

# **ST JUDE'S CATHOLIC PRIMARY SCHOOL**

*We live, love and learn together joyfully,  
in Jesus' name.*



## **SCHOOL PROSPECTUS**

**Headteacher: Bernadette Smith**

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## **WELCOME**

On behalf of the staff, governors and children of St Jude's Catholic Primary School I welcome you to St. Jude's, a happy and caring school where every child is known and loved. We are pleased to have this opportunity to share with you some of our beliefs and aspirations, as well as general information about our school that you might find helpful. This prospectus is designed to provide for you a whole range of details concerning the curriculum, school development, personnel, our Governors and many other aspects of school life.

### **We live, love and learn together joyfully in Jesus' name:**

Our School Mission is centred in our Catholic foundation, which can be seen in every aspect of the life of our school, relationships within it, and the curriculum it provides. We warmly welcome children of other faiths and believe that we can learn a great deal from each other about justice, tolerance and respect.

Our RE Inspection Report (January 2023) states that, 'Pupils feel safe and cared for in school, knowing that they are children of God, made in his image and likeness...Staff are committed to the life and mission of the school. One member of staff said that St Jude's is a 'pocket of gold'... The governors said they are 'blessed' with their leadership team.'

Here at St. Jude's we do our best to challenge and support all our children so that every child has the opportunity to excel and achieve their potential. As a team, we endeavour to provide a rich, exciting and diverse curriculum so that each child can experience a varied yet stimulating education.

As a school, we want to do the very best that we can for your child, academically, spiritually and socially, and therefore ask you to support us in our work and the decisions we make for the benefit of our school community.

Our Ofsted Inspection Report (November 2022) states that, 'Leaders have ensured St Jude's Catholic Primary School is a thoroughly safe and caring place to learn... Pupils know that there is always an adult to talk to... Bullying is very rare, and staff resolve disagreements quickly when they do occur... Pupils behave well in lessons and at social times...Pupils become articulate and enthusiastic learners.'

I am delighted to be leading the school, along with excellent staff, and look forward to travelling with you as your child journeys through St. Jude's.

**Bernadette Smith**  
**Headteacher**

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# SCHOOL MISSION AND AIMS

## **We live, love and learn together joyfully, in Jesus' name.**

At St Jude's Catholic Primary School we recognise the importance of our faith; that Jesus is present in us all and, because we are made in the image of God, we live, love and learn together.

We place emphasis on every child developing their gifts and talents to their fullest potential by enabling their learning in every aspect of school life.

Guided by the teachings of the Church and with our families, friends and parish, we pray, learn, celebrate and love each other by using the gifts we have been given by God the Father, Son and Spirit.



To develop the children's understanding and living of the Catholic faith so that they can recognise that God is at the centre of everything and experience God's love for them through prayer and in all different situations in their lives.

### **Learning Environment**

Provide the highest standards of accommodation possible (stimulating, safe and tidy) in order to create a learning environment that reflects the Church's teaching regarding the dignity of the human person. Ensure that the resources available for use are of good quality and are deployed to support the learning of each child.

### **Learning Community**

We are committed to developing a community where pupils, staff, parents, governors and parish work together to live out our Mission and put into practice the aims of our school.

We support our parents with their role as the first educators and carers of their children.

To encourage the children's participation in their own development by recognising their views and wishes through consultation.

To enable them to become socially confident and independent, developing a feeling of personal self-worth, with respect for self and others.

Be aware of everybody's efforts on behalf of the school and appreciate them.

Share and celebrate individual and group achievements.

We help to prepare our pupils for life in the wider community.

### **Curriculum**

To enable each child to achieve the highest possible standard of work and behaviour in relation to their age, ability and prior attainment.

To provide a curriculum that is broad and balanced that fulfills the National Curriculum requirements and Diocesan RE guidelines.

### **Staffing**

To appreciate that the staff is the school's most important resource in meeting the needs of children.

To provide a suitable blend of staff in terms of quantity, experience and expertise.

To enable the staff to carry out their duties and responsibilities.

To provide for the Professional Development of all staff in meeting the needs of the individual and the school.

### **Finance**

To plan realistically and use the school's resources efficiently to ensure good value for money from the available funds.

To ensure that financial decisions are driven by Teaching and Learning whenever possible

**SCHOOL STAFF**

Head Teacher	Mrs B Smith
Deputy Head Teacher	Mr D McGarrigle
Nursery	Mrs S Eblett
Reception	Mrs L Angell & Miss K Dunn
Year 1	Mrs C Emery/Mrs M Cleaver
Year 2	Mrs L Glennon
Year 3	Mr S O'Brien
Year 4	Miss J Long
Year 5	Mrs M Bird
Year 6	Mr J Vile
Inclusion Team	Mr S Powell (SEND Lead) Mrs M Orton (Pastoral Manager)
PPA & other staff cover	Mrs J Cape
Senior Office Manager	Mrs L Bevan
Teaching Assistants	Miss A Bazaverde Miss E Clay Miss A Cole Mrs R Cox Mrs A Joita Miss Shaukat Ms L Ward  Miss E Hicks (Play Worker)
Building Services Manager	Mr P Harris
Cleaners	Miss L Hallows Mrs M Tims
Lunchtime Supervisors	Mrs S Boyson Miss E Hicks Miss S Kiernan Miss M Newby Miss M Tims
Catering Supervisor	Mrs S Burgess
Catering Assistants	Mrs G Wheeler      Miss R Corbett

## CRITERIA OF ADMISSION 2025/26

The School's Admission Number is 30

1. Baptised Catholic children (see Note 2 below) who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), and children who were previously looked after but ceased to be so because they were adopted or became subject to a residence order or special guardianship order.
2. Baptised Catholic children living within the Parish of St Jude's who have a brother or sister (see Note 3 below) in the school at the time of admission.
3. Baptised Catholic children living within the Parish of St. Jude's.
4. Other Baptised Catholic children who have a brother or sister in the school at the time of admission.
5. Other Baptised Catholic children.
6. Non-Catholic children who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), and children who were previously looked after but ceased to be so because they were adopted or became subject to a residence order or special guardianship order.
7. Non-Catholic children who have a brother or sister in the school at the time of admission.
8. Non-Catholic children.

### Note 1

Children with a Statement of Special Educational Needs that names the school must be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criterion.

### Note 2

In all categories, for a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic, see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism/Reception should contact their Parish Priest. Individuals with parental responsibility making an application for a Catholic child should also complete a supplementary information form (SIF). Failure to complete the SIF/provide evidence of Catholic Baptism/Reception may affect the criterion the child's name is placed in.

### Note 3

For Catholic and non-Catholic children the definition of a brother or sister is:

- A brother or sister sharing the same parents;
- Half-brother or half-sister, where two children share one common parent;
- Step-brother or step-sister, where two children are related by a parent's marriage;
- Step-brother or step-sister;
- Adopted or fostered children

The children must be living permanently in the same household

### Note 4

Distances are calculated on the basis of a straight-line measurement between the applicant's home address and the front gate of the school. The local authority uses a computerised system, which measures

all distances in metres. Ordnance Survey supplies the co-ordinates that are used to plot an applicant's home address within this system.

In a very small number of cases, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place, when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both, or all, of the children would cause the statutory infant class size limit to be exceeded, the Local Authority, on behalf of the Governing Body, will use a computerised system to randomly select the child to be offered the final place. Where appropriate, the Governing Body will give careful consideration to offering places above the Admission Number to applications from individuals with parental responsibility for children whose twin or sibling from a multiple birth is admitted even when there are no other vacant places.

The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence for the majority of the school week.

Documentary evidence may be required.

Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place and proof may be requested.

(Information abridged from our complete policy – please look at our website for the complete details)



## PARENTS AND THE SCHOOL

We value the involvement of parents in the life of our school and we aim to provide a welcoming atmosphere for all parents.

Education is the joint responsibility of the parents, teachers and children.

We all need to work together to provide the best possible learning environment for all our children.

Reporting to parents takes the form of:

- Autumn term - parents' evenings to inform parents about the work and expectations for the coming year and to discuss targets.
- Spring term - parents' evenings to inform about progress.
- Summer term - annual written report with an opportunity to discuss the report and progress if required.

You are welcome to discuss anything in relation to your child's education, their well-being and overall school with us but it is helpful if an appointment is made. This helps us to ensure that we are available and that information is to hand. Please contact school if you do have something that you need to discuss and we will make sure that you can meet with the most relevant staff member. If an urgent problem arises, someone will always be available to see you. We do ask that everyone acts a role model to their child, especially when meeting with staff.

Please come to the school on other occasions which may take place during the school year, including:

- Welcome Meetings
- Class Assemblies and Masses
- Themed Weeks
- Workshops
- Christmas and Easter Productions
- Celebration Meetings
- Sports Events
- Open Morning
- Parent Consultations

We are always grateful for the voluntary help given by parents subject to Safeguarding checks. There are numerous ways in which you can help in the class or with small groups of children.



## THE SCHOOL CURRICULUM

At St. Jude's Catholic Primary School, pupils are at the heart of everything we do. It is our ambition that every pupil should leave knowing God's love and being able to show God's love to others and to the world around them. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. We adopt fully inclusive practice, which means all children are able to access the curriculum we offer, regardless of their learning requirements. Each day we encourage our children to be the best that they can be, take pride in their learning, and make a real difference. Inspired by Pope Francis, we endeavour to empower to make a real difference in our diverse, ever changing society with the message: "Dear young people, do not bury your talents, the gifts that God has given you."

### Cultural capital

Some children have limited experience and background knowledge, so providing a curriculum suited to their needs is essential. However, we do recognise that our families bring a wealth of identities and experiences from which our pupils can grow and flourish. Through planned experiences, trips, visits and carefully selected resources, including a wealth of quality fiction and non-fiction texts, pupils are given background knowledge, vocabulary and interactions, which support each step of their learning journey, capturing the wonder and awe of the world we live in. This also helps our pupils know that the society we live in is diverse and therefore our curriculum and school life reflects this. We aim to weave the golden threads of British Values - social, cultural, vocational, moral and understanding of democracy, rule of law, liberty, respect and tolerance - through our curriculum. (Please see our Cultural Capital statement and St. Jude's 48 document on our school website for more information.)

In line with the National Curriculum the children are taught subjects which are placed in the following categories:

### **CORE**

- Religious Education
- English
- Mathematics
- Science

### **FOUNDATION**

- Computing
- Design and Technology
- History
- Geography
- Music
- Art and Design
- Physical Education
- PSHE
- Modern Foreign Language (Spanish)

The attainment and progress of all the children is monitored throughout their school life. Where children are assessed to have particular strengths or weaknesses, every effort is made to provide for the needs of these children within the framework of the curriculum.



## RELIGIOUS EDUCATION

As a voluntary aided Roman Catholic School, Religious Education is an integral part of our ethos, aims and relationships. Our faith permeates all aspects of school life.



We use the curriculum strategy for Religious Education in the Catholic Primary Schools of the Archdiocese of Birmingham: Learning and Growing as the People of God. The strategy provides the core of the spiritual and doctrinal teaching of the Church. It makes learning about our faith lively, interactive and relevant.

Children are taught by a committed teaching team who plant and nurture the seeds of faith. Numerous opportunities are created for cross curricular activities that link with and often stem from RE lessons. We use the Internet, visit places of worship and invite people to speak about their Faith. There is daily prayer and worship in school, in the classroom and in assemblies.

Our Parish Priest regularly celebrates Mass for us in Church. We love to celebrate whole school masses weekly, on holy days of obligation and other significant occasions in St Jude's Church. In Year 3, Catholic children are prepared for the reception of the Sacraments of Reconciliation and Holy Communion and in Year 6 for Confirmation.

The children are supported in the preparation and celebration of the Sacraments by the school, parents and the parish.

As a Diocesan school, we also provide values and virtues education based on the Birmingham Catholic Schools Pupil Profile. We focus on a different set of values and virtues each term to allow pupils to form in to the people that God wants them to be. Parents have the right to withdraw their children from collective worship, no parents currently exercise this right and consequently no alternative arrangements are necessary.

Catholic Social Teaching is also integral to our work here at St. Jude's. This is rooted in Scripture, formed by the wisdom of Church leaders. It is our moral compass, guiding us on how to live out our faith in the world. Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.



## Our Approach to teaching English

**Writing:** At St. Jude's we have adopted Read in to Writing as our tool for teaching English across the curriculum. Our scheme for the teaching of phonics (Rocket Phonics) runs separately to this and there are separate texts to support this learning.

Read in to Writing (RitW) is a complete suite of materials that provides schools with a reading-rich curriculum for quality first teaching of English, from Reception to Year 6. The RitW curriculum differs from other English schemes available as it centres on high quality texts rather than simply texts as a stimulus for writing. This approach comes directly from the purpose of study for English which states, 'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.'

The books being studied in the RitW curriculum have been carefully selected to give children a breadth of reading experience that includes exploration of themes, philosophical questions, context, the children's own experiences as well as the emotional journey the characters go on in the stories. Thus, RitW helps children to develop in the ways intended from the purpose of study, whilst acquiring knowledge and broadening their vocabulary, using all that they learn to express themselves in writing. In this way, RitW develops children's understanding of themselves, others and the world. A key feature of the RitW curriculum is that not only does the teacher regularly read aloud to their class but children are given more opportunity than before to read aloud and importantly, to rehearse their reading aloud in order to master their performance and understanding.

RitW delivers the entire National Curriculum for English through a reading-rich programme of study, with key objectives for spoken language, reading, grammar and writing identified on the overview and each session. In July 2025, the Department for Education released a new document called 'The Writing Framework'. This gives guidance to teachers and leaders in school to ensure that pupils have the best start to their writing journey.

**Reading:** At St. Jude's, Reading is at the heart of everything we do and skills are taught across the whole curriculum. We have invested a great deal of funding in to a range of books for our pupils to use in school and at home. We actively encourage and greatly value parental involvement and believe it has a real impact on children's achievement. We emphasise the need for parents to take an active role in their child's education, supporting the developing reader and encouraging open lines of communication through reading diaries.

We are proud of the quality texts that we use in school. If you would like more information about reading, or any part of our English curriculum, please contact Mrs L Glennon, the English Lead. There is also lots of information on our school website.

We promote a love for reading by providing a wide range of engaging texts and support all children in developing the skills they need to 'learn to read' so they become passionate, independent readers who can 'read to learn'. Areas around school, including in the classrooms, are organized to allow our pupils space to read for pleasure. Reading is taught mainly through a guided approach, in small groups, which are regularly reviewed by the class teacher and English Lead. In Reception and Key Stage One, children take home books appropriate to their phonic 'phase'. We are very keen that our children read with understanding rather than just being

able to decode so effective questioning is used to develop skills in comprehension, inference, deduction and vocabulary understanding.

‘Books for younger pupils are well matched to their knowledge of letters and sounds. Older pupils have access to a good range of high-quality texts. Teachers pay due attention to different reading skills. This helps pupils to develop a strong appreciation of the purposes and joys of reading.’

(Ofsted, November 2022)

### **Reading at Home:**

Our reading scheme of books for use across the whole of school is called Big Cat, published by Collins.

From early phonics development to fluency, Collins Big Cat is a whole-school programme that provides complete support for primary reading. It delivers effective phonics with fully decodable books, expertly aligned to Letter and Sounds and allows children to foster a love of reading with hundreds of levelled readers covering a range of fiction and non-fiction genres. Big Cat contains more than 1000 carefully levelled books to instil a love of reading in all pupils, written and developed by award-winning authors and supported by beautiful illustrations and stunning photography. They have been levelled to match the Institute of Education book bands for guided reading. For pupils learning phonics, texts are matched to the sound and phase that they are covering in school.

We ask that pupils read at home with a parent or other adult as often as possible, preferably every evening during the week and that a reading diary is sent back in to school to allow for strong communication between teachers and parents. It can be difficult to know what to write in a reading diary – there is a useful bank of suggestions to get you started which can be found on the English section of our school website.

### **Phonics**

In Reception, children are taught to recognise and say the 44 phonemes (letter sounds) using **Rocket Phonics**, our scheme of work which is based on Letters and Sounds.

We aspire that children will know all of the Phase 2, 3 and 4 sounds by the time they come to Year 1; we aim to consolidate this in Year 1 where pupils are assessed as part of the national phonics screening program. By the time they move into Year 2, the national expectation is that they recognise and can ‘say’ all the Phase 5 phonemes too.

They are taught how to blend these sounds together to read them in words and to segment them when they spell.

Children have several phonics sessions each week and are encouraged to use these strategies in their reading and writing right across the curriculum! All staff involved in the planning and teaching of phonics have engaged in the relevant training to make sure that all pupils receive the same standard of quality teaching. Guided reading texts from the Reading Planet (Rocket Phonics) series compliment what pupils are learning and allow them to use new sounds in context.

Children are taught how to read and spell both the decodable and ‘tricky’ words from each phase of Letters and Sounds using a range of strategies, including the blending of phonemes.

## **MATHEMATICS**

At St. Jude's Catholic Primary School, we follow the National Curriculum math's objectives across the whole school. To support these objectives, and develop a Mastery approach to math's learning and we use Power Maths to support this. All children enjoy a good deal of practical maths, using apparatus to optimise their understanding. Problem-solving, investigative work and reasoning form a large part of the curriculum and an element of this is included in every lesson. 'Traditional' approaches to number work are also used, particularly the teaching of tables. Children are required to commit these to memory as they form the basis of so much work in Maths. They must be able to fluently recite both the multiplication and related division facts of every times table up to 12x12 by the end of Year 4. Alongside multiplication facts, there are a set of agreed non-negotiables for each year group in Maths.

### **Assessment**

At St. Jude's we use diagnostic tests published by White Rose which are used termly. They allow us to assess the children in detail, based on the National Curriculum objectives. From these, we can carefully track progress and identify where individuals and groups have gaps in their learning.

## **SCIENCE**

Science is a core subject which stimulates children's natural curiosity about our world.

The essential qualities of science are doing and investigating. Children will have first-hand experiences that are reinforced by secondary resources, direct teaching and research.

Wherever appropriate, science will use a range of skills acquired through the study of other curriculum areas including Maths, English and ICT.

The key scientific skills of:

- Observing and investigating
- Making hypotheses
- Planning experiments
- Predicting outcomes
- Interpreting results
- Considering evidence and communicating finding in a variety of ways

Children are taught through the main areas of scientific enquiry: life processes and living things, materials and their properties and physical processes that include electricity, forces and motion, light and sound and the Earth and beyond.

# TECHNOLOGY

## COMPUTING

In computing, children are expected to find things out, create computer programs, develop ideas and make things happen, exchange and share information, review, modify and evaluate work as it happens. As a school, we follow the nationally accredited scheme of work published by Entrust Learning. Within the scheme, we also educate the children in the area of online safety for themselves and responsible use of technology for all.

The children use a range of tools and information sources to support their work in other subjects.

Currently, our school has a range of laptops and i-pads. We are continually investing in up to date equipment; computing lessons take place in each classroom using the school's Wi-Fi connection.

Computing is also an integral part of our teaching strategies, with each classroom equipped with an interactive whiteboard and visualiser which help to motivate and enthuse children.



## DESIGN AND TECHNOLOGY

Design and Technology is about providing opportunities for pupils to develop their capability, through combining their designing and making skills in order to create high quality products.

In design and technology children are encouraged to apply their knowledge and skills to solve practical problems safely by:

- Recognising opportunities
- Drawing on their own experience to generate a design
- Planning and making
- Evaluating processes and products
- Communicating ideas in different ways.

We have developed our curriculum so that it focusses on what we want our children to know and remember. Our Curriculum Plan can be found on our school website and demonstrates how key bodies of knowledge are revisited and built upon throughout pupils' time here with us. Staff training and development has centred around developing skills, resources and planning to aid the delivery of these subjects.

'Leaders have planned learning well across the whole curriculum.' (Ofsted, November 2022)

### **HISTORY**

The pupils are given opportunities to develop an awareness of the past. They learn about changes in every-day life over periods of time.

Our approach involves children:

- growing in knowledge and understanding of history
- interpreting history
- using historical sources
- communicating their knowledge in a variety of ways
- understanding how the past has influenced the present
- improving their understanding of the values and attitudes of others.

### **GEOGRAPHY**

Our teaching of geography promotes an understanding of the world that God has given to us. Children learn values such as respect for other cultures, and respect for the environment. Work includes the following elements of geography:

- geographical skills
- a knowledge and understanding of places
- physical, human, and environmental geography
- geographical enquiry
- helping pupils develop their own values and attitudes towards places and environments and learn how they can begin to influence change.

**MUSIC** Our work in this area of the curriculum encourages children to enjoy and understand music both as listeners and performers through:

- performing with voice or instruments
- listening to and appreciating the works of others
- composing
- appraising
- responding to a range of musical and non-musical starting points
- developing musical knowledge and understanding.

Classes use a scheme of work called Charanga which is written by skilled musicians. The children have the opportunity to learn to play the clarinet; lessons usually begin in Year Four and, for some pupils, these carry on into Year Five and even Year Six. There are also educational visits and projects with a musical theme at times throughout the school year. These include visits from the CBSO and visits to musical performances.

## **ART AND DESIGN**

Art and design is an area which enables children of all abilities to feel that they can achieve something of value.

All the children are encouraged to be creative and to try a variety of activities which are designed to provide opportunities to give expression to their own talents.

We aim to provide opportunities for children to learn skills and express themselves in a variety of media and forms, such as:

- painting
- sculpture
- printing
- drawing
- sketching

In the use of these media we encourage discussion, experimentation, interpretation and appreciation of art derived from the locality, the past and present and other cultures. Where appropriate, local artists are involved in projects so as to share their expertise and provide additional creative stimulation. Artistic creativity is included in many aspects of the curriculum and visual displays throughout the school stimulate interest and enjoyment.

## **PHYSICAL EDUCATION**

A variety of physical activities are offered to children throughout the school to give a balance of experience, enjoyment and to encourage fitness and the development of physical skills. These include:

- gymnastics
- movement and dance
- athletics
- a range of games
- swimming
- outdoor activities

All children are expected to take part unless excluded for medical reasons. A written note is required to confirm this.

## **PHSE (Personal, Health and Social Education) AND SRE (Sex and Relationships Education)**

These are two very important areas of the curriculum which we teach at St. Jude's. We use, in part, the Jigsaws scheme of work to allow children to explore more about themselves and the world in which they live. SRE is now a statutory subject and we teach pupils in an age appropriate way following the teachings of the Catholic Church. This is designed to assist parents by: promoting a gradual understanding and healthy appreciation of self; of growth, of relationships with others; of emotions; love; marriage and family life. We use a scheme of work called 'Life to the Full.'

## **EXTRA CURRICULAR ACTIVITIES**

We consider extra-curricular activities as an important part of our school life. Adults often provide these activities in their own time, at lunchtimes or after school: -

Coding	Stay 'n' Pray	Chess	
Rosary Group	Football	Multi Skills	Gardening

## **SPECIAL EDUCATIONAL NEEDS**

'Leaders ensure that all staff know about the additional needs of pupils with SEND, and how best to help them. As a result, these pupils also learn well.' (Ofsted, November 2022)

The term 'special educational needs' has a legal definition and, every school has a Special Educational Needs and Disabilities Coordinator (SENDCo) to provide specialist support and guidance to staff and parents.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age.

Special educational needs could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school.

We aim to enable all pupils to develop their abilities, interests and aptitudes as fully as possible.

It is in the child's best interest for parents to discuss any special needs they are aware of with the Early Years Leader or SEND lead before admission. The staff member with responsibility for the management of SEND at St. Jude's is Mr S Powell.

When special needs are identified we fully consult with parents. We record our children's special needs on the Local Authority's system of special needs forms and we liaise with other agencies, with parental consent, where appropriate, to set up support strategies. Some children will require additional help and support over a long period of time, whilst, for others, support will be over a relatively short period and perhaps in one area of the curriculum.

The school has a Special Needs Policy giving full details of policy provision and practice.

In light of the Disability and Discrimination Act (DDA) our core values focus on providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for our disabled pupils and staff. We endeavour to overcome potential barriers, to learning and assessment for individuals and groups of pupils and strive to promote equality and opportunity for all our pupils.

## **MORE ABLE PUPILS**

We are aware of the needs of all our pupils and this includes those of a higher ability when compared with the majority of their peer group. We are committed to providing a curriculum, which helps to develop these talents and abilities intellectually and socially, enabling pupils to attain high levels of achievement. Our pedagogy is such that we deliver quality learning opportunities to all learners.

## **EQUAL OPPORTUNITIES**

It is part of the Christian ethos of the school that all pupils and members of staff be treated justly with regard to their equality in the eyes of God. Therefore, every attempt is made to carry out this policy within the school in every aspect of school life.

# BEHAVIOUR

## BEHAVIOUR

Behaviour and discipline in the school follows Christian principles. The purpose is to develop the character of the children to respect their own person and belongings, and to respect other people and their property.

## REWARDS

At St Jude's School our policy on rewards is to encourage good behaviour. As a school we aim to be consistent in our approach by:

- Recognising and highlighting good behaviour as it occurs
- Ensuring that all children are praised for good behaviour
- Ensuring that all criticism is constructive
- Explaining and demonstrating the behaviour we wish to see
- Encouraging children to be responsible for their own behaviour
- Letting parents know about their children's good behaviour
- Informing parents of their child's unacceptable behaviour
- Rewarding individual children and groups of children for behaving well

A structured reward system exists to maintain this policy. By the use of certificates, messages to parents, monthly celebration meetings and general assemblies the promotion of positive behaviour is encouraged and displayed. You can read our Behaviour Policy on the school website. There is also a Pupil Code of Conduct which we expect pupils to follow; they play an important part in the writing, monitoring and review of this Code of Conduct.



## SANCTIONS

Any incidents of unacceptable behaviour occurring in school will be treated fairly but with firmness. Parents are informed when their children persistently show disregard for school discipline. Parents are expected to co-operate with the school in finding ways of assisting their child to develop into responsible members of the school community.

For serious misconduct a child may have to be suspended from school for either a fixed period of time or excluded permanently. These decisions are never taken lightly. Parents would always be informed in writing. This sanction would always be reported to the Chair of the Governing Body. Parents may appeal against the exclusion of their child.

## PASTORAL CARE

### PASTORAL CARE

Each teacher is responsible for providing a caring environment which fosters good adult/child relationships, and where children are encouraged to have respect for each other. Everything possible is done to ensure that children are happy in school and that they work to the best of their ability to achieve their full potential.

Mrs Orton is our Pastoral Manager. Her role at St. Jude's focuses on our partnership with parents and supporting pupils outside of the classroom. She can be easily contacted for information or advice. She is able to signpost families who may benefit from additional support, liaises with outside agencies and offers all round pastoral support.

An anti-bullying policy is in place.



### SAFEGUARDING

In matters of Safeguarding, the school follows the procedures laid down by the Local Authority and the Archdiocese. This includes the involvement of other agencies including Social Care, Health Services and/or the Police.

All schools must have a named person to monitor Safeguarding and Child-protection, known as a Designated Safeguarding Lead (DSL).

In our school it is the Headteacher, Mrs Smith, who is responsible for this along with the Deputy Headteacher, Mr McGarrigle, the Pastoral Manager, Mrs Orton and SENDco Mr Powell.

We are continually committed to maintaining the highest standard of safeguarding practices and procedures in school. In January 2025, school undertook an external Safeguarding Review where it was noted that: 'Children feel safe and secure at the school,' and that, 'The Headteacher...and Pastoral Manager work closely and effectively together, ensuring strong communication and making safeguarding a top priority.' (Brightcore Consultancy)

### SCHOOL INDUCTION

Our carefully planned programme of induction for children starting school in Reception includes:

- Home visits
- Visits to school/invitations to school events
- Information meeting
- Individual appointments/dates for first day at school

## **SECONDARY TRANSFER**

At the age of 11 years, the majority of our pupils usually transfer to the Bishop Challoner Catholic College or St. Thomas Aquinas Catholic School. Other local secondary schools include Ark Kings Academy, Christchurch Academy, Woodrush High School, Kingsheath Boys School, Bournville High School and Swanshurst Girls School.

## **HOMEWORK**

All children in St Jude's Catholic School are encouraged to become successful independent learners. The type of homework set varies but can include practical tasks, online learning of times tables, for example, and set written tasks. Tasks are set weekly for children to complete in home learning books that the school purchases. We do ask that regular reading plays a key role in home learning.



# THE SCHOOL DAY/TERM

## THE SCHOOL DAY

The first school bell goes at 8.45am and we expect pupils to arrive at this time please. If a child arrives after 8.55am, they are classed as late.

### Nursery

12.00 noon Morning session ends and pupils are collected.

### Foundation Stage (Reception)

12.00 noon Morning session ends

1.00 pm Afternoon session begins

3.15 pm Afternoon session ends

### Key Stage 1 (Years 1 & 2)

12.00 noon Morning session ends

12.45pm Afternoon session begins (pupils have a short break in the afternoon)

3.15 pm Afternoon session ends

### Key Stage 2 (Years 3, 4, 5 & 6)

9.00 am Morning session begins

12.15pm Morning session ends (Y3, Y5)

12.30 pm Morning session ends (Y4, Y6)

1.00pm Afternoon session begins (Y3, Y5)

1.15 pm Afternoon session begins (Y4, Y6)

3.15 pm Afternoon session ends

## MORNING ARRIVAL IN SCHOOL

The school opens to children at 8.45am. Pupils should arrive no later than 8.55am. We ask everyone to be punctual for the sake of their child/ren – it can be very upsetting for them if they are late!

Please ensure that your child is collected punctually at 3.15 p.m.

If you are unexpectedly delayed, or if someone else is collecting your child please inform the school beforehand.

## SCHOOL TERM AND HOLIDAY DATES 2025/26

Autumn Term 2025	Spring Term 2026	Summer Term 2026
1 <sup>st</sup> September – 19 <sup>th</sup> December	5 <sup>th</sup> January – 27 <sup>th</sup> March	13 <sup>th</sup> April – 20 <sup>th</sup> July
<b>HALF TERM</b>	<b>HALF TERM</b>	<b>HALF TERM</b>
27 <sup>th</sup> October – 31 <sup>st</sup> October	16 <sup>th</sup> – 20 <sup>th</sup> February	25 <sup>th</sup> May – 29 <sup>th</sup> May

## TEACHER TRAINING DAYS

1<sup>st</sup> September 2025

5<sup>th</sup> January 2026

13<sup>th</sup> April 2026

1<sup>st</sup> June 2026

20<sup>th</sup> July 2026

# SCHOOL UNIFORM

St. Jude's Catholic Primary School believes that a consistent school uniform policy is vital for:

- Promoting the ethos of a school.
- Providing a sense of belonging and identity.
- Setting an appropriate tone for education.

## **Governors are introducing a new uniform policy to St. Jude's in September 2025**

The following key changes are being made:

- School ties and hard-collar shirts will no longer be part of the uniform here at St. Jude's. A white polo shirt (with or without the school logo) should be worn all year round.
- In the summer term, once the pupils have returned from their Easter break, school shorts and blue gingham dresses may be worn. This rule applies until October half-term.
- Nursery pupils should all now wear the royal blue jumper or cardigan. The year's grace period for the pale blue jumper will come to an end on September 1<sup>st</sup>.

There are several reasons that governors have agreed to these changes:

- 1) improved durability and easier maintenance
- 2) more cost-effective options
- 3) to simplify the policy so that all families are aware of the expectations
- 4) to meet the needs of pupils who find hard-collar shirts and ties restrictive

## **NURSERY UNIFORM**

Dark jogging bottoms/leggings, pale blue polo shirt, royal blue school jumper or sweat shirt with embroidered logo OPTIONAL.

From September 2025, the pale blue will no longer be a part of our Nursery Uniform.

## **UNIFORM from Reception to Year 6**

Grey trousers/ Grey skirt or pinafore, white polo shirt with embroidered logo OPTIONAL, V neck Royal Blue jumper/cardigan with embroidered logo OPTIONAL. **A school tie is no longer part of the school uniform.**

After Easter, pupils can wear 'Summer' uniform - grey school shorts/skorts or a blue gingham dress.

Summer uniform can then be worn until October half-term.

If you do want to buy uniform items which have the school logo, our uniform suppliers are:

- Clive Marks                      38-40 Poplar Road Kings Heath                      Tel: 0121 444 7623

## **PE KIT**

Black PE shorts, white T-shirt and black pumps. Track suit bottoms may be worn in the winter. A school jumper must be worn, not a tracksuit top. Pupils can wear PE kit to school on the days that they have PE; the days are advised at the start of the school year.

## **SCHOOL FOOTWEAR**

It is essential that pupils wear sensible, smart footwear to school. Traditional, flat black slip on, lace up or Velcro strap school shoes are the safest footwear for your children to wear in school. Fashion boots and shoes are not suitable for daily school wear due to playtime activities the children undertake.

## **ADDITIONAL EQUIPMENT AND INFORMATION**

- (a) Swimming costume/trunks and towel.
- (b) Watches are allowed in Key Stage 2 but teachers cannot be responsible for minding them. Smart watches are not allowed.

Nail varnish, stick on tattoos and jewellery must not be worn with the exception of one stud in each ear. No extreme hairstyles please, (e.g. no bleaching, colouring etc), short hair should not be below grade two and all long hair should be tied back.

## SCHOOL MEALS

### SCHOOL MEALS

All children in Reception, Year One and Year Two are entitled to a Universal school meal. We encourage all of our children to have a school meal which provides a balanced diet. Special diets can be catered for. Payment for school meals for those who do pay, can be made via the School Money App. **Credit is not available and we do not accept cash.**

Free school meals may be applied for if you are in receipt of certain types of Income Support. Please see the school office who will be happy to make the application on your behalf. Even if you do not take up your entitlement to Free School Meals, **we strongly encourage you to register as the school will receive additional funding which can be used to support your child in class.**

A packed lunch may be brought in. All food must be in proper containers. Drinks must be in a small screw top PLASTIC container. We do have a Healthy Lunchbox and Snack Policy and we strongly encourage pupils to limit 'treats' to one small item per day. We are also encouraging pupils to cut back on single use plastics at lunchtime and are doing our best to introduce more effective recycling in school. **NO FOOD CONTAINING NUTS OR NUT TRACES SHOULD BE SENT IN TO SCHOOL.**



### HEALTHY EATING

We encourage the children to eat healthy foods. The government provides fruit for children in Nursery, Reception, Year 1 and Year 2 and we encourage the children in Key Stage 2 to eat fruit at morning break. Other snacks are not allowed during morning break – fruit only. We actually find that most of our pupils are so busy playing and running around, they make very little time to eat in their fifteen minute morning break!

### WATER IN SCHOOL

All children require a bottle labelled clearly with their name and class. They should bring it to school with a fresh drink every day, preferably water.

**MILK** Children under five years of age are entitled to free milk. Milk is available to purchase for over 5s and must be paid for half termly in advance.

## PRACTICAL ARRANGEMENTS

### EMERGENCY CONTACT FORM

You will be required to complete an emergency contact form; the form also acts as permission for local visits (within the vicinity of the school).

You will also be asked to complete a permission form for photographs to use on our website, on Twitter and in other ways.

### CHANGE OF CONTACT DETAILS

In order to keep the school records up to date, it would be appreciated if you would inform the school office of any change of address or telephone number.

Regular reminders will be sent via a text messaging service so, it is vital that we have correct and up to date emergency contact information for each child in school.

### EDUCATIONAL VISITS

The school organises educational visits, which are many and varied.

These usually link with the curriculum topics being studied.

Where activities of social or educational value take place, parents will be asked to provide a contribution towards the activity. Where sufficient contributions are not forthcoming, it may be necessary to cancel the activity, although we will try and keep any trip going as long as it is financially viable.

### HEALTH AND SAFETY

For Health and Safety reasons parents are not permitted to bring their dogs, cats or scooters into the school grounds. Please do not park cars in front of the Church gates and please park considerately all around school.

### MEDICINES AND ACCIDENTAL INJURY

The only medication, which can be brought into school, is medication prescribed by a doctor.

Parents/Guardians will be asked to complete a permission form and medicine should be given to the school office. If the medication is taken three times a day, we will not administer it in school as three doses can be managed at home. If the medication is administered four times daily, we will administer one dose.

If your child has a prescribed inhaler or Epi-Pen, it is your responsibility to ensure that up to date medication is maintained in school at all times.

If a child is taken ill or has an accident, every effort is made to contact the parents. In case of serious injury and the parents not being available, a member of staff will take the child to the hospital or their own doctor's surgery.

**It is vital that we have up-to-date information about your address, work and a telephone number left in school, in case of an emergency is essential.**

# ATTENDANCE AND PUNCTUALITY

## ABSENCE

You are legally responsible for the attendance of your child at school. The government expects every child to attend at least 96% of the time and to be on time every day. The law requires all schools to keep a record of reasons for absence.

If your child is absent from school therefore, it is essential that you personally notify us of the reason on the first day of absence.

This is also required if your child:

- is to be excused from games or playtime activities.
- is to leave school during the day for any reason e.g. medical or dental appointments.
- if there is any change in the normal routine of the child being collected from school.

Good attendance is very high priority at our school, and we hope for the continued support of the parents in this matter.

Holiday leave during term time is unauthorised unless in exceptional circumstances. The Local Authority gives very strict guidance about how we should respond to such requests. If you do need to go on holiday during the course of the school year then legislation insists that you write to the school requesting leave of absence for your child stating the anticipated dates. Application forms are available from the school office. The school should receive this letter at least one week prior to departure. If the absence is over 6 weeks then your child will be taken off the school roll and their place may well be offered to another child on the waiting list.

We work closely with our attendance officer from CSAWS who monitors attendance carefully and who liaises with parents offering advice and support where needed.

## PUNCTUALITY

The school register closes at 9am prompt. Please ensure your child arrives in good time. The first bell rings at 8.45am and entrances around school are opened up for the children to go straight in to class. It is important that children are settled and ready to work at the start of the first lesson and we ask that every child is in their classroom ready to work by 8.55am.

# COMPLAINTS PROCEDURE

## COMPLAINTS PROCEDURE

In the first instance, parents should discuss any problems with the child's class teacher and then the Deputy Head Teacher. Most problems can be sorted out this way.

If you are still dissatisfied, there are three levels at which complaints could be considered.

### 1. The Head Teacher

If after talking to your child's class teacher and the Deputy Head Teacher you are still worried about something concerning your child at school you should first ask to discuss the difficulty with the Head Teacher. You can do this by telephoning the head, writing a letter or making an appointment to meet.

It may be suggested to you by the Head Teacher that it would be more appropriate for you first to talk with another senior member of staff or one of the teachers.

### 2. The Governors

Most complaints will have been resolved by this stage but, if you are still unhappy, the next step is a formal complaint to the Governing Body in writing.

Send in the letter to the Chairperson of Governors at the school. Try to keep a copy of the letter: it may help you later. The Governors will let you know who will investigate your complaint and how they will deal with it.

### 3. The Diocese

If you are still dissatisfied, you can ask the diocese to carry out an investigation.

You should write to:

The Executive Secretary  
The Diocesan Schools Commission  
61 Coventry Road  
Coleshill  
Birmingham



## GOVERNING BODY

The Board of Governors at St Jude's comprises of a wide range of people who bring different skills and experiences to this important role.

The Governors are jointly responsible for the conduct of the school ensuring that the best possible Catholic education is provided for the pupils.

There are currently eleven Governors, led by the Chairperson, **Mrs D Thompson**.

What is the precise role of the Governing Body and how does it benefit the success of your children's education and personal development?

The answer can be summarised in three sections –

**To provide a strategic view** – The Governors focus on the key issues of raising standards of achievement, establish high expectations and promote effective teaching and learning.

**To act as a critical friend** – Critical in the sense of its responsibility for monitoring and evaluating the school's performance, but a friend because it exists to promote the success of the school and its pupils.

**To ensure accountability** – The Head Teacher reports to the Governors on the school's performance in all areas. In their turn the Governors are answerable to the Diocesan authority, parents and Local Authority for the overall performance of the school. To achieve these aims the Governing Body meets at least once a term.

Governors undertake regular training courses provided by the Local Authority to ensure that the latest educational practice is applied in their role.

Beyond the practical framework we have outlined above it is clearly the sincere aspiration of all the Governors to lend their time and skills to the ongoing success of the school and the affirmation of its unique Catholic character.



# RESULTS

## Data Outcomes for Academic Year 2024/25

### 2024 Year Reception End of Key Stage Assessment Data

Group	GLD (Good Level of Development)
Whole Class	72%

### 2024 Year 1 Phonics Screening Check Assessment Data

Group	Pass
Whole Class	88%

### 2024 Year 4 Multiplication Screening Check Assessment Data

Group	% scoring 20 and above (out of 25)
Whole Class	73%

### 2024 Year 6 End of Key Stage Assessment Data

Group	Reading		Writing		SPAG		Mathematics		RWM Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Whole Class	93%	50%	82%	32%	93%	50%	82%	57%	79%	25%

