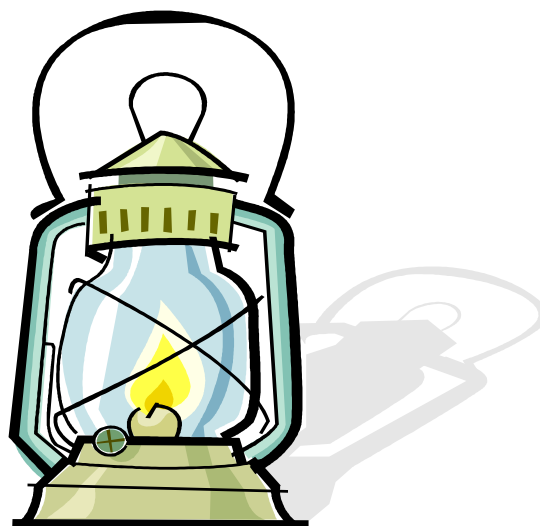




# St. Bede's Catholic Primary School & Nursery

## PROSPECTUS

2023/24




Canon Avenue  
Chadwell Heath, Romford  
Essex

RM6 5RR

Email address: [admin.stbedes@redbridge.gov.uk](mailto:admin.stbedes@redbridge.gov.uk)

School website: <http://www.st-bedes.redbridge.sch.uk/>

**“Shine like a Lantern in the presence of the Lord”**

Approved by:	Head Teacher	Date: 04 – 09 – 2023
Signed		
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

## MISSION STATEMENT

We are first and foremost a Catholic school; an extension of home and parish. Christ is at the centre of all that we do. We are proud of our Catholic Faith, which is taught and 'lived out' at our school. The Gospel teachings are explored throughout our day, and time is given to talk with God. This is evident in our prayerful worship and joyful celebration of the liturgy

People are 'key' to our hopes. We value their diversity. We aim to ensure that each person in our school moves forward in their development as a whole person, made in the image of Christ. We want our 'people', big or small, to grow in their love of God and of one another.

The curriculum is rich and varied. We look to develop everyone's knowledge, understanding and skills. We strive for high standards of learning and achievement: we aim for all children to reach their potential. We are open with children and parents about the progress that is being made; the cornerstone of our efforts must be high calibre teaching. We will invest in each person's future. Our school is a disciplined and caring environment where each individual has the right to feel valued for the person they are, and the person they will become.

## THE HISTORY OF ST BEDE'S CATHOLIC PRIMARY SCHOOL AND NURSERY

After the Second World War an infant school was established in St Bede's Parish. It was housed in the old church buildings, which is now the parish hall. Every morning after mass chairs had to be stacked away in order to clear the space for three classrooms. Pulling partitions across the hall created these classrooms and Mrs. Thomas, a Welsh Presbyterian, was responsible for this annexe. After completing their infant education most pupils transferred to SS Peter and Paul's in Ilford to continue their Primary Education.

In the early 1960's, when Monsignor Christopher Creede came to the parish of St Bede's, one of his main ambitions was to establish a purpose-built infant and junior school. This was achieved when the present school was opened on a previously derelict site on 10th January 1967 with five classrooms ready for use. The first headteacher was Sister Rosario of the Sisters of Mercy.

Two years later there were seven classes in use which then made it a complete Primary School.

In 1975 Sr Gertrude succeeded Sr Rosario as headteacher and following Sr Gertrude's sudden death Sr Joan was appointed in 1983.

In 1993 the community of the Sisters of Mercy and parents of the school raised funds to build a resource room and Deputy Head's office in the infant block and an extension to the staffroom in the junior block.

In 1995 Mrs McGrath was appointed the first lay headteacher of the school.

In September 1998 the infant school increased to two forms of entry. In September 1999 the middle school, Years 3 and 4, became two forms of entry and in September 2000 the upper school, Years 5 and 6 completed this expansion.

Three new classrooms were constructed to provide extra accommodation and a nursery block was also built.

In December 1999 an area of the school was remodelled to house an ICT suite and a specialist teaching area. In January 2004 further remodelling work took place including a new SEN suite, library, waiting area, middle and upper KS2 small teaching rooms, headteacher's office and a second outside play area for Reception.

In August 2006 the infant school was extended to provide an accessible toilet and a non-class based group room.

In August 2014 the existing Art/Technology room was remodelled into a school kitchen to meet the requirements of the Government's Universal Infant Free School Meals policy.

The school provides facilities to accommodate 420 pupils in the school and 15 or 30 hour places in the Nursery.

Mr Nott has been headteacher since September 2012. In 2018, Mrs Roberts became the deputy headteacher.

**ST BEDE'S SCHOOL CREED**

This, this is our school  
Let peace live here  
Let the room be full of contentment  
Let love abide here

Love of another  
Love of mankind  
Love of life itself  
And love of God

This, this is our school  
Let peace live here  
Let the room be full of contentment  
Let love abide here

**ST BEDE'S PRAYER**

Father in Heaven  
I give you today  
All that I think and do and say  
I give you good times  
As well as the bad  
The times when I am happy  
The times when I am sad  
Fill me with grace  
And make me strong  
With you at my side  
I won't go wrong

St Bede pray for us

Amen

## SAFEGUARDING

Keeping children safe in and out of school is vital. The school has a duty of care to its pupils: where we are concerned about a child's welfare, we are obliged to either talk to you about it or to other agencies. Each school has to have a Designated Safeguarding Lead (DSL). In our school, it is the Head Teacher. The Deputy Designated Safeguarding Lead is Mrs Roberts.

In most instances, we will talk with parents before making a referral to Social Care. However, this isn't possible if we believe to do so would put the child at risk of further harm.

All staff know that if they have a concern about a child's welfare, they must report it to the Head Teacher using an online recording platform called CPOMS - Child Protection Online Management System.

In our school, the most common cause for concern is that a child has reported they have been hit, sometimes with an implement. Being hit with an implement is an automatic referral to Social Care.

Other concerns that are likely to surface are being left home alone, being late to promptly collect on a regular basis, coming to school without breakfast or in dirty clothes.

If you have a concern about a child who attends our school, you are encouraged to share it with us. As with the children, we cannot promise to keep concerns raised confidential.

## ORGANISATION OF CLASSES

The school is able to admit up to 60 pupils in each year group and we offer 15 hour or 30 hour places in the Nursery.

## THE SCHOOL'S GOVERNING BODY

There are 12 governors.

### **Foundation Governors**

Mark Butcher (Chair), Mr G Matthew, Ms N Johnson, Mr Prince Osei-Mensah, Fr H Mobela, Mrs Licinia (Lucy) Fernandes and Mr John Delaney (7)

### **LEA Governor**

Vacancy (1)

### **Parent Governors**

Mrs S Heins and Mr B Lenkalapally (2)

### **Staff Governor**

Mrs A Dayson (1)

### **Headteacher Governor**

Mr G Nott (1)

Parent Governors are elected by the parents of the school and hold office for up to four years. If parent governor elections are to be held, all parents will be informed, invited to stand for election and be able to vote.

The minutes of all the governing body meetings are available online via the school website.

## CURRICULUM

### **Key Stage 1 (KS1) and Key Stage 2 (LKS2 and UKS2)**

From September 2014 we have followed the new National Curriculum Framework 2014, a copy of which is available in the Policies section on the School website.

Every school must provide a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school; and
- prepares pupils for the opportunities, responsibilities and experiences of later life

The school curriculum comprises all learning and other experiences that each school plans for its pupils. Every school must follow the National Curriculum but the National Curriculum forms only one part of the school curriculum for the education of every child; it is organised on the basis of twelve subjects.

There is time and space in the school day and in each week, term and year to go beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which exciting and stimulating lessons can develop pupils' knowledge, understanding and skills as part of the wider school curriculum.

All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice; this includes Relationship and Sex Education (RSE). Schools are also free to include other subjects or topics of their choice in planning and designing their own broad and balanced programme of education. The school curriculum by subject and academic year is published online.

In the Early years the children's curriculum is based upon them reaching the early learning goals. There are 7 different areas of learning, these are made up of Personal, Social and Emotional, Communication and Language, Physical Development, Maths, Literacy, Understanding the World and Expressive Arts and Design. The teachers create an inviting and engaging curriculum using the 7 areas of learning as a guide. The children having the opportunity to explore and investigate enabling them to promote their learning both indoors and outdoors.

### RELIGIOUS EDUCATION

Under the National Curriculum all schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

At St Bede's, pupils are given the opportunity to develop their knowledge and understanding of our Catholic beliefs, practices, traditions and values. The pupils are encouraged to develop their capacity to appreciate, respect and reflect on the Church as a community of believers, the sacraments, the worshipping aspects of the Christian community and the effects of belief in the way Christians live their lives. Pupils are also brought to an awareness of and respect for other faith traditions, in particular Judaism, Hinduism, Islam and Sikhism. We use the recommended Religious Education Scheme "Come and See" which combines doctrine, scripture, religious and moral practice. "Journey In Love" is taught alongside "Come and See".

### ENGLISH

We will develop pupils' spoken language, reading, writing, spelling, grammar, punctuation and vocabulary. Fluency in the English language is an essential foundation for success in all subjects. A high quality education in English will teach pupils to write and speak fluently so they can communicate their ideas and emotions and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. The main aim of the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through reading for enjoyment.

### MATHEMATICS

The programme provides an opportunity for pupils to develop their numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils will be taught to apply arithmetic skills to problem solving; understand and use measures; apply geometry and algebra; understand statistics collecting; presenting and analysing data; make estimates and check their work.

### SCIENCE

The National Curriculum for science aims to ensure that all pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics; develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer questions about the world around them and are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### ART AND DESIGN

The aim is to ensure that all pupils produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design, and know

about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

### COMPUTING (ICT)

The aim is to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems; can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.

### DESIGN AND TECHNOLOGY

The aim is to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world; build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, evaluate and test their ideas and products and the work of others and understand and apply the principles of nutrition and learn how to cook.

### FOREIGN LANGUAGE

The aim is to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, and discover and develop an appreciation of a range of writing in the language studied.

### GEOGRAPHY

The aim is to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time and
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork experiences; interpret a range of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps and writing at length.

### HISTORY

The National Curriculum for history will ensure that pupils:

- know and understand the history of these islands from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world; ancient civilisations; the expansion and dissolution of empires; features of past non-European societies and achievements and follies of mankind
- gain and deploy a historical understanding of terms such as 'empire', 'civilisation', 'parliament', 'peasantry'

- understand historical concepts using them to make connections and draw contrasts, analyse trends, frame questions and create their own structured accounts, including written narratives and analyses
- understand methods of historical enquiry, and
- gain historical perspective putting their knowledge into different contexts, understanding connections between local, regional, national and international history; cultural, economic, military, political, religious and social history, and between short and long term timescales.

## MUSIC

The aim is to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence, and
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## PHYSICAL EDUCATION

The aim is to ensure that all pupils develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy active lives.

## READING

- Pupils have access to a wide range of books, including a range of multi-cultural readers, which give the pupils an opportunity to browse, select and develop personal taste in reading.
- Group reading sets are used to meet the specific interest of each class and provide selected information related to topic work and age groups.
- All pupils follow a reading scheme and are given books at their own reading level to read at home on a daily basis.

We use Oxford Reading Tree as one of our core reading scheme and supplement this with books from many sources.

The UK's number one reading programme has taught millions of children to read. With systematic phonics at its heart, Oxford Reading Tree's well-loved characters, breadth and unrivalled support give you everything your children need to become confident and motivated readers.

More information can be obtained through Oxford Owl's website:

<https://www.oxfordowl.co.uk/for-home/find-a-book/read-with-oxford/>

- We have visits from book fayres in which both parents and pupils can buy the latest publications and also a number of author visits each academic year.

## DISABILITIES

1. Pupils with disabilities can access the school by ramps which are provided to enable wheelchair access throughout the school premises. There are accessible toilets in both infant and junior buildings.
2. A hard copy of the School's Accessibility Plan can be obtained online via the school website.
3. The Governing Body reviews and reports annually on the allocation of available resources and the success of the school in meeting special educational needs. In doing so, Governors will have



regard to the Educational Needs and Disability Code of Practice 2014 (effective from 1<sup>st</sup> September 2014) and the Equality Act 2010.

Further information can be found on our website in the SEND Information Report and in the SEND section of our website.

## INCLUSION

Catholic means "universal" and it is part of the Catholic belief that all things lead us to God.

Accordingly, at St Bede's the pupils are encouraged to have a deep respect for and awareness of the beliefs and customs of people of other faiths, especially those represented in our local community or at appropriate times through other subject areas e.g. History, Geography.

Within our school pupils come from a variety of different cultural backgrounds, either as first or second generation. This enhances our school and the pupils are encouraged to appreciate the unique riches of their own and others' backgrounds. The awareness of ourselves as a multi- cultural society is reflected throughout the "Come and See" programme studied in the school.

Our cultural calendar incorporates other faiths, cultures and religions.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

As a staff, we focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity. The identification of Special Educational Needs is built into our overall approach to monitoring the progress and development of all pupils.

We work in close partnership with parents and carers to identify and break down possible barriers to learning so that all our pupils experience success. Parents and carers are invited to regular review meetings and pupils play a central role in setting and reviewing targets.

We follow the Educational Needs and Disability Code of Practice: 0 to 25 years 2014 which forms part of the Children and Families Act 2014.

The school's Local SEND Offer may be viewed at

<http://find.redbridge.gov.uk/kb5/redbridge/fsd/disabilities.page>.

## ATTENDANCE

We must indicate in the attendance register whether an absence is authorised or unauthorised. This requirement (and, therefore, that also relating to the publication of information about attendance) applies to all pupils. Please inform the school office, extension 1, if your child is unable to attend school, and it is vital that you advise of any absence in writing on return to school. If we have no explanation for the absence it is considered unauthorised and as such a cause for concern and noted on your child's record. Lateness is also an unauthorised absence and may be recorded as such.

No holiday during school time will be allowed to comply with national guidelines. Exceptional circumstances may be granted.

Medical/dental appointments should typically be arranged before or after school and parents are encouraged to do this wherever possible. Again advance notification of any absence is essential.

## DISCIPLINE AND PASTORAL CARE

Responsibility for good order and discipline within the school community rests with the Head teacher and staff who together are concerned with the welfare, well-being and safety of all pupils. Discipline is firm but fair, impressing on the pupils a respect for others and a feeling of stability. Whilst each teacher has a special responsibility for their class, all staff share in the pastoral care of the pupils. The school also offers the services of a qualified counsellor to provide emotional support to children in school.



## HOMEWORK

We believe parents are the most important people in their child's development and pupils whose parents are involved with their education usually make consistent progress throughout their school life. Homework encourages parents to work with their children and ensure learning in the classroom can be reinforced at home. The amount of homework and its purpose change as a pupil progresses through the school.

## SCHOOL UNIFORM

Please refer to the Uniform Policy for guidance. We value a strict uniform policy highly at our school. Consistency with uniform allows pupils to concentrate on their learning without the distraction of wearing clothes, hairstyles etc which separates them from their peers. It also provides all pupils with a sense of belonging and pride in our school.

**All parents/carers pupils are expected to give their full unreserved and positive support for the uniform policy of our school.**

**We believe that parents have a duty to send their children to school correctly dressed (clothes and hair) in accordance with our school uniform policy.**

## HOME-SCHOOL PARTNERSHIP

Links between the home and the school are very important. We feel that parents and teachers must work in partnership in order to serve the pupil. In school we have tried to develop a number of ways in which these vital links can be made.

In the two weeks before the pupils start in the Nursery the teacher and a member of the support team visit every home to meet the parents, and more especially the pupils, in their home environment. This is of great value as quality time is spent with both parent and pupil. Once they begin in the Nursery the teacher in charge communicates information via a weekly newsletter. This continues until autumn half term in Reception and by then a wealth of guidance has been conveyed.

## MEETINGS

The Headteacher very much enjoys meeting with parents. Should you require a meeting with the Head teacher please contact the school office. Parents can arrange an appointment to speak with a teacher by telephoning the school.

Parents are requested to make appointments through the school office if they wish to see a teacher. For safeguarding reasons, parents are requested **NOT** to enter the classroom uninvited.

## WORSHIP

The involvement of parents in the Parish Eucharistic Programme is vital in the pupils' preparation for receiving this Sacrament. In school we support both this programme through the "Come and See" scheme of work and the New Curriculum Directory. We foster very strong links between Home, School and Parish; the pupils are prepared for their First Holy Communion in the Parish, usually in year 3. We have School Mass in the Church at the beginning of each term. Liturgies and quality time with Fr Sean take place in school during term time.

## COMMUNICATION WITH PARENTS

### **Parents' Consultation Meetings**

We hold two consultation evenings during the year when parents have an opportunity to meet their child's new teacher and discuss their child's progress to date either online or in person.

At the end of the Summer Term parents will receive a written report about their child's performance during the year. They can also discuss their child's report by appointment with the class teacher.

Each Friday a letter is written by the Headteacher and is circulated to all families and governors of the school. A copy is also available on the school website together with copies of all letters sent out to parents over the course of the school year. This is an invaluable way of keeping the "lines of communication" open to everyone. Events, news and notices of all kinds can be shared quickly and efficiently.

## HOME/SCHOOL READING SCHEME

The school operates a home/school reading scheme. This means your child will bring home reading books regularly. We also have an on-line reading resource called “Bug Club” which provides easy access to books at your child’s level. We would hope that you share the books with your child. There is a reading record book for you to comment on how your child is reading.

At St. Bede’s, our families are encouraged to work in partnership with their child’s class teacher by supporting regular reading at home. Each child should read for ten minutes five times a week with an adult at home; the adult is encouraged to record comments on the child’s reading record book. The ‘Reading Record’ is maintained throughout the school (Reception from Summer Term) where all adults hearing the child read will record the progress made with the book and teaching staff will communicate how the child is getting on and what to do to develop his/her reading skills further. The reading record book is monitored weekly by the reading set teacher to acknowledge that regular reading at home has taken place. Children who are not reading regularly at home are then monitored by the English Leader.

Each classroom across the school displays a ‘Reading at Home’ reward chart. Every child who reads at least five times at home each week is awarded a reading sticker to display on their classroom chart.

A new target is set every half term by the child’s reading teacher and recorded in the reading record book so that the children are clear about what their next steps are in order to progress. This also allows parents to work on this target with children at home during that half term. Children’s reading set teachers will monitor the progress of this target and new targets will be set if the child has achieved this.

## COLLECTION FROM SCHOOL

There are no laws around age or distance of walking to school alone. A families’ guide to the law states:

*‘There is no law prohibiting children from being out on their own at any age. It is a matter of judgement for parents to decide when children can play out on their own, walk to the shops or school.’*

Notwithstanding the above, we at St Bede’s have a duty of care for our pupils although we are not responsible for them in their journey to and from school.

At our school, we recommend that all children before the summer term of Y5 should be collected by a nominated adult; this may be a person of 14 years or more, but we recommend that it is a person of 16 years or more.

If a child in the summer term of Y5 or during Y6 is to walk to or from school alone we ask that the parents inform us of this in writing: an unaccompanied walk must be no longer than 20 minutes and a bus ride no longer than 30 minutes. We recommend that children do not walk home alone following after school activities October through to March when the evenings are darker.

The local education authority have a protocol for children who remain uncollected long after school has finished. The school is to contact Social Care, who will direct them to liaise with the police.

**Should we have a concern about the arrangements for a particular child we will refer the matter to Social Care for advice and support.**

## ACCIDENTS AND EMERGENCIES

If your child is taken ill at school or has an accident, it may be necessary to contact you urgently.

**Please make sure that you keep the school office informed of any change of address, telephone numbers, place of work, hours of work, email and work telephone numbers. New parents will be asked to fill in a form which asks for this information. Please note mobile telephone numbers alone are not sufficient on these occasions. We must have two emergency contacts for each child.**

## MEDICINES IN SCHOOL

Medication is not typically brought into school. However, if your child has an ongoing medical condition that requires regular medication during the school day or in the event of an emergency, then arrangements for administration must be agreed by the parent and school. These arrangements will be recorded within an agreed care plan, signed off by the school nurse. Where children have such medication, two sets must be provided. One set will be kept in the classroom and the other in the School Office. If your child has been recently diagnosed with a medical condition, please make an urgent appointment to meet with the SENDCO so that any issues can be discussed and a care plan written in consultation with the School Nurse. The majority of classroom support staff are First Aid trained.

## FREE SCHOOL MEALS AND PACKED LUNCHES

Every pupil in reception, year 1 and 2 is entitled to free school meals under the Government's Universal Infant Free School Meal programme. This year, children in Y3 to Y6 are entitled to a free school meal following intervention by the London Mayor. However, there are many families in our community who could also be entitled to free school meals but are not registered to receive them. We need to make sure that our school receives all the government funding to which it is entitled – this is called pupil premium and is worth approximately £1300 for each eligible child - so that we can provide your child with the best education and support.

**It is important that parents/carers continue to register pupils who attract pupil premium regardless of whether or not they automatically receive infant or other free school meal entitlement.** Pupil premium free school meals are awarded to pupils whose parents/legal guardians receive certain financial assistance. If you are successful in claiming for this, please give a copy of the confirmatory paperwork to the school office as soon as you receive it.

Registering is confidential, while taking up the free school meal is recommended, it is not compulsory but a child may also receive additional help as a result of being registered e.g. with the cost of music lessons, school trips and other specific activities that the Head teacher or governors may determine is reasonable in the circumstances.

For more information regarding free school meals and to register visit [www.redbridge.gov.uk/freeschoolmeals](http://www.redbridge.gov.uk/freeschoolmeals).

If you prefer your child to bring a packed lunch from home, this should provide healthy food which could include a sandwich or alternative, salad, piece of fruit or yoghurt and a pure fruit drink or water. Please do not include fizzy drinks or sweets in packed lunches.

## CHARGES AND REMISSIONS

A voluntary contribution is requested to cover transport and admission or other costs for school trips.

Music tuition charges are invoiced each term by the School on behalf of Redbridge Music School. Fee remission is available for those children on Free School Meals. We use Tucasi for all trips/events/music tuition, which is an online cashless pay system.

For full details of all charges and remissions in every area, please see the Charging and Remissions Policy on the school website.

## SCHOOL PRODUCTIONS

All classes present an assembly for the school community.

In addition,

- Nursery and Reception each present a Christmas Nativity.
- Year 1 and 2 present a carol concert.
- Year 4 present their portrayal of the Easter Story at the end of the Spring Term.
- Year 5 lead a Pentecost Service
- Year 6 present a summer leavers' production

There are also Christmas and Summer Music concerts, with participants from the choir and instrumentalists within the school.

## ST BEDE'S PARENTS' ASSOCIATION

All our Home-School initiatives are supported by a very good parents' association ("the PA"), which welcomes and encourages every parent as a member. As well as supporting our work in school, the PA organise functions and social occasions for our pupils and their families. They promote friendship between staff and parents, and are active in the field of fund-raising in order to purchase many important items of equipment for the school. An annual subscription of £5 is requested from every family.

The Annual General Meeting of the Association is held in October each year when the Committee is elected to serve for the ensuing year. The Committee meets regularly to plan and administer the Association's affairs.

The aims of the Association are to:

- co-operate with the staff in promoting the interest of the pupils;
- provide additional items for the school; and
- organise social functions for the families of our pupils.

### SCHOOL DEVELOPMENT FUND

All parents of pupils attending St Bede's School are invited to subscribe to the St Bede's School Development Fund and the suggested contribution is £60 per year per family, which can be paid annually (£60), termly (£20) or monthly (£5). For new families, whose eldest pupil is in Nursery, there is a contribution of £30 per year which can be paid as a one-off payment or termly (£10). If the Nursery pupil is successful in obtaining a Reception place, the contribution will increase to £60 per year as detailed above.

Contributions to St Bede's School Development Fund are entirely voluntary. However, this fund is very important as it enables works to be undertaken in the school which benefit all pupils. Families are asked to Gift Aid their contributions; the school benefits as Gift Aid increases the value of your donations at no extra cost to you. If you are a UK tax payer and Gift Aid your School Development Fund contribution, whenever you make a payment school can reclaim the basic rate of tax on your donation – that's a massive 25p for every pound that is given.

### CHARITIES

Special collections are made after school events and all donations are given to charities including the Brentwood Catholic Children's Society, St Francis' Hospice, SENSE (a Deaf and Blind Charity), Comic and Sports Relief and CAFOD.

### SECONDARY TRANSFER

Our Year 6 pupils' transfer to secondary schools is made as smooth as possible by close liaison with the secondary schools and visits by parents and the pupils themselves.

All parents living in Redbridge have the opportunity for their pupil to enter one of the two remaining Grammar Schools in Redbridge. Such children have to sit a Selection Procedure Exam.

### MUSIC ~ INSTRUMENTAL TEACHING

Opportunities exist for pupils to learn an instrument from Year 3. At present we offer guitar, cello, clarinet, keyboard, trumpet and violin. Tuition fees are paid by parents. Payments are made on a termly basis to the School (see charges and remissions above) although families are asked to commit to their child's music tuition for a whole academic year. We invite pupils learning an instrument to perform at school assemblies and musical ensembles and expect them to practise their instrument. Instruments can be loaned from the Redbridge Music School and further information will be provided to families of children who start to learn an instrument.

### CLUBS

In addition to lessons a variety of clubs are offered outside the normal school day. The junior pupils also take part in fixtures, track events, dance festivals and various external music concerts.

### TUTORING

Free after school lessons are provided for those children who would benefit from a boost to make the next level of attainment in year 2 and 6.

### HOUSE SYSTEM

Upon entry to the school all pupils are placed into a House in which they stay for the duration of their time at St Bede's. The four houses are St George, St Patrick, St David and St Andrew. Children can earn 'Lanterns' for themselves and their House.

### PREFECTS

We encourage independence and initiative at all stages of a pupil's development. Some of our Year 6 pupils act as prefects, helping our staff in a variety of ways throughout the school.

## PHOTOGRAPHS

Photographs are taken in the Autumn Term (individuals) and in the Summer Term (class). Costs vary and buying of photographs is optional.

## PARKING

Along with other schools in the Borough we do experience serious parking problems. For the safety of our pupils, cars are not permitted into the school grounds at any time. We ask you to park courteously and with care, observing the Highway Code and being respectful to our immediate neighbours (by not blocking driveways etc), so that we maintain good relations with the community in which we live. We are part of the borough's Walk to School plan and all families have been invited to walk all or part of the way to school during 'Walk to School Weeks'. We have a plan whereby families are asked to make an effort once a week to walk all or part of the way.

## BICYCLES/SCOOTERS

We have storage for a number of bicycles/scooters.

## MOBILE PHONES

Children who are permitted to walk to and from school alone may keep a mobile in their book bag. The phone must be turned off during the school day. The school accepts no responsibility for loss or damage to the phone.

## LINKS WITH THE COMMUNITY

We are fortunate to have visits from police officers, road safety officers, fire officers and charities such as the Brentwood Catholic Children's Society, CAFOD, members of other faiths, local business people and staff and pupils from neighbouring schools. When our own parents come to talk to the pupils an added dimension is lent to the occasion.

## DOCUMENTS AVAILABLE FOR INSPECTION

There are a number of documents and policy statements, which are available on the school website or from the school office. The school office is open from 9am to 4pm but it would be most helpful if you could give prior warning of a particular document which you wish to see. If you want to have a copy of the document, then we may need to make a charge to cover the cost of photocopying. Charges are set out in our Data Protection Policy and/or our Charging and Remissions Policy, both available on the school website.

## COMPLAINTS

On the very rare occasion when parents have a grievance they should take it up with the class teacher in the first instance and then with the Headteacher. If these meetings do not resolve the complaint the Headteacher will inform parents of the formal procedures they may undertake.