

## St. Mary's Catholic Primary Blackbrook

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



Tel: (01744) 678161

E-mail: [blackbrook@sthelens.org.uk](mailto:blackbrook@sthelens.org.uk)

Twitter: [@StMarysBB18](https://twitter.com/StMarysBB18)

Web-site: [www.bbstmarys.co.uk](http://www.bbstmarys.co.uk)

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

May 2022

Dear Parent/Carer,

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

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

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

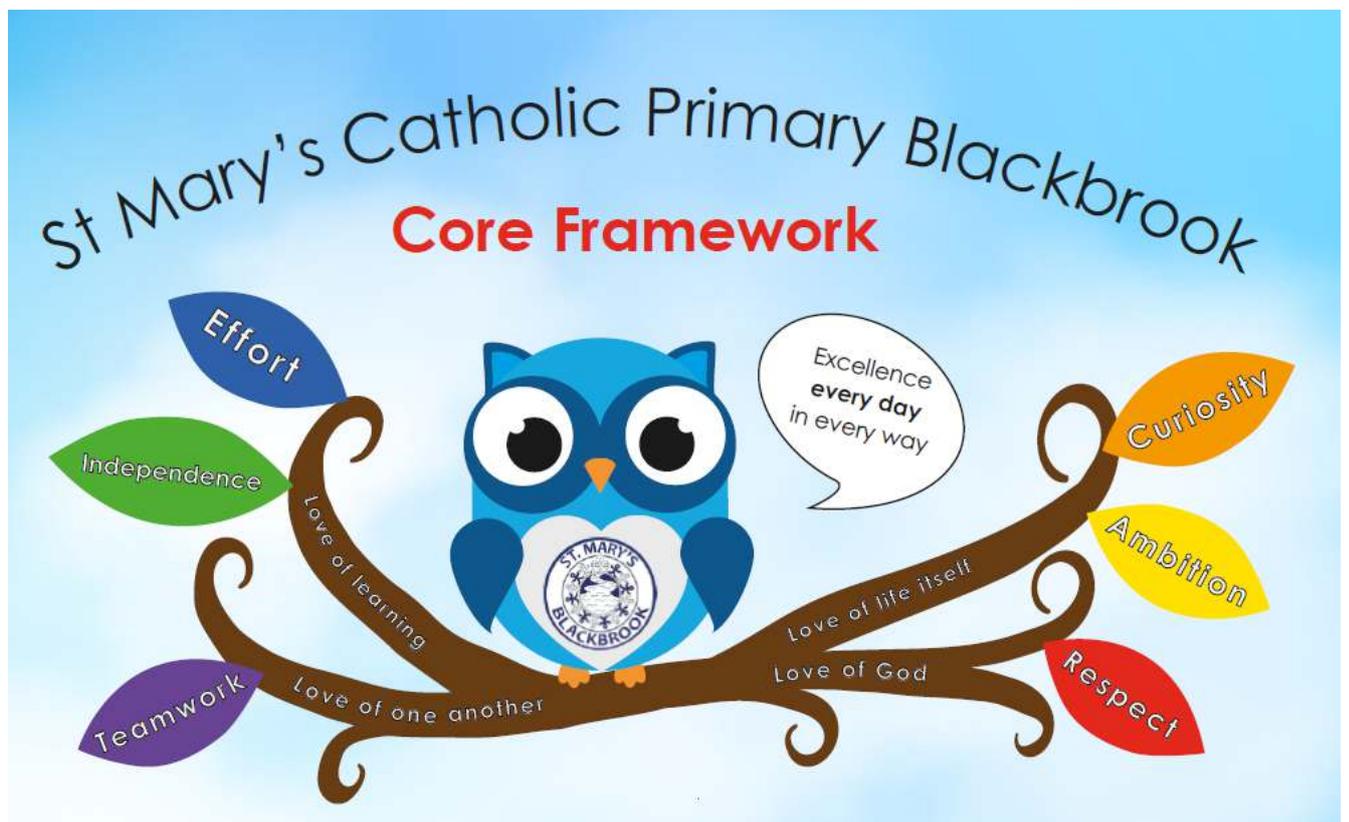
If there is anything else that you would like to know about or discuss, please do not hesitate to contact the school. Regular communication establishes a mutual understanding of our shared responsibility and partnership.

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

Yours faithfully,

**J M Ashton (Mrs)**  
**Headteacher**





## General Information

The information contained in this booklet relates to the school year 2022-23. These details are accurate at the time of printing. However some changes may be necessary and parents will be informed as soon as possible of any alteration that may be made.

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

*Telephone No:* 01744 678161

*Email:* [blackbrook@sthelens.org.uk](mailto:blackbrook@sthelens.org.uk)

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



## School Governing Body

<i>Chairperson</i>	Mr P Alcock
<i>Headteacher</i>	Mrs J Ashton
<i>Foundation</i>	Rev T Dooley
	Mr A Shepherd
	Mrs E Frodsham
	Mrs A Siney
	Mr T Kelly
<i>L.E.A. Representative</i>	Cllr P McQuade
<i>Elected Parent Governor</i>	Mr D Lyon
	Ms E Gorman
<i>Staff Governor</i>	Mrs S Barr
<i>Clerk to the Governors</i>	Ms K Howard

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

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

## Members of Staff



Mrs J Ashton  
Headteacher



Mrs N Winders  
Assistant Headteacher



Miss C Griffiths  
SENCO



Mrs L Atherton  
Deputy Head



Miss J Boughey  
Foundation Stage Leader



Miss K Davies  
KS1 Lead



Mrs B Knapper  
School Liaison Officer



Mrs C Galligan  
UKS2 Leader



Mrs S Rawsthorne  
Curriculum Lead



Mrs H Amin  
Nursery



Miss J Boughey  
Foundation Stage



Mr M McConnell  
Year 1



Mrs C Sherry  
Year 1

Year 2  
Miss K Davies  
Miss C Mitchell

Year3  
Mrs S Rawsthorne  
Ms Brennan

Year 4  
Mrs J Naughton



Miss K Traynor  
Year 4



Mrs S Talbot  
Year 5



Miss S Orford  
Year 5



Mrs S Barr  
Business Manager



Mrs K Barker  
Year 6



Mrs E Pike  
Clerical Assistant

## **Support Staff – Teaching Assistants**

Miss C Stout	Miss K Byrne
Miss L Kelly	Miss B Fishwick
Mrs A Reed	Mrs E Neylon
Mrs A Smith	Mrs K Heyes
Mrs C Naylor	Miss J Tracey
Mrs E McGuirk	Mrs C Kelly
Mrs H Bradburn	Mrs L Bonner
Mrs J Burrows	Mrs J Naughton
Mrs J Gravener	Miss L Shone
Mrs J Hardman	Mrs L Prescott
Mrs L Cummins	Mrs J McKenna
Mrs G Devereaux	Miss L Bretherton
Mrs S Gwilliam	Mrs J Cheshire
Miss A Jones	Miss L Critchley

## **School Liaison Officer**

Mrs B Knapper

## **Midday Supervisors**

Mrs E McGuirk	Miss L Kelly	Mrs K Heyes
Mrs H Bradburn	Miss B Fishwick	Mrs L Shone
Miss L Bretherton	Mrs J McKenna	Mrs A Smith
Mrs J Canning	Mrs J Gravener	Mrs A Reed
Mrs L Cummins	Mrs J Hardman	Miss A Bligh
Mrs L Prescott		

### **Premises Staff**

Mr C Hughes	Caretaker
Miss M Graves	Senior Cleaner
Miss S Mower	Cleaner
Miss D Pye	Cleaner

### **Kitchen Staff**

Mrs N Fishwick	Cook
Mrs J Prescott	Assistant Cook
Mrs H Moore	Kitchen Assistant
Miss D Pye	Kitchen Assistant
Mr M Griffin	Kitchen Assistant

# Welcome to St. Mary's Blackbrook



## Classification of the School Day

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

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

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

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

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

The Governors of the School have agreed on the following priorities for admission to the school in the Academic Year 2022/23



## Admissions Criteria

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

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

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

The standard admission number is 60 in September 2022.

# St Mary's Catholic Primary Blackbrook



## Mission Statement

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

### Aims

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

**To love one another as Jesus loves us**

### Objectives

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

**Respect   Curiosity   Effort   Teamwork   Ambition   Independence**

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

## **Objectives**

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

**We will extend a warm welcome to all**

## **Objectives**

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

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



## School Day



Infants 8.45am-12.00pm 1.15pm-3.15pm

Juniors 8.45am-12.15pm 1.15pm-3.15pm

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

Infant children are collected from the playground at **8.45am**. This enables parents to talk briefly to the class teacher should they wish to do so. Children will then be ready to begin learning at 9.00am.

Junior children line up on the junior yard at **8.45am** and are collected and brought into school by members of staff.

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

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



## Break Times



Infants 10.30am-10.45am 2.30pm-2.45pm

Juniors 10.45am-11.10am pm None

All Infant children can receive milk daily at a termly charge of £2. Children are entitled to free school milk if their family is in receipt of an educational benefit free school meal.

The infant children receive fruit in school each break time. Junior children are encouraged to bring a healthy snack. Sweets and crisps are **not** allowed. Toast is sold to infant children on a Tuesday at 25p per slice and junior children on a Thursday at 25p per slice.

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



## Communication with Parents & Carers

---



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

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

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

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



## School Holidays

---



All parents are sent a holiday list for the current year. A full list of holidays for 2022/23 can be found at the end of this booklet and on the school website.

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

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

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



## Attendance and Punctuality

---



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

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

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

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



## Health

---



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

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

1. Only medicines and treatments **prescribed by a doctor, to be taken four times a day** and accompanied by a written instruction from the parent or doctor will be accepted.
2. The school must be informed if a child brings any medication into school.
3. Parents must complete a form of consent for the administration of medicines/treatment at the school office.
4. The instruction, which can be made on the school's consent form, should specify the medication involved, circumstances under which it should be administered, frequency and level of dosage.
5. The school will encourage children to take responsibility for their own medical care under the supervision of either the office staff or of an appropriate teaching assistant. This may cover self-administration of medicines, using an inhaler or giving their own injections.
6. Teachers will not be required to administer medicines. If your child has a persistent medical condition e.g. asthma or diabetes, then we require you to give the class teacher/Headteacher full details of symptoms and treatment, filling in the necessary form. Members of staff will

supervise children who have inhalers or any other daily long-term medication. Children in the juniors are encouraged to become independent in the management of any long-term medical conditions.

**The school has an Asthma policy.**

There are a number of First Aiders. The Senior First Aiders are Mrs Sherry and Mrs Rawsthorne

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



## School Discipline



---

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

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

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

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

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

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

## SCHOOL UNIFORM

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

### Winter Uniform

Cardigan/Sweatshirt with school badge if possible

White polo shirt

Grey skirt/pinafore dress/tailored trousers

White socks/plain grey or navy tights

Black flat school shoes

A blue fleece/waterproof jacket is also available for outdoor use



### Boys

Sweatshirt with school badge if possible

White polo shirt

Grey trousers

Grey/black socks

Black flat school shoes – NOT TRAINERS

A blue fleece/waterproof jacket is also available for outdoor use



### Summer Uniform

Blue/White check dress

White polo shirt

Short grey trousers

### P.E Kit

Blue shorts/t-shirt in the colour of their house/team with school logo, or completely plain. No branded sports tops slip on pumps.

Trainers for outdoor use in the juniors. Blue zip up hoodie and jogging pants for P.E

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

**Trainers are not school uniform**

## Hours of Teaching

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

## The National Curriculum–Governors Statement

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

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

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

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

### KEY STAGE 1 SATs Results May 2019

Indicator	School Results		National Results
Percentage of pupils achieving the <b>expected</b> standard	Reading	71%	75%
	Writing	64%	70%
	Maths	75%	76%
Indicator	School Results		National Results
Percentage of pupils achieving the <b>greater depth</b> standard	Reading	12%	TBC
	Writing	5%	16%
	Maths	12%	22%
	Phonics Screening		88%

### Foundation Stage Profile Results May 2019

	School Results	LA Results
Good Levels Development	71%	72%

## KEY STAGE 2 SATs Results May 2019

Indicator		School Results		National Results 2019		
Percentage of pupils achieving the <b>expected</b> standard in reading, writing and maths	73%	Reading	73%	65%	Reading	73%
		Grammar	73%		Grammar	78%
		Writing	83%		Writing	78%
		Maths	83%		Maths	79%
Average progress in reading, writing and maths		Reading	2.9%	Progress scores are centred around 0, with most schools within the range of -5 to +5  A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points		
		Writing	3.2%			
		Maths	2.0%			
Percentage of pupils achieving a <b>high level</b> of attainment in reading, writing and maths		Reading	27%			
		Writing	25%			
		Maths	27%			
Average scales score in reading		105%				
Average scales score in maths		105%				



### The School Curriculum



We aim to provide a warm and caring environment in which children of all backgrounds and abilities can achieve their potential. We will provide a broadly based key skills curriculum that will promote the spiritual, moral, cultural, mental and physical development of every pupil and prepare them for the opportunities responsibilities and experiences of their future lives.

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

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

## CORE SUBJECTS



### **Religious Education at St. Mary's Blackbrook**

---



#### **Collective Worship**

Collective Worship takes place every day and is an important part of our school day. It occurs in different forms including whole-school, key stage and class worship. Pupils are invited to gather together, listen to scripture, respond to that scripture in a way that is appropriate to them and to go-forth taking the message from the scripture into their lives. Collective Worship follows the seasons of the liturgical calendar, as well as themes related to the message of the scripture. It is planned and led by both staff and pupils and all members of the school community are invited to join in the worship.

#### **The Religious Education Programme (Come and See)**

St. Mary's Blackbrook follows the Come and See programme of Religious Education, as recommended by the Archdiocese of Liverpool. The programme provides opportunities to explore and respond to scripture, as well as understanding what it means to be a Christian. It raises questions of meaning and purpose and enables children to think critically. Children are encouraged to reflect on their own experiences, beliefs and values.

Children also learn about other faiths. All children are taught about the religion of Judaism as well as another faith. Foundation Stage – Y3 study the religion of Hinduism and Y4-Y6 study the religion of Islam. Children are given opportunities to visit various places of worship throughout their school lives.

#### **Personal Development**

The aim of Personal Development is to support our pupils to be happy, healthy and safe. We aim to provide them with the skills to equip them for adult life, and to make a positive contribution to society. Personal Development includes Social and Emotional Learning, PSHE (Personal, Social, Health and Economic), Relationships Education and children's rights. Personal Development is taught discretely in Personal Development lessons as well as making links to other subjects. The PATHs programme is followed throughout the school to develop fundamental social and emotional learning skills. It facilitates the development of self-control, emotional awareness and interpersonal problem-solving skills in order to support children in having good relationships and mental health. Relationships Education is taught through the Journey in Love programme, as recommended by the Archdiocese of Liverpool. We aim to provide pupils with the building blocks of healthy, respectful relationships, focussing on their relationships with family, friends and God. The school also celebrates themed weeks where pupils can find out about *Black History*, *Pride* and *Refugees*. The Personal Development curriculum was developed after consultation with parents and pupils and designed specifically for the pupils of St. Mary's. Throughout the programmes being delivered, we will be emphasising and developing the attitudes and values consistent with the Catholic ethos of our school.



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

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

At Key Stage 1 we use Read Write Inc as our main teaching resource. It is a fast-paced structured phonics programme that helps to get every child reading fast. Every child is encouraged to read the text for meaning with at least three reads of each story to ensure that the story is understood and read with fluency and expression. Vocabulary is built upon and taught in the context of the stories whilst also linking writing activities to the storybooks, helping children to become better writers.

Reading at Key Stage 2 also makes use of Read, Write Inc but also uses Oxford Reading Tree, as well as real books. A wide variety of popular children's authors are used, as the children are encouraged to become independent readers.

Our key themes for literacy are taken from Literacy and Language, which is also complimented by other books or topics that inspire our children and are linked to year group specific cross curricular topics. Children are given the opportunity to become fully immersed in the text they are studying in class and teachers devote a good length of time to allow children to explore the plot, vocabulary, grammar and key themes. This then leads into the teaching of writing which is linked to the text and allows children to develop their own ideas for writing based on a high quality age appropriate texts.

We have a structured approach to the teaching of spelling. Children are assessed regularly and taught in differentiated spelling groups, focusing on the key spellings they need to learn. The children have access to dictionaries, thesaurus', class and school library books. We have a well-stocked school library and it is made available to all children to borrow and use fiction and non-fiction books.

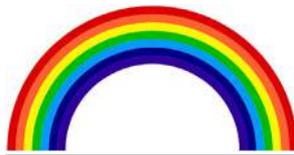
Home readers linked to class work and pupils' ability are sent home regularly and parents are expected to support their children with their reading and record their child's reading in their reading diary.

Spellings are sent home regularly and parents are expected to support their child with learning these. The children are regularly being assessed by their teachers. A formal Phonics

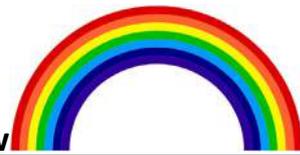
Screen is used to assess that all children have learned phonic decoding to an age-appropriate standard for children at the end of Year 1.

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

Reception children are assessed at the end of their Reception year using the Foundation stage profile, which reports on the early learning goals. Year 3, Year 4 and Year 5 are assessed against the new curriculum end of year objectives and published tests are used to support teachers' assessments of reading, grammar and spelling.



### **Reading Through the Rainbow**



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

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

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

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

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

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



We ensure the coverage of the New National Curriculum and base our teaching on the new Primary Framework with its emphasis upon fluency, reasoning and problem solving. Our aim is for pupils to show a positive attitude towards mathematics, enjoy learning the subject and demonstrate a growth mindset. Furthermore, we aim to develop a deep understanding of the mathematical ideas that pupils are taught so that they fully meet the aims of the National Curriculum.

We teach a mastery curriculum which aims to build a deep conceptual understanding of mathematical concepts which will enable pupils to apply their learning in different situations. In order to deepen pupils' understanding. We focus on conceptual understanding, language and communication and mathematical thinking. Children are taught initially using manipulatives (concrete) then through pictorial representations, into abstract thinking. Maths Meetings are conducted in each year group to maintain a high level of oral and mental fluency.

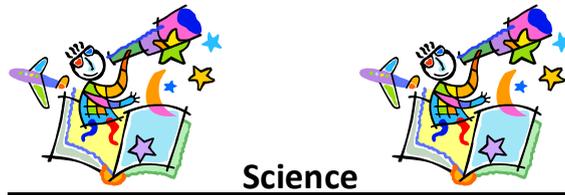
Mathematics is taught from Foundation Stage. Children learn to count, recognise and order number, add and subtract, estimate and compare through games, stories, rhymes and song. A high emphasis is placed on using the correct mathematical vocabulary. Space, shape and measures, including 2D and 3D shapes,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

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

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

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





Wherever possible, the children, especially in Foundation Stage and Key Stage 1 learn through practical science, which involves observational tasks leading to classifying and recording. They are taught to record using a variety of ways e.g. graphs, diagrams and tables. They are encouraged to raise questions, to conduct their own investigations and to formulate their own ideas and hypotheses.

This continues into KS2, where the children develop their knowledge and understanding of science and working scientifically skills of observing over time, identifying, classifying and grouping, - pattern seeking, comparative and fair tests and research using secondary sources. Where possible the children are presented with a 'big question' that leads them into developing these working scientifically skills.

The school follows Blackbrook Science Progression Documents for planning to ensure that a broad, balanced and progressive curriculum is taught. Science units are delivered in modules that cover the programmes of study of the National curriculum. A variety of other resources are used including those from ASE, STEM and Explorify.

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



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

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

Children in all Key Stages have access to a bank of 16 laptops and 16 shared iPads. The children are taught using Interactive whiteboards, digital cameras and other technologies and a range of apps and programmers to enhance the curriculum.

There is a key emphasis on learning skills for computing; these include programming, coding, debugging and exchanging information as well as the use of multimedia, data handling and the use of technology in everyday life.

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

## FOUNDATION SUBJECTS



**Design Technology**

It is through Design Technology that children become effective planners, creative designers, practical constructors and critical evaluators of their own and others' needs, wants and values. The design process fundamentally encompasses children to become creative problem-solvers.

Children acquire a broad range of subject knowledge and are able to apply skills from other subjects such as mathematics, literacy, science, engineering, computing and art. Design Technology empowers children to learn how to take risks, becoming resourceful and innovative. Through the evaluation of resources both past and present, children develop a critical understanding of its impact on daily life and the wider world. Technological games and construction kits provide opportunities for developing the concepts, skills and attitudes fundamental to design technology.

Design Technology enables children to carry out Focused Practical Tasks (FPT's) ensuring appropriate and safe use of tools, equipment and opportunity to work with a variety of media including stiff and flexible sheet materials, mouldable materials, food, textiles, mechanical and electrical components. Children also carry out (FPR's) to measure, mark, cut and shape materials and combine components accurately. We also encourage DT homework projects linked to our termly topics.



**Art**

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form pattern and different materials and processes. Art allows children the opportunity to express themselves without being measured or judged by others as right or wrong. Children have the authority to say what the picture is of, or what it communicates, building up their confidence and self-esteem.

Children can take their experiences of the world and their studies of different artists and photographers to transform them through art, making new connections and relationships through their inventive minds. Their knowledge, memories and fantasies all feed their imagination and Art allows children to explore, build on and record their own creative and imaginative ideas.



## History



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

### At Key Stage One

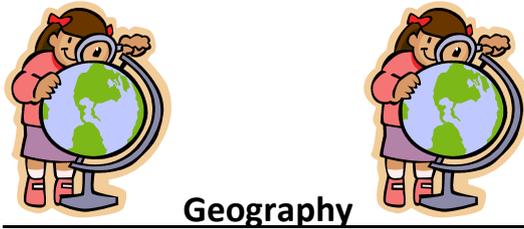
Topics are chosen in accordance with the guidelines of the National Curriculum to develop an awareness of the past, to gain an insight into where the people and events they study fit in, to identify similarities and differences between ways of life in different periods and to describe those using common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

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

### At Key Stage Two

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

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



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

### **At Key Stage One**

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

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

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

### **At Key Stage Two**

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

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

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

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

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

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



## Music

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

### Foundation Stage

We teach music in our Nursery and Reception classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework, which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. The children in Foundation Stage have the opportunity to perform in St Helens Song Fest and

### Key Stage One

During Key Stage 1, pupils listen carefully and respond physically to a wide range of music. They play instruments and sing a variety of songs from memory, adding imagination and control. They explore and enjoy how sounds and silence can create different moods and effects. The children in Key Stage 1 also have the opportunity to perform in St Helens Song Fest.

### Key Stage Two

During Key Stage 2, pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. The children in Key Stage Two have the opportunity to join Blackbrook Young Singers and learn to play an instrument.



## Physical Education

Our provision for physical education is designed to develop the knowledge, skills and capabilities necessary for the physical wellbeing of our children now and for their future. We aim to enable the children to make informed choices about physical activity as an important part of leading a healthier lifestyle. Through the delivery of high-quality teaching and learning opportunities we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and development, by teaching them how to cooperate and collaborate with others, as part of a team, understanding fairness of play to embed life-long values.

Children in Key Stage 2 attend swimming lessons and in addition Y6 have the opportunity to attend a 3 day residential activity holiday.

The school offers many different sports as part of extra-curricular activities including Rugby, Football, Cricket, Multi Skills, Athletics, Judo, Fencing, Dance and Netball.



The Reception classes, (FS2,) are the second year of the Foundation Stage. We draw our children primarily from our own Nursery (FS1) and also from a variety of other local Nursery provision.

Early years education is the foundation upon which children base their holistic development. The children's learning will be active and interactive, both indoor and outdoor and follows the Foundation Stage Curriculum, which guides the children towards Early Learning Goals in 7 areas:

### **3 Prime Areas**

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

### **4 Specific Areas**

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

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

In the Foundation Stage, there is a commitment of working very closely with parents; sharing activities, profile assessments and monitoring progress. This allows staff to follow the unique needs and interests of every child.





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

Personal, Social, Health and Economic Education (PSHE) underpins all aspects of school life. The aim of PSHE is to support our pupils to be happy, healthy and safe, to equip them for adult life, and to make a positive contribution to society. PSHE is split into 3 areas: Health and Wellbeing, Relationships, and Living in the Wider World. PSHE is taught discretely in PSHE lessons as well as through other subjects such as Science, Topic and R.E. The PATHs programme is followed throughout the school to develop fundamental social and emotional learning skills. It facilitates the development of self-control, emotional awareness and interpersonal problem-solving skills in order to support children in having good relationships and mental health. Relationship and Sex Education (RSE) is taught through the Journey in Love programme, as recommended by the Archdiocese of Liverpool. We aim to provide pupils with the building blocks of healthy, respectful relationships, focussing on their relationships with family, friends and God.

The PSHE and RSE curriculum were developed after consultation with parents and pupils and designed specifically for the pupils of St. Mary's. Parents are encouraged to view and discuss the content of the curriculum with the school. Throughout the programmes being delivered, we will be emphasising and developing the attitudes and values consistent with the Catholic ethos of our school.



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

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

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



## **Special Educational Needs And/Or Disability**



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

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

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



## **Modern Foreign Languages (MFL)**



At St. Mary's Blackbrook we are committed to ensuring that language learning will enable children to interpret, create and exchange meaning within and across cultures. At St. Mary's Blackbrook, Spanish is taught as part of the curriculum in Year 3 to Year 6. We have a specialist language teacher who supports language learning. We hope to foster children's curiosity and deepen their understanding of the world.

The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language learning, and lays the foundations for further foreign language learning at KS3. Language learning is promoted by our Year Six Language Ambassadors: children who implement language challenges and encourage their peers to become involved and use their language skills. Spanish is also taught through purposeful cross-curricular links, evident during Hispanic culture celebration days, when children take part in a variety of activities linked to Spanish foreign language learning.



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

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

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



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



The following documents may be viewed at school.

- A summary of the Ofsted Report October 2017
- A summary of the R.E. Inspection and Action Plan April 2018
- Department of Education statutory instruments, circulars and memos.
- Schemes of work in current use.
- Disciplinary procedures within the school.
- Part 1 Minutes of the Governing Body meetings.
- The Trust deed governing Religious Education.



## Charging For School Activities

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

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



## After School Clubs

The school runs a number of after school activities.

**Key Stage One –Infants**      *all clubs in the infants start at 3.15pm until 4.15pm.*

### **Activities free to pupils**

Music Club

### **Activities where a charge is made**

Dance  
Multi Skills  
Archery

Dodgeball  
Fencing

**Key Stage Two – Juniors**      *all clubs in the juniors start at 3.15pm until 4.15pm*

### **Activities free to pupils**

Music Club  
Music Ensemble

### **Activities where a charge is made**

Dance  
Multi Skills  
Archery  
Dodgeball

Football  
Violin  
Fencing



## Adventure Holiday

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



## **Authorised/Unauthorised Absence**



Information from the D.F.E.S for the full academic year – September 2020 to July 2021

The number of pupils aged 5 and over was 390

Percentage of half- day sessions missed through authorised absence 4.8%

Percentage of half- day sessions missed through unauthorised absence 0.8%



## **Smoking Policy**

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

All visitors and parents are not allowed to smoke on the premise



## **Dog Policy**

You may know your dog well and trust them but all animals can be unpredictable. There have been a number of incidents in which children have been frightened by energetic and lively dogs bounding towards them.

It is school policy, in line with Local Authority regulations, that dogs are kept OFF school premises.



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

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



The school was last visited by Ofsted in October 2017

The Ofsted report and monitoring letter are available to all parents and can be accessed via the school website.

The last Section 48 R.E. inspection took place 23<sup>rd</sup> April 2018 and can be accessed via the school website.

# St Mary's Blackbrook At A Glance



Year 6 – 'Inflatable Treat'



Year 1 – 'Under the Sea'



Year 3 – 'Healthy Eating'



Year 2 – 'Spirituality Day'



Year 5 – 'Lake District'



Foundation Stage – 'Nativity Play'