



"If you can believe, all things are possible to those who believe."

Mark 9:23



St Ann's Church of England Primary School

Prospectus 2026-27

The information contained within this booklet relates to the school year 2026-27. However, it should not be assumed that there will be no change affecting the relevant arrangements or some other matter particularised:

- a) before the start of, or during the school year in question, or*
- b) in relation to the subsequent school year*

Message from the Headteacher

As the Headteacher of St. Ann's, it is both an honour and a privilege to lead our vibrant learning community, which is part of The Three Saints Academy Trust. Our pupils are a true delight—enthusiastic, motivated, and eager to learn.

At St. Ann's, we offer a knowledge-rich curriculum that nurtures curiosity and creativity, igniting a lifelong passion for learning. We cultivate an understanding of God, foster relationships with one another, and encourage self-awareness, helping our pupils become self-confident, resilient, and articulate learners with high aspirations.

We pride ourselves on providing a broad range of curricular and extra-curricular opportunities, where life skills, individual talents, and interests are developed, creating lasting memories along the way.

Our commitment to a safe and stimulating environment ensures that the happiness, health, and well-being of our pupils are always our top priorities. We are fortunate to have a highly skilled and dedicated team of staff who strive to meet our high standards for the benefit of every pupil, supported by a proactive School Committee and Board of Directors.

We firmly believe that education is a partnership between home and school. We look forward to collaborating with you to ensure that your child is happy, experiences success, reaches their full potential, and is well-prepared for the next stage of their education.

School Vision

'Together, we aim high; with God's love, we can fly'

'...But those who trust in the Lord, they will find new strength. They will soar high on wings like eagles...' Isaiah 40:31

School Aims

1. Education for wisdom, knowledge and character, promoting tolerance and respect.
2. Serving all God's children in partnership with the community to unlock gifts.
3. Nurturing the whole child in faith and values; promising life in all its fullness.

In formulating the school vision and aims, children, staff, parents and governors of the school were consulted.

Christian Values

At our school, we actively promote a set of twelve Christian values: compassion, endurance, courage, justice, thankfulness, trust, peace, service, wisdom, forgiveness, friendship, and hope. These values, alongside the fundamental British Values, form a strong foundation for

our pupils' personal development. Together, they shape their character and prepare them to thrive in modern Britain.

The History of Our School

Nestled in the heart of Rainhill Village, directly opposite St. Ann's Church, our school has a rich history dating back to 1840. The original St. Ann's School, now known as the St. Ann's Millennium Centre, has been a cornerstone of education for children in Rainhill and the surrounding areas for generations.

Our current building has evolved over the years, originally serving as separate Infant and Junior schools until 1982. The construction of our school occurred in three distinct phases:

- The Infant section was built in 1933.
- The Upper Junior section followed in 1963.
- The Lower Junior section was completed in 1970.

This phased development has resulted in varied classroom layouts that reflect different educational trends over the decades.

In recent years, we have undertaken significant renovations to ensure our facilities meet the demands of 21st-century education. Our school now features dedicated playgrounds for Early Years and Key Stages 1 and 2, as well as a spacious grassed area equipped with a trim trail and a woodland area for exploration and play.

We are committed to continuously enhancing our outdoor facilities, seeking innovative ways to enrich the learning environment for our pupils year after year.

The Three Saints Multi-Academy Trust

In August 2015, St Ann's converted to an Academy as part of a Multi Academy Trust called The Three Saints Academy Trust. Whilst different in dynamics, all schools in the Trust share a similar ethos, at the heart of which are the Christian Values.

Visit the academy website at: www.three-saints.org.uk

The Three Saints Academy Vision

"If you can believe, all things are possible to those who believe."

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The Three Saints Academy Aims

In line with its Christian values, The Three Saints Academy Trust creates belief in all by:

- Creating nurturing relationships built on trust, care and respect
- Instilling a love of learning, through fun and memorable experiences
- Having high expectations in all we do

- Providing an environment of opportunity where all can grow and succeed

Admission to the School

After the admission of pupils with an Education, Health and Care Plan which names St Ann's and where there are more applications than places available, the Directors of the Trust will apply the following over-subscription criteria.

- (1) Looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- (2) Children who have a brother or sister at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters or a child of the parent/carer's partner, and in every case, who is living at the same home address and is part of the same family unit.
- (3) Children whose parent(s) regularly attend a Church of England church. (A parent is any person who has parental responsibility or care of the child.) Regular attendance shall be defined as public worship for at least once a month and for at least 2 years before application. This would need to be confirmed in writing by a member of the clergy or a church officer and submitted by the parent with their application form.
In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.
- (4) Children whose parent(s) regularly attend another Christian church that is a member of Churches Together in Britain and Ireland (www.ctbi.org.uk) or a place of worship which is associated with the UK Interfaith Network (www.interfaith.org.uk). (A parent is any person who has parental responsibility or care of the child.) Regular attendance shall be defined as public worship for at least once a month and for at least 2 years before application. This would need to be confirmed in writing by a member of the clergy or a church officer and submitted by the parent with their application form.
In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.
- (5) Other children.

Definitions

A looked after child is a child who is ((a) in the care of a local authority, or (b) is being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989). A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

Applications must be supported with appropriate evidence that the child has been adopted from state care.

A 'previously looked after child' is a child that ceased to be looked after because they were adopted, became subject to a child arrangements order or special guardianship order. This includes children who appear to the Trust to have been in state care outside of England but ceased to be so because they were adopted.

Home address is the confirmed address (before allocation procedures begin) where the child and parent, or person with parental responsibility, normally live. If you are separated and your child spends time at each parent's address, the address we shall use is that of the main carer. We use the address of the parent who is in receipt of child benefit for this. It may be necessary for the Trust to carry out checks to confirm that addresses given are genuine. You may, therefore, be asked to produce documentary evidence of your child's address e.g. Council tax or utility bills.

Please note: Any change in your home address after you have completed the application form must be notified to the Admissions Section and supported by documentary evidence. Similarly, if you are unsuccessful in your application for your preferred school(s) and subsequently move address, you should notify the Admissions Section as this may affect your child's position on the waiting-list(s).

'Distance' means the distance drawn in a straight line between the centre point of the home address to the centre point of St Ann's.

Tie breaker

In the event of any over-subscription in the number of applications made under any of the categories above then the Admissions Committee will offer places first to children whose family home is nearest the school. The measurement shall be done by the Local Authority in a straight line using a Geographical Information System (GIS) based on Local Land and Property Gazetteer (LLPG) data and the National Grid co-ordinates for the family home and the school.

Where the tie break does not distinguish between applicants e.g. children living in the same block of flats random allocation will be used. This will be done by drawing lots and supervised by someone independent of the school.

Inclusion Policy Statement

At St. Ann's, we are committed to overcoming all barriers to learning and raising standards in all aspects of school life.

We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils.

We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and by nurturing an understanding of difference with our staff and children.

The school strives to establish inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, governors and parents alike.

Safeguarding Policy Statement

At St. Ann's Church of England Primary School, we are unwaveringly committed to safeguarding the welfare of our pupils. We firmly believe that every adult who interacts with our pupils has a duty of care to protect and promote their well-being.

To uphold this commitment, we implement the following measures:

1. **Rigorous Recruitment and Selection Procedures:** We ensure that all adults who work with or on behalf of our pupils undergo thorough vetting processes to confirm their suitability.
2. **Comprehensive School Policies:** Our safeguarding policies are designed to align with statutory guidelines, including the Children Act of 1989 and 2004, the duties imposed by Section 175/157 of the Education Act of 2002, as well as the latest guidance from *Working Together to Safeguard Children* and *Keeping Children Safe in Education*.
3. **Regular Continuing Professional Development (CPD):** We provide ongoing training opportunities for all staff to ensure they are competent, confident, and well-informed about safeguarding practises.

While the Family Support Worker holds day-to-day responsibility for safeguarding, the overall responsibility lies with the Headteacher. This clear delineation of roles ensures effective oversight and accountability in our safeguarding practises.

This policy statement should be read in conjunction with other related policies within the school to provide a comprehensive framework for safeguarding.

Access for All

At St. Ann's Church of England Primary School, we are dedicated to ensuring fair and equal treatment for all pupils. We believe that every child has an inherent right to receive an education that is free from discrimination, bias, and undue advantage. Our commitment to this principle is reflected in the following areas:

Culture: We foster an inclusive and supportive environment that celebrates diversity and promotes respect among all members of our school community.

Policies: Our policies are designed to uphold equality and inclusivity, ensuring that every pupil's rights are protected and valued.

Curriculum: We provide a broad and balanced curriculum that is accessible to all pupils, tailored to meet diverse learning needs and promote engagement.

Practices: Our teaching practices are rooted in inclusivity, ensuring that every pupil is given the opportunity to thrive and reach their full potential.

Resources: We allocate resources thoughtfully to support equitable access to learning opportunities for all pupils, including those from disadvantaged backgrounds and those with special educational needs.

We encourage parents who require assistance with any information disseminated from the school to reach out to the school office. Our staff are always available and happy to provide support.

Classroom Organisation

At St Ann's Church of England Primary School, pupils are primarily taught in mixed-ability classes. Each class teacher is responsible for implementing the curriculum tailored to the unique needs of their pupils, aligning with the curriculum intent outlined in our long-term plans. To ensure a consistent approach across year groups, teachers collaborate closely with the subject lead and colleagues from parallel classes during the planning process.

Instruction may take place in various formats, including whole-class teaching, small group sessions (either within the class or across the cohort), or individualised support, depending on the learning objectives and needs of the pupils.

In addition to the general classroom instruction, specialist teachers deliver lessons in specific subjects throughout the week. This typically includes Music, Modern Foreign Languages, and Physical Education, enriching the pupils' educational experience.

Staffing Structure

Personnel	Role
Mrs Laura Rynn	Headteacher Senior Leadership Team Designated Safeguarding Lead PP & LAC Designated Teacher RE & Christian Distinctiveness Lead
Mrs Yvonne Hartley Clegg	Deputy Headteacher Senior Leadership Team Lead Practitioner for Teaching & Learning English & Phonics Lead Deputy Designated Safeguarding Lead Induction of ECTs Y6 Class Teacher
Mrs Emma Preston	Assistant Head Senior Leadership Team EYFS & KS1 Lead SEND/CO EYS-Y3

	Induction of ECTs EYs Class Teacher
Miss Charlotte Foster	Assistant Head Senior Leadership Team KS2 Lead Maths Lead Personal Development & Wellbeing Lead Induction of ECTs Y5 Class Teacher
Mrs Laura Crowther	Family Support Worker Middle Management Team Deputy Designated Safeguarding Lead
Miss Kristina Buckley	TLR SENCO Y4-Y6 Y6 Class Teacher
Mr James Evans	Y5 Class Teacher
Mrs Michaela Grace	Y5 Class Teacher
Mrs Georgina Green	Y4 Class Teacher ECT (first year)
Mr Tom Harrison	Y4 Class Teacher
Miss Chloe Johnson	Y3 Class Teacher
Mrs Heather Magee	EYs Class Teacher
Miss Lucy Mulcahy	Y2 Class Teacher ECT (first year)
Mrs Beth Mulligan	Y3 Class Teacher
Miss Katy O'Shea	Y2 Class Teacher
Miss Emily Stone	Y1 Class Teacher ECT (second year)
Miss Phoebe Swift	Y3 Class Teacher
Mrs Kayleigh Thomson	Y1 Class Teacher NWLP ITT Mentor
Mrs Michelle Tyrer	Teacher
Mrs Maria Connolly	Bursar/Business Manager Middle Management Team
Mrs Amanda Collingwood	School Administrator
Mrs Elaine Taylor	School Administrator
Miss Emma Marsh	Computing Support
Mrs Beverley Allcock	L3 Teaching Assistant Midday Supervisor
Mrs Claire Bayley	L2 Teaching Assistant
Mrs Caroline Brophy	L2 Teaching Assistant Midday Supervisor
Mrs Bev Cain	L2 Teaching Assistant Midday Supervisor
Miss Carolyn Eccleston	L2 Teaching Assistant
Ms Kayleigh Hoult	L2 Teaching Assistant

Mrs Sandra Ince	L2 Teaching Assistant
Mrs Melanie Kavanagh	L2 Teaching Assistant Midday Supervisor
Miss Kerry Palmieri	L2 Teaching Assistant
Mrs Vicky Preston	L2 Teaching Assistant
Mrs Jacqueline Slater-Crawford	L2 Teaching Assistant
Mrs Janet Smith	L2 Teaching Assistant Midday Supervisor
Mrs Lyndsey Stephenson	L2 Teaching Assistant
Mrs Caroline Twist	L2 Teaching Assistant Midday Supervisor
Mrs Lisa Quiggin	L2 Teaching Assistant
Mrs Zoe Warrilow	L2 Teaching Assistant Midday Supervisor
Mrs Charlene Dayltse	Midday Supervisor
Mrs Janette Chappel	Cook
Mrs Gillian Critchley	Catering Staff
Mrs Laura Devery	Catering Staff
Mrs Janet Fishwick	Catering Staff
Mr Andrew McCrea	Site Manager
Mrs Dilanthi Fernando	Cleaning Supervisor
Mrs Laura McCulloch	Cleaner
Mrs Tracey Wilson	Catering Staff Cleaner

The Curriculum

At St Ann's, our curriculum is deeply rooted in our distinct Christian vision: **"Together we aim high; with God's love we can fly!"** This guiding principle shapes every aspect of life at our school, ensuring that our educational approach reflects our values and aspirations.

The Lunar Curriculum

Our Trust's curriculum, known as the **Lunar Curriculum**, embodies an ambitious pedagogical approach to teaching and learning. It is designed to be relevant to the local context of our community while fostering high expectations for all pupils. The key aims of the Lunar Curriculum are:

Develop Life Skills: Cultivating a lifelong love of learning.

Grow Understanding: Fostering knowledge of God, ourselves, each other, and the world.

Nurture Curiosity and Creativity: Stimulating imagination and expanding knowledge.

Cultivate Aspiration: Encouraging motivation and self-belief.

Instil Resilience and Independence: Promoting personal attributes essential for success.

The purpose of the Lunar Curriculum is to equip pupils with the relevant knowledge and essential personal, learning, and thinking skills necessary for future opportunities, responsibilities, and experiences. Our pupils are nurtured to become:

Independent Enquirers

Creative Thinkers

Reflective Learners

Team Workers

Self-Managers

Effective Communicators

The principles of the Lunar Curriculum (detailed on our Trust website) ensure that pupils appreciate human creativity and achievement, incorporating “the best that has been thought and said.”

Our curriculum is broad and ambitious, with high expectations for subject-specific knowledge, skill development, and vocabulary acquisition. It is meticulously constructed to ensure that all pupils gain cultural capital. This is achieved through:

- A comprehensive range of subjects.
- A commitment to exceeding the national curriculum requirements.
- An extensive extra-curricular offer that nurtures the whole child.

Additionally, our curriculum promotes social and moral understanding of key issues relevant to modern Britain, including explicit links to fundamental British values, equality and diversity, global issues, and children’s rights. Weekly PSHE lessons support pupils’ personal, social, health, economic, mental health, and moral development, particularly significant in light of recent events.

All pupils across both key stages benefit from a broad curriculum, with increasing depth as they transition into Key Stage 2. Our leaders and teachers are ambitious for all pupils and successfully adapt the curriculum for our most vulnerable learners, including those with SEND. This ensures that every pupil develops the knowledge, skills, and abilities to apply what they know with increasing fluency and independence, making strong progress from their starting points.

Class teachers are responsible for delivering the full range of National Curriculum subjects, with the exception of MFL, Music, and some PE, which are taught by subject specialists. Our collaboration with Directors, leaders, and teachers from the Trust, alongside high-quality CPD provided by subject leaders, has significantly enhanced staff expertise.

English

At St Ann's Church of England Primary School, we believe a quality English curriculum fosters a love for reading, writing, and discussion, preparing pupils to be successful, valuable, and socially responsible citizens. Our curriculum aligns with the National Curriculum for English 2014, ensuring all pupils:

- Read easily, fluently, and with understanding.
- Develop a habit of reading widely for pleasure and information.
- Acquire a broad vocabulary and understanding of grammar.
- Appreciate a rich literary heritage.
- Write clearly and coherently for various contexts and audiences.
- Engage in discussions to elaborate and explain their ideas.

- Become competent in speaking and listening, including formal presentations and debates.

These aims are integrated throughout our English lessons and the broader curriculum, providing a clear pathway for skill progression.

Early reading is supported through the Read Write Inc programme, with regular training for staff to promote strong progress and a love of reading. Pupils participate in small group and whole-class comprehension lessons using high-quality texts, where teachers model and assess reading skills.

Our writing curriculum employs a book-led approach, using high-quality texts to provide context and purpose for writing. Grammar is taught in context, allowing pupils to apply their knowledge effectively. Vocabulary development is prioritised, with new words clarified and included in writing.

In Key Stage 2, lessons progressively build towards extended writing pieces. Cross-curricular links are made to enhance learning, and oracy is embedded throughout, encouraging pupils to be confident speakers and listeners.

Our English curriculum has cultivated a community of enthusiastic readers and writers who take pride in their work. Pupils confidently engage in reading and writing, showcasing their skills across various forms and adapting their writing to meet different purposes.

Mathematics

Our Maths curriculum aims to ensure that all pupils acquire essential knowledge and skills, enabling them to know more, remember more, and understand more.

We employ diverse teaching methods and resources to provide equal access to mathematics, fostering resilience and enjoyment in learning. Pupils will be appropriately challenged through fluency, reasoning, and problem-solving, regardless of their starting points. They will explore mathematical concepts in depth, using a rich vocabulary to articulate their reasoning and apply their skills across various contexts.

Our approach is implemented through quality first teaching, utilising resources from Ark Maths Mastery, NCETM, and external consultants. We adhere to the 5 Principles of Mastery, ensuring lessons are coherent and broken down into manageable steps, leading to generalisation and application of knowledge. Representations are used to clarify mathematical structures, encouraging reasoning and discussion among pupils.

Early Years Foundation Stage: Daily lessons and continuous provision introduce mathematical concepts through direct teaching and exploration with concrete resources. Children pursue their own mathematical inquiries with adult support. Utilises the NCETM Numberblocks programme to gently introduce number concepts.

Years EYFS to 2 and Years 4 to 5: Deliver a daily **Mastering Number programme** to deepen mathematical understanding and fluency.

Years 1-6: Maths lessons follow the **Ark Maths Mastery programme**, employing the concrete, pictorial, abstract (CPA) approach. Classrooms are equipped with various resources (e.g., Numicon, Base 10). Teacher interventions are guided by ongoing formative assessments.

All classes participate each morning in the Trust **Journey to Automaticity** programme, reinforcing essential mental maths skills and promoting rapid recall.

Years 3-6: Daily **Maths Meetings** reinforce mental and calculation skills, enhancing fluency and confidence. Tools like 'TT Rockstars' support multiplication and division practice.

Formative assessments occur throughout lessons, with feedback provided to guide pupil progress. Termly monitoring includes book looks, learning walks, and lesson observations. Summative assessments for Years 1 and above, including NFER tests and previous SATs papers for Years 2 and 6, inform progress and attainment.

By the end of KS2, we aim for pupils to be fluent in mathematics fundamentals, capable of applying knowledge to solve complex problems and reason mathematically. They will recognise the significance of mathematics in accessing other learning areas and navigating everyday life successfully.

Computing

The Computing curriculum is structured sequentially from Early Years to Year 6, enabling pupils to use computational thinking and creativity to engage with and transform the world around them. The Computing Curriculum Map outlines essential knowledge and core vocabulary. The 'Teach Computing' scheme provides a long-term teaching plan, while Learning Graphs illustrate the progression of concepts and skills, indicating necessary prior knowledge. The curriculum ensures all pupils have equal access to technology, fostering their enthusiasm and enabling them to become safe and effective users. Importantly, all children complete a dedicated unit of online safety every year, ensuring they develop the knowledge and skills to navigate the digital world responsibly and securely. It integrates social, moral, and cultural elements to empower pupils, build resilience, and encourage positive behaviours. There is a focus on computer science, digital citizenship, and digital literacy. Pupils learn programming and the underlying logic of applications, using various media to enhance their work. The curriculum recognises existing knowledge and aims to develop it through structured progression. Pupils are encouraged to question and understand the technology they use, learning how to create and refine programmes and devices.

The TEACH Computing programme is utilised, covering six units per year across four themes: Computing systems and networks, Creating media, Data and information, and Programming. Weekly lessons are guided by Medium Term Plans and individual lesson plans, incorporating cognitive science strategies like retrieval practice to enhance learning retention. Lessons reference familiar software and hardware, ensuring all pupils engage with up-to-date technology. Key concepts and vocabulary are introduced early and reinforced throughout the

curriculum. The curriculum emphasises the relevance of technology across subjects like history, geography, mathematics, and English, promoting a holistic understanding of technology's role in the real world. Frequent discussions allow pupils to critically reflect on their technology experiences, fostering responsible digital citizenship and addressing social, moral, and cultural implications.

Pupils are expected to reach age-related expectations in computing, demonstrating outstanding progress. Assessment involves capturing and annotating completed work, documenting discussions, and evaluating self-assessments.

Science

At The Three Saints Academy Trust, we align with the National Curriculum's vision of high-quality science education, focusing on biology, chemistry, and physics. Our curriculum aims to foster pupils' enjoyment and interest in science, highlighting its relevance to everyday life and its importance for the future.

Pupils build substantive knowledge through a carefully sequenced curriculum that encourages curiosity about natural phenomena. They learn to use scientific enquiry to explain, predict, and analyse various occurrences.

Teachers foster a positive attitude towards science, ensuring that all pupils are expected to achieve high standards. Science is treated as a core subject with adequate weekly time allocation. Our curriculum promotes a deep understanding of key concepts, encourages questioning, and provides appropriate resources. It is designed to build progressively on prior learning and skills.

As pupils advance, they become adept at selecting scientific equipment, interpreting results, and drawing evidence-based conclusions. Working scientifically skills are integrated throughout their primary education.

This balanced curriculum enables pupils to retain scientific knowledge and skills, facilitating connections to other learning areas. It prepares them for further studies in chemistry, biology, and physics at Key Stage 3 and beyond. Additionally, engagement with the local environment and industry experts provides pupils with real-world experiences and reinforces their identity as budding scientists.

Religious Education

Our curriculum centres on the eight core concepts of Christianity: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, and Kingdom of God. These concepts are interconnected through the study of Christianity and other religions, fostering an understanding and tolerance of diverse worldviews.

The RE syllabus emphasises the importance of recognising and celebrating cultural diversity. Through exploring texts, beliefs, and practises from various religions, pupils will develop respect and understanding of our diverse society.

Pupils will enhance both general skills (information gathering, idea expression, source evaluation) and specific skills to understand the characteristics and differences among religions, including:

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

The syllabus is designed to be creative and challenging, encouraging pupils to embark on a quest for knowledge through inquiry and exploration.

The curriculum ensures:

- At least 5% of the weekly timetable is allocated to RE, with Christianity occupying 70-80% of this time.
- Pupils will study the practises and beliefs of five major world faiths: Buddhism, Hinduism, Islam, Judaism, and Sikhism.
- The curriculum meets and exceeds expectations for Church schools, providing a solid foundation in Christian teachings.

Each unit guides pupils through exploring texts, understanding their impact, making connections, and deepening their learning, all rooted in Christian values.

The RE curriculum promotes an understanding of cultures and religions beyond Christianity, fostering respect and community building. It contextualises Christian values, supporting the social, moral, spiritual, and cultural development of pupils, preparing them to be global citizens. RE learning is assessed through diocesan opportunities and by observing personal development and attitudes, demonstrating the application of core skills.

History

At our school, we prioritise teaching History and historical enquiry within a broad and balanced curriculum. Pupils graduate with a strong grasp of chronology in both Britain and the wider world. Our carefully structured lessons focus on significant historical periods and figures, helping pupils understand how History shapes their lives today. We aim for pupils to learn about and from History, fostering curiosity about its diverse interpretations.

Through the exploration of historical evidence and local history, pupils gain a profound understanding of their community's rich past. Importantly, they develop awareness of contemporary challenges and how these may be viewed historically in the future.

History provides a context for pupils' identities and a chronological framework for significant events and figures. Our intent is to inspire curiosity, enhancing their knowledge, skills, and understanding.

History is taught sequentially from Early Years to Year 6, beginning with pupils' personal histories to build a coherent understanding of the past. Key concepts, knowledge, and

subject-specific vocabulary are introduced to cultivate proficient historians. The curriculum is designed to build on existing knowledge, enhanced by selected visits and experiences.

Our long-term plan outlines essential knowledge and teaching sequences, while short-term planning details lesson content, pedagogy, and resources. Teachers employ cognitive science strategies, including regular retrieval practice, to guide learning.

The History curriculum aims to empower every child to become a historian. Through thoughtful curriculum design, including key concepts and local enhancements, pupils demonstrate outstanding progress relative to their starting points. Children are expected to meet at least age-related expectations in History.

The impact is assessed through pupil voice, lesson observations, pupil books, and termly assessments.

Geography

Geography is an integral part of our broad curriculum, providing pupils with a platform to explore and understand the world. The curriculum is carefully sequenced, allowing pupils to build on their knowledge and skills progressively.

We focus on essential geographical concepts such as place, space, scale, environment, and interconnections. Pupils engage in fieldwork and develop key skills, while subject-specific vocabulary enhances their communication.

As pupils advance through primary education, their geographical knowledge expands from local geography to global awareness. For example:

- Key Stage 1: Learning about local environments, continents, and the UK.
- Key Stage 2: Using maps and digital media to explore global geography, including climate change and human processes.

Our Geography curriculum is structured from EYFS to Year 6, ensuring a coherent progression of key concepts. The long term plan outlines the teaching sequence and focuses on developing skills to understand global changes. High-quality knowledge organisers and retrieval strategies support long-term memory retention.

- Early Years and Key Stages
- EYFS: Geography is integrated into Understanding the World.
- KS1: Pupils learn about their local environment and basic geographical features.
- KS2: Pupils enhance their locational knowledge through maps and fieldwork, investigating human and physical processes.

Our curriculum fosters critical thinking and global citizenship, inspiring pupils' curiosity about the world. By the end of KS2, pupils will have acquired the necessary knowledge and skills, preparing them for future educational stages. Regular assessments ensure that pupils can recall and apply their learning effectively.

Art and Design

Our Art and Design curriculum provides pupils with unique visual, tactile, and sensory experiences, fostering their understanding and response to the world. Key concepts such as line, shape, form, space, colour, tone, texture, and pattern are explored through various materials and processes, enhancing pupils' communication of their thoughts and feelings.

The curriculum supports personal development skills and promotes positive mental health and wellbeing, aligning with our Lunar Curriculum Policy. It serves as a vehicle for delivering social, spiritual, and cultural education.

Access Art is effectively used to provide clear, sequential learning from Early Years to Year 6. Key concepts, knowledge, and skills are introduced alongside subject-specific vocabulary. The Art and Design long-term plan outlines central knowledge to be taught and determines the teaching sequence. Pupils engage in three Art and Design units per year, allowing them to develop and refine techniques in drawing, painting, printing, sculpture, textiles, or collage. Regular drawing exercises help retain skills. Individual lesson plans detail content, pedagogy, resources, outcomes, and studied artists, ensuring effective acquisition and retention of new learning through cognitive science strategies like retrieval practice. Pupils explore the work of a diverse range of artists, stimulating imagination and creativity while fostering appreciation for visual arts. Each child from Year 1 to Year 6 has a sketchbook to document their thoughts and ideas, encouraging self-reflection and assessment. The focus is on the creative process rather than the final product.

Our curriculum empowers every child to be imaginative, innovative, and reflective, leading to outstanding progress relative to their starting points.

Pupils are expected to meet or exceed age-related expectations in Art and Design by the end of their time at our school.

The impact of the curriculum is evidenced through pupil voice, lesson visits, sketchbooks, displayed artwork, and termly assessment analysis.

This structured approach ensures that every pupil has the opportunity to engage deeply with Art and Design, cultivating their skills and appreciation for the subject.

Design and Technology

Our Design and Technology (D&T) curriculum is structured around two key elements: understanding the designed and made world, and the ability to design and create functional products tailored for specific purposes and users. Through a carefully sequenced curriculum, pupils acquire essential technical knowledge regarding materials, components, mechanisms, electrical systems, and health and safety, while also learning to cook and understand nutrition, fostering crucial life skills.

The curriculum engages pupils in three core activities within each project:

- Investigating and Evaluating Existing Products: Pupils analyse existing designs to understand their functionality and quality.

- **Focused Skill Development:** Targeted tasks help pupils enhance specific knowledge and skills relevant to D&T.
- **Designing and Making:** Pupils create products for identified users and purposes, integrating their design, making, and evaluative skills.

This structured approach ensures integrity and depth in the D&T learning experience.

Core concepts and skills are identified and mapped from Early Years to Year 6, ensuring continuity and progression across key stages. Each year group completes three projects annually, with one dedicated to food and nutrition. Projects were developed in collaboration with a D&T specialist. D&T lessons are designed to deepen knowledge and mastery of skills, linking to literacy, mathematics, science, art, and PSHE.

Our aim is for D&T to be a favourite subject, where pupils take pride in their creations. The curriculum prepares pupils for a rapidly changing world by blending practical skills with an understanding of aesthetic, social, and environmental considerations.

This comprehensive approach ensures that pupils not only develop technical skills but also critical thinking and problem-solving abilities, equipping them for future challenges in design and technology.

Pupils are expected to meet or exceed age-related expectations, with progress evidenced through pupil feedback, lesson observations, project documentation, and termly assessments.

Physical Education

Our Physical Education (PE) curriculum inspires all pupils to excel in physically demanding activities and competitive sports. It is structured through clear, sequential learning from Early Years to Year 6, ensuring that prior knowledge is built upon and skills are progressively developed across a variety of sports.

The PE long-term plan outlines the sports taught and the teaching sequence, facilitating a coherent learning experience. Additional experiences, such as Inter and Intra Sporting Competitions, Sports Experience Days, and before/after school sports provision, enhance the curriculum and foster character development, fairness, and sportsmanship. The curriculum emphasises the importance of physical health, exercise, balanced diets, and the Olympic and Paralympic Values (e.g., Respect, Excellence, Friendship, Determination). School Sports Premium Funding aids in delivering high-quality PE provision.

Pupils participate in two weekly PE lessons led by specialist coaches or class teachers.

Skill Development:

EYFS and Key Stage 1: Focus on fundamental movement skills, agility, balance, and coordination.

Key Stage 2: Emphasis on broader skill application, collaboration, and self-evaluation. Swimming lessons teach pupils to swim at least 25 metres and perform safe self-rescue.

The impact of our PE curriculum is evident in pupils striving for excellence, developing resilience, and excelling in competitive sports. Our structured approach promotes physical confidence, enhancing both physical and mental well-being.

Evidence of impact includes:

- Pupil feedback
- Lesson observations
- Engagement in sports clubs
- Success in competitive events

Overall, pupils make outstanding progress, with expectations for proficiency in fundamental skills by the end of KS1 and age-related expectations by the end of KS2.

Music

Our music curriculum aims to engage and inspire pupils, fostering a love for music and nurturing their talents as musicians. We view music as a universal language that enhances self-confidence and creativity, leading to a strong sense of achievement. Through their musical journey, pupils acquire tacit, procedural, and declarative knowledge, developing critical listening skills and a comprehensive understanding of music concepts.

The curriculum is structured around three interrelated pillars of musicianship:

Technical Development: Focuses on translating intentions into sound through instrumental playing or singing, and potentially music technology.

Constructive Knowledge: Involves understanding how musical components come together in both analytical and creative processes.

Expressive Quality: Centres on the more subjective aspects of music, such as quality, meaning, and creativity.

Our curriculum promotes community through collaborative music-making, allowing pupils to celebrate their talents and develop empathy through performance.

All year groups receive one hour of music education weekly from a specialist at the local Music Hub. In Early Years, music is integrated throughout the day with regular singing. Key milestones include:

- Year 3: Introduction to playing the recorder.
- Year 4: Introduction to playing the clarinet.

Beyond core lessons, pupils are encouraged to participate in musical events and activities, detailed in our Music Development Plan Summary.

The curriculum, delivered by St Helens Music Hub, utilises Charanga, ensuring alignment with National Curriculum standards. Lessons are structured in half-termly units, following this sequence:

- Listen and Appraise
- Musical Activities (pulse and rhythm)
- Singing and Voice

- Playing Instruments
- Improvisation / Composition
- Perform and Share

Each session begins with listening and appraising, allowing pupils to express their thoughts on various musical pieces and develop their musical vocabulary. Emphasis is placed on fluency and control through singing and instrumental practice, with progressive games to reinforce key concepts.

In Early Years, music supports learning in phonics, handwriting, and mathematics, using songs and rhymes to enhance musical awareness. From Year 3 to Year 6, pupils learn instruments through a whole-class programme, with opportunities for home practice and extra-curricular support from Music Hub specialists.

The effectiveness of our music curriculum is assessed through lesson observations, pupil feedback, summative assessments, and documentation in electronic and paper-based music folders, showcasing notation evidence and reflections.

Modern Foreign Language

At The Three Saints Academy Trust, our high-quality Modern Foreign Languages (MFL) curriculum fosters pupils' curiosity and creativity while deepening their understanding of the world. Learning MFL enhances tolerance and understanding, aligning with the Fundamental British Value of Tolerance of Others. Our curriculum enables pupils to communicate ideas, facts, and feelings in both speech and writing, focusing on familiar and routine matters. We aim to prepare pupils as global citizens in a diverse 21st-century world.

Pupils begin their MFL journey in Key Stage 2, inspired to build confidence and a solid foundation for secondary education and real-life application. We primarily focus on French, which is widely spoken and accessible, allowing substantial progress in one language. The curriculum is sequentially planned to build on prior knowledge as pupils advance through school.

Lessons are taught by specialist language teachers, using small, sequential learning chunks with opportunities for practice and reinforcement. Cross-curricular links and themed experiences, such as European Day of Languages, are integrated. Formative assessments track pupil progress in speaking skills and vocabulary recall. We utilise expert methodologies, such as Gianfranco Conti's "Breaking the Sound Barrier," to enhance listening skills and aural comprehension. Vocabulary selection emphasises frequency, common verbs, and grammar focuses on nouns, verbs, and adjectives, with phonics interwoven throughout.

Through careful planning and delivery, our MFL curriculum cultivates a love for languages and a willingness to experiment. Over time, pupils gain the confidence to communicate in their chosen language, fostering cultural understanding and global citizenship. They develop key language skills as outlined in the national curriculum, including:

- Speaking with increasing confidence, fluency, and accuracy, supported by phonics.
- Writing for diverse purposes and audiences using learned grammatical structures.

- Gaining knowledge of other cultures and traditions.
- Enhancing their understanding of English through language study.
- Actively recalling and manipulating language to communicate effectively in real-life situations.

Personal Social Health Economic Education

We recognise PSHE as a vital component of our curriculum, empowering pupils with knowledge and skills that enhance their current learning and future life chances. Our implementation of 'The Jigsaw Approach to PSHE' centres on emotional literacy, resilience, and mental and physical health, fostering mindfulness to improve emotional awareness and self-regulation.

The curriculum is designed for all year groups to explore the same topic simultaneously, promoting a cohesive school-wide dialogue. Key concepts such as self-awareness, diversity, health, relationships, and aspirations are taught progressively from EYFS to Year 6. New vocabulary is introduced, encouraging pupils to enhance their understanding of PSHE while promoting equality and inclusion.

Our PSHE scheme adopts a whole-school approach, with all classes engaging in the same theme (puzzle) at the same time. Each unit begins with an assembly to outline learning intentions and vocabulary, fostering a unified focus. Each Jigsaw piece includes two Learning Intentions: one focusing on PSHE content aligned with the national framework, and another on emotional literacy and social skills.

Mindfulness and self-regulation are integrated into our sessions, with clear connections to the computing curriculum regarding online safety and healthy relationships. Weekly PSHE sessions culminate in a whole-school worship at the end of each half term, celebrating learning and achievements.

This approach ensures our PSHE curriculum remains relevant to contemporary issues such as body image, bullying, consent, and internet safety. Pupils develop a deeper understanding of themselves and others, fostering acceptance and emotional intelligence. By adopting a whole-school strategy, we promote holistic development, preparing our pupils to become well-rounded, socially and emotionally equipped citizens.

Our Curriculum for Behaviour

At St Ann's Church of England Primary School, we proudly implement a robust behaviour curriculum known as the **St Ann's Standard**. Our expectations are unapologetically high because we believe that clear guidelines foster a safe, secure, and happy environment for our pupils.

The **St Ann's Standard** is anchored in our foundational principles, the **3Cs: Courtesy, Care, and Concentration**. These principles serve as a golden thread woven throughout all aspects of school life, allowing us to maintain a consistent approach without the need for individual class charters or rules.

Pupils are actively encouraged and rewarded for exemplifying the **3Cs**. We ensure these principles are regularly revisited and prominently displayed throughout the school, reinforcing their importance in our daily interactions. As a result, everyone in our school community—pupils, staff, and parents alike—understands and embodies the **3Cs** in all that we do.

The Early Years

Nurturing our children is at the centre of everything we do. We provide a safe and stimulating environment where children feel valued and are given the freedom to explore and to have fun. We empower children to become confident, resilient and independent learners ready for their next steps.

The EYFS at The Three Saints Academy Trust seeks to provide:

- **Quality and consistency** so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity and anti-discriminatory practice**, ensuring that every child is included and supported.
- **Reception:** At St Ann's Church of England Primary School, we have a **60** place Reception, divided into 2 classes of 30 children. Each class has a teacher and the classes are supported with experienced Learning Support Assistants. Reception operates as a whole unit organised into areas of continuous provision, with key person class bases.

All staff are Paediatric /First Aid Trained.

The Three Saints Academy Trust follows the curriculum as outlined in the 2023 statutory framework of the EYFS. Our overarching principles mirror the guided principles listed in the Statutory Framework.

We recognise:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (The characteristics of effective teaching and learning) The EYFS Statutory framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Safeguarding Curriculum

At the Three Saints Academy Trust, we provide tailored safeguarding education that addresses the specific needs of all pupils, including those with special educational needs and disabilities (SEND) and those who have experienced abuse.

Our safeguarding curriculum is inclusive and age-appropriate, aligned with statutory guidance such as Keeping Children Safe in Education. It is regularly reviewed to reflect national and local contexts.

Safeguarding education is integrated across the curriculum, with a strong emphasis in Personal, Social, Health and Emotional Education (PSHE), Relationships, Sex and Health Education (RSHE), Computing, and Science. We utilise evidence-based programmes like Jigsaw PSHE & RSHE and TEACH Computing, supplemented by assemblies and national focus days.

Key topics covered in our spiral curriculum include:

- Different forms of abuse (inc NSPCC PANTS)
- Bullying (including discrimination)
- Keeping Healthy (including puberty and substance misuse)
- Radicalisation & Extremism (Prevent Duty)
- Youth Crime (e.g. knife awareness, gangs, county lines)
- Mental Health & Wellbeing
- Young Carers
- Financial education and gambling awareness

Online safety is a significant focus, with robust filtering and monitoring systems in place. We also address community safety issues, such as road and water safety, and provide essential life skills training through sessions like First Aid and Bikeability.

Regular workshops for parents and carers foster communication and shared understanding of safeguarding. Our comprehensive curriculum builds knowledge progressively, preparing pupils for more complex topics in future education phases, such as consent, healthy relationships, and understanding their rights regarding safety and wellbeing.

By embedding these principles, we empower pupils to recognise and raise concerns about their safety and wellbeing, aligned with our commitment as a Rights Respecting School.

Pastoral Care

At St Ann's Church of England Primary School, we view education as an extension of the family and home environment. We believe that teachers and parents share a collective responsibility for the well-being and development of our pupils. Our aim is to provide a level of care within the school that mirrors the nurturing support any responsible parent would offer.

The mental health, physical health, and emotional well-being of our pupils are of utmost importance. To reflect this commitment, we employ a full-time Family Support Worker dedicated to fostering positive mental health and addressing barriers to learning. The significance of mental health and well-being is woven throughout our curriculum, with

particular emphasis during our weekly PSHE and PE lessons, as well as our Healthy Living Week. Additionally, the Children's University initiative further supports our goal of promoting holistic development for our pupils.

We strive to create a secure and stimulating learning environment that nurtures spiritual, moral, and social development. Our school life is regulated to ensure a civilising influence, with key principles of courtesy, respect, care for others, and respect for property guiding our interactions. These principles are encapsulated in our Relationships and Behaviour Policy. We believe that mutual respect between adults and pupils is essential, and we actively promote a culture of praise and reward for good work and behaviour, while also addressing unacceptable behaviours through appropriate sanctions.

As pupils progress through St Ann's, we encourage them to develop independence and take on responsibilities, particularly in mentoring younger children and setting exemplary standards of work and behaviour.

Parents as Partners

At St. Ann's Church of England Primary School, we recognise the vital role that positive partnerships with parents and carers play in fostering our pupils' development, mental health, wellbeing, and academic success. We believe that parental support directly influences these areas, and we are committed to creating an inclusive environment where parents and carers are not only informed but also actively engaged in our school community.

To facilitate this engagement, we offer a variety of opportunities for parents and carers to participate in school life, including:

- **Mentoring Conversations:** One-on-one sessions to discuss pupil progress and development.
- **Workshops:** Educational sessions designed to provide parents with tools and strategies to support their children's learning at home.
- **Parent Insight Sessions:** Forums for parents to share their perspectives and insights on school initiatives.
- **Coffee Mornings:** Informal gatherings that foster community connections and allow for open dialogue.
- **Family Worships and Church Services:** Opportunities for families to engage in our school's spiritual life.
- **Showcases at the End of Focus Weeks/Days:** Celebrations of pupils' achievements and learning outcomes.
- **Induction Meetings:** Welcome sessions for new parents to familiarise themselves with our school culture and expectations.
- **Reading Diary:** A communication tool that enables ongoing dialogue between home and school.
- **Newsletters and Social Media:** Regular updates that keep parents informed about school news and events.

Additionally, each year, we establish a **Parent Forum**, recruiting one parent representative from each class. This forum serves as a vital platform for gauging parental opinions and

feedback, ensuring that we continuously strive to provide our pupils with a first-class education.

Together, we can create a supportive and enriching environment that benefits every child at St. Ann's.

The Friends of St Ann's

At St Ann's, we are proud to have a vibrant Friends' Association, which is actively managed by a dedicated committee of enthusiastic members from our school community. The Friends' Association plays a crucial role in fostering a strong connection between school and home, creating opportunities for collaboration and engagement.

Throughout the year, they organise a variety of social events designed for both pupils and their families. These activities not only promote community spirit but also serve as a platform for parents and guardians to connect with one another.

In addition to community-building, the Friends' Association is instrumental in fundraising efforts aimed at enhancing our educational resources. The funds raised contribute significantly to the development and enrichment of all areas of the curriculum, ensuring that our pupils receive the best possible educational experience.

Wider-Curricular Activities

At St Ann's, we are dedicated to nurturing our pupils' personal development, talents, and interests through a comprehensive wider curriculum offer. Each week, we provide at least **12 clubs** for pupils to explore, with a minimum of **50%** focused on sports, reflecting our commitment to promoting positive physical health and well-being. Feedback from pupils and parents indicates that our extra-curricular provision is engaging and aligns with the interests of our children. We actively signpost identified pupils to clubs that support their academic, personal, or social development.

Our provision extends beyond the classroom:

- **Music Tuition:** We have peripatetic music teachers offering lessons in strings, woodwind, brass, guitar, percussion, and keyboard. Our school choir performs regularly within the school and the local community.
- **Drama and Talent Shows:** Year 6 pupils participate in a drama/musical production at the end of the year, and we host an annual talent show open to all year groups.
- **Holiday Activities:** Key Stage 2 pupils have the opportunity to engage in activities during school holidays, with past trips to the Lake District and London.

Wrap Around Care: Base

Our **Base** before and after school club provides wrap-around care for children aged **4-11 years**. Children enjoy a variety of physically and mentally stimulating activities, including:

- **Arts and Crafts:** Painting, drawing, gluing and modelling.
- **Play Activities:** Playground games, board games and construction.

Daily activities are planned and supervised by staff, ensuring a safe and engaging environment. We also provide a healthy snack each day, adhering to our **Snack and Nutrition Policy**, along with breakfast options for those attending the breakfast club.

Curriculum & Cultural Offer

At St Ann's, we ensure that each class participates in at least **two curriculum/cultural visit** annually, enriching their learning experiences. By the time pupils leave our school, they will have engaged in a minimum of **fourteen** cultural experiences, complementing other beneficial visits throughout their time here.

Blue Sky Experiences

We guarantee that every child will experience **50 key experiences** by Year 6, known as our **Blue Sky Experiences**. These range from performing on stage to enjoying an ice-cream at school, all selected by the pupils themselves. A complete list of experiences is available on our website.

Pupil Leadership: Super Leaders

Every child at St Ann's is part of a **Pupil Leadership Team**, known as **Super Leaders**. This initiative equips pupils with the skills to become responsible, respectful, and active citizens. Each year, pupils in Years 2-6 join two advocacy teams that campaign for change, ensuring they experience every Super Leader team by the time they graduate. Teams include **Digital Leaders** and **Global Ambassadors**, with further details available on our school website.

Assessment and Progress Tracking

Pupils undergo informal assessments continuously and formal assessments three times a year. Results are recorded and shared with parents/carers, helping to identify next steps in learning and set targets. Progress and attainment are discussed during **Mentoring Conversations**, and any gaps in knowledge are addressed through planned interventions. Statutory assessments at the end of each key stage are also reported to parents.

Special Educational Needs

We emphasise **Inclusion** and effective learning opportunities for all pupils. Our staff is dedicated to identifying children with Special Educational Needs (SEN) promptly, creating an environment conducive to progress. We regularly assess all children's needs and collaborate with our **Educational Psychologist** and external agencies to provide necessary support, emphasising a strong partnership between home and school.

Gifted and Talented Provision

We identify more able, gifted, or talented pupils and cater to their needs sensitively, following guidance from external agencies. Staff utilise this information to inform future planning and teaching.

Remote Education

In light of the COVID-19 pandemic, remote learning is crucial for maintaining expected levels of attainment and progress. We utilise **Microsoft Teams** as our remote learning platform, ensuring pupils can access lessons, communicate with teachers and peers, view resources, and submit work. Our remote teaching approach is guided by four key principles:

- Content
- Challenge
- Consistency
- Connection

These principles ensure that remote learners receive high-quality teaching comparable to their peers in school.

Rights Respecting School

At St Ann's, we actively promote children's rights, being recognised as a **UNICEF Silver Rights Aware school**. This initiative positively impacts our entire community, fostering healthier, happier pupils who feel safe, build better relationships, and engage actively in school and the wider world.

School Hours

Early Years	8.50am-11.30am 12.45pm-3.20pm
KS1	8.50am-11.45pm 1.00pm-3.20pm
Lower KS2	8.50am-12.00pm 1.00pm-3.20pm
Upper KS2	8.50am-12.15pm 1.15pm-3.20pm

Late arrivals must enter school via the front entrance and sign in. They will be marked in as late on the register. Any pupil arriving after 9.20am will be marked as late and this will be recorded as an unauthorised absence.

Attendance and Punctuality

Good attendance and punctuality are essential for academic success and the development of positive life habits that contribute to future achievements. Regular school attendance

significantly reduces the likelihood of pupils engaging in anti-social behaviour or becoming victims or perpetrators of crime and abuse.

Moreover, consistent attendance fosters the development of friendships and social networks, allowing pupils to collaborate, share ideas, and enhance their life skills. The social skills acquired through regular attendance are invaluable for personal growth and community engagement.

At our school, we uphold a positive and proactive ethos that prioritises attendance and punctuality. We highly value our partnership with parents and carers in promoting these critical aspects of education.

To support our pupils in achieving excellent attendance, we have set a target of at least **96% attendance** over the course of the academic year, with no unauthorised absences. Please note that holidays taken during term time are not authorised.

Our school adheres to the St Helen's Council Guidelines regarding what constitutes 'exceptional circumstances' for absences and the implementation of Fixed Penalty Notices when necessary.

Together, we can ensure that every pupil has the opportunity to thrive academically and socially.

As attendance impacts positively on children's well-being, progress and attainment, at St. Ann's we like to celebrate good attendance. Our attendance reward system focuses on termly, rather than annual attendance. Certificates are awarded in Worship & Praise. The reward system works as follows:

Bronze certificate	First 100% attendance during any given term
Silver certificate	Second 100% attendance during any given term
Gold certificate	Third 100% attendance during any given term

School Uniform

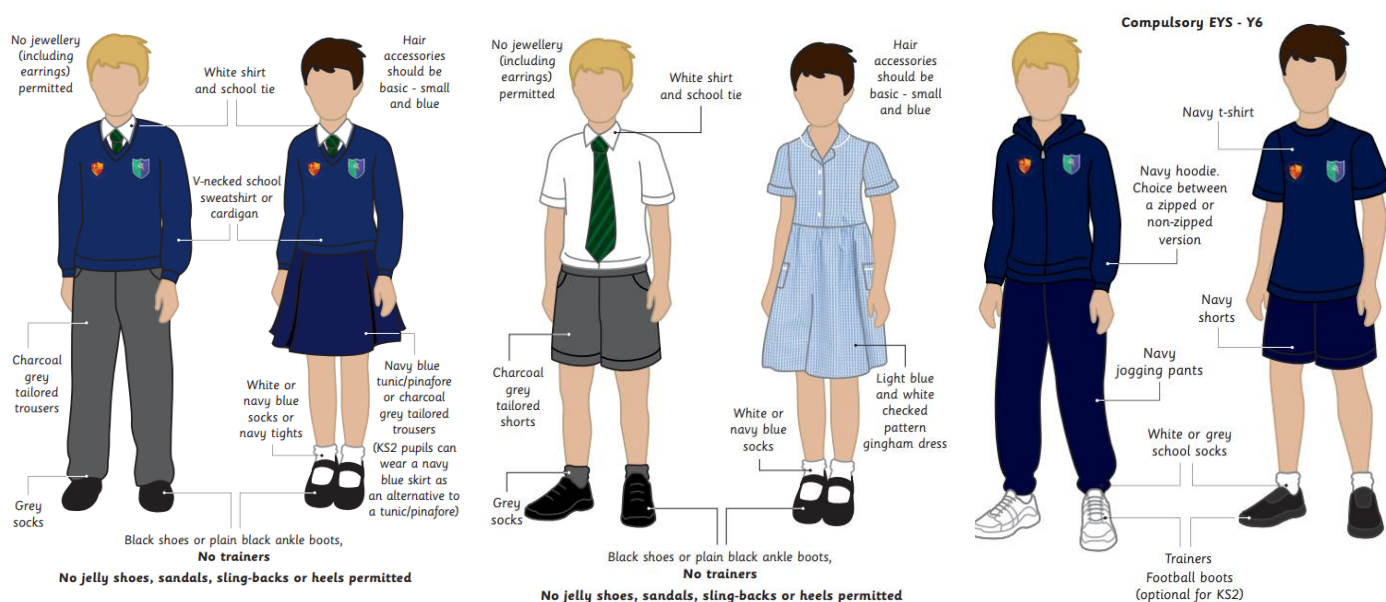
At St Ann's CE Primary School, wearing the correct school uniform is **compulsory** as outlined in the Home School Agreement. The key benefits of our uniform policy include:

- **Identity and Belonging:** Promotes a sense of belonging among pupils.
- **Equality:** Helps to disguise social and economic differences.

Uniform Guidelines

1. **Compulsory Items:** All items of school uniform are mandatory. Parents/carers may choose whether their child wears the winter or summer uniform.
2. **PE Kit:** The PE kit should only be worn on designated PE, swimming, or club days, unless otherwise instructed by the school. Pupils must wear the full and correct PE kit on PE days instead of their school uniform, including trainers rather than pumps.
3. **Footwear:** Children must wear **black school shoes only**; black trainers are not permitted.

4. **Jewellery and Accessories:** Pupils are not allowed to wear jewellery, including earrings. If ears are to be pierced, this should occur during the first week of the summer holidays to allow for healing. Children may wear plastic retainers.
5. **Hair:** Long hair must be tied back. Hairstyles should be appropriate for a school setting. Hair accessories should be minimal and in school colours (e.g., no large bows).
6. **Make Up and Nails:** The wearing of make-up, nail polish or false nails is not permitted.
7. **Labelling:** All clothing and footwear should be clearly labelled with your child's name.
8. **School Bags:** It is compulsory for children to bring the navy school book bag to school each day. Pupils may bring one pump bag for after-school activities; holdalls and rucksacks are not permitted for health and safety reasons.
9. **Lost Property:** Any lost uniform items can be found in the Lost Property area.
10. **Logos:** While items of the school uniform do not need to have the school and Trust logos (except for the school book bag), parents/carers may choose to purchase items with logos.
11. **Purchasing Uniform:** School uniform items can be purchased from a variety of retailers. The following retailers stock items with logos, ties, and school book bags:
Hivis
Whittakers
Rocket Embroidery
12. **Second-Hand Uniforms:** For inquiries about second-hand items of school uniform, please contact the school office.



School Holiday Dates

For your convenience, a copy of the school holiday dates is available at the school office and can also be accessed on our website: www.rainhillstanns.co.uk.

Charging Policy

At St Ann’s Church of England Primary School, our Charging Policy aligns with local authority guidance. We kindly request voluntary parental contributions to help cover the costs associated with school visits. For any inquiries or further information regarding contributions, please do not hesitate to contact the school office.

Meeting Your Needs

Our staff at St Ann’s are committed to fostering a courteous and supportive environment for everyone—parents, pupils, and visitors alike. We provide a weekly newsletter on our school website, which keeps parents informed about upcoming activities and celebrates our pupils' achievements. We recognise the diverse needs of our families and are dedicated to assisting parents who require support with any information distributed from the school.

Key Stage 2 Summary of Results 2024-25

	Reading %	Average Scaled Score Reading	Writing %	Maths %	Average Scaled Score Maths	SPAG %	RWM %
St Ann’s	81%	106	85%	81%	104	75%	75%
National	75%	106	72%	74%	105	73%	62%

EYFS Good Level of Development 2024-25

St Ann’s	80%
National	68%

Year 1 Phonics Screening Summary of Results 2024-25

St Ann’s	86%
National	80%

Improving the Service We Offer

We are continually striving to enhance the services we provide to our school community, and we value your input in this process. We regularly seek parental feedback through various channels, including:

- Tear-off slips included in our weekly newsletters
- Coffee mornings
- Our Parent Forum
- Periodic questionnaires for parents

All suggestions are carefully considered and discussed by the headteacher, staff, and governors to ensure that we are meeting the needs of our families effectively.

Inspection of Documents and Freedom of Information

In accordance with the Freedom of Information Act (2000), St Ann’s CE Primary School is committed to transparency and proactive communication regarding the information we make available to the public. We have developed a publication scheme that outlines the categories

of information accessible to the public and the process for requesting this information. Most documents can be obtained from the school office or our website. Please note that certain information, such as personal data, may not be disclosed. Our publication scheme adheres to the model approved by the Information Commissioner.

St. Ann's Church of England Primary School

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