

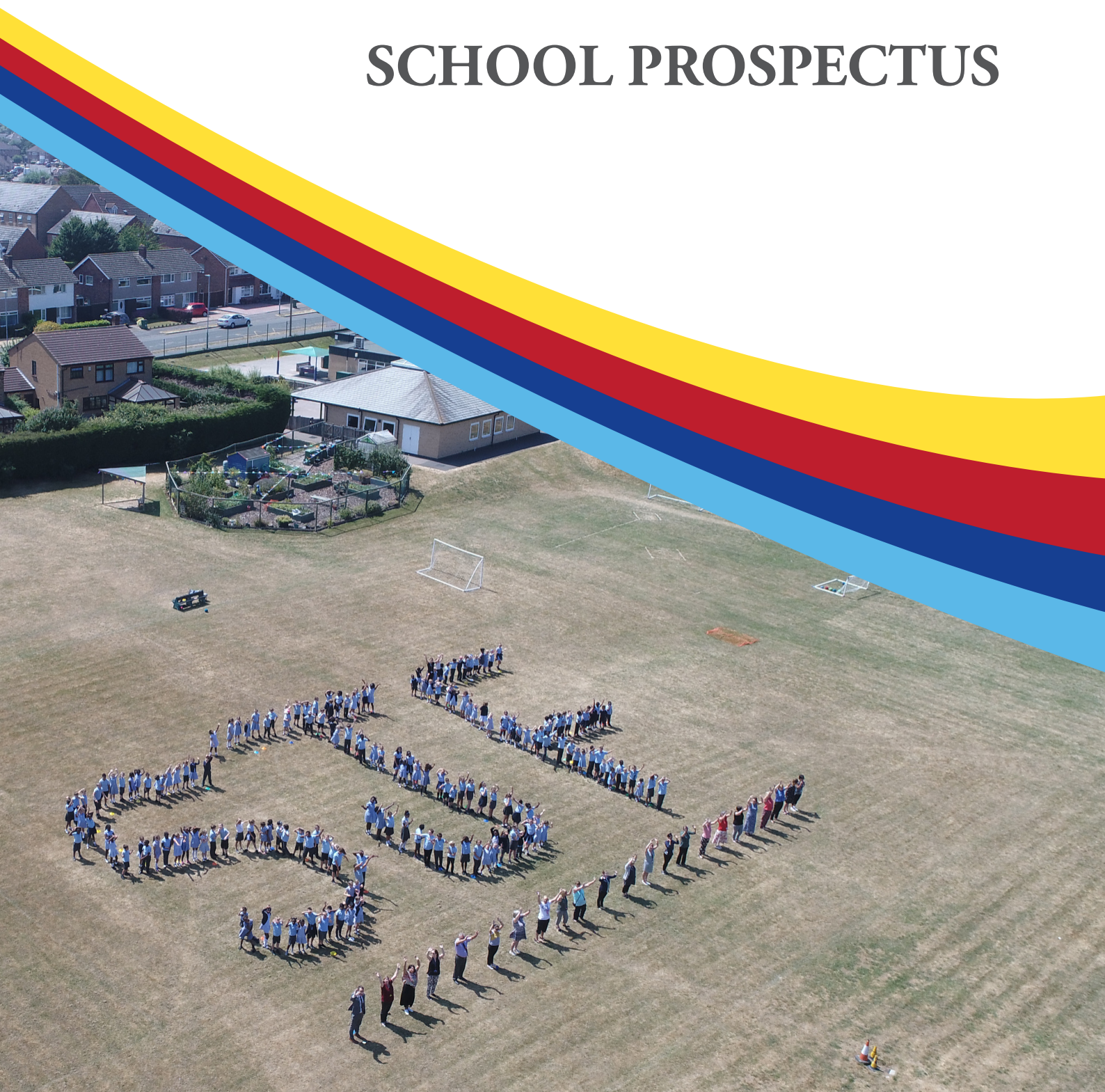


St John Fisher

CATHOLIC VOLUNTARY ACADEMY

Wigston, Leicester

SCHOOL PROSPECTUS





With Christ at the centre of all that we do, we work collaboratively, openly and honestly to provide all young people with a world-class education that enables them to be lifelong learners and fruitful contributors to our society.



Welcome!

Our school St John Fisher is a co-educational Catholic Voluntary Academy catering for children between the ages of four and eleven. The school was built in 1966 and is situated on Shenley Road off the main road linking Oadby and Wigston Magna.

Accommodation is on one floor and comprises of nine classrooms, hall, ICT suite, kitchen, PE store, changing rooms, library, quiet room, staff room, resource room and administration offices. The school site is spacious, extending to approximately two hectares and enjoying extensive views over the Oadby race and golf courses. It includes hard and soft play areas with trees and shrubs and there is supervised access to a large grassed area.

The playgrounds and grassed areas provide ample space for the children to play and exercise. The school is part of the St Thomas Aquinas Catholic Multi Academy Trust in the Diocese of Nottingham.

At St John Fisher, we believe that every child should be given the opportunity to flourish and develop to their full potential. Here they can acquire skills to become confident and articulate, well equipped to meet the challenges of a fast changing world.

We are committed to the development of the individual, enabling every pupil to fulfill their potential, not only in their academic studies but also in sports, drama, music or wherever their talents may lie.

We believe that it takes a whole community to educate a child, so we aim to work in partnership with parents. We are very proud of our St John Fisher Parent Teacher and Friends Association (PTFA), which organises many social and fundraising events. As a Catholic school we have strong links with the parishes of St Mary's, South Wigston and Immaculate Conception, Oadby.

We strive to offer a high quality education across the full curriculum, including many extra-curricular activities.

I hope you enjoy reading about the school and our achievements. If you would like to arrange a visit please call 0116 2882203 to arrange a suitable time. We are always delighted to welcome visitors and look forward to meeting you.

God bless,



Mr. A. Gallagher
Headteacher



St John Fisher
CATHOLIC VOLUNTARY ACADEMY

Mission Statement

‘Follow me, I will make you fishers of men’

(taken from the coat of arms of St John Fisher)

In our school we want to follow the example of St John Fisher. He was known for his holiness, his faithfulness to the Church and for his learning and his work opening Universities. We put our faith into action by helping the poor in Leicester and our brothers and sisters in the Third World. Each child is trusted to use their unique abilities and this is shown through caring for one another.

The children said:

“Learn how to love like Jesus.
We love one another like Jesus loved us.
Love everyone not just yourself.”

Aim high
Work hard
Be kind

What makes St. John Fisher successful?

- A dedicated team of staff who take pride in the achievements of the school and its pupils
- Staff who reflect continuously on their teaching and the learning of the children
- Pupils who are part of the decision making process and are regularly consulted
- A strong leadership team working to raise performance and maintain good standards
- A rich diversity of extra-curricular activities for different age groups
- Creating an atmosphere in which children are nurtured and have pride in their school community
- High expectations of behaviour from pupils and adults
- A committed and conscientious network of parents, governors and parish members
- Working and communicating with parents on a regular basis
- Networking with other schools and coaches

What are the parents offered?

- A full involvement in school activities
- A thriving PTFA
- Regular communication and consultation
- Open door policy
- Opportunities for joining school and parish worship
- Before and after-school club facilities
- A wide variety of musical and sport opportunities
- A school in which the child's voice can be heard

What are the pupils offered?

- A caring and nurturing environment in which their voice is heard
- To be praised and challenged
- To have a community sense of belonging
- To know they are special, made in the image and likeness of God
- To have the opportunity to explore a wide curriculum, which is interesting and creative
- To become more confident, self disciplined and well motivated



Definition Of 'Catholic Education' Guidelines

The following guidelines have been drawn up to illustrate what a Catholic education means. These guidelines are not exhaustive or exclusive. However, those applying for a place at St John Fisher Catholic Voluntary Academy, on behalf of their child, should consider them carefully.

If you are genuinely desirous of a Catholic education, it presupposes that you are happy to subscribe to the following statements:

- Education is concerned with the development of the whole person and not just the academic or intellectual side of life. Catholic education is based on the belief that the human and divine are inseparable. In Catholic schools the management, organisation, academic and pastoral work, prayer and worship all aim to prepare young people for their life as Christians in the community.
- The uniqueness of the individual, within a Catholic School. Each individual is seen as being made in God's image and loved by Him. All students are therefore valued and respected as individuals so that they may develop their unique role in the world.
- Education of the poor or disadvantaged even if this may affect the rating of a school in league tables: the belief in the value of the individual leads Catholic schools to have a duty of care for all, including the socially, academically, physically or emotionally disadvantaged.
- The search for excellence is seen as an integral part of the spiritual quest. Christians are called to seek perfection in all aspects of their lives. In Catholic education all pupils should therefore be given every opportunity to develop their talents to the full.
- Catholic education aims to offer young people the experience of life in a community founded on Gospel values. In religious education, in particular, the Church aims to transmit the Catholic faith. The expression of those Gospel values, within the context of the Catholic faith, is an intrinsic part of life in a Catholic school.
- The importance of prayer. Prayer will occur as a theme throughout each day and is also seen as an intrinsic part of life in a Catholic school.

The above statements are based on those made by the Catholic Bishops' Conference.



Child Protection: Keeping Children Safe

Information for Parents

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alerted to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy. Parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional and neglect.
- In some cases the school is obliged to refer children to the Social Services Department, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to the Social Services Department if it is thought that this might put the child at risk.
- The Social Services Department tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you can contact the Social Services Department or the Local Authorities Access & Welfare Service direct. If you think the abuse may have happened in school, contact the Headteacher. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to the Social Services Department, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

For parents' enquiries please contact the Headteacher.



Admissions Process and Policies

Admission arrangements are co-ordinated by your Local Education Authority (LEA). This will either be Leicestershire or Leicester City, depending on where you live.

It is important that you complete **BOTH** the **LEA Admission Form AND the Academy's Supplementary Form** when applying for a place.

Forms can be downloaded from the links below or if you wish a paper copy can be collected from the school office.

<http://www.stjohnfisher-wigston.leics.sch.uk/our-school/admissions>



Curriculum

The Governors and Staff of St. John Fisher Catholic Voluntary Academy accept and work within the guidelines of the National Curriculum.

This curriculum is delivered within the ethos of a Catholic Christian Community that seeks to respect the innate nature of each individual as a child of God. All are entitled to respect and compassion and an opportunity to develop all their God-given talents and responsibilities.

Curriculum Intent Statement

We believe that every child should be given the opportunity to flourish and develop to their full potential. Here at St John Fisher, they can acquire skills to become confident and articulate, well equipped to meet the challenges of a fast changing world.

We are committed to the development of the individual enabling every pupil to fulfil their potential, not only in their academic studies but also in sports, drama, music or wherever their talents may lie.

We believe that it takes a whole community to educate a child, so we place a high value on the partnership with parents. As a Catholic school, the formation of our young people will be based on the life and teachings of Christ.

Alongside the breadth of curriculum, we believe in depth such as mastery in Maths and extension activities which offer depth of learning. These encourage the student to work with either more complex tasks or to provide them with a greater degree of complexity or abstraction.

Underpinning our curriculum is our commitment to ensuring that every child acquires the basic skills necessary to become a successful learner while also developing a love of reading. We ensure that our children are exposed to a range of opportunities which support their social, moral, spiritual and cultural development in a Catholic environment.

With a core of high quality teaching, targeted support and additional challenge, we aim to ensure all students aspire to high standards to achieve at least national rates of progress and the attainment of our children is above national standards.

Equality for all, and a strong desire for upward social mobility will underpin our work to remove all barriers to learning, progress and success. The safety and wellbeing of our young people will always be paramount. Every member of our community will be welcomed and valued. Our curricula will ensure that our young people are inspired and excited by learning, thus maintaining a thirst for education.

Children leave St John Fisher with a sense of belonging to a tightly knit community where they have the confidence and skills to communicate effectively and confidently; express themselves accurately in writing; demonstrate a good standard of numeracy; and a knowledge and belief that Christ unconditionally loves us.



At St John Fisher, as with other Primary schools and academies, the curriculum is delivered in three distinct stages:

Foundation (Reception)

Key Stage 1 (Infant)

Key Stage 2 (Junior)



Early Years Foundation Stage

Areas of Learning

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

It's child's play!

Young children take so much interest and delight in the world around them and we aim to give them the confidence and security to become independent, competent learners.



We aim to help each individual child to progress and achieve their full potential, whatever level that may be.

We are all part of a three way learning process; between parents, school and your child.



**Learning
through play...**

Key Stage One

In Key Stage One the children build on the skills developed in the Foundation Stage. The traditional subjects of English, Maths, History, Geography, Science, Art, Design and Technology are taught through topic based learning which is practical and relevant to the children's experiences.

In addition to these, we teach RE using the Catholic scheme 'Come and See' and music is taught with the support of specialist teachers and support staff.

The children have at least two hours of PE each week and are taught gymnastics and dance as well as athletics and games. The children are encouraged to use ICT to support their learning and use computers in the classroom as well as during scheduled time in the computer suite.

The curriculum is broad and balanced but there is a particular emphasis on developing skills in Literacy and Maths.

Key reading skills are developed through the continuation of the teaching of phonics, started in the Foundation Stage and the children read a wide variety of fiction and non-fiction texts which are graded according to difficulty.

Daily maths lessons focus on the acquisition of number facts and the application of mathematical concepts in 'real life' and problem solving activities.

Where possible the curriculum is enhanced by visits, visitors and 'one off' celebration days in order to bring the children's learning to life.



Key Stage Two

During Key Stage Two the ability to concentrate and work independently will be developed further. By the end of this Key Stage, children should be able to carry out their own research, to select appropriate materials and approaches to match particular objectives.

The nature of lessons may be more formal when class based, though the skills associated with independent learning and children explaining their own learning will still be emphasised.

Children are taught through a mixture of whole class, group and individual work, with the greater balance being whole class and with individual work being organised for children with particular needs.

Children continue to follow the National Curriculum as it broadens into the subject areas of English, Maths, RE (including PSHE, Citizenship, RSE, Social and Emotional Aspects of Learning), ICT, Science and Environmental Studies (which includes History and Geography, Food Technology, Design and Technology), PE(Gymnastics, Swimming, Games, Dance, Athletics and Adventurous Activities), Creative and Performing Arts (which include Music, Drama, Art) and an introduction to a Modern Foreign Language.

English

The development of competence in English applies to speaking, listening, reading, writing, spelling, punctuation, and grammar.



This means developing the children's ability to:

- Speak clearly, fluently, politely and with confidence
- Listen attentively, with understanding, and to listen actively, so that they are able to ask questions, make comments, enter into discussion and follow a line of argument
- Read different kinds of material fluently with expression enjoyment and understanding
- Select and interpret information and to apply it to a particular task
- Write legibly and coherently, with a sufficiently wide vocabulary for a range of purposes
- Organise the content of their work and use spelling, punctuation and grammar accurately

Mathematics

In Key Stage Two we continue to develop the children's proficiency, which involves competence and confidence with numbers and measures.

Our basic objectives are that children should:

- Have a sense of the size of a number and where it fits into the number system
- Know by heart, number facts such as number bonds, multiplication tables, doubles & halves
- Use what they know by heart to figure out answers mentally
- Make sense of number problems and recognise the calculations needed to solve them
- Explain their methods and reasoning using correct mathematical terms
- Judge whether their answers are reasonable and have strategies for checking if necessary
- Suggest suitable units for measuring and make sensible estimates of measurements
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables



ICT - Information & Communication Technology

In our purpose-built ICT Suite we help the children develop the three aspects of ICT:

- As a subject within the National Curriculum
- As an element which is used within all other subjects
- As a life skill

French

French is taught to pupils in Years 3, 4, 5 and 6. The children learn basic vocabulary, well known songs and play games.

After an initial concentration on aural language, they progress to its written form.



Religious Education

We believe that Religious Education is a partnership between home, parish and school and we are committed to our role of supporting parents as the first teachers of their children in the ways of the faith.

We aim to place our faith at the very centre of our school life so that all we do in school reflects God's love. We provide opportunities for worship, celebration, reflection and personal prayer in masses and assemblies and we place great emphasis on leading children to a living faith and on helping them to develop a moral and ethical code based on the teachings of Christ.

The school uses the 'Come and See' programme which is a one year cycle with an over-arching theme for the school.

There are different topics within the theme for each year group. 'Come and See' is an invitation to explore and a promise for life for everyone.



Assemblies & Liturgies

Whole school and Key Stage assemblies are held regularly and are occasions for collective worship and for sharing and celebrating success. Each class is involved in preparing an assembly for the school during the year. We also have a special Harvest celebration in the Autumn Term and a May Assembly to celebrate the Month of Our Lady.

Whole school masses are celebrated on Holy Days of Obligation, special feast days and at the beginning and end of each term. Class liturgies, prepared by the children, are celebrated regularly. Parents and parishioners are warmly welcomed to the school to share in our assemblies and liturgies. A list of dates is sent to parents at the beginning of each term.

The Sacraments

Children make their First Confession and receive their First Holy Communion in Year 4. The preparation is organised within the parishes of St Mary's and Immaculate Conception and is supported by the work done in school.

Sex & Relationship Education

Sex Education is not taught separately but as part of the Religious Education programme and is linked with Health Education programmes. The school follows the Sex Education Policy formulated by the Diocese of Nottingham which sets sex education within the context of the children's physical, social and emotional development and also their spiritual and moral growth. The programme focuses on respect for themselves, respect for others and respect for life.

Equal Opportunities

It is the declared policy of the governors and staff of St John Fisher Catholic Voluntary Academy that no form of racial prejudice, sexual inequality or bullying, however expressed, will be tolerated or condoned by inaction.

It is our policy, unequivocally, to oppose any discrimination in the school community arising from ignorance or prejudice.

With the assistance of parents, it is the governors' aim to develop attitudes and ways of behaviour appropriate to living in a society committed to the eradication of intolerance.



Assessment

Assessment is an important aspect of teaching and learning. It enables the teacher to check on how well each pupil is progressing and to plan the learning programme. It also allows the school to evaluate how well it is providing for the children's needs.

Assessment takes place every day in every classroom, usually at an informal level by the teacher asking the children questions to make sure they have understood what has been taught or by marking the work that the children have completed. Sometimes the assessment is more formal. The table below sets out the timing of these internal or national tests.

AGE	STAGE	YEAR	TESTS
4-5	Foundation	Reception	On-going teacher assessment
5-6 6-7	Key Stage 1	1 2	Phonics screening, On-going teacher assessment Key Stage 1 SATs
7-8 8-9 9-10	Key Stage 2	3 4 5	On-going teacher assessment and termly tests
8-9		4	Multiplication times tables check.
10-11		6	National tests in Reading, Spelling, Grammar & Punctuation and Maths (SATs). Teacher assessment in Writing & Science

OFSTED REPORT & DIOCESAN REPORT

St. John Fisher was inspected in June 2016. The latest reports for OFSTED and Diocesan Inspections can be found on the school website at:

www.stjohnfisher-wigston.leics.sch.uk

Department For Education School Performance Tables can be viewed at www.education.gov.uk/schools/performance

Children with Special Educational Needs

Like all schools, St John Fisher welcomes into its family, children with a wide range of ability levels. It is our policy that no child with special educational needs should be denied admittance if it is felt that his or her needs can be met.

We have a Special Needs Policy which is available for parents to read and a Special Needs Co-ordinator who works closely with the staff and headteacher to identify and address the children's problems. Wherever possible, children are fully integrated into their appropriate normal teaching group and work is designed to meet their individual needs.

Extra help may be offered individually or in small groups with their class teacher, a classroom assistant or by withdrawal from class for individual tuition.

Sometimes it is felt that specialist advice would be helpful, for example from the Special Needs Service or the Educational Psychologist. If it is decided, after a process of formal assessment that a child needs extra support, the Local Education Authority will issue an Education Health and Care Plan (EHCP) and the child will normally be awarded additional teaching or ancillary support.

Parents are consulted and advised at each and every stage and permission is always sought before an outside agency is involved. It is our aim to help each child to achieve their full potential and to ensure that they feel valued, are proud of their achievements and develop a positive self-image.

Facilities for the Disabled

Wheelchair access to the school may be gained via a ramp leading to the main reception area. Additionally, there are ramps leading to the junior door from the junior playground and from the infant playground to the 4+ classroom.

The school is built on one level. A toilet with facilities for the disabled is located near the School Office and in the Key Stage 2 area. There is an allocated disabled parking space in the staff car park.

Homework

The school values homework as a useful means of extending learning beyond the normal school day and as an opportunity of involving parents in their child's education.

All pupils are expected to complete homework tasks. The task and the time allowed varies according to the age of the child.



Pupil Premium

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from, but your passion and thirst for knowledge, and your dedication and commitment to learning, that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential.

The pupil premium is a government initiative that targets extra money for pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

This has been spent on 1:1 tuition in Reading, Writing and Maths at Key Stages 1 and 2.

School visits, residentials, school uniforms and music lessons have also been funded by the Pupil Premium. It has also funded intervention work in phonics and speaking and listening.



Behaviour

Our Aim

Everything we try to achieve in school is set within the certain knowledge of God's love for us. We encourage the children to respond to that love by showing care and respect for others. We believe that all children should be treated with respect and dignity and in this spirit, discipline is seen as a positive element.

Our Objectives

- To make the Catholic faith the foundation of our school culture
- To ensure that our children respect themselves and others as children of God who are unique and special
- To help pupils recognise and respect the different cultures represented in the school and the wider community and promote harmony within our society regardless of differences
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability
- To implement a disciplinary framework that is clear and understood by all members of the SJF community



High Standards

Safety – The safety of our children is paramount and all members of the community have a responsibility to keep each other safe.

Learning – Our children will work in a respectful and attentive manner to ensure that they and their fellow students do their best.

Play – Our children will play with fairness at play-time and during P.E.

Travel – Our children will always represent the school values on journeys to and from school or on school trips.

Disagreement – Our children will be expected to learn strategies to cope with conflict and disagreement without resorting to anger or violence.

Prayer – Our children will always show reverence at times of worship and prayer at school or in church.

Property – Our children will respect property owned by themselves, others or the school.

Responsibility – Our children will take responsibility for their actions and accept the consequences if their behaviour does not meet the required standard.

Teamwork - Our children will learn to play and work with others.

Home - School Co-operation – The school, parents and carers will work together as a team to develop our children.

Uniform – Our children will be proud to wear their SJF uniform and ensure that they always represent the best of themselves, their family and SJF.

Our Whole School Rules

We walk

We use our indoor voices

We listen to each other We have kind hands

We have kind feet

We share, we take turns and we tidy up

We look after each other

We follow instructions given by the adults the first time of asking

We always try our best and be the best we can be

Whole school rules are intended to reinforce our school motto:

Aim high, Work hard, Be kind



Rewarding Good Behaviour & Achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. St John Fisher will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. stickers, posters
- Letters or phone calls home to parents
- Awarding House Points and Golden Points
- Teacher awards for children working or behaving exceptionally well
- SJF award for exceptional performance or service
- Nominations for termly SJF cups such as 'The Kindness Cup' or 'The Heart That Sees'
- A celebration assembly is held regularly in celebration of pupils' success in and beyond the school day
- Golden Time may be offered on a Friday for all children who have earned it
- A 'Good to be Green' certificate for every child who has been 'Green' for a half term with a prize from the Good to be Green prize box (see appendix 1)
- Moving on to the DOJO reward chart if a child has collected all their Golden points. DOJO points are usually given by EYFS/KS1 and lower KS2 classes

Sanctions

Teacher use of sanctions:

- Feedback to be given immediately after the poor behaviour
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable and WHAT improvements the child can make to their behaviour, or what exactly the teacher or teaching assistant requires from the child
- The intention of the sanctions is to encourage a return to consistently good behaviour
- Sanctions should be proportionate to the behaviour

See behaviour policy on our school website for more details regarding sanctions.



Roles & responsibilities

It remains the overall responsibility of the Headteacher and the leadership team to ensure that high standards of discipline are maintained on a daily basis. However, at St John Fisher, we acknowledge the responsibility of every person, adult and child, in promoting and maintaining high standards of behaviour at all times.

The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school. Parents are expected to support their child in adhering to the school rules, inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

We have many visitors to our school who comment on the excellent behaviour of our children. Here are some quotes from them

'A credit to your school.'

Menphys charity worker Feb'19

'The best behaved school I have ever been in.'

Leicester Tigers coach Nov'18

'Everyone is so kind and polite.'

New parent shown around by Year 6 children Nov '18

However, we do not 'rest on our laurels' and continue to seek new ways to improve our processes and procedures for the safety and wellbeing of our school community.

The House System

We have four houses, St Matthew, St Mark, St Luke and St John.

Housepoints can be earned for helpfulness, kindness, politeness, effort and achievement.

The housepoints are collected weekly and the winning house for that week is announced at the Friday assembly. The House Cup is awarded half-termly. Points are added from Sports' Days and the overall winner is announced at the end of the year.

House Captains and Vice-Captains are chosen from the Year 6 children and they take on a range of responsibilities throughout the school.

The school's Good Behaviour Policy extends to extra-curricular activities and sport. Pupils must understand that serious misconduct will result in sanctions being applied and, in sport, where those sanctions involve suspension for a period of time or a number of games, then that suspension applies to all games within that sport.

Clubs & Activities

We are pleased to offer a range of extra-curricular activities which we believe contribute significantly to the life of the school. Currently the clubs offered are:-

Break time	Lunch time	After School	
Orchestra	Choir	Computers	Athletics
	Library	Gymnastics	Rounders
	Chess	Football	Tennis
	Cross Country	Dance	Creative Writing
		Lego club	Musical Theatre
		Mindfulness	

This club list may change from year to year according to the talents and commitments of the teachers.

Please note that there is no school transport after clubs and parents need to make their own arrangements.

A residential visit to The Briars, the Diocesan Youth Centre, Crich, Derbyshire, may be arranged for pupils in Year 6. This is dependent upon pupil numbers, school staffing and the availability of places at The Briars.



Charges for School Activities

The 1988 Education Reform Act stipulated that parents may no longer be charged for school activities but that voluntary contributions may be requested as the occasion demands. Voluntary contributions are necessary for certain activities to take place, for example swimming, educational visits and theatre company visits. If parents have any concerns about the cost of such activities, please contact the Headteacher prior to the visit taking place. Any arrangements will be made in complete confidence.

The Governing Body may make a charge for:

Activities within or partly within school hours

Such activities are not considered optional. Pupil participation will be on the basis of parental choice and a willingness to meet any proposed charges.

Exceptions to the policy are:

- For food or craft items where parents have indicated in advance that they wish to own the finished product
- Where a pupil receives tuition from support services which form a charge upon the school

Activities outside school hours

Such activities are optional and will take place subject to parents agreeing to contribute after receiving written details of the proposed activity and subject to place availability.

The Governors wish to make the following points:

- External visits offer ideal opportunities for first hand learning experiences
- No pupil will be omitted because the parents choose not to contribute
- Pupils will not be treated differently according to whether or not their parents have made a contribution
- If after receiving notification of a proposed activity there is insufficient parental response by the date indicated on the letter of notification, then the activity will not take place
- Parents in receipt of income Support or Family Credit may apply in confidence for a remission of charges in full or in part. Additionally, if an appeal is made to the Headteacher in advance of the visit, full or part remission of charges may be available



The Governors support the PTFA in its sponsorship of such activities.

School Organisation

Children are grouped in classes according to age, staffing and accommodation. Class sizes vary from year to year depending on the number in each year group.

8.40am	Children come into school. (Children should not arrive before 8.30 as no supervision is provided until this time.)
8.40am to 12.05pm	Morning session
9.45am to 9.55am	Comfort break
10.50am to 11.05am	Morning break
12.05pm to 1.05pm	Lunch break
1.05pm to 3.05pm	Afternoon session (4+, Years 1 and 2 may have a short break in the afternoon at the teacher's discretion.)

Breakfast Club

There is a breakfast club which opens at 7.45a.m. There is also an afterschool club which runs from 3.05 p.m. until 5.15 p.m. Food is served at both clubs. There is a charge for these clubs.

Lunchtime

Midday support staff look after the children during the lunch break. Children may have a cooked meal or bring a packed lunch. Written notice of at least one week is required if a parent wishes to transfer their child from packed lunch to cooked meal or vice versa.

Payments are made through a cashless software system called Parentpay. Payments may be made weekly, monthly or termly in advance on the first day of the school week.

Universal free school meals are provided for children in 4+, Years 1 and 2.

If your child is absent, the appropriate amount will be credited for the following week. No meals may be taken on credit.

Cheques should be made payable to “St John Fisher CVA” and should have your address on the back. For current prices of school meals, please contact the school office.

Free school meals are available for children whose parents are in receipt of Family Income Support. Application forms may be obtained from Leicestershire County Council.

Packed lunches should be in containers which are clearly marked with the child's name.

We are a **NUT FREE SCHOOL**.



School Uniform

The Governors and staff of St John Fisher Catholic Voluntary Academy believe that school uniform plays a valuable role in contributing to the ethos of our school and setting the appropriate tone. Governors and staff strongly believe that the wearing of our school uniform by all pupils:

- Instils pride in our school
- Supports positive behaviour and discipline
- Encourages identity with, and support for school ethos
- Ensures that pupils of all races and backgrounds feel welcome and included
- Protects children from social pressures to dress in a particular way
- Nurtures cohesion and promotes good relations between different groups of pupils
- Supports effective teaching and learning

The school uniform will be worn by all pupils from Reception to year 6 without exception.

Suppliers: V-neck sweatshirts, cardigans and P.E. shirts with the school logo can be purchased online at:

<http://bit.ly/StJohnUnFrm>

All other school items can be purchased from stores such as Asda, Aldi, M&S, Tesco and general school outfitters. Our policy is to ensure that parents have a choice of retailers to purchase different items from.



Our uniform consists of the following:

Boys' Uniform:

- Mid-grey trousers (summer option – grey shorts)
- Light blue shirt
- School tie (navy/light blue stripe) – available for £5 from the School Office
- Navy v-necked knitted jumper with the school badge
- Black shoes (not boots/trainers) and dark socks

Girls' Uniform:

- Grey pinafore dress, skirt or trousers (summer options – grey/navy shorts or a light blue/white check dress)
- Blue shirt (without puff sleeves) with standard collar
- School tie (light blue and navy stripes) – available for £5 from the School Office
- Navy cardigan or v-necked jumper with the school badge
- Plain white socks or Navy socks/tights
- Sensible flat black shoes (not boots/trainers)

Foundation Stage

Children in the Foundation classes will require wellington boots and a waterproof coat/ jacket which will need to be clearly named and remain in school.

P.E. Kit

We require our children to change for PE activities. P.E. kit should be brought into school on Monday mornings and only taken home to be washed if necessary on Fridays. This allows for last minute timetable changes and minimises the possibility of PE kit being left at home. Children need an appropriately labelled P.E kit in a suitable bag.

All pupils need the following:

- Trainers
- White t-shirt
- Navy shorts (girls may wear a skirt with integrated shorts (skorts))
- Plain navy sweatshirt
- Plain navy jogging bottoms
- Plimsolls

As well as wearing school uniform pupils and parents at St John Fisher CVA are expected to abide by the following rules regarding appearance:

Footwear - Black flat shoes which fully enclose the child's foot and are fastened with velcro or a buckle – sandals are not appropriate for health and safety reasons. Shoes with laces are acceptable in Key Stage 2, however children should be able to tie their laces independently.

Trainers are allowed as part of outdoor PE uniform only. Children will not be allowed to wear trainers during the school day. Plimsolls are worn inside the school. They must be black.

Jewellery - In the interest of personal safety and security jewellery should not be worn in school.

If the child's ears are pierced, plain gold or silver studs may be worn but must be removed for P.E. classes. Children will not be permitted to wear other studs e.g. Nose studs. For safety reasons, children wearing inappropriate jewellery may be asked to remove it.

Watches may be worn by children in Key Stage 2 to help children learn to tell time and to help record fitness e.g. on the active mile. However, if they become a distraction, children may be asked to remove them.

Hair styles should be sensible. We do not permit extremes, e.g. closely shaven styles / patterns or coloured hair as these are not appropriate for primary aged children and can often have an effect upon attitudes and behaviour. For health and safety reasons, we ask that all children with long hair have it tied up. Hair accessories should be in a sensible colour and be plain and without embellishment.

The school stocks:

Book bags £4
Dispatch bags £6
Ties £5

Property

All children are responsible for their personal property and while we do our best to ensure that this is kept safe, we cannot accept responsibility for any loss or damage to personal property.

We strongly advise that you do not allow your child to bring valuable articles to school.

We expect all the children to use school books, materials and equipment with care. Deliberate mistreatment or loss may result in a child being asked to make a contribution towards the replacement cost.

Lost or damaged property – insurance

While we make every reasonable effort to recover lost items, the school cannot be held responsible for damage to, or loss of property. It is strongly recommended that all items of clothing and footwear are clearly named so that they can be returned if found.

While they are in school, pupils are covered by the Trust's Public Liability Insurance. We take out further insurance for day trips or residential visits.

Parents may wish to consider taking out additional insurance throughout their children's school years in case of major accidents which, unless negligence on the part of the school could be proved, would not be covered by the Trust.



Emergency Closure

The school would only be closed during term time as a result of an emergency or very severe weather conditions.

Once the school has opened it will remain open during normal school hours. In severe weather conditions parents may assume that after school clubs will NOT take place.

If it is necessary to close the school, parents are informed in advance where this is possible. If this is not possible, announcements will be made by local radio stations, ParentMail and school twitter feed.

Please tune in to Radio Leicester on 104.9FM / 837AM. The school also asks local radio to announce the re-opening of the school after snow closure.

If parents wish to take their children home early, they may ask at the office and the child will be collected for you from the classroom. Parents collecting a friend's child as well as their own are asked to inform us of this and confirm that this is by arrangement with the other parent concerned.

If you decide to keep your child at home because of extreme weather conditions, we need to know. Telephone in with a message.

Transfer to Secondary School

Children leave St John Fisher at the end of Year 6 and most apply to transfer to St Paul's Catholic School.

We maintain a close relationship with St Paul's and this, added to the fact that the children know many of our past pupils attending the school, helps the children to settle happily.

The children have an opportunity to visit St Paul's in their final term with us. Staff from St Paul's also visit us to talk with the children.

Please note that attendance at St John Fisher does not guarantee a place at St Paul's, which operates its own admissions policy and criteria.



Health & Safety in School

School Health Services

The aim of the School Health Service is to promote the health and well-being of all the children in school.

At periodic intervals, the school nurse carries out health checks including hearing and general development. Should any problem be identified as a result of these checks, parents are notified and advice and assistance is offered.

Childhood Illnesses

The Child Health Authority has approved the following advice about exclusion times.

Disease	Incubation Period	Normal Exclusion Time
Chicken Pox	11 – 21 days	6 – 10 days after the appearance of the first spots
Measles	10 – 14 days	7 days after the appearance of the rash
Rubella (German Measles)	14 – 21 days	4 days after rash has disappeared (avoid contact with pregnant women)
Mumps	12 – 26 days	Until swelling has subsided (the second side will swell a few days after the first)
Whooping Cough	7 – 10 days	21 days unless Erythromycin is prescribed, when return to school may be possible after 10 days

Accidents

Thankfully, most accidents in school are of a minor nature. Should the accident be more serious, parents will be contacted immediately. Please make sure we have an up to date emergency contact number.

Similarly, if a child sustains a nasty bump on the head, parents will be contacted. If the bump is judged to be minor, we will keep the child in school but will send home an 'I bumped my head' letter and/or wristband to inform you of the accident.

All children are carefully monitored following an accident, however minor.

If a child is unwell

Children should not be sent to school if they are unwell. The school does not have a sick room or a nurse on the premises, so if a child becomes ill during the day, parents are contacted and asked to make arrangements for him or her to be taken home.

It is important for us to have an up to date emergency contact number.

Medicines In School

A Code of Practice regarding the administration of medicines has been issued to schools by Leicestershire Education Authority. It clearly states that if your child is ill and requires a short course of medication (e.g. antibiotics) then he/she should remain at home. If the G.P. advises that he/she is well enough to return to school then the dosage should normally be adjusted so that nothing is required during the school day.

Should this be completely impossible, schools have been asked to nominate a named person to supervise any medicines being taken. The assumption of that role is voluntary and the named person cannot be held responsible for loss, damage or any mishap to or with the medicine.

We would like to make it clear that medicines will only be administered if it is absolutely necessary. If that is the case, a form obtainable from the school office must be completed and given to the office with the medicine. Medicines will not be administered without written instructions from the parents.

Children Requiring Long Term Medication

Epi pen – Allergies - When a child requires an EpiPen. A Care Plan/Allergy Action Plan will be in place and a copy of this should be given to school along with EpiPen. The EpiPen needs to be placed in a plastic container for safe storage and clearly labelled.

It is a parent's responsibility to make sure the EpiPen is in date and working correctly, you are able to request to check the EpiPen at any time through the school office.

EpiPen needs to be clearly labelled. Children who have an EpiPen must have them in school at all times. They must be taken on school trips, no matter how short the trip is. Our school staff have annual training on the use of the EpiPen.

Asthma - Parents are asked to complete a form which details the type and frequency of medication taken. We ask you to inform us of any changes to your child's requirements.

Inhalers should be clearly labelled. The class teacher will normally be responsible for keeping them and children have access to their own inhaler as necessary. The school has an Asthma Policy and procedures for coping with children who have an attack.

For other long term medication, parents are asked to discuss arrangements with the Headteacher.

Head Lice - This is a very common problem in schools. It is a nuisance but nothing to be ashamed of or get upset about. In the past, head lice were associated with dirty hair but in reality the opposite is true – head lice like the cleanest hair!

School nurses no longer check children's hair so it is important for parents to carry out their own inspections regularly. Please do not send your child to school if there are live lice in the hair. Informing us if your child has head lice enables us to send out a general letter advising parents to check their child's hair. This helps to limit the problem and minimises the chance of re-infestation.

Safeguarding

Our primary concern must always be for the children's welfare and therefore there may be occasions when we have to consult other agencies even before we contact a child's parents. Should this be necessary we wish to reassure you that our concerns will be fully discussed with parents after we have talked with the other agency.

The school has its own Safeguarding Policy which follows the guidelines and procedures laid down by the Leicestershire Area Child Protection Committee. Further information about the procedure may be obtained by contacting the Headteacher.

Absence from School

We expect all of our children to attend school regularly and arrive at school on time. The link between good progress and good attendance is clear. We take our responsibilities seriously and carefully record all absences and lateness.

Parents are asked to notify the school on the first day of any absence, either by personal call, by email, by telephone message or by sending a note with another child. If the school has not been notified of an absence by 9.30 am the school secretary will telephone home to reassure us that a child is safe with a responsible adult. Regulations state that if the school is not informed by parents of visits to the doctor, dentist, illness, holidays etc. then these absences automatically become unauthorised. It is therefore essential that any reasons for absence (even short absences) be given. Where possible, visits to the doctor, dentist, optician etc., should be made for before or after school or during school holidays. The school keeps records of all authorised and unauthorised absences; these are published termly in the Governors' reports but may also be published in the school newsletter.

The Headteacher and all members of staff monitor attendance closely and any irregular attendances or children who are away from school for more than a week through illness or hospital attendance are brought to the attention of the Headteacher. Following these discussions, all children who are identified as a concern in terms of attendance are noted by the Headteacher. These are usually children with attendance levels less than 90%. The Headteacher, after further consultation with the relevant member of teaching staff or SMT will make contact with the parents/carers of the child/children concerned to request an informal meeting to see how the school can support the parents/carers in improving attendance.

Penalty Notice

- £60 per child, per parent if paid within 21 days of receipt of the notice or £120 if paid within 28 days.

Please be aware that the local authority can issue the penalty if the school obtains evidence that a holiday has been taken.

From September 2013 no holiday will be authorised unless the Governing Body consider the request to be an exceptional circumstance.

Changes to the Authorisation of Term Time Absence

The following changes came into force at the beginning of the Autumn Term 2013.

From 1st September 2013, the reference in law to Headteachers being able (at their discretion) to agree up to 10 days leave of absence has been removed.

Instead, the legal reference has been amended and will mean that schools should not authorise leave of absence unless:

- The Headteacher and Chair of Governors consider that there are exceptional circumstances relating to the applicant AND an application has been made in advance by the parent.

Any family holidays taken during term time could result in a penalty notice being issued from Leicestershire County Council.

Attendance figures for 2019/2020

Attendance rate	96.2%
Authorised absence	3.31%
Unauthorised absence	0.49%



School Attendance

It is vitally important as well as a legal requirement for children to attend regularly. The school continually monitors levels of absence and is required to notify the Education Welfare Officer of any concerns we may have.

Lateness

Please make sure that your child arrives on time for the beginning of the school day. Latecomers miss vital information and are disruptive to the class already in session.

Children arriving late are required to sign the Late Book which is kept on the table in front of the reception hatch.

Family Holidays In School Time

Please do not take holidays during term time. In exceptional circumstances requests for leave of absence may be made to the Chair of Governors.

Visitor Signing In System

We ask all visitors and parents who are staying in school for longer than ten minutes to sign in via the signing in portal by the office reception. Visitors are also asked to wear a Visitors' Badge at all times.

Children who leave the premises during the day should be signed out by the adult collecting them. Similarly, children returning to school after an appointment should be signed in. It is important that we have an accurate record in case of fire or other emergencies.

Fire Practices

These are held every term and are closely supervised and timed. Everyone is expected to leave the building quickly, sensibly and quietly and assemble at the designated areas.

Parking

Parents are asked to consider safety when parking cars i.e. not close to junctions and corners or on the designated bus areas, as this prevents the buses getting close enough to the school entrance to board the children safely.

We would also ask you to park with consideration for the residents in nearby houses and not block their driveways.

Babies & Tots

This group meets every Wednesday in the School Hall from 8.45am – 10.30am. Come along for a chat and a cup of coffee, everyone is very welcome!

Home - School Partnership

The school recognises that parents are 'the first and most important educators of their children' and welcomes the opportunity of working in partnership with them to secure the best for their child. A Home/School agreement is provided for every child and parents are invited to discuss this with them prior to signing it.

Parents are very welcome at St John Fisher Catholic Voluntary Academy. If you have any concerns at all, we ask you to make prompt contact with staff, or if the concern is more serious, with the Headteacher.

Parents' Evenings

Parents' Evenings are held twice yearly. In the Autumn Term, parents are given the opportunity of meeting with the class teacher to discuss how their child has settled into the new academic year.

At the Spring Term Parents' Evenings, the children's exercise books are left outside the classroom prior to the evening, so that parents and children have the opportunity of looking at them together.

School Reports

Towards the end of the Summer Term, parents receive a written report on their child's progress and achievements. Should parents wish to discuss any aspect of their child's Annual Report, they are encouraged to make an appointment with the class teacher.

Parents will also be informed of their child's level of attainment at the end of Key Stage 1 and Key Stage 2 i.e. at 7 years and 11 years respectively.

Parent Helpers

We value greatly the practical support given by parents. We have many talented helpers who freely and generously give their time to help with baking, sports activities, hearing, reading etc. If you would like to help in any capacity please let us know. You will be most welcome. A Disclosure and Barring Service check will be required.

The Parent Teachers and Friends Association (PTFA)

All parents and teachers are members of the Association and details of the constitution may be obtained from the school on request.

The principal aims of the Association include:

- A commitment to a continuous dialogue between parents on matters of educational interest
- A commitment to raise money to provide additional facilities to enhance the educational experiences of all the pupils.

The PTFA organises a variety of social events throughout the year which enable parents and children to meet socially while working for the benefit of all pupils. At the Annual General Meeting in the Autumn Term, a General Committee, a Chairman, a Vice-Chairman, a Treasurer and a Secretary are elected.

Newsletters

Parents are kept informed about what has been happening in school and with forthcoming events by way of a newsletter which is sent out quarterly via ParentMail.

The PTFA Newsletter gives details of planned activities and is sent out via ParentMail.

These are all on the school website at:

www.stjohnfisher-wigston.leics.sch.uk

Complaints

There is an approved procedure for dealing with complaints which may be about the curriculum, including Religious Education and collective worship, or about any other matter.

There is a copy of the Complaints Policy on our website. The steps in the procedure are as follows:-

- **Step 1** Informal. A parent or other concerned adult makes a complaint directly to the class teacher.
Discussion will then take place to resolve the concern/complaint. If necessary, the Headteacher can be involved.
- **Step 2** Formal complaint in writing to the Headteacher.
- **Step 3** Formal complaint in writing to the Local Governing Board.
- **Step 4** Formal complaint in writing to the Trust Board.

It is most desirable for everyone that all complaints be resolved at the first step, but should this not be possible, then the next step in the procedure should be followed.

Complaints which are still unresolved at Step 4 may be formally made to the Secretary of State for Education.

If the complaint is about the actions of the Governing Body then a formal complaint must be made in writing to the Clerk to Governors so that the Governing Body can consider and, if possible, resolve it quickly.

Parents' Views

**From the annual parents' questionnaire
March 2019:**

- 100% agreed or strongly agreed that they were happy with their child's experience at St John Fisher
- 100% agreed or strongly agreed that there is a caring family atmosphere in the school
- 100% agreed or strongly agreed that their child is taught well at this school
- 100% agreed or strongly agreed that their child is making good progress at this school
- 100% agreed or strongly agreed that St John Fisher helps parents to support their child's learning

"As a new parent, my child has thrived since coming to St John Fisher academically, socially and personally. I would recommend St John Fisher to any prospective parent."

Pupils' Views

"The teachers help me get better, and if I make a mistake, I love coming to school."

Year 1 pupil

"I like the challenges that we have in lessons. It makes me more independent and helps me learn in different ways."

Year 2 pupil

"I have made lots of friends here. They help me when I need help and make me laugh!"

Year 3 pupil

"We get lots of opportunities to do P.E., sports and healthy activities. We can do it inside or outside on our brilliant field."

Year 5 pupil



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St John Fisher
CATHOLIC VOLUNTARY ACADEMY



— ST THOMAS —
AQUINAS
CATHOLIC MULTI-ACADEMY TRUST