

Our Lady's Bishop Eton Catholic Primary School



Welcome

This Prospectus is intended to provide you with some useful information about our school. We are very proud that our school has been awarded "Outstanding" by OFSTED.

However, we will continue to strive to develop, grow and provide a first class education to our children. We hope you find this of benefit. If you require additional information please contact us.

General Information

Name and address of the School:

Our Lady's Bishop Eton Roman Catholic Primary School,
Green Lane,
Liverpool. L18 2EP

Telephone Number: 0151 722 2982

E-mail: businessmanager@ourladysbishopeton.com

Website: www.ourladysbishopeton.com

Name and address of LA:

City of Liverpool Education, Library & Sports Services
Municipal Buildings
Dale Street
Liverpool L2 2DH



School Staff

Headteacher:	Mrs. D. Bostock	(Senior Leadership Team)
Teaching Staff:	Mrs. L. Baker	
	Miss. M Gilbert	
	Miss. J. Cuddy	
	Mr. R. Hanna	
	Miss. S. Stockton	
	Mr. M. Bland	(Interim Assistant Head)
	Mrs. P. Brown	
	Mr. M. Lewis	
	Miss. E. Kennedy	(EYFS Lead & Senior Leadership Team)
	Mr. T. Maher	(Assistant Head)
	Mrs. C. Melia	
	Mrs. J. Mitchell	
	Mrs. K. Richards	
	Mrs. H. Walsh	
	Mr. B. Roose	
	Mrs. C. McGain	
	Mr. L. Jones	
	Mrs. A. Kelly	(Interim Acting Head, Interim Assistant Head & Senior Leadership Team)
Business Manager:	Mrs. M. Murray	
Finance Officer:	Miss. R. Latham	
Admin Assistant:	Miss. H. Bowers	
Support Staff:	Mr. J. Bostock, Mrs. P. Clarke, Mrs. C. Graham, Ms. S. Hudson, Mrs. T. Rogers, Mrs. D. Wah, Mrs. D. Wah, Mrs. J. Hogan, Mrs. A. Phelan, Mrs. F. Bailey, Mrs. K. Sloan	

Site Manager:	Mr. J. Wright
Catering Staff:	Mrs. A. Warren, Mrs. A. Kelly, Miss. G. McLinden, Mrs. P. Rutland, Mr. A. Rubio, Miss. M. Kelly, Ms. M. Ellison
Lunchtime Staff:	Mrs. A. Elston, Ms. A. Cooke Mrs. J. Melling, Mrs. L. O’Hanlon, Mrs. D. Wah, Mrs. D. Holmes, Mr. J. Bostock, Mrs. T. Rogers
Cleaning Staff:	Ms. S. Alldritt, Ms. A. Cooke, Ms. F. Debarba, Ms. D. Waters
OLBE Club Staff:	Manager: Mrs. A. Woods Mrs. A. Taylor, Miss. G. McLinden, Mrs. D. Holmes, Mr. A. Rubio
Safeguarding Team:	Mrs. D. Bostock, Mrs. M. Murray, Mrs. A. Kelly, Mr. M. Bland, Mr. T. Maher
Parish Priest:	Rev.Fr. T. Buckley
Chair of Governors:	Mr. P. Doyle

Adults other than parents picking up children

The school will only allow children to be picked up by adults other than their parents when it has received written authorisation in advance.

Children are not allowed to be picked up by young people under the age of fourteen.

Year 6 children may walk home only if a letter of authorization has been received.



Attendance and Punctuality

Parents of pupils of compulsory school age are under a legal duty to send their children to school. All absences must be reported to the school before 9.15am of the first day of absence and subsequently be explained by letter. The school will then determine whether the absence should be regarded as ‘authorised’ or ‘unauthorised’.

Parents must make every effort to take family holidays during the 13 weeks of school holiday time available. Please see the additional Attendance and Punctuality on the school’s website: www.ourladysbishopeton.com

Behaviour and Relationships

From the beginning our school aims to foster within our children an attitude of self-discipline and our children are encouraged to think of others, to be courteous, to take pride in their appearance, to apply themselves diligently, and to produce good standards of work.

Copies of our Behaviour and Discipline Policy are published on our website. Should problems of behaviour arise, the school works to resolve these through discussion and partnership with parents. In the event of a serious act of misconduct, the Head teacher has the authority to suspend the pupil for a short period, the duration of the suspension being made clear to the parents at the time.

Charging Policy

In line with the 1989 Education Act, it is the Governors' policy to ask all parents for a voluntary contribution towards the cost of any visit. If not enough contributions are received, then a visit may have to be cancelled. A copy of the School Charging Policy is published on the school website.

Child Protection

All school staff are DBS checked. Where the school has reason to be concerned that a child may be subject to any form of abuse, the school will follow Liverpool Children's Services Guidelines and inform Social Services of their concern. Parents will not be informed of concerns unless the staff are certain that the safety of the child will not be prejudiced by their doing so.

Parents have no right to information to school records relating to Child Abuse Education (School Record) Regulations 1989 and DES Circular 17/89.



Community Cohesion

The Christian principle that all people belong to God's family and are of equal value, permeates the ethos and culture of the school. Children are made aware of the pluralistic nature of modern British society, and are taught to appreciate British Values and the positive contributions made to society by all ethnic and religious groups.

Complaints

In the event of parents wishing to make an official complaint against the delivery of the curriculum, either secular or religious, the LEA and the Archdiocese have drawn up procedures for dealing with such grievances. Parents may also make a complaint to OFSTED.

Curriculum

The school's curriculum, meets all the requirements of the New National Curriculum, is broad, balanced, enjoyable and relevant to all of our children.

As a Catholic School prominence is given to Religious Education.

Curriculum planning ensures all children achieve their full potential in all areas.

Differentiation and targeted support ensures that each child is able to access the curriculum.



The Early Years Foundation Stage Curriculum

There are seven areas of learning and development that must shape educational programmes in Early Year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Stages 1 and 2



Core Curriculum

English



The teaching of speaking and listening, reading and writing is given a high priority in all areas of the curriculum. A variety of experiences and opportunities are provided to develop speaking and listening skills.

Great emphasis is placed upon learning to read.

A combination of "look and say" and phonic methods are used and the children's progress is carefully monitored in both Key Stage 1 and Key Stage 2.

Reading

In the Infants the main reading scheme is the Oxford University Press Reading programme supported by Project X, Ginn 360 and other reading schemes. In the Juniors the main reading scheme is the Oxford Read Project supported by the Ginn 360 scheme.

All children have access to library books for information and enjoyment. Both reading scheme and library books are taken home and parents are encouraged to take an active role in the learning to read process and also to help foster the love of books.



Writing

From early years our children are encouraged to write freely and their attempts are valued. As they progress through the school they are presented with purposeful opportunities for independent writing. Emphasis is placed on the correct use of grammar, punctuation and spelling. Handwriting and presentation are also valued by our school.

The school has the Basic Skills Agency Quality Mark for the teaching of English and the Reading Quality Award Gold Level.

Fun

Whilst not a curriculum subject, fun is definitely on the agenda.



Mathematics



Our Maths curriculum is delivered through the Maths Mastery Singapore Maths programme.

Children are expected to learn and apply their tables. There is an emphasis on the development of key skills and the ability to use and apply these to solve problems.

The school has the Basic Skills Agency Quality Mark for the teaching of Mathematics and the Gold Maths Quality Award.

Citizen of the World Curriculum

ART, DESIGN TECHNOLOGY, GEOGRAPHY, HISTORY, ICT & COMPUTING, MODERN FOREIGN LANGUAGES, MUSIC, SCIENCE

French (MFL) and Music are taught as discrete subjects

When planning our Citizen of the World Curriculum we aim to connect the Foundation Subjects together and integrate them within a theme which is taught as a blocked unit. This ensures that learning is less fragmented and that connected ideas flow and make sense to children.

It also allows literacy to grow progressively, with vocabulary linked with spelling and sentence writing being frequently, yet smoothly reinforced.

The result of working in this way is that children:

- Have more fun and be more actively involved
- Develop learning skills more quickly, as each one is connected to and reinforced by the others
- Be more confident and better motivated
- Present fewer discipline problems

Values Curriculum: Personal, Social, Cultural and Health Education (PSCHE), Physical Education (PE) and Religious Education (RE)

The Gospel values permeate all that we do.

Together with British Values, these inform the life we seek to live and ensure our school is a community within which:

- All children have genuine respect and pride in themselves and the communities and environment in which they live
- All children respect and understand why they should obey the law
- All children feel they make a contribution and are valued as individuals
- The integrity, dignity and opinions of each individual is acknowledged and respected.
- Respect and tolerance of different ways of life are nurtured, established and practiced
- The whole school community are enabled to achieve their full potential
- Strong partnerships exist between children, parents, staff, governors and the community as a whole.

Our Values Curriculum enables us to:

- Do this in a planned, explicit and systematic way
- Be inclusive of our whole school community and school life
 - Focus on developing student responsibility in local, national and global contexts
 - Support quality teaching congruent with curriculum outcomes
 - Establish safe and supportive learning environments



PSCHE

The school's PSCHE curriculum reflects national expectations and supports all of our children with respect to their physical, emotional and social development.

It also promotes their understanding of their rights and responsibilities as members of a wide range of communities.

The school has achieved the Healthy School Award in recognition of its PSCHE provision.

Physical Education



The school's P.E. programme of work covers all aspects of the subject prescribed in the National Curriculum.

Children in Year5 also receive swimming lessons.

Children must have the correct clothing for P.E. and games. Children come in to school in their P.E. kit on the day their class have a P.E. lesson. P.E. is inclusive and aimed at providing opportunities for all children to enjoy and progress irrespective of ability.

Children in both KS1 and KS2 are offered opportunities to take part in a wide range of afterschool P.E. and Games activities, including: football, cricket, rounders, badminton, indoor athletics, athletics, gymnastics, multi-sports, tri-golf, judo, fencing and dance.

In addition we select children for representative teams in several sports.

The School has achieved the Healthy Schools Standard and the Active Mark Award in recognition of the very good curricular and extra-curricular P.E. activities offered to our children.



Religious Education

As a Catholic School special emphasis is placed on the religious and moral education of our children. In addition to teaching the official Archdiocesan syllabus 'Come and See', the school works to create an atmosphere of Christian fellowship in which the children grow up to respect and care for others, and to model their behaviour on the example of Christ.

There are close links between the School and the Parish, and the School is seen as an integral part of the Parish community.

The school's Relationships and Sex Education Programme is the Archdiocesan 'A Journey in Love Am'; and No Outsiders In Our School some aspects of which are taught through the school's Science and PSHE curriculum.

Dropping children off and picking them up

In the interests of safety, parents who bring their children to school by car are requested to park sensibly and safely beyond the 'Keep Clear' markings.

Please also avoid parking in front of local residents' driveways, etc. Parents can also park in the Church car park and then walk to and from school. Please note that Birch House Close is a private road.

Earrings and Watches

Earrings of any description are not allowed in school as such items can cause injury. Watches may be worn by older children. Apple watches are not allowed.

Equal Opportunities

It is the policy of the school to treat all pupils with the same respect, and to present them all with equal opportunities for learning. All pupils are encouraged to develop their potential in all areas of the curriculum, and staff ensure that no child under-achieves as the result of stereotypical attitudes towards race, gender or ability.

Extra-Curricular Activities



In the infants extra-curricular activities include:

Football, Dance, Judo, Spanish, Gymnastics

In the Juniors extra-curricular activities include:

Choir, Orchestra, Football, Judo, Drama, Spanish, Netball, Tag Rugby, Fencing, Basketball, Dance, Multisports, Musical Theatre, Samba drumming.

Hair

For reasons of Health and Safety, both girls and boys with hair collar length or longer are required to wear it tied back for school.

Homework

In Key Stage 1 homework is closely associated with daily work and will, for the greater part, involve skills to be practiced or facts to be memorised e.g. spellings, reading, tables, number bonds, etc. In Key Stage 2 homework is gradually extended to include textbook exercises, test sheets, completion of work done in school, and topic research work. In the Juniors all children receive regular homework. **PARENTS MUST ENSURE THAT ALL HOMEWORK SET IS COMPLETED TO AN ACCEPTABLE STANDARD AND RETURNED TO SCHOOL ON TIME.** Parents are asked to sign all homework. If any problems arise over the homework a brief note must be sent to the class teacher.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs. Our school implements whole school strategies to support all children to reach their full potential.

Medical and Welfare

Children receive a Health Assessment from the School Nurse during their first year at School. Parents are invited to attend.

If a child is ill in school and it is felt that he or she should go home, parents are informed and asked to come and take the child home. For this reason it is essential that the school has an emergency telephone number for every child. In the event of a parent being unobtainable the other listed emergency contacts will be called.

Children, who have suffered from vomiting or diarrhea, **must remain at home for at least 48 hours after their last symptoms.**

The school is not allowed to administer medication for short term illnesses: e.g. finishing a course of antibiotics.

If a child has a chronic illness and requires long term medication, parents should come into school to complete the relevant documentation and a Medical Care Plan will be agreed and implemented.

Milk

Milk is available to infant children at a subsidised charge of 22p per day payable at the beginning of each school year. This is made payable directly to the milk provider. There is no charge for children below the age of five.

Parents as Partners

Parents are required to sign a Home-School Agreement. Partnership with parents is valued and importance is placed upon good communication. Parents are encouraged to visit the school at all times to discuss any matter about which they are concerned.

Parents' evenings are held each term to provide parents with the opportunity to discuss their children's progress with the teachers.

A full and detailed written report is issued for each child at the end of the school year.

The school recognises the benefits to be gained by parents coming into the school to assist the teachers in their work and maintains a register of Parent Helpers. Registration forms are available from Mrs. Murray, the school's Business Manager.

The Home-School Association, which organises social and special events and raises important funds for our school, welcomes all parents.

Parents failing to pick their children up at the appropriate time

Parents must pick children up promptly – see The School Day below. If in an emergency parents will be late picking up a child they must make alternative arrangements and inform the school of these. Parents late picking children up and who have not informed the school of an emergency; children will be sent to afterschool provision and parents will be charged.

Procedure should a child go missing

This is a requirement for all schools under the statutory requirements of the Early Years Foundation Stage Statutory Framework.

Parents are requested to advise the school before 9.15am if their child is absent. If the school has not received a phone call by this time the School Office will ring the recorded contact number to confirm why the child is not in school. Should the child be identified as having set out for school and not having arrived the school will advise the parents to contact the police immediately.

If a child is identified as missing during the school day the school will immediately contact the parents and the police.

Should parents inform the school that their child has not returned home from school the school will advise parents to contact the police immediately.

The School Day

Morning Session:

Infants: 8.55-11.55

Juniors: 8.55-12.05

Afternoon Session:

Infants: 1.15-3.00

Juniors Y3 & Y4: 1.15-3.05

Juniors Y5 & Y6: 1.15-3.10

Children in Years 1 to 6 are welcomed into school at 8.40am and go straight into class.

Please ensure that children are dropped off and collected promptly.

Reception gates are opened at 8.50am and 3.00pm. If you arrive late with your child, please bring your child up through the office door.

Children who go home for their lunch should return by 1.05pm.

School Meals

Our School has been awarded the Healthy School Standard. A choice of healthy hot meals, a selection of Delhi Bar salads and sandwiches or a choice of nutritionally balanced 'picnic bags' are provided in the school dining room. The charge for Junior children is **£10.00** per week. ALL infant children are entitled to a free school meal.

Parents are asked to make payments through the school's online 'ParentPay' system. **This is the preferred method of payment.** Information is available from the office. Parents who are not able to use this system may pay by cheque or cash made payable to **"Our Lady's Bishop Eton School LCC LMS"**.

Payment should be sent in an envelope, clearly marked with the child's name, class and amount enclosed.

Parents can pay a half term or a full term in advance.

Application forms for free meals may be obtained from the School or directly from any Council "One Stop Shop".

There are also facilities for Junior children who wish to bring a packed lunch. Lunch boxes must be clearly labelled with your child's name. Drinks should be in a sealed plastic container. (No glass bottles or cans.) **Children are encouraged to bring a healthy lunchbox and sweets, chocolate and fizzy drinks are discouraged.**

School Organisation

Our school is a 'two-form' entry school. Each year group contains two parallel classes. Teachers work together in planning work for each year group, basing their planning on the National Curriculum.

All children within a year group experience the same programme of study, which provides full coverage of the National Curriculum as a minimum entitlement.

The staffing structure includes ten full time class teachers and eight part time job share teachers. These are supported by two Nursery Nurses and the full time equivalent of nine and a half Learning Support Assistants.

School Uniform

School uniform is available from our online supplier 'Stitch Design'.

Special Educational Needs

Our school's Special Needs Policy reflects the Government's Special Needs Code of Practice. Our school uses a range of strategies to identify individual additional needs at the earliest possible opportunity and parents are informed at an early stage of any difficulties that their children are experiencing. Appropriate intervention programmes are identified, implemented and monitored in partnership with parents.

Secondary School Transfer

60 children leave our school in July 2019 to transfer to secondary schools as follows:

SFX College - 11

The Belvedere Academy - 6

Liverpool College - 6

St. Julie's High School - 6

St. Edward's College - 17

St Hilda's - 1

Bluecoat School - 9

King David – 3

St Margaret's C of E Academy - 1

Thank you and...

Thank you for visiting our school. We hope that you like what you see just as much as we do. OFSTED came to our school in May 2013 in order to inspect who we are and what we have to offer. We were delighted that they reported: **This is an Outstanding School.**

“Pupils attainment in reading, writing and mathematics is well above the national average and has been consistently so over time. They make excellent progress overall and achieve exceptionally well”.

“Children get off to an excellent start in Reception because leadership and what is provided for them have improved significantly since the previous inspection”.

“Teaching is outstanding. Teachers expect hard work and high achievement and use their skills very effectively to maintain them”.

“Pupils’ behaviour is exemplary and they feel very safe in school. Attitudes to learning are excellent. Pupils enjoy school and their attendance is consistently above average”.

“Leadership and management of the school are outstanding. Leaders focus relentlessly on maintaining high quality in teaching and manage teachers’ performance exceptionally well”.

“The governing body is highly effective in challenging the school to move forward and helping school leaders to build on what has already been achieved”.



Goodbye!



LIVING



LOVING



LEARNING



IN

JESUS