

When You Love To Learn
You Learn To Love



St. John Fisher Catholic Primary School
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Headteacher : Miss S Griffin

Deputy head teacher: Miss L McLaughlin

Our Mission Statement



We stand united in our faith with the courage to build a loving world of truth, justice, peace and wisdom.

Dedicated to a great Saint

Saint John Fisher School was opened on the 5th January 1972. It is named after Saint John Fisher, who was martyred in 1535 by King Henry VIII. Saint John Fisher was renowned throughout Europe as a great and saintly scholar as well as a humble and zealous pastor. As Bishop of Rochester, his Diocese included the marshland below Lesness Abbey, and he must have passed through this area on his many visitations of his Diocese.

Saint John Fisher was a great patron of education. He was one of the foremost academics of his day and as a pioneer in education, he greatly encouraged the reform of the curriculum at Cambridge University, laying the foundations for its pre-eminence as a place of learning which it still enjoys today.

In his own Diocese, Rochester, that included the area in which the school is situated, Saint John Fisher was keen to make sure that people were given a sound knowledge of the Catholic faith. The school is dedicated to the same ideals and endeavour to continue the work of Saint John Fisher.



The school is used each week for Sunday Mass and this has made the school an integral part of the local community. There is also a regular Mass in the school, prepared by each class in turn. Parents and parishioners are welcome at all these Masses. Assemblies are held daily.

Saint John Fisher School is a Voluntary Aided Catholic Primary School for Catholic pupils aged 5 to 11 years, maintained by Bexley Education Authority. The school is a multi-ethnic community where equal opportunities are offered to boys and girls. The school has a capacity of 210 pupils. Subject to the criteria laid down in the admissions policy the Governors do accept some pupils of parents from other Christian denominations who have specifically requested to be educated at Saint John Fisher.

Staff

Teaching Staff

Miss S Griffin	Head Teacher
Miss L Maclaughlin	Deputy Head Teacher
Mrs A Bennett	
Mrs D Keto-Edwards	
Miss E Idowu	
Mrs W Clarke	
Mrs K Brady	
Mrs J Baldwin	
Mrs L Hanson	
Mrs L Baulch	SENCO

Office Staff

Mrs K Holloway
Mrs A Pooley

Business Manager

Mr Tom Lloyd

Teaching Assistants

Mrs C Connigale	Mr W Davie
Mrs Li	Mrs K West
Mrs E Sanni	Mrs J Sproat
Mrs B Lenny	Mrs C Hodkin
Mrs E Nicholls	
Mrs M Fawcett	

Site Manager

Mr W Davie

Other Staff

Mrs L Day

The Governing Body

Mrs E Phillips	Chair of Governors - Foundation Governor
Mr L Dadzi	Vice Chair - Foundation Governor
Mrs C Lobo	Foundation Governor
Vacancy	Foundation Governor
Vacancy	Foundation Governor
Vacancy	Foundation Governor
Vacancy	Awaiting member of the Clergy
Mrs I Jaiyesimi	Parent Governor
Mrs M Akpovwa	Parent Governor
Mrs A Bennett	Staff governor
Ms S Griffin	Head teacher
Ms A Ani	LA Governor

Pastoral Care

Saint John Fisher Catholic Primary School provides an environment where pupils develop self-respect and self-discipline and an awareness of their own and other people's dignity as pupils of God and members of His family. Our arrangements for pastoral care include the following:

The Head Teacher is available to see parents. By appointment Class teachers are also available to discuss problems with parents. The School Educational Psychologist and other agencies are contacted when the need arises.

Positive Encouragement

During the day, all staff promote a feeling of positive self-worth by:

- Helping the pupils to develop an awareness of self, an awareness of others and an awareness of God
- Helping pupils to grow as valued members of our Catholic community Giving positive recognition of personal achievement
- Giving positive reinforcement by constructive comments, encouragement and praise
Organising a high standard of display to show pupil's work is valued
- Providing the pupils with positive role models (adults and older pupils) Providing opportunities to develop special talents and gifts
Encouraging the pupils to take part in out of school clubs and activities Encouraging pupils to accept special tasks and responsibilities

Assemblies bring the whole school together in the spirit of community. During this time we talk about and show pupils how to be loving, forgiving, respectful, thoughtful and considerate of others. Appropriate ways of behaving are reinforced.

Circle time takes place in all the classes.

Pupil Voice

There is a school Council, two members are elected by, and represent each class at regular meetings. The views expressed by the pupils are listened to and taken to the senior management and many of the pupils' suggestions are implemented.

Pupils are encouraged to express their feelings and be responsible for themselves and others. They are encouraged to be open and are taught that their contributions are valued.

Sporting aims and provision for sport

The school aims to provide Physical Education for every pupil. This is through teaching gymnastics, dance and games in the infants. In the juniors, athletics and outdoor adventurous pursuits and more formal sports are added onto the above areas.

The school utilises the services of sports specialists including a gymnastics, netball and football coaches.

In addition to the playground areas, the school has access to a large field which is used for sporting activities.

The school has a number of extra curricular sporting activities. These include the opportunity for Year 5 & 6 pupils to participate in organised competitive team games.

The Arts

- The school seeks to promote the aesthetic development of pupils in the school by: Following Schemes of Work in Art/Craft, Music and Drama.
- Visiting the library, art galleries and theatres.
- Arranging for musicians from Bexley Music Centre to perform for the pupils. Arranging for theatre workshops/play productions.
- Providing pupils with opportunities to participate in plays/music productions. Giving all pupils the opportunity to learn multi-cultural dance.

Links with the Community

The school sees itself as a part of the parish-home-school relationship and is closely linked with the parish of St John Fisher and St Benet's. Pupils from the school participate in the Sunday Mass and serve at the altar. Members of the school staff have prepared parishioners for the reception of sacraments. The school also has ecumenical links and welcomes occasional shared prayer and Christian witness with other Christians in Thamesmead.

We encourage the development of all community links and have developed positive relationships with the community police and the local housing association.

The Curriculum and Equal Opportunities

Saint John Fisher is committed to the principle of equal opportunities for all pupils, regardless of sex, race, ability or disability. Pupils of both sexes have equal access to the entire curriculum

Summary of curriculum aims:

Saint John Fisher School aims to provide an environment in which all pupils will have the opportunity to develop self-respect and self-discipline and an awareness of their own and other people's dignity as pupils of God and members of His family.

To respect and understand the differences between cultures and races in our multi-cultural society and, at the same time understand the fundamental unity of mankind.

- To develop a positive attitude for learning.
- To speak and write clearly and confidently in ways appropriate for different occasions and purposes and use the conventions of written language.
- To read for a variety of purposes in a variety of ways, but always with fluency, accuracy, understanding and discrimination and, most of all, enjoyment.
- To be able to obtain information from diverse sources and to record this information in a variety of ways.
- To master the fundamental processes of mathematics appropriate to their stage of development and to apply computational skills with speed and accuracy and apply intelligently the knowledge acquired to various situations in the home, school and local area.
- To develop an enquiring mind and apply scientific reasoning to problems and acquire scientific knowledge and skills of understanding.
- To be aware of, and to appreciate, the geographical, historical and social aspects of the local environment and to be aware of other times, places and cultures.
- To participate in activities which will aid their physical development and confidence and to develop a good attitude to these activities through games, dance and sports skills.
- To achieve adequate mastery of self, tools, equipment and instruments to promote their aesthetic development in the spheres of art/design technology, music and drama
- To use a wide range of ICT resources to enhance learning.

Religious Worship and Instruction

Saint John Fisher is a Catholic School and the doctrines and beliefs of the Catholic Church are taught. All efforts are made to create a school community which reflect the qualities and characteristics of the Kingdom of God, where justice and peace prevail and where there is love and concern for the individual.

Pupils are encouraged to attend Mass regularly and receive the sacraments at an appropriate age.

Religious worship is conducted every day in the school and is an integral part of the school's life. The day begins and ends with collective prayers in Assembly. Prayers are said before meals.

Fortnightly during term time a priest comes into the school to say Mass and two classes are responsible for preparing the hymns, readings and bidding prayers.

The school follows the 'Come and See' religious education scheme which encompasses the teachings of Christ as well as the doctrine of the Catholic Church.

Our Parents

We work closely with our parents and welcome them into our school. We appreciate all the support that they give to us. We invite them to get CRB checked to enable them to further support our school activities.

Sex Education

As a Catholic school, St John Fisher promotes the values of the goodness of all human life from the moment of conception and the goodness of marriage and family life as the proper context for the procreation and upbringing of pupils. The teaching of the *Catechism of the Catholic Church* and Vatican document *Life to the Full* underpin all the school's teaching in this area.

For pupils 5-9 years old, no formal sex education is given in the school but we follow 'Life to the full'. Teachers will use their professional judgement in answering questions which arise naturally and incidentally in the classroom.

The pupils in the older two classes are taught about relationships with a clear focus on Catholic moral and values following 'Journey in Love'. Parents have the right to withdraw their pupils from all, or part, of this Programme except that which is required as part of National Curriculum Science.

Curriculum organisation

The Curriculum consists of *core* and *foundation* subjects which pupils must study. The *core* subjects are RE in this Catholic school, English, Mathematics, Science and ICT. The *foundation* subjects are Geography, History, Design & Technology, Music, Art and Physical Education and in KS2 MFL (French) For each subject there are objectives stating what the pupils should know and be able to do at each stage of their education. These are called *attainment targets*.

At the ages of 7 and 11 there are formal externally set *assessments* of how each child is doing in respect of the attainment targets. (SATs.) However the attainment of every child is continually assessed whilst at St John Fisher School.

Many areas of the curriculum are taught in Cross-Curricular way these include Personal, Social and Moral Education (PSHE), Environmental Education & Health Education

Pupils with Special Needs

Pupils with special needs are targeted and receive support individually and in small groups. This is provided in many ways including a specialised part-time teacher and teacher assistants who often lead interventions. All support is recorded on a grid of support and all interventions are assessed for their success. Pupils are encouraged to self assess and their progress is monitored through staff and parent observation and discussion, as well as through the use of commercial and school-based tests.

If a child continues to under-achieve to a great degree, the Head teacher in conjunction with the SENCO may advise that an assessment be made by the Educational Psychologist. In some circumstances, it may prove necessary to draw up a formal statement of the child's special needs.

Learning challenge

Teachers use a variety of organisation strategies and teaching techniques, including exposition, questioning, instruction and direct teaching. Pupils are taught as a whole class, in a small group, or individually as appropriate.

Pupils mostly work in groups within each class. They are provided with differentiated tasks appropriate to their level of attainment based on ongoing assessment. Thus, the more able pupils (identified both by formal testing and teacher assessment) are able to work at a more advanced level. However every Friday morning is known as a 'challenge morning' as pupils work in attainment groups across KS2 and our pupils are set problems to solve according to attainment.

The school has an active policy in line with the 1966 Local Government Act to create an environment which enables bi-lingual pupils to take part fully, and on equal terms, in mainstream education. We have a programme of support that actively supports this aim.

Homework

- Homework is given to further the following aims:
Broadening pupils' outlook;
- Extending experiences and interests;
Providing encouragement and reinforcement;
- Fostering independence, study skills, initiative, perseverance and self-discipline; preparing for new situations;
- Allowing practice of skills learned in the classroom where it is needed, finishing off work begun in school time;
- Acclimatising pupils to some of the requirements which they will face on transfer to secondary school;

Homework is set in accordance with the school's homework policy. We ask that all pupils read to an adult daily. In KS2 homework is generally set on Friday and it is expected to be completed by the following Friday.

Administration of Medicine in School

In line with the Bexley London Borough Code of Practice, the administration of medicine is a parental responsibility.

If any child is suffering from an acute infection it is appropriate for a child to be kept at home as it is inappropriate for the school to be called on to administer medicine in these circumstances. Any pupils who are unwell should not be sent into school.

The school will only oversee the administration of drugs to treat allergies i.e. Hay fever, Asthma, Peanut and Skin allergies. The school will not oversee the administration of antibiotics unless personal permission is sought by the parents etc. Any child required to receive medication on a three times a day basis should be given the medicine in the morning, after school and in the evening. Of course, parents may come to the school to administer the medication themselves.

School Uniform

In order to give our pupil's greater sense of belonging to a community, they are encouraged to wear school uniform. It also helps them to take a pride in their appearance. There is no special style or place of purchase for skirts, trousers, shirts and cardigans once they are in the school colours although we encourage the wearing of sweatshirts, polo shirts and cardigans that have the school badge on them and are only available from the school.

ALL ITEMS OF CLOTHING INCLUDING SHOES MUST BE CLEARLY MARKED WITH THE CHILD'S NAME.

In the interest of health and safety long hair must be tied back. No chains or jewellery may be worn in school with the exception of stud earrings in the ears (one pair only) which must be removed by the child before PE.

If hair extensions are worn, they must be the same colour as the child's natural hair. Boys hair must an appropriate style and must not have patterns shaved into it.

SCHOOL UNIFORM

WINTER - BOYS	WINTER - GIRLS
Grey trousers	Grey skirts or pinafores
White shirt/ polo shirt	White shirt/ polo shirt
Tie	Tie
School sweat shirt	School sweat shirt or cardigan
Black shoes	Black school type with flat heels shoes
Grey socks	Plain white socks or navy blue/grey tights
Book bag	Book bag
SUMMER - BOYS	SUMMER - GIRLS
Grey shorts	Yellow gingham dress
White polo shirt	White polo shirt and grey skirt
Grey socks	Plain white socks
Black shoes	Black or white school type shoes
	Sandals-not open toed

[School ties must be worn with all white shirts.](#)

Plimsolls are worn by the pupils at all times when they are indoors: no trainer like shoes are allowed

The following items are available from the School Office:

	Prices from
Sweatshirts	£12
Girl's cardigans	£12
School Ties ordinary & elasticated	£3.50
School Bags:	£4.00 £7.50 for bag with strap £15.00 Back Pack

PUPILS ARE AT TIMES REQUIRED TO WORK IN BARE FEET. TRAINERS ARE NOT ALLOWED IN SCHOOL

PE and Games clothing

PE and games are an important and statutory part of the curriculum and all pupils are required to participate. For these lessons pupils are required to change their clothing.

All pupils wear plain white T shirts and navy blue/black shorts. Children may also wear plain black/navy tracksuits for outdoor PE sessions. For these lessons long hair is required to be tied back and NO jewellery of any description is to be worn. Pupils must remove earrings themselves.

When it is the turn for your child to go swimming you will be informed in advance in writing and the pupils are asked to wear appropriate swimwear i.e the girls must have a one piece swimsuit and the boys, trunks or swim shorts.

All pupils must wear a swimming hat.

Discipline at St John Fisher School - Code of Conduct

The School's Code of Conduct is intended to maintain a caring, Christian environment where forgiveness is central to our ethos.

The objective is that "everyone will act with courtesy and consideration to others".

We will achieve these objectives by doing the following:

You have the right to be safe and happy in school - This means no fighting, spitting, kicking, teasing, biting, punching, hitting or other physical contact. Remember accidents happen - try not to react angrily. If you are hurt deliberately, do not hit back, but report to a teacher or supervisor on duty. No-one likes a bully.

Try to understand other people's point of view - This means you are not always right. There can be a variety of solutions.

Always speak politely to everyone (even if you feel bad tempered) - This means name calling, arguing and answering back are always discourteous

You have the right to learn in a quiet atmosphere and the responsibility to maintain this - This means no disruptive behaviour. The teacher who has to deal with it is wasting the learning and teaching time of the rest of the class

Remember that you should wear school uniform going to and from school - This means behaving well and being polite to everyone. Good or bad behaviour will reflect on the school and your parents.

Out of school you are our ambassadors - This means behaving well, and being polite to everyone

Parents meetings

Parents of the incoming Reception class pupils are seen by the Head teacher before the child is admitted. Parents are invited to bring the pupils to the school and it is an opportunity for them to meet the teacher and to spend some time with the other pupils who will be in their class. Parents are invited at this time to have an individual meeting with the staff of the Reception class..

For all parents there are Open Evenings three times a year. The meeting in September is a Contact Evening when the class teacher speaks to all the parents of the pupils in the class and gives them an introduction of the curriculum topics and expectations for the year. The further open evenings are generally on the evenings of the first Thursday of each term and written assessments for each child are given to the parents at the Spring and Summer meetings. The final Open Evening follows the distribution of the annual reports towards the end of the Summer Term.

Throughout the year there are evening events when teachers explain aspects of the curriculum to parents.

Parents also have the opportunity of seeing teachers by appointment. The Head teacher is available to talk to parents but it is wise to arrange an appointment through the School Secretary.

Newsletters are sent home to notify parents of forthcoming activities which are also recorded on the school website.

Organisation of classes in the school

There are seven classes. All the classes are named after precious stones.

Emerald Class	Reception (4/5 years)
Pearl Class	Year 1 (Infants 5/6 years)
Topaz Class	Year 2 (Infants 6/7 years)
Sapphire Class	Year 3 (7/8 years)
Opal Class	Year 4 (8/9 years)
Diamond Class	Year 5 (9/10 years)
Garnet Class	Year 6 (10/11 years)

Hours spent in school (Including Registration, Assemblies)

Infants 32.5 hours per week - 6.5 hours per day -
26 hrs 15 min (direct teaching time)

Juniors 32.5 hours per week - 6.5 hours per day -
26 hrs 15 min (direct teaching time)

Times at which school session begins and ends:

Morning sessions:

Infants 8.45am-12.00 noon - Juniors 8.45 am-12.30pm

Afternoon sessions:

Infants - 1.00pm - 3.15pm

Juniors - 1.30pm - 3.15pm

Summary of Charging and Remissions Policies

School visits (day) are an integral part of the school curriculum. Each class goes on a school visit at least once a term. Parents are asked to make a donation. A child's attendance at the school visit is not dependent on the parent's contribution. However if contributions are insufficient then the trip will be cancelled. All pupils are expected to participate in school visits unless prohibited by the Head teacher on disciplinary grounds.

Complaints relating to the Curriculum and Religious Worship

The complainant should first discuss the matter with the Head teacher and teaching staff. If the matter cannot be resolved to the complainant's satisfaction, the matter will be referred to the Governing Body for consideration. If the complainant remains unsatisfied after the Governing Body have considered the matter, the final level of appeal is to the Diocese. A copy of the Complaints Procedure is available for inspection in the Secretary's office.

Statutory Rights of Parents

The school's curriculum policy is broadly similar to that of Bexley Education Authority. Parents who wish to consult the Local Education Authority's curriculum policy may apply to do so at the school office.

Parents are entitled to consult the documents listed in regulations 6(3) of the Education (School Curriculum and Related Information) Regulations 1989. These include any statutory instruments and circulars sent to school by the Department about their powers and duties under Chapter 1 of Part 1 of the Education Reform Act (the curriculum, including the National Curriculum), any published OFSTED reports on the school, any schemes of work and syllabuses in use and that part of the trust deed governing religious education and any statement by the governing body about RE. These documents may be obtained for consultation upon application to the school office.

Data Protection Act

Schools, local education authorities and the Department of Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 and 2. The results of these are passed on to the DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education and Skills** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasions information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

SCHOOL POLICY ON ASPECTS OF THE TEACHING AND CARE OF PUPILS WHICH CAN INVOLVE PHYSICAL CONTACT

The level of physical contact will depend on the age of the child and the correct context, eg. in PE.

In the management of behaviour - PHYSICAL RESTRAINT SHOULD BE USED AS A LAST RESORT - THEN ONLY TO RESTRAIN - NEVER TO PUNISH, CAUSE PAIN/INJURY/HUMILIATION.

- There now follows guidance concerning these matters. Saint John Fisher adheres to: Section 550A of the Education Act 1996 - The Use of Force to Control or Restrain Pupils. Any incidents which involve use of physical restraint are recorded.

Physical contact necessary to give effective instruction

In Physical Education it may be necessary to give physical support to a child's body.

- Movements should be planned so as to avoid contact with a private part of the body.
- A member of staff should not work alone with an individual child.
- Pupils should be helped to understand in advance the likely physical contact and the reason for it. In craft activity, the need for contact should be limited to fingers.
- Staff should take care that the general proximity involved does not invade a child's privacy or deny the proper need for "personal space".

Limitation of freedom to prevent harm

We need to keep outside doors locked anyway so as to prevent intruders. Staff should not lock a child alone in a room or cupboard. Nor should physical restraining action be used to prevent a child running away if the child has sufficient understanding of the dangers of the environment. If a child runs out - do not leave your class - send for help.