

ST JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL



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School website: www.stjohn.brighton-hove.sch.uk



Learning and Growing Together, Unique in God's Eyes

SCHOOL PROSPECTUS

2020 - 2021

Contents

Letter from the Headteacher	P3
School Vision and Mission	P4
The Governing Body	P5
Admissions Policy	P6-12
Golden Rules	P13
Behaviour Guidelines	P14
Curriculum	P15 - 16
Inclusion	P17 - 18
Involvement of Parents Extended Services	P19
Educational Visits School Uniform	P20
General Information	P21-22
Term Dates 2019-20	P22
Statutory Assessment 2019	P23
What the children say!	P24
Ofsted and Religious Education Inspections	P25



Learning and Growing Together, Unique in God's Eyes

Welcome to St John the Baptist Catholic Primary School.

We are proud of our lovely school, built in 1988 to continue to provide a Catholic education for the children of St John the Baptist parish and surrounding areas. In 2017, the parish of St John the Baptist was amalgamated with St Joseph's parish, making our catchment area even wider. We were very proud to celebrate our Silver Jubilee with a special mass and party in June 2014. The original school building still exists, next to the parish church in Kemptown. The school is built in the style of a Roman villa and has amazing views of the city, the sea and the South Downs.

Our mission statement is centred on the child; we are all focused on developing together as a school that is lively and buzzing with energy; where children feel happy and secure and are supported and challenged to achieve their personal best.

Central to this is our commitment to developing as a Catholic school where Christian values are experienced through daily life and relationships; through prayer, worship and celebration; and where all adults are role models for children in terms of respect and moral values. We look forward to welcoming you to our school.

With best wishes,

Carmel Hughes

Carmel Hughes
Headteacher

LEARNING AND GROWING TOGETHER,
UNIQUE IN GOD'S EYES



The Children's Ideas

**This is what our children want to have achieved when they leave
St John the Baptist School.**

Strong friendships and good relationships.
To be responsible and always willing to try our best.
To remember to keep on praying and never forget our faith.
To be strong, determined, optimistic people.
To have achieved our goals and to know what we would like to achieve in the future.
To have learnt the 'rules of life'.
To believe in ourselves.
To be able to express our feelings.

Our Vision

At SJB we are privileged to have the most amazing views – a constant reminder of the wonder and beauty of God's creation.

Our vision is inspired by this, and by the ideas expressed by our children.
We will work together to ensure that they develop the confidence, knowledge and skills, to expand their horizons and reach for the stars. We want our children to believe that with trust in God, and with the help of the whole school community, they can achieve what they aim for and have a fulfilling life; rich with the rewards that faith and learning bring to heart, mind, body and spirit.

Our Mission

To achieve our vision, we are committed to creating a learning community, where each person feels welcomed, trusted, valued and supported; and where every decision that's made is centred on our children, their education, their future.

We will:

- ❖ Lead by example, by striving to live the message of the gospels in our interactions with each other, and in our commitment to prayer and worship.
- ❖ Create learning opportunities that will inspire our children to have the strength of spirit, courage of mind and the knowledge and skills to achieve their goals.
- ❖ Develop in our children a deep understanding and respect for the different groups represented in society, and a desire to become proud, interested and responsible citizens of the future.
- ❖ Foster the continuing development of staff, parents and governors in serving this school and this community.

THE GOVERNING BODY

The Governors are an integral part of the management structure of the school. We are fortunate to have governors who are committed and enthusiastic and who bring an abundance of different talents, skills and expertise to the role. They work closely with the whole school community to ensure that the school is led and managed well and provides a good education for the children.

The Governing body currently consists of 8 governors and is made up as follows:

Chairperson (s)	Mr Allistare Smedley/ Mrs Cathy Hayward (joint role)
Foundation Governors	Mr Richard Ray
	Mrs Cathy Hayward
Head Teacher / Governor	Carmel Hughes
Staff Governor	Tina Davidson
Parent Governor	
Parent Governor	Mr Richard Samuels
LA Governor	Mr Allistare Smedley
Clerk to the Governors	Ms Amanda Sherratt

The foundation governors are appointed by the Diocese.

The local authority governor represents Brighton & Hove City Council.

The parent governor is elected by parents and staff governors are elected by the staff.

GOVERNORS' MEETINGS

The full board of Governors meets three times per year, but a lot of work is carried out in various sub-committees. The sub-committees meet twice each term.

The minutes of governors' meetings are available for parents/carers and staff on the school's website or from the school office on request.

SJB is a 'voluntary aided' school, which means that the governors have responsibility for raising 10% of all building costs. To support this, every family registered in the school is asked to make a voluntary contribution of £20.00 per year for each child attending the school. This is called the 'Governors / Children's Fund'.

Tax-paying parents are encouraged to sign a 'gift aid' form. This helps the school enormously, as taxes paid can be claimed back from the Inland Revenue. This increases the donation by approximately one third. The procedure is simple and there is no cost to parents/carers.



St John the Baptist Catholic Primary School

A Catholic School in the Diocese of Arundel and Brighton

Whitehawk Hill Road, Brighton, East Sussex BN1 7BF

Telephone: 01273 607924

Email: admin@stjohn.brighton-hove.sch.uk

www.stjohn.brighton-hove.sch.uk

ADMISSIONS POLICY

For admission in 2021-22

Age range for school: 4-11

Expected number on roll in September 2021: 210

The School's admission arrangements (i.e Policy and Supplementary Information Form) were determined on: 14/01/ 2020

Next Review: Autumn 2021

Admissions Policy for admission in 2021–22

St John the Baptist Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with the trust deed of the Diocese of Arundel & Brighton, its instrument of government and seeks at all times to be a witness to Jesus Christ.

As a Catholic school, the governors aim to provide a Catholic education for all pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. The governors ask all parents applying for a place to respect this ethos and its importance to the school community.

Although Catholic children have priority of admission, this does not affect the right of an applicant who is not Catholic to apply for a place for their child at the school. The school welcomes applications from those of other denominations and faiths, or of none. The school was set up primarily to serve the Catholic community in the old parish of St John the Baptist, Brighton. The parish of St John the Baptist has now been amalgamated with the parish of St Joseph's and St Francis to form the parish of East Brighton.

An outline map of the parish of East Brighton (St Joseph's and St John the Baptist) can be seen below:



A zoomable map of the parish can be viewed at: www.abdiocese.org.uk/Parishes

The governing body is the admissions authority and has responsibility for admissions to this school, including setting the priority of admissions when the school is oversubscribed. The Local Authority undertakes the co-ordination of admission arrangements during the normal admission round. The governing body has set its admission number at 30 pupils to be admitted to the Reception Year in the school year which begins in September 2021.

Visiting the School

Parents/carers are encouraged to visit our school in order to find out more about how we work and the education we offer. Parents/carers are welcome to arrange a visit by contacting the school admissions officer on 01273 607924. However, such visits do not form part of the process of deciding which children are to be offered a place at the school.

Pupils with an Education Health and Care Plan (see note a.)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school

must be admitted. Where this takes place before the allocation of places under these arrangements, this will reduce the number of places available to other children.

Oversubscription Criteria:

At any time 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. Catholic looked after children or previously looked after children (*see notes b. & c.*).
2. Catholic children with a brother or sister (*see note f.*) at the school at the time of admission, resident in the parish of East Brighton (St Joseph's & St John the Baptist) (*see note h.*).
The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church (see note c.).
3. Catholic children with a brother or sister (*see note f.*) at the school at the time of admission, who are not resident in the parish of East Brighton (St Joseph's & St John the Baptist) (*see note h.*).
The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church (see note c.).
4. Catholic children without a brother or sister (*see note f.*) at the school at the time of admission, resident in the parish of East Brighton (St Joseph's & St John the Baptist) (*see note h.*).
The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church (see note c.).
5. Catholic children without a brother or sister (*see note f.*) at the school at the time of admission, who are not resident in the parish of East Brighton (St Joseph's & St John the Baptist) (*see note h.*).
The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church (see note c.).
6. Other looked after children or previously looked after children (*see note b.*).
7. Catechumens, Candidates for Reception into the Church and children who are members of an Orthodox Church (*see note d. & e.*).
If application is being made for a place at the school where the parent/carer is a Catechumen or Candidate for reception into the Church, evidence of their being a member of the Catechumenate of a Catholic Church or a Candidate for reception will be required. Proof of acceptance into the catechumenate, and evidence for a candidate, should be by letter from the appropriate priest.
Applications for children from an Orthodox Church must be supported with a certificate of baptism and a letter confirming membership of the applicable Orthodox Church, signed by the appropriate priest.
8. Other children with a brother or sister (*see note f.*) at the school at the time of admission.
9. Children of other Christian denominations (*see note k.*) whose membership is evidenced by a minister of religion.
The application must be supported by a letter confirming membership of the Christian denomination, signed by the minister of religion.
10. Children of other faiths (*see note l.*) whose membership is evidenced by a religious leader.
The application must be supported by a letter confirming membership of that faith, signed by the faith leader.
11. Any other children.

Final Tiebreaker:

Priority will be given to children living closest to the school determined by the shortest distance (see *note j*).

Application Procedure

To apply for a place at this school in the normal admissions round, you should complete and return the following two forms:

1. The **COMMON APPLICATION FORM** (CAF)
All applications for places **must** be made on the Common Application Form which is available either from the Local Authority (where the parent lives) or through that Local Authority's website. For a valid application, the completed CAF **must** be returned either online or in the paper form by **15 January 2021**.
2. The school's **SUPPLEMENTARY INFORMATION FORM** (SIF)
This is available from the school and the school website and allows the governors to put all applicants in order of priority for admission in line with the published admission policy.

If you are expressing a preference for a place for your child at this school and wish to apply in connection with one of the faith criteria, you need to complete the SIF.

If you do not complete the SIF and return it to the school with all supporting documents by the closing date, your child may not be placed in the appropriate faith criterion. This is likely to affect your child's chance of being offered a place.

For a Reception Year admission in the normal admissions round for the year 2021-22, the completed SIF, together with all supporting documents, should be returned to the school by **15 January 2021**. Note: If the school receives an incomplete SIF, this might affect your child's chance of being offered a place.

You are advised to keep copies of the forms for your records (whether completed online/on paper).

Late Applications

All paperwork should be returned before the published closing dates referenced above. You are encouraged to ensure that your application is received on time.

Any late applications will be dealt with in accordance with the Local Authority's Co-ordinated Admissions Scheme.

Deferred entry

Schools are required to provide for the admission of all children in the September following their fourth birthday. The parent/carer has the following options where the governing body has offered the child a place at the school. The parent/carer can decide either:

- a) That the child starts school full-time in the September following their fourth birthday with their natural academic cohort; or
- b) To defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year; or
- c) That the child starts school on a part-time basis until later in the school year but not beyond the point at which they reach compulsory school age.

Admission of Children Outside their Normal Age Group

Please note that it is the view of the Government, the Diocese, the LA and the Governing Body of this school that a child is educated alongside his/her age equivalent peers, in almost all cases.

Should a parent/carer request to have a decelerated entry to school, that is to start later than other children in their chronological age group, they should initially apply for a school place in accordance with the deadlines that apply for their child's chronological age.

If the request is accepted, the application for the normal year group may be withdrawn before a place is offered. The parent/carer will be required to apply in the usual way the following year, along with the cohort of applicants for that year group. It should be noted that the application will not receive priority over or above any other applicant for this year group and the application will be considered alongside all other applicants to the school.

If a parent/carer requests to have an accelerated entry to school ie to start earlier than other children in the chronological age group, they should initially apply for a school place at the same time that other families are applying for that cohort. If the governing body agrees for the child to have an accelerated entry, the application will be processed. If it is not agreed for the child to have an accelerated entry they will be invited to apply again in the following year for the correct cohort.

In relation to the request, decisions are made on the basis of the circumstances of each case and in the best interests of the child. The governing body will expect the parent/carer to supply them with appropriate information and evidence. What the governing body will take into account will include:

- Views of parent/carer
- Information relating to the child's academic, social and emotional development, where relevant
- Medical history and the views of a medical professional
- Any previous history of being educated outside of their normal age group
- If the child may naturally have fallen into a lower age group if it were not for being born prematurely
- View of the headteacher of the school.

Please note that parents/carers do not have the right to insist that their child is admitted to a particular age group. It is the governing body who, having considered the circumstances of each individual case, will make a decision. The governing body will set out clearly for the parents/carers concerned the reasons for their decision in each case.

If the parent/carer is unhappy with a decision about which year group their child will be admitted to, the following applies. Parents/carers who are refused a place at a school for which they have applied have the right of appeal to an independent admission appeal panel. However, there is not a right of appeal if the child has been offered a place and it is not in the year group the parent/carer would like. In such cases, the parent/carer could make a complaint through the school's complaint procedure.

Waiting Lists

In addition to their right of appeal, if a place is not offered because of over-subscription, the child's name will be placed on a waiting list. The list will be in the descending hierarchical order of the categories in the admissions criteria. The list will continue for the year group until the end of the academic year. If a place is offered and declined the child's name will be removed from the waiting list.

Parents/carers who wish their child's name to remain on a waiting list beyond this time are requested to contact the school in writing **by the end of July 2022**. If a place is offered and declined the child's name will be removed from the waiting list.

It should be noted that no matter how long a child's name has been on the waiting list, his or her position on the list may change if the school adds a child's name to the list, which has a higher priority according to the oversubscription criteria. The school is also under a duty to admit children who are presented for admission under the Local Authority's 'Fair Access Protocol'. These children must take precedence over any children already on the waiting list.

In Year Admissions

The oversubscription criteria in this admission policy will also apply to applications made outside the normal age of entry to primary education (Reception Year) i.e. in succeeding years or during the academic year.

Applications for places other than for the start of the Reception Year should be made directly to the school and the Local Authority contacted. The school's Supplementary Information Form should be completed and returned to the school. If there is a vacancy in the relevant year group and no other family has applied for it, the school will allocate a place as soon as possible. If there is no vacancy,

or if the number of applications is greater than the number of vacancies, the governors will at once establish a waiting list for the relevant year group, or add the applicant's name to an already established waiting list. Places will be offered to applicants whose names appear on the waiting list strictly on the basis of the oversubscription criteria.

Offer of a Place

The Local Authority will inform you of your allocated place on the national offer date of 16 April 2021. Note: If this day falls on the weekend/bank holiday, it will be the first working day after.

Appeals

If your child is not offered a place at St John the Baptist Catholic Primary School, Brighton you have the right to appeal against that decision to an Independent Appeal Panel (set up in accordance with sections 88 and 94 of the School Standards and Framework Act 1998). Appeals must be made in writing and must set out the reasons on which the appeal is made. Appeals should be made to the Admissions Appeal Clerk at the school address. Appeals should be lodged no later than 20 school days after the National Offer Day for primary schools (16 April 2021). Completed paperwork must be received by the school no later than 17 May 2021, and will be heard within 40 school days. The appeals system is operated independently from the school. Parents/carers have the right to make oral representations to the Appeal Panel.

Late application appeals will be heard within 30 school days of the appeal being lodged.

In-year applications will be heard within 30 school days of the appeal being lodged.

Fair Access Protocol (FAP)

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round, the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. Alternatively, where a FAP headteacher panel is in place, the governing body may authorise the headteacher (or nominated representative) to partake in placement decisions under the LA agreed FAP. The governing body has this power even where admitting the child would mean exceeding the published admission number.

Giving the school false information

If a parent/carer is found to have supplied false or incorrect information to gain a place at this school, the governing body reserves the right to withdraw any offer of a place even if the child has already started school. An example of false or incorrect information would be the use of an address that is not the child's normal residence.

Notes (these form part of the admission arrangements):

- a. An **'Education, Health and Care Plan'** is a plan made by the Local Authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
- b. A **'Looked after child'** has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (i) in the care of a local authority or (ii) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school. A **'Previously looked after child'** is a child who was looked after but ceased to be so because he or she was adopted or became subject to a child arrangement order or special guardianship order.
- c. **'Catholic'** means a member of a Church in full communion with the See of Rome. This includes the Latin Rite (Roman Catholics) and the Eastern Catholic Churches (see Appendix 3 of the Diocesan Admissions Guidance for a list of Churches in full communion with the See of Rome). This will normally be evidenced by a certificate of Baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received into the Church if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. In terms of an application to this school, a child will not be treated as Catholic if the date for baptism or the ceremony of acceptance into the Catholic Church is after the closing date for applications. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.

- d. **'Catechumen'** means a person who wishes to be baptised and has been accepted into the Order of Catechumens through the appropriate liturgical rite. **'Candidate'** means a baptised member of a non-Catholic denomination who is preparing for admission into full communion with the Catholic Church. Proof of acceptance into the catechumenate, and evidence for a candidate should be by a letter from the appropriate priest.
- e. **'Orthodox Churches'** are those eastern Churches not in full communion with the Catholic Church, who have retained the Catholic tradition regarding the sacraments. In this group are included (for the purpose of admissions) members of other Churches which the Apostolic See judges to be in the same position as the aforesaid eastern Churches as far as the sacraments are concerned. Membership is normally evidenced by a certificate of baptism or reception from the authorities of that Church.
- f. **'Brother or sister'**: For admission to this school, a brother or sister is defined as a natural brother or sister (i.e. another child of the same parents, whether living at the same address or not), or a half-brother/ half-sister or a step-brother/ step-sister or an adoptive or foster brother/ sister, living at the same address. A child will be given a 'brother or sister' priority if they have a brother or sister at the school at the time of the child's admission.
- g. **Parents/Carers**: A parent/carer means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.
- h. **Parish Boundaries**: For the purposes of the admission arrangements for the year 2021-22, the parish boundaries are as shown on the map in this policy. A zoomable map is available at: www.abdiocese.org.uk/Parishes
- i. **Multiple Births**: In the event of applications from parents/carers relating to children of multiple births (e.g. twins or triplets etc.), the governing body will admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's published admission number.
- j. **Distance**: Distance will be measured by the shortest route from the child's home to the nearest of the school's gates. This will be measured by specialist Local Authority School Admissions computer software based on Ordnance Survey and Postal Address data. It measures using the road network supplied by Ordnance Survey and some other public rights of way which are paved and lit.

A child's home address is considered to be a residential property that is the child's only/main residence and not an address that is sometimes used due to certain domestic/special arrangements. The address must be the pupil's home address that applies at the closing date for applications and which is either owned by the child's parent, parents, or guardian OR leased or rented by the child's parent, parents or guardian under a lease or written rental agreement OR, if it is a relative's address or temporary address, it is the 'main place of residence'. If parents live separately but share responsibility for the child, and the child lives at two different addresses during the week, the 'home address' will be regarded as the one at which the child benefit is paid or where the child is registered with a doctor. If two addresses are provided, the Local Authority will decide which address should be used as the main residence for the purpose of processing the application as they only accept one current address. Parents/carers must notify the school about any address changes during the application deadlines to ensure all applications are treated in the same way.

In some cases, applicants who live in the same block of flats may share the same address point. In such cases, applicants will be considered to be living equidistant from the school. In the unlikely event that any two or more children live equidistant from the school, and in all other ways have equal eligibility for a place, the names will be issued a number and drawn randomly to decide which child receives priority. This will be supervised by a person independent of the school.

- k. **'Children of other Christian denominations'** means children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.
- All members of Churches Together in England and of Churches Together in Wales are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.
- l. **'Children of other faiths'** means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God and,
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

OUR GOLDEN RULES



'Treat others as you would like to be treated'
(Matthew 7:12)

We respect each other.
We listen to each other.
We are honest.
We are kind and think about the needs of others.
We say sorry and we forgive.
We take care of our environment.

Our Golden Rules set the standard for behaviour at all times - in class, around the school, in the playground and in the dining hall.

We want our children to learn that respectful behaviour is the norm; it is at the heart of our religion, and indeed all religions and beliefs; and it is essential if they are to grow up to be responsible adults.

We believe that children need clear boundaries (both at home and at school) from an early age; they need to see adults treating them fairly and modelling the kind of language and behaviour that is expected of them.

Our behaviour policy ensures that children are clear about our expectations and know that all adults in the school will deal with incidents in a consistent and fair way. This helps children to learn that their actions have consequences and that they need to take responsibility for these.

Our approach is:

- To be positive and encouraging.
- To be calm, fair and non-judgemental.
- To listen carefully to each child's story before taking any action.
- To remind and warn children if they are making wrong choices, before things get too serious.
- To reward children for following the golden rules and to help and support them when things go wrong.
- To 'teach' the kinds of behaviour we want to see – through circle time, 'SEAL' (Social and emotional aspects of learning) EPR (Education for personal relationships) and RE (Religious Education) lessons; and through how we deal with issues that arise.

Children need to know that there is consistency between home and school. We will keep parents informed through informal chats, phone calls or meetings as the need arises.

Parents / Carers will always be involved if an individual behaviour plan needs to be put in place; or if there are issues of a serious nature.

BEHAVIOUR

Our approach to behaviour management is a positive one. Our 'Golden Rules' are based on the message from St Mathew's Gospel:

'Treat others as you would like to be treated'.

Children learn about the meaning of our golden rules and how they apply in the classroom, the playground, at home and in the wider world.

We treat our children with respect; listening to them, considering their point of view and acting on some of their suggestions.

We have a reward system in place to encourage positive behaviour – we stress that these weekly 'gold awards' can be earned for 'improvement' and 'effort', as well as for great behaviour.

Where there are issues with behaviour, we involve parents / carers in discussion and target-setting for improvement.

Anti-Bullying

At St John the Baptist Catholic School we have a 'zero tolerance' attitude to bullying. We are determined in our aim for children to 'Say No' to bullying in any form; and to develop the trust and confidence to be able to report incidents to adults in the school in the knowledge that they will be dealt with appropriately. Our goal is to keep SJB bully free. We have agreed a policy with governors, staff and children and record and follow up all incidents.

Equal Opportunities

The governors and staff at St John the Baptist are committed to providing the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have equal access to the curriculum and the right to a learning environment, which dispels ignorance, prejudice and stereotyping. The entire school community has the right to protection from abuse and bullying of any kind. Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable in our school.

CURRICULUM

At St John the Baptist School, we follow the National Curriculum in KS1 and KS2 and the Early Years Curriculum in Reception class. We believe that children learn best when they are engaged, involved and excited about their learning. Our curriculum is broad and balanced and we aim to ensure that it is also stimulating and exciting. A focus on developing a creative, themed learning approach continues to be a key priority for our school; along with ensuring that there are opportunities for 'deepening' the learning experience for our children.

Our Curriculum is underpinned by the aims and values that we have agreed in our school vision and mission:

'We will work together to ensure that our children develop the confidence, knowledge and skills, to expand their horizons and reach for the stars. We want our children to believe that with trust in God, and with the help of the whole school community, they can achieve what they aim for and have a fulfilling life; rich with the rewards that faith and learning bring to heart, mind, body and spirit'.

We will work together to create learning opportunities that will inspire our children to have the strength of spirit, courage of mind and the knowledge and skills to achieve their goals. We will work together to develop in our children a deep understanding and respect for the different groups represented in society, and a desire to become proud, interested and responsible citizens of the future'.

Religious Education

As a Catholic School, Religious Education is a core subject; it is central to all that we do. We follow the 'Come and See' programme, agreed by the Diocese of Arundel and Brighton. The beliefs and values it communicates inspire and unify every aspect of school life. Religious Education presents pupils with the same academic demands and challenges as any other curriculum area. Through our Religious Education teaching we aim to promote knowledge and understanding of the Catholic faith, to help our school community grow in their personal prayer and spiritual life; and to understand the relevance of religion to the ultimate questions of life.

Curriculum Changes

We have reviewed all of our Curriculum topics in light of the new National Curriculum 2014, to include changes in the learning expectations for each year group and to include some new areas of study. We have tried to ensure that the topics chosen reflect the interests of our children, boys and girls; the wonderfully rich and varied local area in which our school is situated; and that topics encourage children to think, to question and to understand their world and their responsibility towards it. The key learning outcomes for each subject and each year group are outlined below in the generic document created by Michael Tidd (www.primarycurriculum.me.uk). This has been updated to link with our school curriculum.

Assessment

Assessment serves many purposes, but the main aim of assessment in our school is to help children understand their next steps in learning and to help staff plan for challenge or support to ensure success for each child. Assessment for Learning in the classroom involves sharing learning goals with children, involving children in setting personal targets, helping children to know how to move on in their learning, providing feedback that supports challenges and empowers children to feel confident and achieve success.

Summative Assessment

This takes place at the end of a unit of work or at the end of term / year to assess children's progress in a more formal way and to make comparisons with national age related expectations. This includes optional and statutory SATs (Y2 and KS2); Phonics screening (Y1) and assessment against the Early Learning Goals (Reception class). These assessments are moderated within school and with other schools to ensure accuracy.

With the new National Curriculum, each child will be assessed as either 'Emerging', 'Meeting' or 'Exceeding' national expectations at the end their current year and at the end of a two year period.

Teaching times, excluding Collective Worship, playtime, lunch breaks and registrations are as follows:

KS1 - 21 hours per week

KS2 - 23.5 hours per week

MUSIC

Music has a very high profile at SJB and we love to celebrate our musical achievements. Our music teacher (1.5 days each week) is very experienced and ensures that music lessons are enjoyable, accessible and of a high standard. A high percentage of our children learn a musical instrument (flute, violin, recorded or guitar) through the local authority's music service; the headteacher is on the music service committee.

We ensure that all of our children have equal access to music; many of the musical instrument lessons are subsidised. We promote local musical opportunities e.g. Children's opera at Glyndebourne, participation in Brighton Philharmonic Orchestra's concerts for children and families and other local events. We take part in the Brighton & Hove Christmas concert each year at the Dome.

MINDFULNESS

A short session of 'Mindfulness' is practised throughout the school on a daily basis. Teachers incorporate it into their daily routine to encourage children to be calm and reflective and know the importance of stillness and deep thinking.

PHYSICAL EDUCATION (PE)

PE and Sport also has a very high profile at SJB. Our football teams (girls AND boys) take part in and regularly win local tournaments; as do our netball and cricket teams.

Our swimming teams compete annually in the local swimming gala and were hugely successful last year winning team and individual medals. All classes have up to two hours of quality PE time each week and take part in our annual 'Health and Fitness week' in the summer term each year. Many of our after school activity clubs are PE / sport based. All children do a daily 'ten-minute dash' on our wonderful running track, which we installed in Spring 2018.

Equal Opportunities

The National Curriculum outlines three main principles that are essential for a more inclusive school:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning, and assessment for individuals and groups of pupils.

At SJB we aim to ensure that these principles are met by regularly monitoring initiatives and developments in the following areas:

- Special Educational Needs
- EAL / Ethnic Minority Achievement
- Gender
- Disability
- Pupil Premium (PP)

Special Educational Needs and Disability (SEND)

Our aim is for all children to achieve their full potential. Some children may require extra support in order to achieve this - they may have specific learning, behavioural, emotional or a physical difficulty, which is affecting their progress. Others may have particular talents in certain areas and require further extension to nurture that talent. We monitor all children closely and the Special Educational Needs Co-ordinator (SENDCo) will work with children, parents, learning mentors and other professionals, to ensure that all children have the right support. Where necessary, the school consults with other agencies, for example, the Educational Psychologist, the School Nurse and the Educational Welfare Officer. Parents are consulted at every stage and their input into the support process is welcomed and valued.

English as an Additional Language (EAL) and Ethnic Minority Achievement (EMA)

At SJB, approximately 38% of children are learning English as an additional language. We celebrate this diversity and try to ensure that all children learn from our multi-lingual families. Some children require support in class and this is provided by the Local authority's EMAS team.

We aim to ensure that EAL children have full access to the Curriculum by:

- providing language support systems where appropriate – dual language texts, visual /auditory supports, translations of key words and concepts.
- involving and supporting parents to enable them to support their children.
- providing opportunities for children to record in first language where appropriate.
- providing opportunities for supported work – with class teacher, TA, same language buddy, EAL teacher or other adult.
- celebrating our multi-lingual community e.g. through multi-lingual displays around the school; learning simple greetings in different languages in class.

Gender Equality

We recognise that there are issues in society related to gender inequality and that different cultures have different experiences and traditions. We aim to deal with such issues sensitively and to address them by:

- Ensuring that good role models of different sexes are represented when choosing multicultural books.
- Ensuring that books and resources are non-gender stereotyped.
- Creating opportunities for boys and girls to contribute equally to discussion, the quieter children in particular.
- Ensuring that boys'/girls' interests are equally provided for when choosing texts, topics and resources.

Disability

At SJB we are committed to ensuring equality of education and opportunity for disabled pupils, parents, staff and all those accessing the school. We aim to develop a culture of inclusion and diversity in which people feel free to discuss disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. We have developed a 'Disability and Equalities' policy in line with government guidance and this is regularly reviewed and developed.

Pupil Premium

Pupil premium funding is allocated to the school to support the children whose families are eligible for free school meals. We do encourage families to apply for this if they are eligible as the school receives a substantial amount of extra money which can be spent on staffing and resources to support children in their learning.

Our current Pupil Premium report is available on our website.

Sports Funding

This funding was allocated by the government following the 2012 Olympics to improve access to physical activity sport for all children. Some of the ways in which we use this money are:

- Up-skilling of staff – Cricket, Gymnastics and Yoga coaching sessions.
- Entry to sports competitions: Brighton and Hove Cross country(inc Medals), Brighton and Hove Athletics at Withdean, Small schools Tag Rugby, High 5 Netball at Patcham, Tri Golf, Quick sticks Hockey.
- Transport by mini-bus to competitions and sporting events.
- Renewal of sports equipment to replace old and worn out items, new storage bags, balls of various sizes, racquets, bats and sticks.
- Kit for Football and netball teams.
- Basketball hoops and rebound boards for the KS2 and possibly KS1 playgrounds.
- Playtime sports equipment to motivate and maintain interest in sport.
- Subsidising after school sporting clubs that would otherwise be too expensive for families e.g. Basketball
- Whole School Activity days – Trampoline Day, Skipping Day, Health and Fitness
- The installation of a new running track on the field.

INVOLVEMENT OF PARENTS

We are always keen to develop positive relationships and good communication with parents and carers from the beginning. We have regular assemblies, school masses and celebrations to which parents / carers are always invited; and coffee mornings / open mornings in the foundation stage.

Parent / teacher meetings are held three times a year and are usually very well attended. Our website is updated regularly with news and newsletters are circulated fortnightly. We also have a text messaging service for parents / carers which is proving to be extremely useful.

Staff are always available for a quick chat; parents can make appointments if they want to have a longer discussion. Parents are encouraged to discuss any concerns with the class teacher initially.

If there are more serious concerns, the school has a complaints procedure which clearly outlines the course of action to be followed.

Parents / carers are consulted regularly via questionnaires; views and suggestions are reported back and the school makes every effort to make changes where appropriate in response to these.

The Parent's Association (PA) works actively to support the school and the children. The money raised from their fundraising activities goes towards providing a variety of resources for the children.

EXTENDED SERVICES

We offer a variety of after school clubs which change regularly :

- | | |
|--|---|
| <ul style="list-style-type: none"> Breakfast Club After School Club Football Club Netball Club Computing Club Cycle Club | <ul style="list-style-type: none"> Basketball Club Dance Club Singing Club Drama Club Art Club |
|--|---|

BREAKFAST AND AFTER SCHOOL CLUBS

The breakfast club runs from 7.45 - 8.45 each morning and is staffed by our experienced play leaders. We also offer an after school club (L'After Club) which is privately run. Details are available on our website.

Breakfast club	£ 3 for 1 child, £2.50 sibling	7.45 – 8.45 am
L'After club	£10 per session	3.15 – 5.30pm

*Subsidised rates are available for eligible families

EDUCATIONAL VISITS

Visits to museums, local places of interest, farms, workshops and productions are a regular part of school life and make the curriculum rich and meaningful for the children. We do make a charge for these trips but make every effort to keep costs to a minimum. We regularly invite a variety of specialists (from poets to footballers!) to visit the school and share their lives and experience with the children.

Year six have the opportunity to take part in a residential trip each year. This provides opportunities for the older children to develop teamwork, social skills, independence and confidence.

SCHOOL UNIFORM

We consulted with parents regarding school uniform and the majority decision was to keep our current uniform including the white shirt and tie. The wearing of a uniform helps to develop a sense of community and belonging. It removes the need for parents to worry about what to buy for their children and encourages children to focus on their learning rather than their 'image'. We ask you to support us in this matter and to encourage children to take pride in wearing their uniform and looking after it.

Boys' Uniform	Girls' Uniform
Grey or black plain trousers (not combat or tracksuit type) Navy blue school jumper White shirt - short or long sleeves School tie Grey or black socks Black shoes (these can be plain, trainer type shoes without logos / stripes) Hot weather option: blue polo shirt (with	Grey skirt pleated or A line skirt/ pinafore or plain grey or black trousers. Navy blue school jumper White shirt / blouse School tie Grey, navy or black tights or white socks. Black shoes. Summer dress: blue / white check or blue polo shirt.
Boys' PE Uniform	Girls' PE Uniform
SJB t-shirt or plain white t- shirt Black or navy track suit bottoms or shorts Black plimsolls (FS / KS1), black plimsolls or black or white trainers (KS2)	SJB t-shirt or plain white t- shirt Black or navy track suit bottoms or shorts Black plimsolls (FS / KS1), black plimsolls or black or white trainers (KS2)

Buying School Uniform

Most items of school uniform are available to order online at www.sussexuniforms.co.uk/collections/stjohn-the-baptist ; skirts, trousers, shirts etc. can be bought from any store. To keep costs to a minimum, parents can buy the blue polo shirt with school logo from the website; or a plain blue polo shirt from any store. Extra items (e.g. rucksacks, coats etc can be purchased but these are optional. *Please make sure that all items of clothing are labelled, including ties and PE kits.

Physical Education (PE)

It is compulsory for all children to take part in PE lessons. They must be correctly dressed for this and cannot take part without the correct clothing or if they are wearing jewellery. This is a health and safety requirement.

Footwear

All children should wear 'sensible' black shoes during the school day. Trainer-type shoes may be worn but they should be completely plain, no stripes / designs or fashion logos. Children should have a pair of black plimsolls for PE (FS / KS1) and black plimsolls or a pair of black or white trainers for games / sports (KS2).

Jewellery

It is easier and safer all round if children do not wear jewellery at school. The only items of jewellery that can be permitted are small stud earrings and a watch (a quiet one please!). Please remember to remove these however, on PE days.

Staff cannot take any responsibility for items of jewellery that go missing. If you are considering having your child's ears pierced, please do so in the summer holiday and not during term time.

Hairstyles

Hairstyles should be in keeping with a uniform school – smart, neat and natural. Hair bands and hair accessories should be blue or white and not too prominent. Please do not send children to school with designer logos / coloured hair / street styles. This is just not appropriate for a primary school and often causes embarrassment for the child.

Morning Arrivals

Good attendance and punctuality are extremely important at SJB School and we monitor it very closely.

The blue side gate will be opened each day at 8.45 am and children will go straight to classrooms. A '5 minute reminder bell' will be rung at 8.50 and all children should be in class from 8.55am. The HT or DHT will be there to greet children from 8.40am.

We encourage children to say goodbye at the gate and go straight to their classroom. Parents who wish to have a quick word with the class teacher should do so before 8.50 am. For more detailed discussion, an appointment should be made by note or through the school office.

Morning Session: 8.55 -12.00 (KS2. 12.15)

Afternoon Session: 1.05 - 3.15 pm

The children have a 15-minute morning break and a 10-minute afternoon break. (15 minutes in KS1).

DISMISSAL

Reception and KS1 children wait in the classroom with their teacher until collected.

KS2 children should be dismissed from their classroom door; children who are walking home alone should have a permission slip

Mobile Phones (Y5 & 6) Children may bring a mobile phone but it must be left in the school office for the day.

Parents should ensure that staff are aware of any change in the collection arrangements for their child.

HOLIDAY AND INSET DATES 2020-21

AUTUMN TERM

Thursday 3rd September and Friday 4th September: INSET Days

Children return to school on Monday 7th September 2020

Half term: Monday 26th October – Friday 30th October 2020

Children return to school on Monday 2nd November

Christmas Holiday: Monday 21st December - Friday 1st January 2021

Children finish on Friday 18th December

SPRING TERM

Monday 4th January 2021: INSET Day 3

Children return to school on Tuesday 5th January 2021

Half term: Monday 15th February – Friday 19th February 2021

Children return to school on Monday 22nd February

Easter Holiday: Monday 5th April – Friday 16th April 2021

Children finish on Thursday 1st April

Monday 19th April: INSET Day 4

Children return to school on Tuesday 20th April

SUMMER TERM

Children return to school on Tuesday 20th April

Half term: Monday 31st May – Friday 4th June 2021

Monday 7th June: INSET Day 5

Children return to school on Tuesday 8th June 2021

Term ends: Friday 23rd July 2021

Please note that all holidays must be taken during the times when school is closed. As stated in our attendance policy and school prospectus, any holiday taken in term time will be recorded as unauthorised and the local authority will apply a fine for such holidays if this is deemed appropriate.

END OF KEY STAGE 1 & 2 ASSESSMENTS 2019

(no data available for 2020 due to Covid 19)

(SJB) St John the Baptist School (LA) Local Authority (NA) National Average


ARE: Met Age Related Expectations

ARE+ Exceeding Age Related Expectations

Please note: All percentages are 'rounded up'.

KS1 (29 pupils)	Reading ARE +	Writing ARE+	Maths ARE+	R W M Combined	Phonics Y1 Pass (28 Pupils)
SJB	66%	52%	62%	N/A	61%
LA	76%	70%	76%	N/A	80%
NA	75%	69%	76%	N/A	82%
Exceeding ARE	28%	17%	21%		N/A
LA	26%	14%	21%	N/A	N/A
NA	25%	15%	22%	N/A	N/A
KS2 (27 pupils-2 disapplied)	Reading ARE	Writing ARE	Maths ARE	SPG ARE	Rd Wr Ma combined
SJB	63%	74%	78%	89%	56%
LA	77%	81%	79%	78%	67%
NA	73%	78%	79%	78%	65%
Exceeding ARE	30%	11%	22%	52%	7%
LA	32%	19%	26%	33%	10%
NA	27%	20%	27%	36%	10%

WHAT THE CHILDREN SAY ABOUT SJB



We do lots of fund - raising things to help others.

Our school is a really happy place to grow

All our teachers are really fair.

If someone is feeling left out we help

The teachers listen and help us learn.

We do loads of exciting events.

We learn how to be a Christian.

You can choose from lots of clubs after school.

The school council helps us by letting the teachers know what we want.

I love our music lessons.

I've got lots of great friends at school.

Quotes from Ofsted Inspectors

- St John the Baptist is a good school... all staff have striven effectively to secure the atmosphere of high expectations.
- The pupils' keenness to succeed at school and in later life was demonstrated admirably in an awards assembly where they thoroughly enjoyed each other's successes. Such experiences make a significant contribution to pupils' good standards in speaking and listening, and good spiritual, moral, social and cultural development.
- Children make a good start to their schooling in the Reception class and achieve well. They settle happily into school because of good links with parents and carers and because of the strong nurturing environment.
- Proudly reflecting the Christian ethos of the school, staff and governors have welcomed the wealth of cultures and languages in the school. At the time of the visit, pupils were enthusiastically sharing the traditions of their own and each other's heritages as part of the school's annual 'international week'. The school actively promotes the fundamental British values of democracy, individual liberty, equality and freedom of speech. Pupils are very well prepared for life in modern Britain.
- Pupils behave well throughout the school day. They play happily together and take care of one another. Pupils wear their uniform with pride and take care of the resources they use. Regularly, through prayer and links with charities, pupils are enabled to help others less fortunate than themselves. Currently, this is through a focus on the plight of refugees.
- Parents value highly the way the school involves them in the education of their children and the ready availability of staff.
- Pupils make good progress in Key Stage 1; the proportion who achieve the expected standard in reading, writing and mathematics is regularly above that found nationally. Pupils make great progress during Key Stage 2 in reading, writing and mathematics; also achieving consistently above the national average.

Religious Education (RE) Inspection

We were delighted that nine out of the twelve categories were graded 'outstanding'
Inspectors noted the following:

- SJB is a caring nurturing school that embraces pupils of all abilities and cultures through strong home, school and parish links... the behaviour of the pupils is exemplary.
- The pupils' response to and participation in the school's collective worship is outstanding with the strong Catholic ethos of the school explicitly shining through...
- The strong sense of community is instantly realised by visitors to the school. Pastoral care is outstanding.

Examples of Parents' Comments to the RE Inspectors

The overwhelming majority of parents have a very positive view of the school. In a recent survey one parent wrote, *'I love the way the school involves parents in everything they do and that everything is explained clearly to the children.'*

St John's is a *'... very supportive school. Staff go out of their way to help parents, and staff are very understanding and kind ... It a wonderfully friendly and caring environment.'*