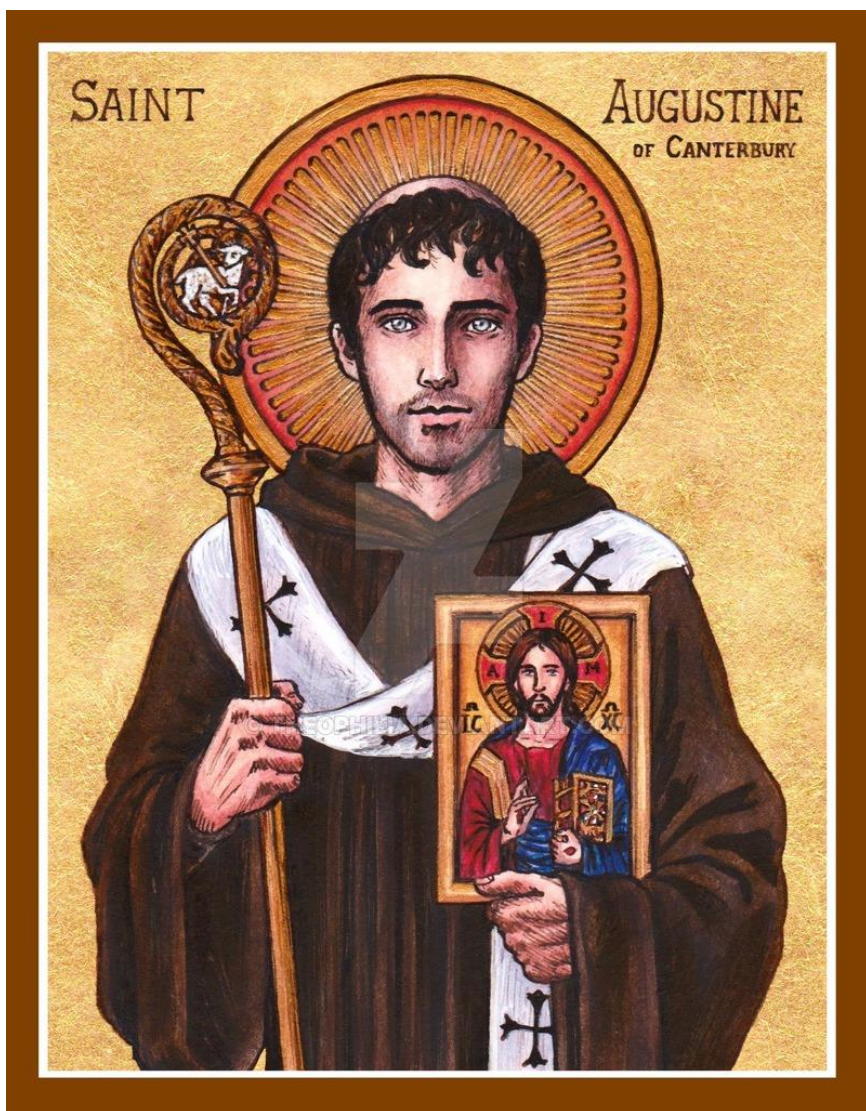




*"Created by God to love and learn"*



# **St. Augustine of Canterbury Catholic Primary School Prospectus**

**A GUIDE FOR PROSPECTIVE PARENTS**



### Headteacher's Message



I hope this prospectus gives you an insight into our distinctive school and all the information you need. Founded in 1970 and being within the Diocese of Clifton, ours is a family orientated school, which is part of the Parish of St. Augustine of Canterbury, Downend and St. John Fisher, Frenchay. Learning is at the heart of everything we do, and our school is open and welcome to everyone wishing a Christian education for their child. We aim to provide our children with the best possible education academically, spiritually, culturally and emotionally. We are very proud of our 170 children and their achievements. It is through the continuing hard work and commitment of staff, governors and parents, that we can provide an education that inspires and nurtures each child to reach their full potential as we are...

*“Created by God to love and learn”*

Gospel values including love, compassion and service permeate our school in its daily life, creating its ethos. We believe that these values, among many others, create a challenging, warm and outward-looking community that supports our children to grow into fulfilled and well-rounded adults who in turn will make a positive contribution to the world in which we all live.

Don't hesitate to contact the school for further information or to make an appointment to see it in action. We look forward in the years ahead to a partnership between home and school that will provide an excellent and distinctive education for your child.

**Mr Mark Hilliam, Headteacher**



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Policies including Admissions, the school catchment area (parish boundary), Ofsted Reports and most recent annual attainment data is available from the school's website.

DIOCESE OF CLIFTON  
SOUTH GLOUCESTERSHIRE COUNCIL

**St. Augustine of Canterbury Catholic Primary School**

An Aided Catholic Primary School for Pupils Aged 4 - 11

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**Mission Statement**

**St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...**

*“Created by God to Love and Learn”*

**Aims**

We aim to:

- Provide an environment where self-worth, faith and spirituality will grow through the provision of worship and an enriching religious education.
- Deliver a high-quality curriculum through excellent, passionate teaching, thereby creating excitement and the desire to learn, all in a safe and happy environment.
- Involve families in all aspects of their child's education and foster good home/school relationships.
- Work in partnership with the wider community to develop respect and understanding of our world.





## St Augustine's and the curriculum

### ENGLISH CURRICULUM

Teaching and Learning in English starts with the introduction of the 42 sounds that make up 'synthetic phonics' in the Foundation Class. This helps the children to build up their knowledge very quickly and assists them with early reading and writing. Phonic teaching carries on throughout KS1. Books are an essential component of learning at school, as reading is the single most important activity your child will ever accomplish. Support from home with daily reading is vital if your child is to achieve and thrive academically. Children are taught a simple cursive (joined-up) style of handwriting from the start of Reception which is linked to key words and spellings as they move through the school. Children have the opportunity to write in different forms including poetry, reporting, instructional writing and letter writing as well as in a variety of subject areas. Assessments are a common feature of classroom life. Children are tested in Reading, Spelling and Writing every year.

### MATHEMATICS CURRICULUM

Computation skills in the four rules (addition, subtraction, multiplication and division) are the major focus, alongside data handling and geometry. It is vital that children understand mathematics through its application to real life problems as well as a necessary tool for science and other subjects. Mental ability to problem solve is vitally important, as is reasoning, providing evidence and applying known facts to test theories. Computing is also an integral part of maths with supporting resources available for homework also.

### PERSONAL, SOCIAL & SEX EDUCATION

The school follows guidance from the Diocese in regard to promoting within children an awareness of their own health, well-being, safety and value. Following "Jigsaw" & "Journey in Love" schemes, the children engage in a curriculum appropriate to their stage of development. The school has 'Healthy Schools' status.

### SPIRITUAL, SOCIAL, MORAL AND CULTURAL EDUCATION

It is important that the needs of the whole child are addressed. Our pupils have a voice through the school council, and they contribute to the ethos of the school by participating in consultations, moulding policies and practice especially regarding 'Play'. Pupils demonstrate their social awareness by fundraising throughout the year, with each of our four houses linked to a nominated charity. Spiritually, the services, assemblies, liturgy, prayers and quiet reflections that are part of everyday life also support the children in developing a greater understanding of their role in the world, together with the knowledge of other cultures and traditions different to their own.

### THE ENHANCED CURRICULUM

Much of our wider curriculum has been affected by closures and restrictions caused by the global COVID-19 pandemic. However, we know that our children thrive more when the curriculum is made as creative as possible. Through the development of the school grounds we are able to enhance the experiences we provide. The environment is rich locally, to enable us to undertake river studies, the built environment and historical projects. School trips are a key factor in this. Under normal circumstances,

we regularly take advantage of educational facilities in Bath, Bristol, Cardiff, London, the coast and beyond. Children are encouraged to undertake at least one residential visit during their time at school. We would usually regularly invite speakers, writers, musicians and actors into school. Our visits to theatres, Life Skills Centre, galleries and concert halls make for an exciting curriculum. Children in KS2 also learn Latin. Peripatetic music tuition is also available for all instruments, though strings, recorder and keyboards are available at the moment. When clubs run, teachers often take extra-curricular activities where sport is a feature. Children from Year 5 onwards also receive swimming tuition, although at the time of writing lessons have been suspended.



When COVID restrictions ease and we are allowed, children will visit places where other faiths worship to understand the nature of the multi-cultural society in which they live. Past visits have included the Royal Opera House, Covent Garden, Stonehenge, a synagogue and other places of educational interest such as the Natural History Museum. When we can, we have many visitors to school including scientists and visiting theatre groups that add cultural, religious and educational value.



### HOMEWORK

Homework is set at the end of a week so that a weekend can be utilised before it is handed in at the start of the following week. We use children's workbooks which include elements of grammar taught at their expected level. Maths homework is set using the 'My Maths' website. Spellings are handed out for the whole term, with individual spellings given on Monday for a test the following week.



## **FOUNDATION STAGE CURRICULUM**

### **INDUCTION**

We endeavour to get children settled in as quickly as possible into the Reception Foundation Class. Our programme of induction includes two meetings (currently virtual) during the Summer Term to help children familiarise themselves with their surroundings before starting. We have a three-week induction period whereby children stay for a morning or afternoon, then stay for lunch, swapping in the third week. After this three-week induction, the children can attend full time. As most children attend some form of pre-school, they cope extremely well and it is therefore rare for a child to continue part time attendance, though this is an option, especially if the class teacher feels your child is not coping. We offer the facility of virtual home visits from your child's teacher to help build up relationships in their own home. The curriculum emphasis is very much on child-initiated activities, but this always supports the teaching of reading, writing, maths, science, as well as developing social skills alongside gross and fine motor skills.

Children who are summer born can now delay their entry into school for a whole year, though they will be out of their natural peer group. Such decisions should be made in consultation with the Headteacher and are usually linked to developmental issues.

### **INCLUSION FOR CHILDREN WHOSE NEEDS ARE SPECIAL (SEND) OR HAVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The regular assessment of all children at St Augustine's ensures that any child who is experiencing difficulties is recognised at an early stage. This ensures that staff are able to provide support for the child before they begin to experience challenges in working towards targets set for the class.

The school employs a designated Special Educational Needs & Disabilities Co-ordinator (SENDCo), who manages our special needs roll, as well as those for whom English is an additional language (EAL). Our SENDCo works alongside our teaching staff

to monitor individual support plans, class provision maps and behaviour support plans, all of which provide structured support.

As the policy at St. Augustine's is to maximise each child's potential, we recognise that many children have different needs and strengths. Our aim is to nurture these, giving support where necessary and celebrating success. We also aim to foster good learning for those children who are gifted or talented by adjusting their provision to offer them greater challenge.

### SAFEGUARDING

It is of the utmost importance to have good systems in place for protecting children and safeguarding their welfare in all activities. Staff must always be alert to possible concerns about each and every pupil and report these appropriately. The school has a vigorous policy in place and maintains appropriate levels of staff training to ensure its validation.

### ATTENDANCE

Governor targets for the school are pre-set at 96.2%. Holidays during term time are actively discouraged, as these often adversely affect the learning of the pupils. Government guidance post-COVID now reverts to the former guidance that all children should be in school. It also stipulates that only in extreme circumstances will an absence be authorised. The attendance of weddings outside immediate family, holidays in term time, birthday treats are not considered extreme and will always be unauthorised. Any request for an authorised absence is referenced against attendance data. If attendance is less than 96.2%, a request will be denied. Any subsequent absence will be deemed unauthorised and will draw the attention of welfare officers.

### SCHOOL – PARENT LINK

We have a named support worker whose role is to support children and their families who need advice with a variety of personal issues - for example challenging behaviour or family break-ups – and to help and advise where possible on other issues.

### SCHOOL and HOME

We endeavour to create an 'in it together' attitude to learning. Our new reading records can be used to have written dialogue with parents and carers. Parents' evenings and curriculum information workshops, together with newsletters, all support this notion. We ask that parents:-

- show support for school policies and procedures including the full uniform
- take an active interest in their child's education by listening to their child read regularly, supporting homework, and by attending parents' evenings, workshops, celebrations and services (virtual at present)
- ensure their child attends punctually, regularly, and equipped for the rigours of the day
- insist on the highest standards of behaviour, showing courtesy and consideration at all times

The Headteacher sends out regular newsletters and teachers produce class newsletters each term outlining the curriculum to be covered. Parents are invited two



times per year to meet with their child's class teacher to monitor progress. Parents of children with Special Needs or English as an Additional Language will also have the opportunity of reviewing targets with our SENDCo.

### BEHAVIOUR

In order to enable children to have the energy and motivation to meet the daily challenges they face, it is important that they are supported by ensuring they have plenty of sleep and have eaten breakfast. We encourage positive behaviour and reward success with recognition in our Friday 'Well Done' Assembly. Achievement is also recognised in the awarding of House Points, and Merit Badges. We want everyone in our community to feel valued, cared for and safe. This can be achieved by following our school *3B's rules*- **BE SAFE, BE READY and BE RESPECTFUL**. Sanctions include missing breaks and parents being notified.

### VALUES

All staff uphold and demonstrate our school value. Such values when displayed by pupils are celebrated, therefore reinforcing expectations. These are:-

Respect  
Responsibility    Service  
Tolerance    Humility    Compassion  
Perseverance    Courage    Honesty    Curiosity

### HOMEWORK

All children receive homework irrespective of age. In the early years it starts with reading, learning key words and number bonds. This develops into times tables, spellings as well as regular English and maths tasks. Special projects are often undertaken, but we insist that parents listen to and question their child about reading all through their primary years. *Reading is the most important single activity your child will EVER learn. Without a good basis in reading they will not be able to write with confidence or access mathematics problem solving activities. Much of our stimulus for writing is derived from published texts.*

### UNIFORM

- The school colours are grey tops, white shirts and grey trousers or skirts. Sweatshirts, Cardigans and ties can be ordered through 'Initially Yours', together with P.E. kit bags and book bags.
- Ties look very smart and should be worn all year round. All socks should be grey. Shoes must be black.
- In summer, girls have the added option of wearing yellow/white checked summer dresses.
- P.E Kit: Navy shorts, plain white T-shirt, indoor pumps, outdoor trainers [Key Stage 2 only].
- Navy/black tracksuit bottoms are accepted in winter periods when outside for PE.
- Your child's P.E. kit should be worn on the days they have PE.
- Wellingtons are encouraged if children want to go on grassy areas in wet weather

- Watches are encouraged, jewellery is not, except for one pair of stud earrings which must be removed or taped for PE.
- Girls and boys sporting long hair must have it tied back and 'under control'.