10:30am to	10:50am	
Mornings	10:50am to	12:05pm	10:50am to	12:05pm	
Lunch	12:05pm to	1:15pm	12:05pm to	1:15pm	
Afternoon	1:15pm to	2:30pm	1:15pm to	3:20pm	
Break	2:30pm to	2:45pm			
Afternoon	2:45m to	3:15pm			NO AFTERNOON BREAK

Please ensure that your child arrives at school **on time** as it is vital that they do not miss the start of lessons. This can be very unsettling for them and the rest of the class.

Children must not enter the school grounds until 8.40am as this is when staff are on duty to supervise them. They should only arrive earlier than 8.40am if they are attending a Breakfast Club. The children must never be left unattended.

If your child arrives late they should report to the office before going to class and parents should sign in to say why the child is late. Late arrivals must be recorded and the total number are published in the child's 'End of Year Report'.

Please also ensure that your child is collected promptly at the end of the school day.

ABSENCES

It is important to inform the school office by 9:30am on the first day of your child's absence. It is detrimental for children to miss school, even for a short period of time. Holidays are not authorised. Requests for any absence must be put in writing to the Head teacher.

Persistent absence will be followed up.

We ask that any appointments including GP appointments, dental appointments and optician appointments are made outside of the school day.

LUNCHTIME

All children are entitled to a universal free school meal.

In order to assist with the smooth running of the office we ask that you let us know if the children will be school lunches or a pack lunch from home on the first day of each half term.

Pupil Premium funding is available for children of parents receiving Income Support. Applications should be made to the Local Authority. It is vital that parents receiving Income Support inform the school of this and claim their entitlement to Pupil Premium funding. The fact that every child receives a universal free school meal can mean that the school is unaware that children are entitled to Pupil Premium funding as well.

Any child may bring a packed lunch if they prefer. Those children who have a packed lunch should have their lunch box clearly marked with their name. Warm or hot foods sent in a flask are not allowed for health and safety reasons. We ask that parents provide a healthy lunch for their children if they have a packed lunch. Please co-operate with this by not putting sweets or chocolates in lunchboxes. From Monday to Thursday we ask that your child's lunchbox does not contain any item containing chocolate or crisps. On Friday if you wish, a small chocolate biscuit and/or a packet of crisps may be included. Please see the School's Healthy Eating Policy which can be found on the school website. School meals provided by the school are considered to be the main meal for many children and the kitchen contractors provide a balanced meal in line with nutritional guidelines which may include a pudding.

There are children in the school who are allergic to nuts and sesame seeds and have a severe reaction to them. As a result St James' aims to be a nut and sesame seed free zone so please do not send in any food product containing nuts or sesame seeds.

All children are encouraged to eat fresh fruit during their morning break. KS1 children have free fruit provided under the 'Fruit for Schools' scheme.

In Reception Class children under 5 have milk available daily at morning break and lunchtime. Parents of children over 5 can choose to pay for milk at break time.

The children drink water at school.

CHILDREN'S HEALTH AND WELFARE

Please make the school aware of any problems at home, or any medical condition, which could affect your child. The school nurse visits the school periodically and the children will receive health checks from the school nurse.

MEDICINES

Where children are on prescribed medication, but are well enough to be in school, the prescribed dose should ideally be timetabled around the school day so that your child only needs to take the medicine at lunchtime. Parents will need to sign a form and write the medication and dosage on the form along with their child's name. The school's admin staff will administer the prescribed medicines. Obviously, the school will work with parents whose children have long-term medical conditions.

MEDICAL CONCERNS

Please inform the school of any medical concerns. Parents are required to complete an Emergency Contact Form which is used whenever the school needs to contact you. This form also enables you to detail specific issues staff should know about. Please ensure that the school is kept up to date with this information.

PLASTERS

Parents are asked to inform the school if their child is allergic to plasters.

ACCIDENTS AND ILLNESS

If children have slight accidents in the school they are treated by one of the trained First Aiders. Ointments or lotions are not applied and no form of medication is administered. If an accident appears to be serious, parents are notified. The same course of action applies if your child becomes unwell during the day. All accidents are recorded in the Accident Book. Should a child suffer a head injury, however slight, parents are informed.



CHILDREN WALKING TO AND FROM SCHOOL

We suggest that only children in Year 6 walk to and from home unsupervised. They must have their parents' permission and parents must fill in the form that is available from the school office.

CONTACT DETAILS

It is vital that the school has at least two contact numbers where parents, relatives, friends or neighbours can be contacted during school hours in matters of urgency. Please keep the school informed of any changes.

LISTENING EAR

The school has a support staff member who is trained to listen to children who want to talk to an adult about any worries that they may have. They are not counsellors and their role is purely to liaise with the teacher in order to solve issues outside of the classroom so that children can focus on their learning. Children either ask themselves to talk to the Listening Ear staff member or an adult can signpost them.

ARRIVING AND LEAVING THE SCHOOL SITE

Entrance to the school is via the pedestrian gate by Jubilee Park.

We ask parents to please park considerately and safely on the roads outside of the school. Parents must NOT park in the school car park, the Baptist Church car park or along the school path leading to the school gate.

We ask parents to supervise their children when they are on the school site. We ask that children do not ride cycles or scooters inside the school grounds and please do not let your children climb on the walls near the KS 1 playground.

PARENT TEACHER ASSOCIATION

The PTA. works very hard for the benefit of the children of the school and they always welcome new members. The PTA organises social and fund-raising events throughout the year and help and support from all parents is always very welcome. Members of the P.T.A. committee are elected each year at the Annual General Meeting.

DISCIPLINE

High standards of behaviour are expected of St James' children both on and off the premises. In keeping with the ethos of a Catholic School children are taught by word and example how to show respect, care for others and how to behave appropriately. Whilst supervision is always maintained, children are taught to exercise self-discipline and take responsibility for their own behaviour.

Bullying, racism, homophobia, or any forms of taunting or physical aggression are not tolerated at St James'. Any reported incidents are promptly and firmly dealt with. All staff at the school are committed to a policy of justice and respect for all.

Concerns about behaviour and discipline are dealt with more fully in a separate policy document which can be found on the school website.

We ask for the support of parents in dealing with any problems and believe that good behaviour depends upon mutual co-operation between home and school.

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

We believe that all children are entitled to a broad, balanced and rich curriculum. The Local Authority (LA) is responsible for providing a service linked to the SEND provision in all Bromley schools. In partnership with the LA, St James' ensures that its provision meets the needs of all vulnerable pupils in our school. The National SEND Code of Practice provides a clear set of procedures that ensure all SEND children receive their full educational entitlement. St James' is guided by this Code of Practice and the LA's interpretation of national policy. Extra support in the form of additional teaching and classroom assistance is sometimes provided and advice from external agencies is sought should the need arise. Parents are fully involved at every stage so that children with SEND make the best progress possible. A copy of the school's current SEND Policy and Local Offer can be found on the school's website.

EQUAL OPPORTUNITIES

Please see our 'Equality and Inclusion Policy' on the school's website. At St James' we aim to ensure that each individual has full access to a broad, balanced and rich curriculum. We believe in an inclusive curriculum based upon:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning.

CURRICULUM

At St. James' we follow the National Curriculum which promotes deep learning and a breadth of opportunities for all pupils. Religious Education is a core subject at St James'. The other national core subjects are English, Maths and Science. St James' delivers its curriculum with reference to guidance from the DfE.

EARLY YEARS

The Early Years Foundation Stage follows the statutory curriculum and this covers:

Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of learning:

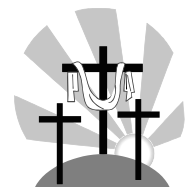
- Playing and Exploring
- Active learning
- Creating and thinking critically

Daily phonics lessons are taught using the 'All Aboard Phonics' programme.

We use home visits before a child starts in Reception Class to help us to better understand individual children. This therefore allows us to plan more thoroughly for when the children start at school. Children complete the statutory Baseline Assessment within the first six weeks of starting school. We also ask parents to update us on a regular basis with any achievements or learning steps that children make at home.

RELIGIOUS EDUCATION

The delivery of RE at St James' is in accordance with Diocesan policy and is sustained through close links between the home, school and parish. In the work of bringing children up in the faith that we profess, the Church calls the school and home to partnership. We cannot emphasise enough the vital importance that this partnership has.



We teach common themes throughout the school using the 'The Way, The Truth and The Life' programme. A very important aspect of our RE is also the teaching of other faiths and the promotion of tolerance through understanding. In addition, the children are taught a wide variety of liturgical music and this enhances all of our worship. RE also happens through regular prayer, assemblies and masses. Whole school masses are held regularly at St James the Great Church and each KS2 year group also have a class mass in school during the year. These masses are no substitution for the weekly Sunday mass attendance which is vital if the children are to grow in partnership with Christ.

Underlying all of our teaching and all of our relationships within and beyond the school are the Gospel values of faith, love and service. Our aim is that all of our school community show respect and care for one another and extend their concern to the needy by prayer and charitable service.

Parents have the right to withdraw their children from all or part of the Religious Education and/or collective worship the school provides.

ENGLISH

At St James' we create an environment in which all aspects of reading, writing, speaking and listening are enjoyed in their own right and in which children gain a love of the world of literature and communication.

Reading is a fundamental aspect of the curriculum. We have an individualised phonic reading programme in the early years, matching each child to reading materials that meet their individual needs and rate of progress. Our rigorous phonics programme ensures that pupils are able to decode and spell coherently. Early reading is encouraged from Reception with welcoming reading areas and engaging texts. The children are taught daily phonics throughout KS1. In KS2 we teach reading through Whole Class Guided reading where we take an in-depth look at linked extracts throughout the week.

Our priority is to develop a life-long love of reading. Our classrooms have an excellent stock of books and we encourage the children to read widely and to enjoy their reading. Library books are used to supplement the class libraries. Books are sent home in KS1 based on a child's phonic ability and their recognition of sounds.

The development of writing is a vital aspect of our work. We use 'The Literacy Tree' to inject our curriculum with new and inspiring texts that promote high levels of discussion and enjoyment through studying whole texts. These texts impact positively upon the children's writing. Children are encouraged to write fictional and factual pieces in a range of genres. We aim to achieve progressive competency and accuracy in spelling, punctuation and syntax alongside the development of cursive handwriting.

We aim to foster an environment that will encourage a development of language by the provision of rich opportunities to interact and communicate with others. We stress the value of listening and speaking skills within the curriculum. We value the role of drama and provide many opportunities for drama to be used in order to enhance learning. At St James' we value the impact that talk has on writing. 'If I think and say it I can write it' (Ros Wilson).

MATHS

At St James' we follow a CPA approach to mathematics. Children begin by using Concrete apparatus before progressing on to Pictorial representations and finally Abstract representation. We find that the use of maths equipment such as numicon, blocks and number lines supports pupils of all ages to reinforce their knowledge of maths concepts. We believe that removing the option of using maths equipment at any phase can be detrimental to a child's learning. We follow a mastery curriculum using a published scheme

of work which is supplemented by other materials. In addition to developing basic numeric skills, children are encouraged to use and apply these skills through a variety of problem-solving and investigative tasks. By presenting real life problems for the children to solve, we endeavour to provide a real purpose for their learning and to demonstrate the ways in which maths links with other curriculum areas. Pupils are taught to reason and explain the steps they have taken in order to reach their conclusion.

SCIENCE

Through scientific investigations, the children are given the opportunity to develop a range of skills that they can apply to other situations. At St James' we teach children to think like a scientist by asking them to engage with simple tasks which require them to draw on their previous learning. The curriculum covers both content and skills relating to early chemistry, biology and physics. We use different types of inquiry and each class also undertakes a long-term inquiry throughout the year. The science curriculum is enhanced by school trips and Forest School.

COMPUTING

Computing skills are crucial in the wider world and we want children to be as prepared as possible in all areas of computing. We have split the curriculum into 4 sections: Programming, Processing Skills, Digital Multimedia and Online Skills. We recognise that computing supports learning, helps with administration and organisation, and therefore prepares pupils for the world of work. Word processing, spreadsheets and Power Point are used to give the children greater power over the style, quality and organisation of their writing. The internet is used to explore and organise children's research and problem-solving programmes are used to develop logical thinking. Multimedia devices such as cameras and iPads increase confidence in communication and presentation skills and the children are taught programming skills from the earliest stages by using Beebots, Scratch, Html and Python. The school has a Computer Suite and each classroom has an interactive whiteboard and access to iPads and laptops. Tech Afterschool Club is also offered. Online Safety is taught as part of our curriculum. The children are taught how to be as safe as possible online and think about what digital footprint they have. The school continually updates pupils and parents on how to manage risks safely. An 'Acceptable Use of the Internet Agreement' is signed by all children. Children and parents are reminded that social media sites such as Facebook and Twitter are not designed or permitted for children. Online-safety Day is used each year to raise further awareness.

DESIGN AND TECHNOLOGY

DT is primarily concerned with designing, generating and planning ideas as well as making and evaluating. It provides opportunities for pupils to imagine, make decisions, create solutions and put them into practice. Children will explore a variety of appropriate equipment safely and will learn to be independent with them. DT at St James' will provide opportunities which create real life designs that will help equip children for the future. As part of DT we also teach children to develop their understanding of cooking. Children are taught basic cooking skills, whilst also learning about where food comes from and how to eat healthily.

GEOGRAPHY

The programme of study is organised so that each year group studies the appropriate mapping skills, completes a place study and covers elements of physical, human and environmental geography. We aim to help pupils develop geographic knowledge and understanding of the whole world. We introduce geographical enquiry and help children to learn about the United Kingdom and the wider world. Links between geography and other subjects are taken into account when planning for geography in the curriculum. We celebrate St James' wide range of culture and greatly enjoy celebrating International Day.

HISTORY

History teaching covers a wide range of periods and interesting topics. Learning in chronological order, each year group studies an aspect of history in depth, comparing it to today and to other key historical periods. Knowledge and understanding, key historical skills, interpretation and the use of historical sources underpin all work undertaken. Work is planned so that all pupils develop links with other areas of the curriculum. We greatly enjoy celebrating Black History Month and other similar days.

P.E.

The PE curriculum offers athletics, dance, games, gymnastics, swimming and outdoor and adventurous activities. We also engage professional coaches and children benefit from their expertise. All children are expected to take part fully in the PE programme and PE kits must be worn in accordance with the school regulations. At St James' we use Sports Premium Funding to provide a wide range of sporting activities in order to ensure that children are given the opportunity to experience new sports. Although we recognise that participation for all pupils in sport is beneficial to health, we also recognise that there is a place for competitive sport. Therefore, the school takes part in many competitions with other local schools and is part of the Bromley School Sports competition programme with opportunities for successful teams to proceed to the London Youth Games. Every year we hold a Sports Week to come together as a school in sporting competitions. A Sports Day, to which parents are invited, is held during this week.

PERSONAL SOCIAL AND HEALTH EDUCATION

We encourage the children to have a healthy attitude towards their bodies and to develop good social and personal relationships. Many PSHE topics are covered in other areas of the curriculum such as Religious Education, Physical Education and Science. From time to time the teaching of certain aspects of PSHE are supported by outside agencies, such as the School Nurse. The school has achieved the Gold Healthy Schools Award.

RELATIONSHIP EDUCATION

At St James' we recognise the importance of Relationship Education. The school follows the Diocesan policy in respect of sex education. During Religious Education lessons the children are made aware of the importance of forming loving relationships, in order to develop an appreciation of true Christian values and gain an understanding of moral principles. The School Nurse delivers a puberty talk to Year 5 and a sex education talk to Year 6 on an annual basis and when questions are asked, they are answered with openness and sensitivity. As the child's first educators we believe that parents are the best judges of what information is suitable for their children. Parents who feel uncomfortable about approaching any matters around this subject are welcome to contact the school for advice.

MUSIC

Music is developed across all the age groups. Each class has a weekly music session with a specialist teacher. The children are encouraged to compose, to listen, to discuss and to perform with a variety of audiences in mind. They learn to appreciate music of different styles, cultures and periods, and to use their voices and a range of instruments as expressive media. We therefore encourage children to understand, appreciate and create music but above all to find enjoyment within this practical curriculum area. We believe that a love of music gained in childhood lasts a lifetime and that making music with others is a social, joyful and spiritual experience. The standard of singing throughout the school is high and our choir performs regularly in the local community and at festivals. We have a number of peripatetic music teachers who provide lessons in violin, guitar, flute, cello, piano, recorder, voice and clarinet during school hours. Our close link with the Bromley Youth Music Trust encourages children to participate in orchestras to a high standard.

ART

Art lessons throughout the school teach children that anyone can be an artist! Children at St James' are encouraged to be creative and imaginative. Children are exposed to a variety of artists which they reflect and comment on. Children will explore art and visit galleries. They will learn to become independent artists, who will select the correct tools for their work. They will learn a variety of painting and drawing skills as well as experience with clay. They will be shown how to make drawings with depth and three-dimensional aspects. The work is displayed in classrooms and areas around the school so that everyone can appreciate it. Art is also used as a strong cross-curricular link, especially in RE lessons.

CHARGING FOR SCHOOL ACTIVITIES

There is no charge for materials and equipment used during the school day. However, we aim to give all children the opportunity to visit places of interest. Without the voluntary contribution of parents to support the cost of transport and entrance fees involved, these visits could not take place. However, no child will be excluded if their parents are unable to make a voluntary contribution.

HOMEWORK

There is much that can be done at home to support the work being covered in school and parents are encouraged to take an interest in their child's work and progress. Children in all year groups are set homework in accordance with the school's Homework Policy which is published on the school website. The school's home learning platform is Seesaw. Children may need help with their homework and this is a good opportunity for parents to know what their child can and cannot do. Time needs to be set aside for homework tasks however, it is important to keep the balance between work and leisure. Visits to places of interest and time spent pursuing hobbies and interests are encouraged as they will of course widen the children's knowledge.

From the beginning of their school life, children take home reading books to be read for pleasure as well as for practice. Parents help their child enormously by hearing them read and by reading to them on a regular basis. Children need to be encouraged to read widely and parents are asked to discuss with their child the book that they are reading. Even the

older children should discuss their reading material with parents as this will enable new vocabulary to be embedded and will lead to new learning.

ASSESSMENT

We look at the skills, knowledge and understanding that each child must achieve by the end of their age-related group and continually assess where learning needs to be embedded or where pupils should be developed further. In order to monitor achievement and standards, children undertake a variety of assessments throughout their time at St James'. Children are also constantly assessed during lessons to ensure that they understand the concepts being taught.

Assessment against 'Early Learning Goals' is carried out in the final term of Reception Class. At the end of Reception, pupils who meet the expected standard in all of the prime areas and maths and literacy will have reached a 'Good Level of Development'. Year 1 pupils undertake a phonics check at the end of Year 1. If they do not meet the required standard they take it again in Year 2. In Year 2, pupils are given a Teacher Assessment level which measures the progress made across KS1. Year 4 pupils undertake an online Multiplication Check. In Year 6, children sit the Standard Assessment Tests (SATS) which assess the progress they have made during their time in primary school. Year 6 children are reported as having met/not met the standard.

PARENT PARTNERSHIP

At St. James' we aim to work in partnership with parents. We see parents as the prime educators of their children. We hope that through mutual co-operation, understanding and trust that your child's time with us will be a happy one.

After parents have gained a place for their child at St James' they are invited to a 'New Parents' Meeting' where they are given advice about the ways in which they can help their child at home.

Parents are invited to meet with their child's class teacher each term to discuss progress. In the autumn term parents are invited to a 'Goal Sharing Day' during which both children and parents discuss goals for the year with their teacher. In the spring term there are follow-up parents' evenings and in the summer term there is a 'Walk Around Evening'. In addition parents receive a written annual report in July which explains their child's progress and identifies targets that will enable them to improve their learning. Parents are of course welcome to discuss matters regarding their child at any time during the year. We also encourage parents to keep the school informed of any awards or outside school interests their children may have.

Parents receive e-mails, letters and updates to the notice board, website and twitter and a weekly Friday newsletter, in order to keep them fully informed.

We always welcome offers of help in the school, with school outings, reading, cooking, gardening and fund raising events. Please see the class teacher if you are interested.

Parents are always welcome to visit the school to discuss any matters or concerns relating to their children. We invite all parents who have any concerns to make an appointment with the class teacher in the first instance. If further discussion is required, an appointment with the Head teacher should be made. The Head teacher also holds a surgery each Wednesday, during which parents can discuss any matters they wish to raise without making an appointment. The surgery is from 9:00am until 9.30am. Most issues can be dealt with promptly and efficiently at this level. However, if you are still not satisfied, a copy of the Complaints Procedure is on the website. Please remember to also let us know when you are pleased about something too! 'Parent View' is also available should you wish to communicate your views to OFSTED.

Exceeding, Gifted or Talented

At St James' we aim to provide the best possible education for all of our children including the exceeding, gifted and talented. We firmly believe that recognition and support for our exceeding pupils is a factor in raising achievement for all pupils. We aim to provide opportunities for each pupil to be stretched and challenged in order to fulfil their potential and to excel. This provision is an integral part of the teaching and learning at St James'. All teachers have very high expectations of all pupils. We strive to provide a secure yet challenging environment which will stimulate the development of all students to maximise their potential.

Definition of Exceeding, Gifted and Talented

Exceeding, gifted and talented children are those that will exceed the expectations for their age group in one or more subjects.

'Exceeding' refers to those capable of excelling in academic subjects.

'Gifted' refers to children significantly excelling in academic subjects.

'Talented' refers to children with a particular talent in creative subjects.

Identification of Exceeding, Gifted and Talented

Identification of exceeding, gifted and talented pupils is an ongoing, whole-school process. Identifying these children is important in order to ensure they receive planned, personalised teaching and learning opportunities within and beyond the classroom that will challenge, support and stretch them to the full extent of their individual potential. There is a wide range of identification strategies and it is important that no single process is used in isolation. Identification is usually made by:

- Identification through subject criteria set by the subject leaders;
- Teacher observation and assessment;
- Observation and discussion with other members of staff;
- Discussions with parents;
- Discussion with specialist teachers and outside coaches.

Once identified, the teacher works alongside the Exceeding, Gifted and Talented Leader to provide challenging work in the classroom. The teacher ensures that every child achieves as highly as they can creating a culture of high expectations and aspirations within the school.

BOARD OF TRUSTEES

There are 13 governors on the school's governing body and these are:

- 8 Foundation Governors appointed by the Archbishop;
- 1 Local Governor appointed by the Governing Body;
- 2 Staff Governors elected by the school staff;
- 2 Parent Governors elected by the parent body.

The Head teacher is an ex-officio Governor and there is one company secretary.

GOVERNOR'S RESPONSIBILITIES

The Governing Body is responsible for many decisions in the running of the school. These are as follows:

- Ensuring that pupils achieve the highest possible standards of learning;
- Admissions and appeals;
- Appointing the Head Teacher and staff;
- Performance Management;
- Safeguarding;
- Discipline, attendance and grievance procedures;
- Ensuring that a broad and balanced curriculum is implemented;
- Deciding how sex education and religious education should be taught in the school;
- Special Educational Needs;
- Equal Opportunities;
- Producing the school prospectus;
- Deciding what charges should be made for activities outside normal school hours;
- School buildings;
- Finance;
- Health and Safety.

THE BOARD OF TRUSTEES SEPTEMBER 2023

Chair of Governors: Mrs Mary Hutchinson

Head Teacher: Mrs Lisa Weeks

Foundation Governors:

- Father David Camilleri
- Mrs Mary Hutchinson
- Mr Paul Gribben
- Mrs Margaret Connell
- Mr Mark Hutchins
- Mr Martin D'Souza
- Mr Monaghan
- Mrs Clubbs

Local Governor: Mr Mark Edwards

Parent Governors:

- Mrs Elizabeth Williamson
- **Vacancy**

Staff Governors:

- Mrs Michelle Wilson
- **Vacancy**

Members:

- Mr. P. McCallum
- Monsignor Dickens
- Mary Hutchinson

STAFF

Head teacher: Mrs Weeks

Year 6: Mrs Connolly

Year 5: Mrs Wilson (Deputy Head)/Mrs Jessup

Year 4: Miss Atkinson/ Mrs Walter

Year 3: Miss Spencer-Boyce

Year 2: Mrs Martin

Year 1: Miss McCarthy

Reception: Mrs Richards (SENCO)/ Mrs Jessup

Music: Miss Atkinson/ Mrs Walter

French: Mrs Batten

Supply Teacher: Mrs Grist/Mrs Le Cuirot

Support Staff:

- Mrs Brown
- Mrs Deasy (Forest School Leader)
- Mrs Linehan
- Mrs Nash
- Mrs O'Neill
- Mrs Wakefield
- Mrs Bromfield
- Mrs Coxon
- Mrs Ferrari
- Mrs Ettridge
- Mrs Jones

Administrative Staff:

- Mrs Patel
- Mrs Lams
- Mrs Garlick (Finance Manager)

Caretaker: Mr Jawed

Midday Supervisors:

- Mrs Brown
- Mrs Draper
- Mrs Ferrari
- Mrs Nash
- Mrs O'Neill
- Mrs Barrett
- Mrs Purves
- Mrs Boot Handford
- Mrs Scott
- Mrs Guyton
- Mrs Ricci
- Mrs Hutchins
- Mrs Gregory

Breakfast/After School Club Manager: Mrs Wallis

Year 6 - Transfer to Secondary Schools - Summer 2023

BABINGTON HOUSE	1
BENNET MEMORIAL	1
BETHS	4
BISHOP JUSTUS	2
BROMLEY HIGH	1
BULLERS WOOD BOYS	2
BULLERS WOOD GIRLS	3
CHISLEHURST AND SIDCUP	2
CHISLEHURST SCHOOL FOR GIRLS	4
DARRICK WOOD	2
KNOLE	1
RAVENSWOOD	1
SKINNERS	1
ST OLAVE'S	3
THE JUDD	1
TOWNLEY	1
TRINITY	1
WILMINGTON ACADEMY	1

National Curriculum Data

KS 1 - Year 2

Summer 2023

Subject %	Met the National Standard	Greater Depth Above the National Standard
Reading	92%	40%
Writing	83%	20%
Maths	83%	26%

KS 2 - Year 6

Summer 2023

Subject %	Met the National Standard	Greater Depth Above the National Standard
Combined R+W+M	97%	38%
Reading	97%	72%
Writing	97%	44%
Maths	100%	63%



St James' RC Primary School

HOME / SCHOOL AGREEMENT

St James' RC Primary School agrees to:

- Keep children safe whilst in school;
- Strive to educate every child to their potential;
- Provide and maintain resources to enable delivery of a broad, balanced and rich curriculum;
- Keep up to date records and information about the child's educational development;
- Provide opportunities for parents to meet the teachers both formally and informally;
- Provide homework in a form appropriate to the age and ability of the child;
- Welcome the involvement of all parents who are able to offer a contribution to the daily work of the school.

Parents agree to:

- Support the Mission Statement of the school and to work with the school to achieve its aims;
- Ensure that their child attends school in good health, regularly and punctually, having had a reasonable night's sleep;
- Provide necessary and appropriate school clothing and equipment;
- Participate in discussions concerning their child's progress, happiness and behaviour;
- Give due importance to homework, listening to reading and assisting in the learning of tables and spellings;
- Attend meetings and inform the school of any factors which may affect their child's performance and behaviour in school;
- Provide support for both discipline within the school and for the teacher's role;
- Deal respectfully with all members of staff in the school.