

WELCOME TO ST. CECILIA'S CATHOLIC PRIMARY SCHOOL

PROSPECTUS 2025-2026



YOUR CHILD'S FUTURE
STARTS HERE TODAY!



St Cecilia's Catholic Primary School

Our School Prayer

Jesus, our friend
Our lives you inspire,
To learn and to love,
To grow and aspire.

With joy and peace
As we learn each day,
Teach us to serve,
And follow your way.

Amen



Welcome to St Cecilia's Catholic Primary School

Dear Parents and Guardians,

I am honoured and delighted to be writing to you as the new Head Teacher of St. Cecilia's Catholic Primary School. Having worked here for the last 12 years, I am excited to lead this school into the next phase in its journey as a newly formed primary school.

It is an absolute privilege to lead such a warm, welcoming and nurturing school community and I look forward to working closely with you to ensure that every child flourishes during their time with us.

Being part of the recent successful and smooth transition into a primary school, I am aware of the hard work and determination everyone demonstrated in order to achieve this. As we continue on this journey, I am certain that the school will go from strength to strength, and I am committed to working with all stakeholders to achieve this.

At St. Cecilia's Catholic Primary School, we believe that happy children learn best. Our school is a place where pupils feel safe, valued and excited about their learning. We have high expectations for all our pupils, encouraging them to achieve their God-given potential and make excellent progress in all areas of school life.

Our rich and inspiring curriculum is designed to foster a lifelong love of learning. We aim to spark curiosity, develop children's confidence, and equip them with the knowledge and skills they need for their future. Through engaging lessons, meaningful experiences and a focus on developing articulate and reflective learners, we support every child in becoming a confident and well-rounded individual.

I am eager to continue to get to know you and your children over the coming weeks and months. Working in partnership with parents and carers is vital to ensuring the best possible outcomes for our pupils, and I welcome any thoughts, ideas or conversations that help us achieve this together.

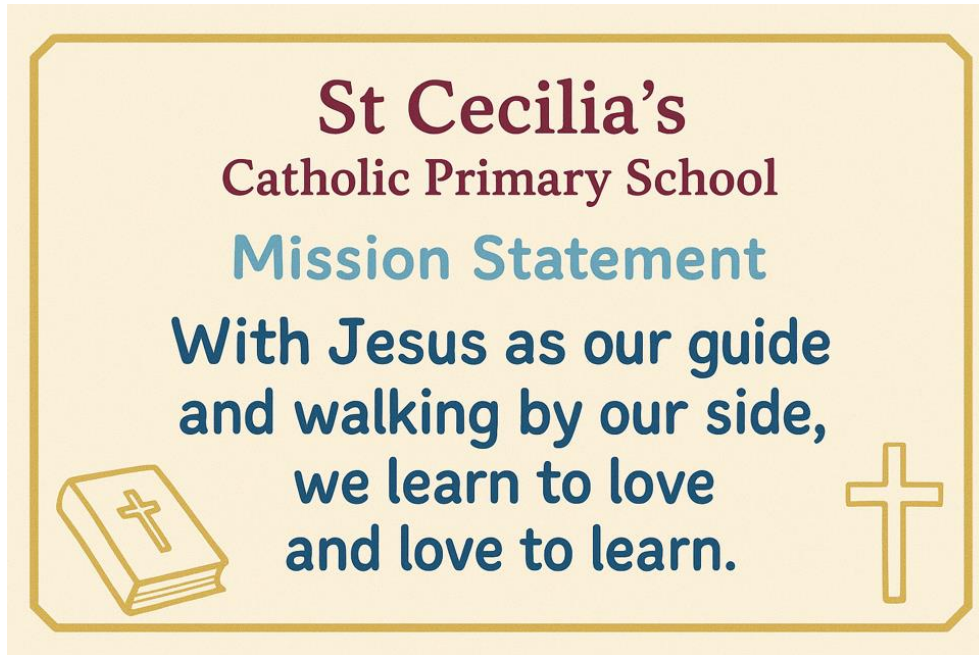
Thank you for your ongoing support. I look forward to the exciting journey ahead at St. Cecilia's Catholic Primary School.

Warm regards,

Mrs Suzanne Hurst
Head Teacher



St Cecilia's Catholic Primary School
Mission Statement



Values and Virtues

Aspiration

Service

Peace

Integrity

Resilience

Excellence and enjoyment

Scripture

"I can do all things, through Christ who strengthens me." Philippians (4:13)



Mission Statement Aims & Objectives

Christ-Centred

Together, we walk in the footsteps of Jesus, striving to live His teachings and values every day.

In doing so, we:

- Foster spiritual growth by celebrating Prayer and Liturgy daily, helping our children connect deeply with their faith.
- Promote mutual respect, where every person, regardless of race, faith, or background, feels valued and loved.
- Journey with St. Cecilia's parish community, accompanying our children in their walk of faith.
- Teach that Creation is a gift from God, filled with His presence, and that each person is made uniquely in His image.
- Proclaim the Gospel with Christ at the heart, nurturing relationships built on love, forgiveness, and peace.
- Inspire choices guided by the question, "What would Jesus do?", encouraging compassion, justice, and care for all.

Education-Centred

Together, we cultivate a love of learning, helping each child discover their potential and grow into confident, curious individuals.

In doing so, we:

- Integrate Gospel values and Catholic Social Teaching into all aspects of school life, nurturing personal, spiritual, and academic growth.
- Provide a rich, broad education that supports children in reaching their full human potential—intellectually, emotionally, and spiritually.
- Offer inclusive, nurturing provision that meets the diverse needs of all children.
- Encourage independent, resilient learners who are inspired to take risks and embrace challenges.
- Explore our own faith and respect the faiths of others through high-quality Religious Education.
- Live by our Christian values, letting them inspire both our learning and our behaviour.



Community-Centred

Together, we are a welcoming, nurturing school that serves our local and wider community with love and care.

In doing so, we:

- Foster a sense of belonging and support for each other, especially the most vulnerable members of our community.
- Respond with love and service to the needs of others, embracing the call to serve.
- Promote inclusivity, building strong relationships with God, neighbour, and the world around us.
- Support the parish of St. Cecilia, sharing in its mission of faith and service.
- Care for our world, respecting and protecting our common home.
- Partner with parents, affirming their role as the first educators of their children.
- Promote active citizenship, grounded in social justice and the common good.
- Support local and global communities through prayer, fundraising, and acts of service.



Important Addresses

Primary School Address - Junior

ST CECILIA'S CATHOLIC PRIMARY SCHOOL
GREEN LANE
TUEBROOK
LIVERPOOL
L13 7EA

Tel No 0151 228 1760

e-mail sbm@sccp.liverpool.sch.uk

School Website: <https://www.stceciliacatholicprimaryschool.co.uk>

Infant Building

ST CECILIA'S CATHOLIC PRIMARY SCHOOL
SNAEFELL AVENUE
TUEBROOK
LIVERPOOL
L13 7HB

Tel No 0151 228 1760

Presbytery Address

ST CECILIA'S PRESBYTERY
GREEN LANE
TUEBROOK
LIVERPOOL
L13 7DT

Tel No 0151 228 1310



The Governing Body

Chair of Governors	Mr L Fogarty/Mr J Kilburn
Foundation	Canon Conor Stainton-Pollard
Foundation	Mrs A Rigby
Foundation	Deacon Ronnie Burke
Foundation	Mr L Fogarty
Foundation	Ms E Slattery
Foundation	Mrs Emma Mangan
Foundation	Damian Murphy
Staff Governor:	Stephen McCann
Parent Governors:	Leanne Burke Stephen Heidstrom
Headteacher	Mrs. S. Hurst
LEA Governor	Mr J Kilburn



Staff List

Senior Leadership Team

Mrs S Hurst	Headteacher - Leadership and Management of the School/ Pupil Premium Lead
Mrs R Chadwick	Deputy Headteacher - Curriculum Lead/Assessment/DDSL
Ms A Lea	Deputy Headteacher - Lead SENDCo/Designated Safeguarding Lead/Attendance Lead
Ms K Riley	School Business Manager

Infant School Site

Mrs L Grant	Senior Year 2 Teacher
Mrs S Tysoe	Senior Year 2 Teacher
Mr N Hughes	Year 2 Teacher
Miss L Agate	Part Time Teacher
Mrs L Parle	Part Time Teacher/EYFS
Miss C Alexander	Year 1 Teacher
Mrs J Walsh	Senior Reception Teacher/EYFS Lead
Mrs J Getty	Senior Reception Teacher
Mrs E Rhodes	Senior Nursery Teacher
Mrs A Heavisides	Administration Officer
Mrs C Gallagher	Administration Assistant
Miss E Heavisides	Administration Assistant
Mrs A Billing	Teaching Assistant
Miss J Evans	Teaching Assistant
Miss H Golding	Teaching Assistant
Mrs L McKay	Teaching Assistant
Mrs A McParland	Teaching Assistant
Miss C Ryan	Teaching Assistant
Miss K O'Shea	Teaching Assistant
Miss M Jakpor	Part-time Teaching Assistant
Mrs L Heidstrom	SEND Support Assistant
Mrs J Smith	SEND Support Assistant
Mrs K Porter	Cook
Miss H Foster	Assistant Cook
Miss G Carter	Catering Assistant
Steffany Morris	Midday Supervisor
Rachael Taylor	Midday Supervisor
Mrs J Rooney	Breakfast & Afterschool Club
Mrs A Pender	Breakfast & Afterschool Club
Ms J Evans	Afterschool Club (Temporary)
Mrs P Friend	Breakfast Club & Head Cleaner
Miss L O'Rourke	Cleaner
Ms A Thomas	Cleaner



Junior School Site

Mrs P Rudge	Part Time Senior Teacher/Work Experience
Miss B Price	Year 6 Teacher
Mrs C Lorne	Year 6 Teacher
Miss C Brennan	Year 5 Teacher
Mr J Wood	Year 5 Teacher
Mr S McCann	Senior Year 4 Teacher
Mrs J Malloy	Year 4 Teacher
Miss C Patterson	Senior Year 3 Teacher
Miss T Hampson	Year 3 Teacher
Ms L Quigley	SEMH & Inclusion Manager/Attendance Team
Mrs T Donnelly	Administration Assistant
Mr S Heavisides	Site Manager
Mrs G Agger	Learning Support Assistant
Mrs E La Roux	Learning Support Assistant
Mrs C Cornett	SEN Support
Miss N McHale	Learning Support Assistant
Mrs C Grimes	Learning Support Assistant
Mrs J Hornsby	Learning Support Assistant
Mrs N Loughran	HLTA
Miss B Parkes	Learning Support Assistant
Mrs N Smith	Learning Support Assistant
Mrs L Thomas	LSA/Lunchtime Assistant
Miss K Tran	SEN Support
Miss L Power (Agency staff)	Cook
Mrs T Suffield	Assistant Cook
	Catering Assistant/Cleaner
Mrs P Friend	Midday Supervisor/Breakfast Club Lead
Mrs C Paddock	Midday Supervisor
Miss K Quinn	Midday Supervisor
Mrs S Worrall	Midday Supervisor/Cleaner
Mrs C Mealey	Cleaner
Mr J Poland	Sports Coach/Midday Play Leader
Miss C Walker	Peripatetic Music Specialist
Mrs A Housley	Curriculum Music Teacher



Admission Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

1. Looked after children and previously looked after children.
2. Catholic children who are resident in the parish of St Cecilia.
3. Other Catholic children.
4. Catechumens in the Catholic Church and members of an Eastern Christian Church **not** in full communion with Rome
5. Children of other Christian Ecclesial Communities whose membership is evidenced by a minister of religion.
6. Children of other faiths whose membership is evidenced by a religious leader.
7. Any other children.

Within each of the categories listed above, the following provisions will be applied in the following order.

- (i) Where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can most appropriately be met at this school, the application will be placed at the top of the category in which the application is made.
- (ii) The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made after children in (i) above.

Secondary Transfer

Our Year 6 pupils generally transfer to the following schools:

BOYS - Cardinal Heenan Catholic High School

GIRLS - Broughton Hall Catholic High School

Towards the end of Year 6, the children visit their secondary school on several occasions. There are also meetings for the parents of Year 6 pupils both here and in secondary schools which we would encourage you to attend. After your child has transferred, contact will continue between the head of Year 7 in the secondary school and ourselves to try and ensure a smooth transition for your child between schools.



School Hours

Nursery Morning	8.35 – 11.35 am
Nursery Afternoon	12.05 – 3.05 pm
School gates open (Infants)	8.35 am
(Juniors)	8.40 am
School Begins/Registration	8.45 am (Infants)
	8.50 am (Juniors)
KS1 Break	
Year 1	10.30 am (15mins)
	2.15 pm (15 mins)
Year 2	10.45 am (15 mins)
	2.00 pm (15 mins)
LKS2 Break	
Year 3	10.15 am (15 mins)
Year 4	10.30 am (15 mins)
UKS2Break	
Year 5	10.45 am (15 mins)
Year 6	11.00 am (15 min)
Reception Lunch break	12.00 – 1.00 pm
KS1 lunch break	12.15 -1.00 pm
LKS2 School Lunch Break	12.00 -12.45 pm
UKS2 School Lunch Break	12.45 -1.30 pm
School Ends (Infants)	3.05 pm
(Juniors)	3.10 pm



Attendance

In order to ensure that your child has the opportunity to access their full entitlement to educational provision, it is of the utmost importance that regular attendance at school is maintained.

We are aware that childhood illnesses and unforeseen family circumstances may mean an occasional absence. It is, however, your legal duty to ensure your child's attendance at school.

School operates a '**First Day Response**' policy. This means that if your child is absent and no contact has been made, the school will follow up with a phone call on the first day of absence. If there is no answer, a **second phone call will be made**, followed by an **email to parents/carers requesting contact with the school**.

If we are still unable to make contact, a **home visit may be carried out**, depending on the **vulnerability of the family and any current safeguarding concerns**, to ensure the wellbeing and safety of the child.

Regular absence and inconsistent attendance may bring about the following procedure: –

1. A letter will be sent to inform you of your child's current attendance and to explain what **Persistent Absence (PA)** means. The letter will also offer the opportunity for you to meet with the school's **Attendance Team** to discuss any challenges or barriers that may be affecting your child's attendance.
2. A **supportive meeting** will be arranged with the **Attendance Officer** and **Attendance Lead** to explore ways the school can support you and your child in improving attendance. Where appropriate, the **Education Welfare Officer (EWO)** may also be invited to attend the meeting to provide additional guidance and support.
3. If there is **no improvement in attendance** following the initial meeting and support offered, the school may issue a **20-day Penalty Notice Improvement Warning**.

This warning period provides parents/carers with **20 school days to demonstrate a clear and sustained improvement in their child's attendance**. During this time, the school will continue to monitor attendance closely and may offer further support where appropriate.

4. If the required improvement is **not achieved within the 20-day period**, the school may request that the **Education Welfare Officer (EWO)** issues a **Penalty Notice in line with local authority guidance**.
5. If there is **no significant improvement in attendance** following the 20-day Penalty Notice Improvement Warning, the case may be referred to the **Education Welfare Officer (EWO)**.
6. The **EWO may then begin the process of preparing an attendance prosecution case**, which may include completing the required documentation and action plans in line with Local Authority procedures. Evidence of support offered by the school, communication with parents/carers, and the child's attendance record will be considered as part of this process.

Where appropriate, the EWO may proceed with **legal action for non-school attendance**, in accordance with statutory guidance and Local Authority policy. The school will continue to work with the family and external agencies to encourage improved attendance and support the child's access to education.

Punctuality

It is vitally important that in order for your child to access the curriculum fully they are on time at the start of the school day. **Please note the school day starts at 8.45 am with registration in the Infant Building and 8.50 am in the Junior Building.**

Persistent lateness has considerable and negative impact on academic attainment. Children who are late or leave school for any reason must sign in/out on our Inventory System. Parents have a legal duty to sign their child in if they are late; no child must do this themselves.

We have a number of incentives to encourage good attendance and punctuality

These include a weekly attendance raffle where children with 100% attendance are drawn from a random name picker and prizes are given, afternoon tea and their photograph is posted on school social media. Certificates and badges are given every half term for 97 % and above and 100 % attenders receive a special certificate. Prize incentives are used termly such as raffles for tickets to visit a soft play area, an easter chocolate treat hamper and Christmas chocolate prizes; also we have our school attendance mascot dog



called Nova who visits at Christmas and Summer time to celebrate our school's attendance and punctuality.

Arrival after 8.45 am in the Infants and 8.50 am in the Juniors

If your child has a medical appointment or arrives after 8.50 or 8.45 am they must report to the school office, where an Inventory register will be taken.

Persistent lateness will be monitored by Mrs Heaviside and the Attendance Team.

Parents wishing their children to leave during the school day must make request to the Head Teacher in writing. The child should be collected from the school office and signed out on the authorised absence register.

On very rare occasions, **exceptional circumstances** may arise which may mean your child has to be absent during term time. However, in line with **UK Department for Education guidance, holidays during term time will not be authorised.**

Parents/carers do **not have the right to take their child out of school for holidays during term time.**

Headteachers may only grant leave in **genuinely exceptional circumstances**, and family holidays are **not considered exceptional.**

If a child is taken out of school for a **holiday during term time without authorisation**, this absence will be recorded as **unauthorised**. The school may then request that Liverpool Local Authority consider issuing a **Penalty Notice** in line with government regulations.

We strongly encourage families to **arrange holidays during the school holiday periods** to avoid disruption to learning and to ensure children maintain good attendance.

Safeguarding Statement for Parents

The following statement is provided to parents so they are aware of the school's responsibilities:

"Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused, neglected or exploited. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Medicines in School

If a child requires medication during the school day, it must be **brought to school by a parent or carer**. A **Medication Administration Form** must be completed and signed to provide **consent for a member of school staff to administer the medication** in accordance with school procedures.

Illness

In most cases, absences for illness which are reported by parents following the school's absence reporting procedures will be authorised unless, the school has a genuine concern regarding the authenticity of the illness.

The school follows Department for Education statutory guidance '[Working Together to Improve School Attendance](#)' 2024ⁱ which states that if the authenticity of the illness is in doubt, the school may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence.

We will not ask for medical evidence unnecessarily. In some exceptional circumstances, the school may ask the parent to obtain a letter from a GP, or the school may seek parental permission to contact the pupil's GP directly to help support the needs of the individual pupil.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.



Where a pupil has a high level and/or frequency of absence, the school may require medical evidence of some description to best support the child and to be able to authorise any future medical absences. If this is the case, the school will make the parents aware of this expectation in advance.

The reporting of absence due to illness remains the responsibility of the parent. Absences due to illness which have **not** been reported to the school by the parent on the first day of absence may not be authorised.

If a child is absent for more than one day, the parent should contact the school on each day to provide an update on the child's condition, unless otherwise agreed by the school.

On the child's return to school, parents or carers must inform the school office of the reason for their absence (if they haven't already) and advise if any medication needs to be administered.

Dinners

The current cost of school dinners is £1.90 per day, £9.50 per week. Dinners are to be paid for weekly in advance on Monday morning via cash to the school office or via Arbor.

There are three options for lunch. These are –

1. School lunch provided by the school
2. Packed lunch brought from home
3. Lunch at home

We must be informed which option you have chosen for your child.

Free School Meals - *The application process is for all children from Nursery to Year 6 and is quick and easy to do.*

All applications for FSM must be made via the Citizen Portal. The Citizen Portal can be accessed from the Liverpool City Council Website by accessing this link -

www.liverpool.gov.uk/benefits/free-school-meals/

Snacks and Packed Lunch

Children are invited to bring fresh or dried fruit for break time. In the Juniors children receive toast every day. Sweets, fizzy drinks, and chocolate bars are not part of our health school. Infant children are provided with milk and a snack during the day.

We ask parents to make healthy packed lunches and information on this can be obtained from the school office.



School Uniform

With your help and co-operation, we like to see every child in full school uniform.

The uniform is as follows –

Girls (Junior)

Maroon Cardigan
Grey skirt/pinafore
White shirt
School Tie
Black school shoes
Grey socks

School PE Kit (Maroon top/black shorts)
Grey tracksuit
Black socks

Boys (Junior)

Maroon Jumper
Grey trousers
White shirt
School Tie
Black school shoes
Grey socks

School PE kit (Maroon top/black shorts)
Grey school tracksuit
Black socks

Infants

Maroon sweatshirt, grey skirt/pinafore, grey trousers, white polo shirt., black school shoes.
PE kit (maroon top, black shorts) Maroon Jogging Suit for PE days for all years.

Nursery/Reception

Maroon tracksuit and white polo shirt.

Summer – Girls

Pink Gingham Dress
Maroon Cardigan
Black shoes
White socks

Summer – Boys

As above or
White polo or white shirt and tie
Grey trousers/shorts
Black shoes. Grey socks

P.E. (Everyone) PE kit (maroon top, black shorts bought from our uniform suppliers. School's own joggers/hooded sweatshirt, bought from our uniform suppliers.

- N.B.
1. Trainers can only be worn for P.E. lessons and playtime
 2. Please write your child's name on ALL items of uniform
 3. Children may wear watches for school
 4. For safety reasons we do not allow the children to wear any jewellery other than earrings - these should be plain gold studs.

All uniform can be bought from

F&J Uniform

110 Muirhead Avenue
Liverpool 11
Tel 0151 345 0070

Brienda Schoolwear

74 Muirhead Ave E, Liverpool L11 1EL
0151 226 3333

Schoolwear by Lisa

72 Priory Rd, Anfield, Liverpool L4 2RZ



School Curriculum

Religious Education and Prayer and Liturgy

As a Catholic School, Religious Education is a core subject in our curriculum. We use the national Religious Education Directory, 'To Know You More Clearly' supplemented with schemes of work and resources from Liverpool Archdiocese.

Prayer and liturgy is integral to life in St. Cecilia's. We have daily prayer times to give children opportunities to reflect and pray. Every Monday, we have a Celebration of the Word as a key stage and every Wednesday, there is a Celebration of the Word in each class. For some of these, families are invited to join us, either in school or in church.

Over the course of the year, we also gather for Masses or services and offer opportunities for the Sacrament of Reconciliation. We are in partnership with the parish to prepare our children for the Sacrament of Reconciliation and First Holy Communion.

It is our statutory duty to remind you that parents can withdraw their child from all or part of the religious education and collective worship provided, in which case the child will be given other work to do in another part of the school.

Our School Curriculum

At St. Cecilia's Catholic Primary School, we use Jesus as our role model and everything we do centres around our mission statement: 'With Jesus as our guide and walking by our side, we learn to love and love to learn.'

We strive to be a community where everyone can achieve, belong and thrive. We provide a safe, respectful and nurturing environment, where the uniqueness of every individual is celebrated. Reading is at the heart of our school and central to the children's learning. We believe that a curriculum that is literacy and language rich is essential to open doors for our children's futures.

We offer a broad and balanced, enquiry-based curriculum with quality, meaningful and memorable experiences, to inspire a love of learning. Through challenging and stimulating lessons, we want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We want our pupils to be equipped for their educational journey and beyond and aim to promote articulate citizens of the world.

We enable our pupils to acquire knowledge, skills and attitudes working both independently and collaboratively to become successful, confident and resilient learners so that they can thrive socially, morally, spiritually and culturally; preparing them for the opportunities, responsibilities and experiences for life.



We follow the requirements as set out in the National Curriculum:

Core Subjects

Religious Education	English	Mathematics	Science
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Foundation Subjects

History	Geography	P.E.	Art & Design
Design and Technology	Computing	Music	MFL (Spanish KS2)

Provision is made for children with SEND. With quality first teaching and the help of various external agencies, every effort is made to help these children achieve their full potential.

Physical Education and Swimming

Physical education has a very important part to play in your child's development, and your co-operation is needed to see that your child adopts the correct attitude to these lessons. Correct clothing is essential.

P.E. Maroon PE top
Black shorts
Training shoes

Swimming Bathing costume (one piece)
(Trunks for the boys, not shorts)
Towel. Bathing caps to be worn by all children with long hair

Pastoral Care

Parents are welcome to visit the school and discuss any problems but this should be done by appointment so that a mutually convenient time can be arranged. Our SENCO, Ms Lea, and Social Emotional Mental Health Lead, Ms Quigley, are also available to support and advise on any issues.

The Headteacher, Mrs Hurst, has overall responsibility for Safeguarding and children's welfare.

Special Educational Needs

The school's co-ordinator for Special Educational Needs is Ms Lea.

We endeavour to meet the child's needs within the school, through and with the help of the LA and various support agencies.

If your child has special educational needs you will be notified and kept fully informed of his/her progress.

Equal Opportunities

It is the policy of the school to treat all boys and girls with the same respect and present all children with equal learning opportunities.



Personal, Social & Health Education and Citizenships

The school organises a full programme for the teaching of PSHE. This subject is taught as a separate subject and is also integrated into other curriculum areas, e.g. Science, P.E. and Religious Education

Assessment

Your child's progress and attainment will be continually monitored and assessed throughout the year. At St Cecilia's Catholic Primary School, we use a balance of formative and summative assessment approaches.

Our formative assessment practices allow teachers to provide quality feedback in lessons and tackle any misconceptions through 'over the shoulder' marking, so that children can fix their mistakes there and then. Formative assessment judgements allow us to take one of 3 actions on implementing the curriculum when reviewing learning. The intent is achieved and the child moves on (M) in their learning. The intent is partially achieved and the child needs further practice to consolidate (C) their learning. Finally, the child does not achieve the intent and so must revisit (R) the learning before moving on. For each outcome this would involve providing feedback to the learner as well as informing future planning.

Summative assessments at the end of units of work would ensure that assessments are taking place at distance from direct teaching as well as ensuring that the reviews of learning support curriculum implementation by informing the teacher about what to plan next.

Assessment in St Cecilia's Catholic Primary School will:

- Enable individual pupils to make progress in their learning and that their learning is secure and retained.
- Be underpinned by confidence that every child can improve.
- Help all pupils to demonstrate what they know, understand and are able to do independently appropriate to their age.
- involve success criteria that is shared and that work is assessed against these expectations.
- Include reliable judgements about how learners are performing against national expectations.
- Involves both teacher and pupils reviewing and reflecting upon assessment information.
- Provide timely feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively by using assessment outcome to develop next steps.
- Provide us with information to evaluate our work, and amend planning at whole school, class and individual pupil levels.
- Enable parents to understand and be involved in their child's progress.
- Ensure that our practices in this area are fully inclusive.

Statutory Assessment

Reception

Reception Baseline Assessment (RBA) is a short, interactive check within the first six weeks of a child starting Reception to determine their starting point.

EYFS Profile: Completed in the final term of the academic year in which a child turns five (no later than June 30). It provides a well-rounded picture of a child's knowledge, understanding, and abilities, assessing them against 17 Early Learning Goals (ELGs).

Year 1- Phonics

The Year 1 Phonics Screening Check is a short, statutory assessment for children at the end of Y1. It is designed to confirm whether pupils have learned phonic decoding to an age-appropriate standard. Children read 40 words (a mix of real and "alien" pseudo-words) one-on-one with a teacher to test their



ability to sound out and blend words. If a child does not meet the standard at the end of year one, the phonics check is repeated at the end of Y2 after targeted intervention.

Year 4 – Multiplication Tables Check

The Multiplication Tables Check (MTC) is an online check taken by children at the end of Year 4. It consists of 25 times tables questions (up to 12x12) with six seconds to answer each question. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It helps schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Year 6 - SATs

At the end of Key Stage 2 (Year 6) your child will undergo a series of tests, known as SATs (Statutory Attainment Tests) in Reading, Maths, and Grammar, Punctuation & Spelling. Each child will be awarded a scaled score and this will determine whether or not they have reached national expected standards. The tests will provide information about how your child is progressing, compared to children of the same age nationally.

Children’s writing is assessed by their teacher to determine whether they are meeting age-expected standards at the end of Year 6.

Statutory Assessment in English Primary Schools

Reception (Age 4–5)

Reception Baseline Assessment (RBA) • Baseline for KS2 progress

- First 6 weeks
- One-to-one with teacher
- Early maths & language
- Results not shared with parents

EYFS Profile • Completed in final term of Reception

- Provides a well-rounded picture of a child’s knowledge, understanding and abilities
- Assesses them against the 17 Early Learning Goals (ELGs)
- Reported to parents/carers

Year 1 (Age 5–6)

Phonics Screening Check

- 40 words (real & pseudo)
- Tests phonics skills
- Read to the teacher
- Retake in Year 2 if needed

Year 2 (Age 6–7)

End of KS1 Teacher Assessment

- Optional tests
- Teacher assessment

Assessed Subjects:

- Reading
- Writing
- Maths

Year 4 (Age 8–9)

Multiplication Tables Check (MTC) • 25 questions

- 6 seconds per question
- Times tables to 12 × 12
- Reported to parents/carers
- Used to identify gaps in knowledge

Year 6 (Age 10–11)

Key Stage 2 SATs

- Tests & Teacher Assessment
- Reading
- GPS (Grammar, Punctuation & Spelling)
- Maths
- Standardised tests
- Scaled Scores
- Teacher assessment of writing
- Reported to parents/carers

✓ Taken in: Reception, Year 1, Year 2, Year 4 & Year 6.



Summative Assessment

Summative assessment takes place twice a year (Autumn & Summer Terms). This involves both teacher assessment and standardised testing (using NFER). Children are assessed on their mathematics, reading, writing, grammar and spelling. These assessments are used to establish children's attainment and progress, and identify any gaps in their learning. We also use them to evaluate the curriculum and identify next steps.

School holds Parents' Evenings twice a year, where each pupil and their parents have a short meeting with their teacher to celebrate achievements, discuss their progress and set new targets. There are two main topics for discussion at the meeting: attainment and attitude and behaviour. Formal, written reports are sent home in the Summer Term, to evaluate your child's progress throughout the year.

Homework

Homework is a significant strategy which supports the progress and attainment of all our children. Homework is key component of our Home/School partnership and provides parents with information with respect to their child(ren)'s work, progress and attainment. Homework is set by class teachers to consolidate class work completed each week and/or encourage research of topics. We aim to ensure that homework is appropriate to the needs of the child and that all children understand the homework they have been given.

More details can be found in our **HOMEWORK POLICY** – copies can be found in school office/website.

Instagram

We have a school Instagram page [Stceciliascps26](#), which celebrates and shares all things from St Cecilia's Catholic Primary School.

Extra-Curricular Activities

A number of extra activities will be offered for your child to participate in during the year. These may include

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Dance	Science
Football	Rugby
Athletics	Cricket
Singing	Tuition in musical instruments
Booster Clubs	Multi-skills
Cookery Club	ICT Clubs
Reading	Basketball
Maths	Art

These activities will take place in the lunch break or after school. In the latter case, advance warning will be given and parents will be responsible for their child's safety on the journey home.

Visits and Visitors

We recognise that children's learning is enriched through educational visits and visitors. Staff plan these to support curriculum objectives and they take place throughout the year.

Parents will be asked for voluntary contributions towards trips. It must be understood that we have no funds to meet the full cost of outings, and if there is a shortfall in the amount received in voluntary parental contributions for any trip, the trip may have to be cancelled.

Year 6 have the opportunity for a residential experience.



Free School Meals (Juniors and Infants)

If you are entitled to free school meals, please complete the Pupil Premium Free School Meals form in the prospectus or from the school office. Meals are not free in Key Stage 2 unless you are entitled to free school meals.

Parental Involvement

Welcoming Parents

Here at St Cecilia's parents are valued as co-educators of our children. You will always be made welcome here at the school. In fact, we would encourage you to visit the school as often as you can and join in all our celebrations, workshops or community events.

PARENTS' EVENINGS, SCHOOL REPORTS AND OPEN NIGHTS

There are two parents' conferences which will include one written report to parents at the end of the school year. (Information will be given out during the year).

Other meetings for parents will be arranged as and when necessary.

Appointments for Parents to see Staff in School

If you have any concerns about your child, please contact the office and make an appointment to speak to the class teacher.

Abuse of Staff

Liverpool City Council is clear that any form of violence directed towards its employee's is unacceptable. To ensure the safety and respect of those who work at St Cecilia's violent behaviour of any kind will not be tolerated.

Parents Courses

Each year if numbers allow us to we will be running courses for parents and carers to further their skills in education and other matters.

Access to Documents

In line with the requirement of the (Freedom of Information Act 2000) the school has a Publication Scheme; this conforms to the model scheme for schools approved by the Information Commissioner. School policies are available on request from the school office and maybe read by parents. Alternative formats are available on request.

A selection of policies can be accessed through our website.

Fund Raising

Throughout the year your child will be encouraged to help the school by fund raising. All money raised will either contribute to improving our school or be donated to one of the charities that we support.

School Awards

Prize Giving

During the Summer Term we hold our Prize Giving for KS2 children. Parents of children receiving a prize, governors and friends of the school are invited.

The children are presented with awards for:

- 100% Attendance Awards (2 years or more).
- Sustained Effort, Progress or Attainment



- Serving the school as prefects and head boy and head girl
- Excellence in sporting and non-sporting areas
- Class prizes are books chosen carefully to interest the recipient and emphasise the value we place on reading.

Positive Behaviour

In St Cecilia's we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, enables all to reach their full potential, emotionally, socially and intellectually.

St Cecilia's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Outstanding behaviour is central to all we do at St. Cecilia's Catholic Primary School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life.

By being good role models and rewarding pupils, it enables us to promote positive behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners.

Our 3 school rules:

Every class will display and promote the following school rules:

- Be **Ready**
- Be **Respectful**
- Be **Safe.**

Our behaviour policy is based on the **Five Pillars of Pivotal Practice**

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult conversations
5. Restorative follow up.

The STANDARD at St Cecilia's Primary School

At our school, we want to reward our pupils for going '**above and beyond**' the expected standard of behaviour. This expected standard is listed below:

- Follow our 3 school rules: READY, RESPECTFUL, SAFE
- Have 97% attendance or more
- Walk safely around our school
- Show good manners & be polite
- Wear our school uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet



- Complete tasks to the best of your ability (including homework)
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Best handwriting & presentation in all work (including homework)

Recognition and Rewards

At St Cecilia's we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go '**above and beyond**' our standards.

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

- ❖ Rewards in individual classes consist of: verbal praise, encouragement stickers and certificates. Teaching Assistants work with the class teachers to support this positive ethos.
- ❖ Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.
- ❖ Positive notes/phone calls home: these will be given each week to members of the class who have gone **above and beyond** that week.
- ❖ When a pupil produces outstanding work or have shown outstanding improvements in their work, their class teacher will award them a gold star in their book. Children keep a record of their gold stars in a class book and a visual chart in class. Badges are awarded in assembly when children earn a specific amount of gold stars:

30 gold stars = Bronze badge
 60 gold stars = Silver badge
 90 gold stars = Gold badge
 120 gold stars = Platinum badge
 150 gold stars = Supreme badge
 180 gold stars = Elite badge
 210 gold stars = The Ultimate badge

The total amount earned by each pupil, will continue through to the following academic year until the end of year 6.

- ❖ One pupil will also be selected from each year group for promoting our School's 'ASPIRE' core values, and they will be rewarded with a trophy at the assembly. Their names will appear in the Weekly News, which is sent home each week. Each week, these four pupils will attend afternoon tea with the Headteacher.
- ❖ Weekly recognition of children who demonstrate going '**above and beyond**' the standard of behaviour we expect, will be invited to Hot Chocolate Friday with the Deputy Headteachers and their names will appear in the Weekly News.



- ❖ Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go **above and beyond** our standard. Pupils will also contribute to 'class ticks' on the board, if they reach their daily target, they will spend the last 5 minutes of the school day doing a fun class activity of their choice

Prefects

Pupils are chosen from Year 6 to serve as Prefects in the Junior School. From these pupils one boy and one girl are asked to be Head Boy and Head Girl.

Parental Support

We rely on your support in the event of discipline problems. We believe that a partnership approach, with open lines of communication, ensures a quick resolution to conflict situations and serves the best interests of the children.

The governing body has the power to discipline beyond the school gate. This covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The governing body will need to ask the Head Teacher to consider what the school's response should be to:

Any negative behaviour when the child is:

- taking part in any school-organised or school-related activity or
- traveling to and from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all of these circumstances the Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil.

Please see our Positive Behaviour Policy on our school website for more information.

