



St. Ann's Church of England Primary School

part of the
The Three Saints Multi-Academy Trust



Message from the Headteacher

Welcome to St. Ann's Church of England Primary School. We are here to nurture and care for our children in a Christian atmosphere. We place the child and the family at the centre of our work and with parents provide a safe, ordered and stimulating education from four to eleven years' old. We ask high standards of behaviour and work from all our children and we encourage them to develop a caring attitude towards others at all times.

Through this prospectus we aim to provide you with all the basic details that you need to know about our school.

***St Ann's is an exceptional Christian school.
(SIAMS July 2019)***

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The information contained within this booklet relates to the school year 2023-24. 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





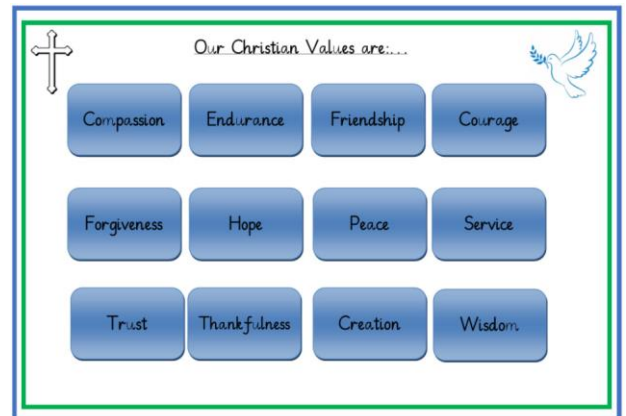
School Vision...

***'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

We actively promote twelve Christian values in addition to the fundamental British Values. Together these underpin our pupils' personal development, shaping their character so that they are ready for life in modern Britain.



'This is an Outstanding School'

Ofsted January 2014

School Motto...

Courtesy

Care

Concentration

Our 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 input was given by the children, staff, parents and governors of the school.

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."

Mark 9:23

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



We are a 2-form entry school with an Admission limit of 60 children in each year group from 4+ to 11+. Allocation of places at the school are administered by the Local Education Authority.

After the admission of pupils with an Education, Health and Care Plan which names the relevant school 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 (1) 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)
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 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.

(1) 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).

(2) 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.



Tie Break

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.

Our School Rules!

(Developed by our Rights Respecting Parliament)



COURTESY

To be respectful and polite to everyone.

CARE

To care for everyone and everything, all the time.

CONCENTRATION

To give our best in every lesson.

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, we are fully committed to the safeguarding of our pupils. To this end, we believe that all adults who come into contact with our pupils have a duty of care to safeguard and promote their welfare. Through rigorous recruitment and selection procedures, comprehensive school policies and regular CPD opportunities, we at St Ann's ensure that all adults who work with or on behalf of our pupils are competent, confident and safe to do so. Our policies and procedures reflect the Children's Act of 1989 and 2004, the duties imposed by Section 175 of the Education Act of 2002, Working Together to Safeguard Children (2018), and Keeping Children Safe in Education (2022). Although on a day to day basis the Family Support Worker is responsible for safeguarding, overall responsibility lies with the Headteacher.

This policy statement should be read in conjunction with other related policies in school.

Access for All

At St. Ann's, we are committed to the fair and equal treatment of all. We accept that every child has a fundamental right to education and free from discrimination, bias and advantage. We aim to provide this through our:

- Culture
- Policies
- Curriculum
- Practices
- Resources

Parents who need help with any of the information we send out from school are welcome to call at the school office, where our staff are happy to assist them.

Our School

Our school is right at the heart of Rainhill Village opposite St. Ann's Church. The original St. Ann's school was built in 1840, (this is now a community building and is known as the St Ann's Millennium Centre), since which time we have been providing a good start in education for children from Rainhill and the surrounding area.

Our present building was a separate Infant and Junior school until 1982. It was built in 3 phases - the infants in 1933; the upper juniors in 1963 and the lower juniors in 1970. This means our classroom layouts vary and represent differing educational fashions! In recent years, the school has benefited from substantial building work which has resulted in a building fit for 21st Century Education. We have separate playgrounds for Early Years and KS1/KS2 children. The children have access to a large grassed area with trim trail, and a woodland area. We are always looking for new ways to provide better outdoor facilities on a year by year basis.



Classroom Organisation

The children are largely taught in mixed ability classes. Each teacher is responsible for the implementation of the curriculum within his/her classroom. Each class teacher plans work to meet the needs of the children within his or her class, following the curriculum intent (long-term plans) and in consultation with the subject lead and the teacher from the parallel class in order to provide a consistent approach across each year group. Children may be taught as a whole class, within small groups (within the class or across the cohort) or on an individual basis.

Throughout the week classes are also taught by subject specialists. Typically this is for Music, Modern Foreign Language and Physical Education.

Staffing Structure

Personnel	Role
Mrs Laura Rynn	Headteacher Senior Leadership Team Designated Safeguarding Lead PP & LAC Designated Teacher
Mrs Yvonne Hartley Clegg	Deputy Headteacher Senior Leadership Team Lead Practitioner for Teaching & Learning Induction Deputy Designated Safeguarding Lead
Mrs Emma Preston	Assistant Head Senior Leadership Team EYFS & KS1 Lead Phonics Lead RE & Christian Distinctiveness Lead EYs Class Teacher
Miss Charlotte Foster	Assistant Head Senior Leadership Team KS2 Lead Maths Lead Personal Development & Wellbeing Lead Y4 Class Teacher
Mrs Laura Crowther	Family Support Worker Middle Management Team Deputy Designated Safeguarding Lead
Miss Katy O'Shea	TLR Middle Management Team: English Y5 Class Teacher
Mr Craig Holcroft	TLR Middle Management Team: Curriculum Lead Y4 Class Teacher
Miss Kristina Buckley	TLR SENCO Y2 Teacher
Mr Anthony Albrecht	Y6 Class Teacher
Mrs Lynsey Allison	Y1 Class Teacher
Miss Elizabeth Dean	Y5 Class Teacher
Mr James Evans	Y3 Class Teacher
Mr Tom Harrison	Y3 Class Teacher
Miss Beth Hull	Y2 Class Teacher
Miss Niamh Marland	Y6 Class Teacher
Mrs Gemma Robinson	EYs Class Teacher
Mrs Kayleigh Thomson	Y1 Class Teacher
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 Therapeutic Support Assistant Midday Supervisor
Mrs Claire Ambage	L2 Teaching Assistant Midday Supervisor
Mrs Deborah Barrow	L2 Teaching Assistant
Mrs Claire Bayley	L2 Teaching Assistant
Mrs Caroline Brophy	L2 Teaching Assistant Midday Supervisor
Miss Carolyn Eccelston	L2 Teaching Assistant
Mrs Becci Hancock	L2 Teaching Assistant
Ms Kayleigh Houlst	L2 Teaching Assistant Midday Supervisor
Mrs Sandra Ince	L2 Teaching Assistant
Mrs Melanie Kavanagh	L2 Teaching Assistant Midday Supervisor
Mrs Vicky Preston	L2 Teaching Assistant
Mrs Sandra Roberts	L3 Teaching Assistant First Aid Lead
Mrs Jacqueline Slater-Crawford	L2 Teaching Assistant
Mrs Janet Smith	L2 Teaching Assistant Midday Supervisor
Mrs Lyndsey Stephenson	L2 Teaching Assistant
Miss Ceri Taylor	L2 Teaching Assistant Therapeutic Support Assistant Midday Supervisor
Mrs Barbara Terry	L3 Teaching Assistant
Mrs Kerrie Thompson	L2 Teaching Assistant Midday Supervisor
Mrs Claire Thorpe	L2 Teaching Assistant (supply)
Mrs Caroline Twist	L2 Teaching Assistant Midday Supervisor
Mrs Bev Cain	L2 Teaching Assistant (supply) Midday Supervisor
Miss Emma Cooper	Midday Supervisor
Mrs Charlene Dayltse	Midday Supervisor
Mrs Zoe Warrilow	Base Manager L2 Teaching Assistant Midday Supervisor
Mrs Janette Chaple	Head Cook
Mrs Gillian Critchley	Kitchen Staff
Mrs Janet Cowin	Kitchen Staff
Mr Neil Shaw-binns	Site Manager
Mrs Laura McCulloch	Cleaner
Mrs Dilanthi Fernando	Cleaner
Mrs Tracey Wilson	Kitchen Staff Cleaner

We maintain the recommended number of Midday Supervisors to supervise the children at lunch times. They are as committed as we are in the maintenance of high levels of good behaviour and safety during this period of the day. They meet regularly with the Headteacher to discuss this and other aspects of lunch time.



Learn, Unlearn and Relearn' – Alvin Toffler

The Lunar Curriculum has been designed by The Three Saint's Academy Trust, for exclusive use of the Trusts schools. It has been designed to incorporate good practice observed from a range of schools and has been informed by research such as the EEF 'Teaching and Learning Toolkit'. Parents, children and staff have been consulted during the design of the curriculum so we can ensure that we have designed a curriculum fit for purpose, designed to stretch and challenge and meet the needs of our pupils.

What is the Lunar Curriculum?

The Lunar Curriculum is a pedagogical approach to teaching all subjects that builds upon pupils' interests to inspire learning and make sure it is memorable over time. This curriculum is underpinned by a set of non-negotiables and teaches both key knowledge and skills progressively. Its focus is on pupils knowing and remembering more, building on prior learning so that they leave school ready for secondary education and beyond into their working life. Learning is active and authentic ensuring investment, not just engagement.

Curriculum Aims

Develop **Life-skills** which promote a love of learning
Grow an **Understanding** of ourselves, each other and the world
Nurture curiosity and creativity which feed the imagination and increase knowledge
Cultivate **Aspiration** through motivation and self-belief
Instil **Resilience**, independence and other personal attributes



Curriculum Principles

In line with **Mastery Learning**, we will focus on depth before breadth in every subject area so that pupils can attain proficiency and study the curriculum with confidence

Progress means **Knowing and Remembering** powerful, transferrable and carefully sequenced knowledge

Teach pupils **Personal Learning and Thinking Skills** so that they become successful and motivated learners, confident individuals and responsible citizens

Cultivate **Collaborative Learning** so that pupils develop social skills, practise interacting with others and enjoy learning

Endorse high-quality **Learning Opportunities** so that pupils are motivated by real purposes and real audiences and beautiful work is created

Promote **Feedback** which allows pupils time to engage, reflect and review – including peer and self-evaluation so that they are capable of improving their own learning

Ensure that **Oracy** is at the heart of the curriculum so that our pupils are able to express themselves fluently, grammatically and confidently

Develop **Social and Emotional Learning** so that our pupils are self-aware, foster positive relationships and achieve personal wellbeing

Equip pupils with the **Cultural Capital** that they need to succeed in life by introducing them to the best which has been thought and said

Provide an **Experience-Rich Curriculum** so that our pupils can pursue personal interests and talents

Digital Technology is used effectively and creatively so that pupils are digitally fluent and equipped for life in the 21st Century

Enable our children to **Demonstrate Learning in Different Ways** – not always pages in an exercise book but photographs, posters, products, presentations and performances

Foster a **Resilience** in our pupils so that they have the strength of character to persevere

Prepares our pupils for life in modern Britain promoting **Equality and Diversity** and developing their understanding of the **Fundamental British Values**

Purpose

The purpose of the Lunar Curriculum is to equip pupils with the essential knowledge and skills needed to succeed in life. Each subject is planned and sequenced so that new knowledge and skills build on what has been taught before, providing a broad and ambitious curriculum. In addition to the subject specific skills, the Lunar Curriculum also develops pupils' personal, learning and thinking skills which they need for success in learning and life. The Lunar Curriculum will focus upon the skills below:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective communicators

The Curriculum

At St. Ann's, we follow the National Curriculum 2014, the Early Years Statutory Framework and the Development Matters Framework. Our Curriculum is called the Lunar Curriculum. It is ambitious and designed to meet the needs of all our children. Our pupils develop detailed knowledge and skills across the curriculum, and they are prepared for the next stage of their education.

We place an important emphasis on English and Maths while also maintaining a broad and balanced curriculum. A wide variety of experiences are planned to enhance the curriculum (including visits/ visitors and focus days/weeks).

The curriculum prepares our pupils for life in modern Britain, giving them the cultural capital they need to succeed in life, and extends beyond the academic. It nurtures their mental health and well-being and provides for learners' broader development, enabling them to develop and discover interests and talents, as well as developing their character.



ENGLISH

We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We believe it prepares our learners for life as successful, valuable and socially responsible citizens. Our English curriculum provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and the wider curriculum. We provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression.

It is our intention that the children will develop their mastery approach to writing by using their skills and transfer these to write in other curriculum subjects.

Rigorous assessment and review will ensure that the needs of all children are met.

MATHEMATICS

Our Maths provision at the Three Saints Academy Trust aims to build a curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.

When teaching mathematics, we intend to use a variety of teaching methods and resources that allow all pupils equal access to mathematics and to experience maths success and enjoyment throughout their lives. Over time, children will become more resilient learners who are able to understand that to make mistakes or become stuck is a necessary step in any learning. Children will be appropriately challenged and supported through varied fluency, reasoning and problem solving. Irrespective of personal starting points, children will explore maths in depth, and use a range of mathematical vocabulary to reason and explain their own thinking. Pupils will continue to build their knowledge by recalling and adding to previous knowledge and skills, then apply these new skills to a wide variety of contexts both within maths and across the curriculum.

We implement our approach through quality first teaching and the delivery of appropriately pitched work for all groups of learners supported by the materials from Ark Maths Mastery, NCETM and the Three Saints Academy Trust Director of Maths.

Embedded throughout lessons are the 5 Principles of Mastery. To ensure lessons are coherent they are broken down into small, connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply to a range of concepts. Representations are used in lessons to expose the mathematical structure being taught. Mathematical thinking encourages the pupils to think, reason and discuss ideas and strategies within their classroom environment. Pupils become fluent mathematicians through quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics. Variation is built on over a sequence of lessons and represents concepts in more than one way.

COMPUTING

Computing is taught through clear sequential learning mapped out from the Early Years to Year 6. This equips pupils to use computational thinking and creativity to understand and change the world.

The Computing Curriculum Map sets out the central knowledge and stipulates the core vocabulary. The Long Term Plan determines the teaching sequence. The Learning Graphs demonstrate progression through concepts and skills. In order to learn some of those concepts and skills, pupils need prior knowledge of others, so the Learning Graphs show which concepts and skills need to be taught first.

Our computing curriculum provides equality of opportunity to all pupils, enabling them to develop their natural enthusiasm for and experience of computers in a way that enables them to be happy, safe and effective users of technology. Alongside technical learning, social, moral and cultural elements are considered, it aims to empower pupils, enable them to build resilience and develop positive behaviours for the future.

The computing curriculum builds through key elements of computer science, digital citizenship and digital literacy with the aim of putting children in control of the devices they use, enabling them to be active users of technology rather than passive consumers. These are introduced throughout the child's school experience and revisited in successive years in a process which consolidates and deepens understanding.

Children are taught how to program computers and to give instructions to a range of devices and applications. They understand the formal logical language of programming and what happens beneath the surface of the applications and devices they use. They use video, audio and graphical applications to enhance and develop their work and learn to select appropriate technology for the aims they wish to realise.

It recognises that many, but not all, children come with pre-existing experience and knowledge of technology and aims to provide them with the tools to develop that knowledge through a clear progression, as well as delivering opportunities to those who may not have access to technology outside of a school setting. The curriculum encourages all pupils to see computers, electronic devices and apps as connected and empowering; not isolated devices or merely entertainment.

It is the intention to encourage children to question the technology that they use, understand how it is implemented and how they can create, change, control and refine the programs and devices they encounter.

SCIENCE

At The Three Saints Academy Trust, we reflect the National Curriculum's belief that high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics and our curriculum is planned to reflect this. It is our aim that all pupils develop an enjoyment and interest in Science, learning how it contributes to all aspects of everyday life; it has changed our lives and is vital to the world's future prosperity, and all pupils are taught essential aspects of the knowledge, methods, processes and uses of science.

Through building up a body of key foundational knowledge and concepts through a carefully planned and sequential curriculum, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena in the world. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes, by developing their skills of scientific enquiry.

Our overall aim is to equip our children with the scientific knowledge required to understand the uses and implications of science, today and for the future so that they themselves seek out science in their everyday lives.

RELIGIOUS EDUCATION

Our curriculum is focused around the eight core concepts of Christianity - *God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God*. Links between these Key Concepts are made through the study of Christianity, as well as other religions, building an understanding and tolerance of other world religions.

Our RE syllabus promotes an understanding of cultures and religions other than Christianity. Cultural diversity is recognised and celebrated and through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding of our diverse society and world.

Pupils' learning about the content of RE takes place alongside the development of their skills. In RE pupils need general skills such as gathering information, expressing ideas or evaluation of sources. As pupils progress in developing these skills, there are also specific skills that are developed to enable them to be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder

This syllabus has deliberately been designed to be creative and challenging and thereby it encourages all who engage with it to recognise that they are effectively on a quest, with each topic and lesson planned for pupils to enjoy an amazing pilgrimage of discovery. Children are encouraged to ask lots of questions – even those which seem impossible to answer - and to search together for answers and understanding. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

Parents may withdraw their children from both RE lessons and Collective Worship on religious grounds although we hope that in the main this will not happen. Please feel free to discuss this with the Headteacher.

Inclusive and inspirational collective worship is at the heart of school life. Religious education plays a central role in the life of the school. Carefully planned experiences, designed to deepen pupils' understanding, lead to high levels of understanding of Christianity and other major world faiths. (SIAMS July 2019)

The Foundation Subjects

ART and DESIGN

Our Art and Design curriculum provides visual, tactile and sensory experiences and provides children with a unique way of understanding and responding to the world. Through the key concepts of line, shape, form, space, colour, tone, texture and pattern as well as through the use of different materials and processes, children communicate what they see, feel and think. Our Art and Design curriculum improves pupils' personal development skills (as outlined in our Lunar Curriculum Policy) and promotes positive mental health and wellbeing. In addition to this, it also provides a vehicle for the delivery of social, spiritual and cultural education.

Art and Design is taught through clear, sequential learning mapped out from the Early Years to Year 6. Key concepts, knowledge and skills are introduced along with subject specific vocabulary to ensure our children become proficient in drawing, painting, sculpture and other art, craft and design techniques. The Art and Design long term plan sets out the central knowledge to be taught across the school and determines the teaching sequence.

The curriculum is planned and sequenced so that existing knowledge is built on, and enhanced through carefully chosen visits and visitors.

DESIGN TECHNOLOGY

Our Design and Technology curriculum involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users. Through our carefully planned and sequenced curriculum, children acquire and apply technical knowledge and understanding of materials and components, mechanisms and electrical control systems, structures, existing products, quality and health and safety. As part of their work with food, pupils are taught to cook and apply their knowledge of nutrition and healthy eating, building a crucial life skill. By combining their designing, making and evaluating skills with knowledge and understanding, they learn to create quality products.

Our carefully planned and sequenced Design and Technology curriculum engages children in three core activities which form a sequence within a project:

- Activities which involve investigating and evaluating existing products
- Focused tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'

This approach ensures integrity in Design and Technology.

Core concepts and key knowledge and skills for Design and Technology have been identified and mapped across the school from the Early Years to Year 6 to ensure progression between year groups and key stages. The Long Term Plan and Progression in Skills determines the teaching sequence. Children develop their D&T knowledge and skills through real world contexts.

Design and Technology also supports the development of children's wider personal skills (see Lunar Curriculum Policy), for example through collaborative working and problem-solving. Our curriculum encourages children to be creative and innovative, and to actively think about important wider issues such as sustainability and enterprise.

GEOGRAPHY

Geography is a valued part of our broad and balanced curriculum which provides our pupils with a purposeful platform for exploring, appreciating and understanding our world and how it has evolved. Clear knowledge and skills of the Geography curriculum are carefully mapped out across the school and are sequentially planned and are learned, revisited and built upon - learned, unlearned and relearned - creating a coherent global understanding for our pupils.

Teaching substantive concepts (locational knowledge, place knowledge, physical & human geography, fieldwork, environmental impact & sustainability and cultural awareness & diversity) alongside the disciplinary concepts (enquiry, interpreting ideas, similarities & differences, continuity & change and cause & consequence) provide children with the geographical knowledge and skills necessary to become lifelong geographers. Precise, geographical vocabulary, taught progressively across year groups and key stages gives our learners the language required to communicate their ideas effectively.

The Geography curriculum is planned to develop in pupils a greater understanding and knowledge of the world, as well as their place in it, and knowledge and understanding of key concepts are developed and deepened as children grow.

For example, as pupils progress through the primary age range, knowledge develops from local geography, to recalling the countries of the UK, to cities in England, to capital cities of the world, to physical and human landmarks of the different continents. Additionally, progression is demonstrated from comparative studies in Y1 within the UK, to a nearby and far away city in Y2, to our own and a faraway continent in Y3. In Key Stage 2 opportunities arise to deepen understanding of the skills and knowledge to understanding climate change both locally and nationally where relevant issues important to our community and children are explored.

The design of the Geography curriculum enables the children to understand their home, and how they can protect, preserve and develop their immediate surroundings for future generations as those who are custodians of God's creation.

HISTORY

We endeavour to teach History and historical enquiry within a broad and balanced curriculum. Pupils leave school with a secure understanding of chronology; both in Britain and the wider world. Through carefully planned, progressive lessons, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today. Our intention is that children learn both about History and from History adopting a curiosity and awareness of how History has been interpreted by different people at different times. Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding of the rich History of their locality. Perhaps more poignantly, pupils will leave our school aware of today's challenges and how they will be viewed historically in later years.

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. Our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

PSHE & CITIZENSHIP

We understand the importance children's knowledge surrounding PSHE. We believe that PSHE is an essential part of the curriculum that allows us to teach information and skills to empower children to learn now, and improve their life-chances later. Through the teaching and learning of 'The Jigsaw Approach to PSHE' – a programme that holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

The curriculum is organised so that all year groups learn through the same topic at the same time, building a whole school conversation as well as demonstrating how the key concepts – sense of self, diversity, being healthy, changes, healthy relationships and aspirations - are taught progressively at age appropriate levels throughout the school from EYFS to Y6.

New vocabulary is introduced to the children and they are encouraged to use it within lessons, to build on their knowledge and understanding of PSHE. We promote equality and inclusion for all of our children and these will be topics that will be discussed and taught as part a broad and balanced curriculum.

PHYSICAL EDUCATION

Our Physical Education curriculum inspires all pupils to achieve and succeed in physically demanding activities and competitive sport. Physical Education is taught through clear sequential learning mapped out from the Early Years to Year 6. The Physical Education long term plan sets out the topics that will be taught across the school and determines the teaching sequence. The curriculum is planned and sequenced so that prior knowledge and learning is built on. Children are taught skills through a broad range of sports.

Additional experiences, such as Inter and Intra Sporting Competitions, Sports Experience days and before and after school sports provision, enhance the curriculum. Opportunities to compete in sport and other activities build character and help to embed fairness and sportsmanship.

Throughout our Physical Education curriculum, opportunities to: teach pupils the importance of looking after their own body; teach pupils the benefits of exercise and a balanced diet; encourage pupils to take the necessary steps to improve their own and others' performance and relate experiences to the Olympic (Respect, Excellence and Friendship) and Paralympic Values (Determination, Inspiration, Courage and Equality) are exploited. The School Sports Premium Funding assists us in delivering a high quality PE provision (*See PE & Sports Premium Funding*).

PERFORMING ARTS

At Three Saints Academy Trust, we believe that the arts can play an exciting and important role in the educational experience of our pupils. We aim to enrich the quality of our teaching and learning through the arts, providing rewarding activities that inspire, inform, motivate, challenge and entertain. At Three Saints Academy Trust, we recognise that involvement in the arts can help to develop the capacity to communicate ideas and feelings; enhance perceptual skills through responding, developing and evaluating and physical skills through control and use of movement. Furthermore, the arts help to foster positive attitudes in our pupils by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition. All pupils are given the opportunity to develop their own personal skill set within the performing arts. This is undertaken within a wide range of unique experiences and performance opportunities offered by the school. The Three Saints Academy Trust is committed to forming strong links with the creative industries, both within the local community and the wider world in order to maximise pupils' experiences. Such experiences include our KS1 nativity, St Ann's Has Got Talent and the Year 6 end-of-year production, with the latter of the two taking place at the Theatre Royal in St Helens and seeing pupils involved in all areas and stages of production and performance.

MUSIC

Our Music curriculum engages and inspires pupils to develop a love of music and allows them to grow and explore their talents as young inspiring musicians. Through the curriculum, children can build further on their self-confidence and creativity, leading to a strong sense of achievement through the art of music.

Pupils will gain opportunity to approach music critically, listening and appraising with refined discrimination, developing a wide and varied understanding of music, and accessing a progressive development of musical concepts, knowledge and technical skills. By building an understanding of the inter-related dimensions of music, pupils will master a clear understanding of music from its creation through to its communication, with the chance to explore, experiment, improvise and compose.

We believe our Music curriculum supports and furthers our mission to uphold a true sense of community, with ample opportunity to create, perform, play and simply enjoy music together with peers, staff and family. This also allows children to develop a deeper awareness of others through performance and practised talent can be celebrated and shared as musical excellence.

MODERN FOREIGN LANGUAGES

At The Three Saints Academy Trust, our high-quality MFL curriculum fosters pupils' curiosity, creativity and deepens children's understanding of the world. By learning Modern Foreign Languages, children develop tolerance and understanding of the world around them; a key link to the Fundamental British Value of Tolerance of Others. Our MFL curriculum provides children with opportunities for them to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters. We aim for children's language learning to contribute to their knowledge as global citizens and the diverse world that they will grow up in as 21st Century citizens. Children begin their MFL in Key Stage 2, although children in EYFS and KS1 will be introduced to languages through songs, rhymes and stories to generate interest and develop initial understanding before progressing to National Curriculum MFL content in KS2. We want our children to be inspired by language learning and to give them confidence and good foundations so that they can build on learning in secondary school. At The Three Saints Academy Trust, we focus on French, enabling pupils to make substantial progress in one language. The curriculum is planned and sequenced so that prior knowledge and learning is built on.

THE EARLY YEARS

At the Three Saints Academy Trust, we believe that children learn best through purposeful play and effective interaction between children and adults.

We believe that throughout the Early Years Foundation Stage, children should be given the opportunities to engage in purposeful and exciting activities that will promote their curiosity about the world and love of learning.

By the end of the Early Years Foundation Stage, our intent is that children will be resilient, self-assured, strong, responsible and independent learners. We aim to help our children to develop into happy and healthy well-rounded individuals who possess the skills to thrive in an ever-changing global community, have a thirst for life-long learning and who make a positive contribution to society.

Our vision is facilitated through:

- Committed, enthusiastic and reflective practitioners with a breadth of knowledge, skills and understanding about Child Development and the Early Years Curriculum.
- Providing a stimulating learning environment which promotes and extends learning allowing children to follow their own interests and make new discoveries.
- On-going professional development for practitioners in order to ensure all children's needs, learning styles and interests are fulfilled.
- Secure and collaborative relationships with parents, carers and the wider community, that are positive, sensitive, supportive and non-judgmental.
- Support for children's development in all areas of learning, and through the Characteristics of Effective Learning.
- Working collaboratively with other professionals within and beyond the setting, to ensure that all children have the best chances to fulfil their potential.

Each child is assigned a Key Worker.



Pastoral Care and Discipline

We believe that education and school are an extension of the family and home and that teachers share with parents, responsibility for the children. We try to provide in school the same level of care that any responsible parent would be expected to give.

The children's mental health and physical and emotional well-being is paramount at St Ann's. The employment of a full time Family Support Worker whose role is dedicated to nurturing positive mental health and physical and emotional well-being as well as addressing barriers to learning reflects this. The importance of mental health and physical and emotional well-being is promoted across the curriculum, but especially in weekly PSHE and PE lessons and during Healthy Living Week. The Children's University initiative supports the achievement of this goal for our pupils.

We provide the children with a secure and stimulating environment in which to learn and to develop spiritually, morally and socially. We regulate the life of school to ensure as far as possible a civilising influence; our main criteria being courtesy, respect and care for others, and respect for property. This is exemplified in our Relationships and Behaviour Policy. We believe that it is important that there is mutual respect between all the adults and children in school. We all recognise that it is important to praise and reward good work and behaviour as well as to sanction those behaviours that are unacceptable.

As the children progress through St. Ann's, they are encouraged to develop independence and to take responsibility for the younger children in school and to set the best examples of work and behaviour.

Pastoral support for pupils, and support for families, is exemplary. As a result, relationships and partnerships are exceptionally strong at all levels enabling all pupils to flourish. (SIAMS July 2019)

Parents as Partners

Here at St. Ann's, we understand the benefit of developing positive partnerships with parents/ carers and believe parental support can have a direct impact on a child's development, mental health and wellbeing and academic success. Parents and carers are not only informed about the work of our school, but they are encouraged to actively participate in events and activities that take place. Opportunities to engage with the school include: termly Mentoring Conversations, Workshops, Parent Insight sessions, EYs Stay and Play sessions, coffee mornings, family worship and church services, show cases at the end of focus weeks/days, induction meetings, Home-School Diary, newsletters and social media. Each year we establish a Parent Forum. We recruit one parent representative from each class. The Parent Forum allows us to gauge parental opinion in our pursuit to offer our pupils a first-class education.



School Activities

Although we provide a broad and balanced curriculum, we like to also extend our provision beyond the school day. We have peripatetic music teachers who offer tuition in strings, woodwind, brass, guitars, percussion and keyboard. We have a choir who regularly perform both in school and in the local community.

Children from Year 6 have the opportunity to take part in a large scale drama/musical production once a year. This performance takes place at the Theatre Royal in St Helens and is of a very high standard. We also hold an annual talent show which takes place at the local Village Hall.

Other extra-curricular activities over the year consist of a variety of sports and team games such as football, netball, fencing, judo, rugby, athletics, cricket, rounders, benchball, boccia, hockey and multi-skills. We are very proud of the children's achievements in these areas.

The children in years 4, 5 and 6 have the opportunity to take part in school holidays such as Kingswood ICT Activity Centre in Staffordshire, London and Lake District/ France.

Pupils are enthusiastic and animated learners because they are inspired by their learning. (SIAMS July 2019)



Children's University

St Ann's works collaboratively with the Children's University. The Children's University (CU) is a national charity offering children aged 5 -14 an exciting and innovative programme of high quality learning opportunities outside school hours, with a focus on rewarding participation, raising aspirations and encouraging engagement with learning.

Visit the CU website to find out more:
<http://www.childrensuniversity.co.uk>

Wrap Around Care: Base

Base before and after school club provides wrap around care for children aged 4-11 years. Children attending the club have access to a range of physically and mentally stimulating activities along with a selection of play equipment.

Daily activities are planned for on a weekly basis. All activities are supervised by members of staff and can include the following; painting, drawing, gluing, modelling, jewellery fun, creative cards, stick art, mosaic design, art work using natural materials, scooters, playground games, musical games, play dough, cooking and lots more.

We ensure that the children are offered a healthy snack after school each day. All snacks provided by Base are in accordance with the school 'Snack and Nutrition' Policy. We also provide a breakfast for children who attend the breakfast club with a choice of breakfast cereals or toast.

Curriculum & Cultural Offer

Here at St Ann's, we plan two curriculum/ cultural visits for each class every academic year. This is called our Curriculum & Cultural Offer. The Curriculum & Cultural Offer ensures a balance of cultural learning experiences over the seven years a child attends our school. By the time a child leaves St Ann's, they will have had the opportunity to participate in minimum of fourteen experiences. This may be in addition to other beneficial visits.

Home School Diary

At the beginning of every new academic year, all pupils are issued with a Home-School Diary. The Home School Diary is bespoke to our school. The aim of the Home School Diary is to provide a form of communication between home and school. The diary contains useful information about school routines and procedures as well as information which will provide children with homework support.

Blue Sky Experiences

At St. Ann's, children are guaranteed to experience a set of 50 key experiences by the time they leave us in Year 6. These experiences are referred to as our Blue Sky Experiences. Experiences can be whole school or whole class and include a range of experiences from performing on a stage to having an ice-cream at school. All experiences were selected by the pupils themselves!

The full range of experiences can be seen in the Home School Diary.

Pupil Leadership

Every child at St Ann's is a member of a pupil Leadership Team. This initiative is known to our pupils as Super Leaders. Teams meet once a term and drive forward and campaign for change and improvement both locally and globally. In this respect they become activists. As a result of being a member of a Leadership Team, children develop character, key skills that advance their personal and academic achievements. Teams range from Digital Leaders to Sports Councillors.

The full range of teams can be located on our school website.

Assessment

Pupils are informally assessed on an ongoing basis and formally assessed three times a year. Results are recorded and reported to parents/ carers. As a result of these assessments, next steps in the child's learning are identified and target are set. Progress, attainment and targets are shared with the child as well as with their parents/carers at Mentoring Conversations. Should any gaps emerge in a child's knowledge and understanding, this may be addressed via use of planned interventions. At the end of each key stage, statutory assessments take place, the results of which are also reported to parents. After each assessment period, pupils and parents receive a report outlining their attainment and progress.



Special Educational Needs

As a school, we place a strong emphasis on Inclusion and providing effective learning opportunities for all our pupils. As a staff, our aim is to identify children with Special Educational Needs as quickly as possible and to ensure a learning atmosphere where all pupils can make the greatest progress possible. To this end, we regularly assess the needs of all children and address any problems that are identified according to the Code of Practice for Special Needs. We utilise staff expertise and external help as required. We also work particularly closely with our school's Educational Psychologist and other external agencies. At all times the emphasis is on a partnership between home and school.

The whole school works tirelessly to support and promote equality and inclusion. (SIAMS July 2019)



Gifted and Talented

We also identify more able, gifted or talented children. Any children identified will be catered for sensitively, following the guidance from external agencies where appropriate. Individual members of staff use this information to inform future planning and teaching.

Remote Education

At St. Ann's, we know that, due to the COVID-19 pandemic, remote learning is extremely important, in the event of self-isolation. Delivery of remote education will ensure that students maintain expected levels of attainment and progress, and will also ensure contact with peers and teachers is maintained, so that children continue to feel included in the school community. As a school, we use Microsoft Teams as a school-wide remote learning platform, which provides students who are learning from home with a way to access lessons, communicate with teachers and peers, view resources and submit their work. In order to provide the best remote learning system, our remote teaching and learning approach is underpinned by four key principles:



These principles ensure that any student who is remote learning is continuing to receive the same high-quality teaching and learning as those students who are in school. It also allows for every student at St Ann's to be able to get the support and personalised attention that they need to succeed and progress in school.

Rights Respecting

At St Ann's, the whole school community learn about children's rights, putting them into practice every day. We are a UNICEF Silver Rights Aware school. The difference this makes goes far beyond the school gates, it has a positive impact on the whole community. Promoting and realising children's rights makes our children healthier and happier, feel safe, have better relationships and encourages them to become active and involved in school life and the wider world.



School Hours

Early Years	8.50am-11.45am 1.00pm-3.15pm
KS1	8.50am-11.45pm 1.00pm-3.15pm
Lower KS2	8.50am-12.00pm 1.00pm-3.20pm
Upper KS2	8.50am-12.15pm 1.15pm-3.20pm

**Start and finish times are subject to change*

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

At St. Ann's, we believe that poor school attendance, and/or regular late arrival, break the continuity of a child's learning and consequently limit their academic and social progress in school.

We aim to encourage and assist all pupils to achieve excellent levels of attendance and punctuality; therefore, our target for all pupils is to achieve at least 96% attendance over the course of a school year, with no unauthorised absences. Holidays in term time are not authorised. The school follows the St Helen's Council Guidelines in relation to appropriate 'exceptional circumstances' and in relation to Fixed Penalty Notices.



Rewarding Attendance

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

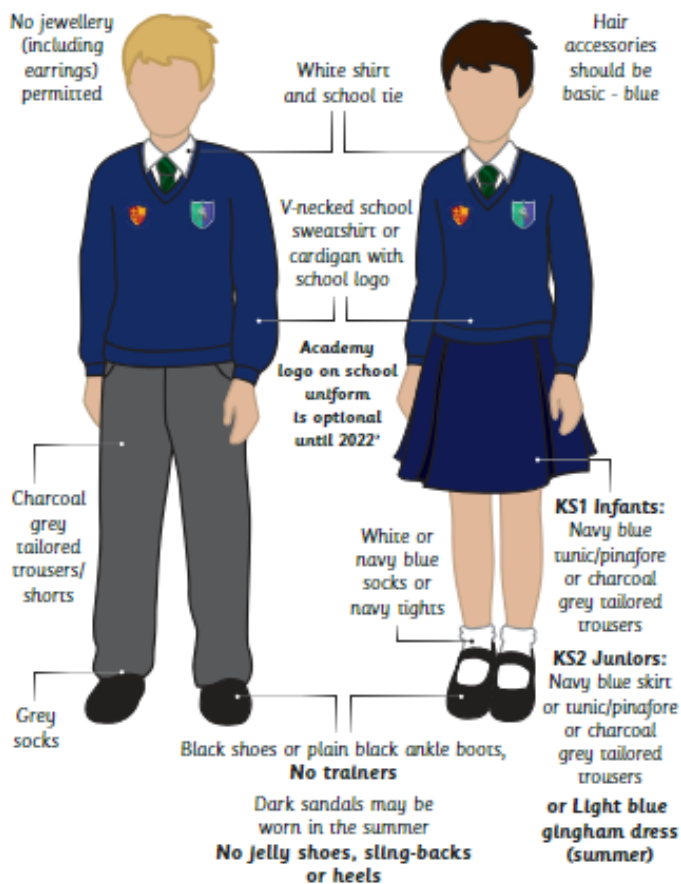
We aim to:

- Ensure that children and parents/carers realise the importance of good attendance and punctuality.
- Work with parents and the LA towards good levels of attendance and punctuality.
- Work alongside the Education Welfare Service to encourage good levels of attendance.
- Take positive action to address any poor attendance or punctuality, using agreed systems, including Attendance Support Plan meetings.

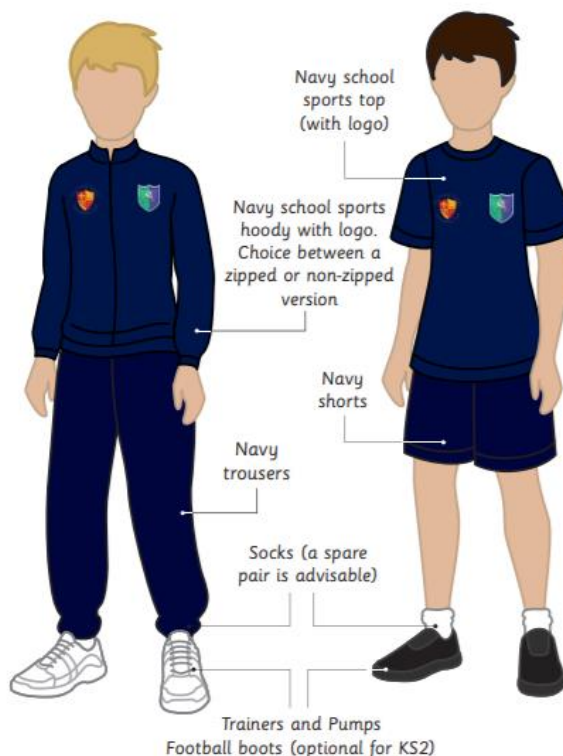
School Uniform

We encourage all children at St. Ann's to comply with the school's policy on uniform and dress. This is incorporated into the Home/School Agreement. St. Ann's has a school uniform and we hope parents will support us by supplying one. The main benefits are that it helps pupils identify with the school and disguises social and income differences between pupils.

School Uniform



PE Uniform



Other Compulsory Kit (FS - Y6)

Navy hooded tracksuit top (with logo)

Navy joggers

Please ensure all items are clearly labelled with your child's name.

It is **no longer compulsory** to wear clothing with the school and Trust logo on. Children may wear plain, navy-blue items of school uniform.

Pupils must wear full and correct PE kit to school on the days they have PE; this is instead of their school uniform.

All clothing and footwear should be clearly labelled with the child's name.

No jewellery (including earrings) should be worn at any time. Ears may only be pierced during the first week of the summer holidays.

Long hair should be tied back. Hairstyles should be appropriate to wearing a school uniform. Hair accessories should be kept to a minimum and in school colours only (e.g. no big bows)

When children join the school, they are provided with a school book bag for all other belongings.

Holdalls and rucksacks are not permitted for Health and Safety reasons.

Key Stage 2 Summary of Results 2021-22

Group	% of children working at ARE				
	Reading %	Writing %	Maths %	SPAG %	Reading, Writing and Maths Combined
All pupils	88	82	78	87	70
LA	74	71	67	70	57
National	74	69	71	72	59
Average Scaled Score	108		107	108	

Key Stage 1 Summary of Results 2021-22

Group	% of children working at ARE		
	Reading %	Writing %	Maths %
All pupils	82	82	82
LA	To be confirmed	To be confirmed	To be confirmed
National	67	58	68

EYFS Summary of Results 2021-22

EYFS Good Level of Development	
St Ann's	85
LA	To be confirmed
National	To be confirmed

Year 1 Phonics Screening Summary of Results 2021-22

Y1 Phonics Pass Mark	
St Ann's	97
LA	To be confirmed
National	75



The Friends' of St. Ann's

We have a very active Friends' Association run by a committee of interested parents and friends of the school. The Friends' Association provides the opportunity for school and home to undertake activities together. They organise many social activities for both the children and adults throughout the year. The Friends also raise money to help develop and resource all areas of the curriculum.

Meeting your Needs

The staff at St Ann's endeavour to be courteous and helpful to each other and this is extended to parents, children and visitors to the school. A weekly newsletter is available on the school website. This informs parents of activities and highlights pupils' achievements within school. We are sensitive to the varying needs of all our families. To this end we are happy to assist parents who need help with any of the information we send out from school.

We hope that you find St Ann's a happy and caring school with high expectations of all its pupils.



Inspection of Documents and Freedom of Information

One of the aims of the Freedom of Information Act (2000) is that public authorities, including all maintained schools, should be clear and pro-active about the information they will make public. To do this we have produced a publication scheme setting out categories of information available and where it can be requested from (largely available from the school office). All information in our publication scheme is available from our school office or our website. Some information which we hold may not be made public (e.g. personal information). This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

School Holiday Dates

A copy of school holiday dates are available from the office or on our website

www.rainhillstanns.co.uk

St. Ann's Church of England Primary School

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Twitter: @StAnnsRainhill

You Tube: https://www.youtube.com/channel/UCLSTKt03N_B4yLZBXodtNAG



Improving the service we offer

We constantly strive to improve the service we provide and look to you for your help. Parental opinion is gauged on a regular basis. This is done through tear-off slips on our weekly newsletters, coffee mornings, our Parent Forum and through regular parents' questionnaires. Any suggestions are discussed and considered by the headteacher, staff and governors.

Charging Policy

The School Charging Policy is in line with LA advice. A voluntary parental contribution will be requested towards the costs of school visits. Information will be provided to individuals who contact the school