

ST JOSEPH'S CATHOLIC INFANT SCHOOL



PROSPECTUS 2021-2022 (Covid-19 Edition)



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INTRODUCTION

St Joseph's is a Catholic Infant School for children aged 4-7 years and is part of the St Thomas Catholic Academies Trust. The school was opened in 1971 and is owned by the Diocese of Northampton. The school capacity is 180 pupils. The school also has an on-site community Pre-School with a separate admission procedure to the school.

Parents, teachers and priests work together to ensure that our Mission Statement is a reality.

“We will be a happy, welcoming school with Christ at the centre, where everyone is recognised as special.”

Area served by the school

St Joseph's primarily serves the Catholic parishes of Aylesbury. It also includes the other areas of Aylesbury town and surrounding villages such as Stone, Hartwell, Stoke Mandeville, Weston Turville and Aston Clinton.



Accommodation, Accessibility & Setting

The school is located at the end of a residential cul-de-sac and is set in spacious and attractive grounds. There are six classrooms, an assembly hall, an ICT area, catering room a shared music area and clubroom, a cabin building and a library area. Each classroom has an outdoor learning area. The school is on a split level site and has steps to access some areas. There is an access footpath, ramps to two classrooms and the front door, and handrails for use with steps inside the school.

Valuing People

St Joseph's places a high value on all members of our school community and the school's commitment to staff training for the further development of the children in its care. This is an achievement of which we are very proud. The way the whole school, including the Care Clubs and Pre-School, works as a team is one of our strengths. The school is very welcoming and its strong values truly drive the culture of the school and this is very much reflected in the responses of parents in the annual questionnaires.

“St Joseph's provides more than education to children... I think it offers my children the best start in their education”

I am special in God's eyes

We will be a happy, welcoming school with Christ at the centre, where everyone is recognised as special.

“Do not be afraid for I have redeemed you; I have called you by your name, you are mine. Because you are precious in my eyes, because you are honoured and I love you.”

Isaiah 43:2 – 5



AIMS

We are concerned with every aspect of our pupils' education, both for the present and the future and our aims are simple and direct:

- to ensure the spiritual development of each child, through the active experience of our Catholic faith
- to reach the highest level of academic achievement, according to individual ability
- to develop self-confidence and independence
- to develop responsible social behaviour that reflects a caring Christian attitude
- to create an environment and provide experiences which will foster the physical, social and moral development of each child

OBJECTIVES

To achieve these aims staff, parents and governors will:

- foster an atmosphere of mutual respect and trust between children and adults so that all are valued
- build upon existing links between home, school and parish
- maintain regular communication through newsletters, website, school communications, parents' evenings and meetings
- develop and foster Gospel values of respect, honesty, caring and truth when presenting the curriculum

COVID-19 Pandemic & Our School

At St Joseph's we take the health and well-being of our staff, pupils and parents very seriously. We have put in place a range of preventative measures to minimise the risk of transmission and to ensure that pupils and staff feel as safe as possible in our school. This includes procedures and practices and, increasing awareness of safe practices.

We provide regular updates and guidance on our website and through emails to ensure that we are working with the community in the combined aim to reduce the spread of COVID-19.

We look to provide support where we can in school for key worker and vulnerable families and to provide support remotely for those not in school.

Ofsted Report – Full Inspection May 2016 ‘Good’ Interim Inspection Section 8 November 2019 – ‘Good’

‘Parents go out of their way to bring their child to St Joseph’s. They are absolutely right to feel their child is happy, safe and well cared for. Pupils confirm they feel safe and enjoy learning.’ Ofsted 2016

The school was inspected in May 2016 and the full report can be accessed via the Ofsted or school website. Children learn well at our school. The report recognised that attainment by the time the children leave the school is above average. Virtually every pupil reaches the expected level for their age and the proportions reaching the higher levels are markedly better than seen nationally.

The report also noted that in Early Years children develop well because teaching is good. Staff know children’s individual needs well, providing extra support and challenge to boost or stretch them. Adults support learning well in both focused teaching sessions and when children have opportunities to choose what they do.

The report comments on the good behaviour we have at St Joseph’s. Pupils are sensible, respectful and caring as they move around school, eat their lunch and play with one another. Developing pupils’ social, moral, spiritual and cultural skills and understanding is at the heart of day-to-day life in school. Pupils are well behaved, confident, caring and respectful. ‘Year 1 and 2 pupils’ behaviour in the Ascension Day assembly was exemplary.’

In November 2019, a Section 8 inspection confirmed that the school was still a ‘Good’ school and that children do well in our school. The inspector commented:

‘This is a happy school. The headteacher emphasises the importance of positivity and praise. This runs like a connecting thread through the school. Pupils respond well to this ethos. They thrive and grow in confidence.’

‘Parents and staff are confident that pupils are safe at school. Staff know pupils well and are quick to spot if all is not as it should be. They ensure that pupils learn how to keep themselves safe, including e-safety.’

‘Teachers have high expectations of pupils. Pupils respond well to these. They work carefully and industriously. They listen to their teachers and are keen to do well. Pupils make good progress so that, by the end of Year 2, they are well prepared for their next schools.’

We were pleased that the inspector recognised the work we do to develop the whole child and their well-being.

RE Inspection Reports– October 2014 “Good”

‘St Joseph’s Infant School is a good school with a number of outstanding features.’ - Inspection 2014

The RE inspection carried out in October 2014, comments that ‘Pupils make an outstanding contribution to the Catholic life of the school both in their positive response and caring behaviour towards one another.’ Other outstanding features include the leadership of the Headteacher, the Catholic life of the school and the provision for prayer and collective worship. Pupils fully participate in and respond joyously to the outstanding provision for collective worship.’

RE Interim Inspection March 2018 “ Good”

‘True to its mission statement, St Joseph’s is a friendly welcoming community, where everyone is made to feel special.’ – Inspector comments

An interim RE inspection was carried out in March 2018, confirmed that ‘St Joseph’s is still a good school.’

The Catholic life of the school and its wider community is reflected in the quality of Collective Worship, displays throughout the school and in the relationship between staff and children and between the children themselves. Children make good progress in RE and ‘attainment in RE is very much in line with other curriculum subjects’. It was also noted that ‘strong leadership, coupled with the enthusiasm of all staff ensures that their mission statement - “with Christ at the centre where everyone is recognised as special” - permeates all activities and daily life at St Joseph’s.’

ADMISSIONS

The Local Authority is responsible for coordinating admissions in to the Reception year and any in-year admissions.

Parents wishing to apply for a place for their child in our Reception class **must** apply through the Buckinghamshire Council on-line application process and complete the Supplementary Information Form for Buckinghamshire Catholic Schools. Forms are available online. The application process normally commences in November for children due to start in Reception.

Parents wishing to apply for a place in any other year group should contact Buckinghamshire Council to register their interest for a place at our school. Your child may be placed on a waiting list until a place becomes available.

All potential applicants are ranked according to the schools admission policy.

For full information, please refer to the school’s full admission policy available on the school website

OUR SCHOOL

THE CATHOLIC NATURE OF THE SCHOOL

The Catholic faith is central to our school and permeates all that we do. We aim to provide all the children with an environment and a programme of Religious Education, which will help the children to become aware of God's presence in their lives. The environment of the school helps children to develop their relationship with God, to experience Christian community, and to develop their own sense of belonging and community.



Mass is celebrated in school at least once a term by (Fr. Beirne, Parish Priest for St Joseph's Church) and sets the seal on the special Catholic atmosphere of the school. In addition, there are many other opportunities for special liturgical celebrations led by the children.

Staff are provided the opportunity to pray together and support for parents is available for praying with their children at home – 'Helping your Child to Know God – A Handbook for Parents'.

"Developing pupils' social, moral, spiritual and cultural skills and understanding is at the heart of day-to-day life in school. Pupils are well behaved, confident, caring and respectful."
Ofsted Inspection - May 2016

A SINGING SCHOOL

The school sees singing as a large part of our school life and worship. Pupils enjoy singing, and the songs we learn build links between school, home and the wider community. Year 2 children have the opportunity to be in the school choir and learn a range of singing skills.

A HEALTHY SCHOOL

The school works hard to educate its pupils in achieving a healthy lifestyle not only through physical health but through emotional and social wellbeing.

We have a very active PE curriculum and children have the opportunity to take part in additional activities such as the Mile a Day program, Bollywood dancing, football, tennis and multi-skills.

The school provides a choice of hot and nutritious meals to all pupils as part of the Universal Infant Free School Meals scheme. There is a range of meal options which support children with specific dietary needs.

Milk is available free for children up to 5 years of age and thereafter for parents to purchase for their child.



A CARING SCHOOL

Travel Planning - At St Joseph's we are always keen to promote healthier and more environmentally friendly journeys to and from our school.

Our school has been awarded the Silver level accreditation with the Modeshift STARS (School Travel Accredited and Recognised) scheme. This aims to reduce car use and encourage walking, cycling and using public transport amongst pupils, families and staff.

At St Joseph's we support a number of travel initiatives which include:



- 10-minute Walking Map
- Walk to School month
- Road Safety week
- Walk once a Week (WoW) reward scheme
- Bike/scooter storage
- Be Bright Be Seen! theme day
- Parent Parking Promise
- Travel-themed school assemblies



St Joseph's Guardians – This is our School and Eco Council that is elected by the pupils each year. It gives the children the chance to have a voice about issues that affect them and encourages them to work together as part of the school community to find solutions to things that affect all of us.

The name and logo for this group was designed, and voted for by the children of the school and everyone agreed that this winning entry summed up the ethos and passion of the staff and children.

A WELL BEHAVED SCHOOL

Our school is a happy welcoming place where children and adults work towards making our Mission Statement a reality. For the children, the Mission Statement is simplified to:

“I am special in God's eyes”. We expect children and adults to be well mannered and to treat each other with respect. It is the school's policy to contact the parents if we have any concerns regarding children's behaviour.

Good behaviour and effort are encouraged through our awards system. We have a 'Star Awards' assembly each week where a teacher nominates children to become 'Stars of the Week'. Children are also rewarded and celebrated for their work efforts and achievements outside of school

SCHOOL ORGANISATION

(Revised times and timetables are in place during COVID restrictions – please see website or ask for further information at the school office)

CLASS ORGANISATION

We are a 2-form entry school. Children are organised into six classes according to age. There are two classes for each age group of Reception, Year 1 and Year 2. There are up to 30 children in each class.

The maximum class size in Reception and Key Stage 1 (Year 1 & 2) is 30. Class sizes in Infant schools are restricted by infant class size legislation.

All of the classes are supported where possible with a full or part-time teaching assistant.

Class, group and individual teaching will be used to develop each child to their full potential.

(Parents will need to apply to a Junior school for entry to Year 3. The majority of our children apply to St Edward's Catholic Junior School situated on the same site. Transfer is not automatic).

THE SCHOOL DAY

(Revised times, timetables and drop off/collection points are in place during COVID restrictions – please see website or ask for further information at the school office)

The school office is open from 08.30-16.00 Monday to Friday during term time. Messages can be left on the 24hr answer machine.

School opens for pupils to be dropped off at classroom doors between 08:50 and 09.00 and school finishes at 15:10. Children should be collected from their classroom door.

Morning Session		Afternoon Session
Year 1& 2	09.00-12.15	13.15-15.10
Year R	09.00-12.00	13.00-15.10

22 hours per week are spent on teaching. This excludes registration and the daily act of collective worship. All pupils have an hour lunchtime break and there is a short break mid-morning where children have the opportunity to have fruit and a drink.

Break times and lunch times are staggered between the year groups to minimise congestion on the playground. There are separate play areas for the Reception classes and Key Stage 1. Break times are supervised by Teachers, Teaching Assistants and Midday Supervisors.

LUNCH & SNACKS

Our catering supplier Alliance in Partnership (AIP) provides hot meals. Menus operate on a three-week rota and change twice a year. Meals are ordered online via the ParentPay system. (There is no charge for infant school meals). AIP offer dietary information for parents and will work with parents to cater for individual needs.

Some parents may prefer to send a packed lunch into school. These are eaten in the hall alongside the children having hot meals. We encourage parents to adopt a healthy approach to lunch boxes and support the school in encouraging children to develop healthy lifestyles.

We have an area of the lunch hall designated as a 'nut free zone'. Children who are at risk are seated within this area to enable them to be monitored more closely during mealtimes.

We will contact parents to discuss their child's needs and suitable provision when they start at the school or as the school is made aware of any food related conditions.

The school takes part in a government scheme which provides each child with a piece of fruit every day which can be eaten at break time.

We encourage children and staff to drink water throughout the day.

Our school provides a milk scheme that is available to all pupils through our school milk provider, Cool Milk. Milk is provided free for children under 5 years of age and can be purchased for a nominal charge for over 5s.

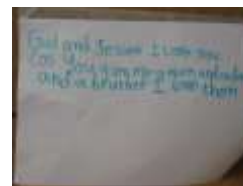


THE CURRICULUM

Curriculum planning takes into account the needs of individual children in line with our equality policy. The children follow a broad and balanced curriculum, our aim being to achieve continuity and progression through the school.



Our prayer garden



RELIGIOUS EDUCATION & PRAYER LIFE

All schools are required by law to teach Religious Education, but being a Catholic school it is not only a subject that we teach, but also central to the principles and values by which we, as a community, try to live. 10% of teaching time is given to delivering the Religious Education programme to children at each Key Stage of their education.

Religious Education is at the heart of all we do and informs our teaching and all aspects of the curriculum.

The school follows the Diocesan scheme “Come and See” alongside instruction on scripture and the liturgical year.

Children are taught to respect and value difference, and learning about other faiths is part of the RE curriculum.

By encouraging personal prayer, each child has the opportunity to develop his/her own personal relationship with Jesus.

Fr John Beirne is our linked priest chaplain. Mass is celebrated in school at least once a term. In addition, there are many other opportunities for special liturgical celebrations often led by the children such as: Epiphany, Remembrance Day, Pentecost and Blessing of the Advent Wreath.

Singing assemblies are held each week and daily prayers take place in classes.

FAMILY LIVING & RELATIONSHIPS POLICY

The Governors of St Joseph’s believe that sex education for children of infant school age is primarily the responsibility of the parents. There is no formal education on reproduction or sexual relationships.

In the school library, there are books that are deemed appropriate for children of infant school age e.g. books about ‘me and my body’; and books about animals and their young.

In our caring Christian atmosphere, children are encouraged to develop responsible social behaviour. This is in keeping with the Church, which directs us to develop in each individual a sense of love and respect for God’s creative order.

EARLY YEARS FOUNDATION STAGE (Reception Classes)

Children learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The staff plan activities that provide opportunities for children to learn in different ways equipping them with the skills to become effective learners. The Curriculum for the Foundation Stage underpins all future learning in Key Stage 1 by supporting, fostering, promoting and developing children's skills in the following prime and specific areas:

The three *prime* areas are:



- communication and language;
- physical development; and
- personal, social and emotional development



Religious Education is also considered as one of the prime areas and is taught as a separate subject as well as through the play-based curriculum.

The four *specific* areas, through which the prime areas are strengthened and applied, are:



- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design



KEY STAGE 1 (Year 1 and 2)

In Key Stage 1 children follow the National Curriculum and Diocesan Religious Education programme. The curriculum is delivered through creative and subject based teaching which builds on the learning and teaching of the Early Years Curriculum. The teaching approach becomes more formal as the maturity and skills of the children develop.

The subjects are taught directly or indirectly through 'topics'. Topics are taught termly, half-termly or in a block of lessons. Staff within the school have responsibility for leading on a given subject area.

The KS1 subjects are

Core subjects

English – *Reading, Writing, Phonics and Handwriting*
Mathematics
Science
Computing
RE
PSHE

Foundation subjects

Art
History
Geography
Design Technology
Music
Physical Education



Further details about the curriculum structure and organisation can be found on the school website.

TEACHING METHODS

The teachers use a mix of whole class and group teaching methods. The subject being taught and the needs of the class will determine the approach of the teacher. For example, in Science a new concept may be introduced to the whole class and then followed up by differentiated work.

Practical activities and visual clues are key for young children and also support children who have English as an additional language.

ASSESSMENT

There is national formal assessment of each child's attainment at the end of the Foundation Stage (Early Years Foundation Stage Profile) and again at the end of Year 2 (Key Stage 1 Standard Assessment Tests – SATs). In Year 1 children are formally screened to ascertain their phonic attainment. The results of these assessments are reported to parents as part of the end of year report in July.

In addition to the formal assessment, on-going teacher assessment takes place in every class. The purpose of this assessment is to inform teachers of what learning has taken place and to enable them to plan the next steps in teaching. Tests and tasks will be used when necessary to help the teacher gauge a child's learning and the application of that learning.

HOMEWORK (Remote Learning)

Homework is used to reinforce classroom learning, suggest opportunities for further study and link with targets set for your child.

At the beginning of each term the school informs parents and carers about the particular areas of the curriculum to be studied during the term and this includes a parent's information sheet for RE. This is to allow parents to follow and supplement the work done in school.

Learning is enhanced by the provision of on-line activities that parents and pupils can undertake together.

The school also suggests ways in which parents can help their child at home and encourages regular communication between the parent and the class teacher.

Homework takes the form of:

Independence & basic skills – Encouraging children to look after their own belongings and master self-help skills appropriate to their age. Carrying out tasks and everyday activities with your child that encourages speaking and listening, basic counting, the development of vocabulary and social skills such as turn taking and self-confidence.

Reading & Phonics - We ask you to read with your child every night at every age. This should include you reading to them as well.

Spellings – high frequency words begin in Reception and progress with increasing complexity, right through the school. Children are given words to learn to spell words at home and are then assessed on them in school whether by a small spelling test or through the correct use of the word in their written work

Maths - work is sent home for learning each week in Year 1 and Year 2.

Purple Mash - is used to set tasks and activities that can be completed at home.

Projects: From time to time children may be asked to complete a project at home that may run over several days or weeks.



EDUCATIONAL VISITS

The school recognises the value of educational visits and these are planned into the curriculum. The visits are chosen to enhance the curriculum, broaden children's experiences and increase enjoyment of learning.

The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum. A voluntary contribution is asked for these visits to help cover the costs.

COMMUNICATION ABOUT YOUR CHILD'S PROGRESS

Parents Evenings are held in the autumn and spring term. An open evening is held in the summer term where children invite their parents to come into their classrooms to celebrate the work they have done. In addition, parents may request a consultation with their child's teacher if they wish.

There are also informal drop-in sessions for parents to chat to the class teacher as well as Parent Information events.

You may make an appointment to see either the Headteacher or your child's class teacher at any time throughout the year. Our 'open door' policy means that parents can speak to the class teacher at the start and end of the school day. Teachers will endeavour to speak to parents as soon as they raise a concern but it may be more appropriate to arrange an appointment at an alternative time.

We will contact you should we have any concerns about your child.

A written report on your child's progress is sent out in July.

Our Headteacher will always endeavour to see a parent as soon as possible.

SAFEGUARDING CHILDREN IN SCHOOL

The health, safety and well-being of every child is our paramount concern. Our aim is for children to enjoy their time as pupils in this school.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including checks with the Disclosure and Barring Services, as recommended by Buckinghamshire Council in line with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002, and "Keeping Children Safe in Education" 2021 we have a Designated Safeguarding Lead for Child Protection (Mrs Ann Taylor - Headteacher) who is a member of the Senior Management Team. We also have a Deputy DSL and a DSL support assistant.

We believe safeguarding and promoting our students' welfare is everyone's responsibility and we work together as a team to achieve this. We listen to our pupils and take seriously what they tell us.

The procedures we follow have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mrs Ann Taylor.

The Policy can be found on the school website or through the school office.

VOLUNTEERS IN SCHOOL - (This is not permitted during COVID restrictions)

Parents and carers are invited to help in school and are asked to contact the school office if they can spare an hour or two each week.

All volunteers who come into school to work with the children are asked to complete a disclosure form for the Disclosure and Barring Service. This is in the interests of the children in our care and supersedes any previous police checking procedure.

HOME / SCHOOL COMMUNICATION

We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

The school operates an open door policy and welcomes and encourages good communication between parents and staff. Parents can speak to the teacher at the end of each day or arrange to speak by telephone if this is not possible. We do ask that parents understand that the class teacher may need to dismiss other pupils before they are free to talk. Messages can be left with the class teacher or the school office in the morning.

Each child is given a reading record book that we encourage parents to comment in at least weekly to keep the school informed on reading progress and achievements at home.

The monthly newsletters and school website update parents about events in the school. We also use 'ParentMail' as a means of communication. All parents have an account that they can use to receive emails, report absences, make payments and book Parents Evenings.

Weekly Learning updates about what the children have been learning are available on the school website.

SPECIAL NEEDS AND DISABILITY PROVISION

We are committed to valuing each child as an individual with individual needs. Advice and information is sought on an on-going basis, from the appropriate advisory services to ensure that pupils with disabilities are not treated less favourably than other pupils. Resources are allocated in the light of assessed need, to include learning support, training and equipment.

The school has an access footpath, ramps to two classrooms and the front door, and handrails for use with steps inside the school.

We aim for most children with Special Educational Needs to be taught within the classroom and provided with individual education programmes. When necessary, individuals and small groups are given extra support, for a short period of time each day, working inside or outside the classroom.

Staff, pupils and parents are supported by the school's Special Educational Needs & Disability Coordinator (SENDCo) who will liaise with outside agencies when appropriate. Children with Special Educational Needs are taught mainly within the classroom through a SEN support plan. In some circumstances, it is necessary to seek further advice from external sources or specialists regarding effective provision or strategies or assessment of the child's needs.

Parents are kept informed throughout these stages and regular meetings with parents are arranged.

OUT OF SCHOOL PROVISION – Care Clubs

St Joseph's Care Club provides wrap around care for pupils during term time. The Breakfast Club opens at 7.45 am each day. The After School Club runs from the end of the school day until 6 pm – an earlier collection is available at a reduced price. Further information is available on the school website or from the school office.

(Subject to COVID-19 restrictions – please ask for further information at the school office)

ONSITE COMMUNITY PRE-SCHOOL

There is an on-site community Pre-School that caters for 2, 3 and 4 year-olds. The Pre-School although operating under separate admission procedures, is managed by the school and operates from adapted rooms within the school building. This is a stimulating and welcoming environment where children thrive in the care of experienced and dedicated staff.

Please contact the Pre-School if you would like to visit or find out more information by calling 01296 469407. Information can also be found on the main school website.

SCHOOL COMMUNITY ASSOCIATION

We have a thriving SCA whose main function is to fundraise. Organised events occur throughout the year, and are frequently of a social nature. Over the years the SCA has bought many items of equipment which would have been difficult to fund through our budget allocation.

All parents and staff are automatically members of this association. Please let the SCA know if you would like to become a member of the organising committee, or if you can help in some other way. New volunteers are very welcome.

WEBSITE

The school website contains useful information about St Joseph's Catholic Infant School and is updated regularly with future events and diary dates. The website address is www.stjosephsrcinfant.bucks.sch.uk

VISITS TO THE SCHOOL

(Subject to COVID-19 restrictions – please ask for further information at the school office)

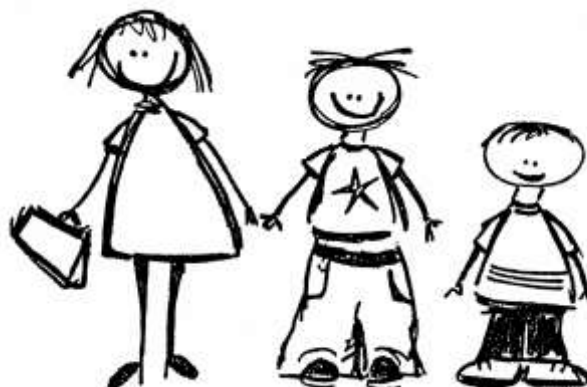
The information on the website and in this prospectus is intended to provide parents with some general information about the school. There is, however, no substitute for first-hand experience and we invite you to contact the school to arrange a visit. You will then have the opportunity to experience the real spirit and motivation of the school.

An open morning and evening is held during the autumn term for parents of children who are looking for a place in the Reception year the following September. This is an opportunity to visit the school and to hear information about the admissions procedure.

Visits can be arranged by appointment at other times in the year.

Once places have been offered and accepted, visits for new pupils to meet their teachers and peers are arranged.

A warm welcome awaits you and your child.



Admissions Policy 2021-22

St Joseph's Catholic Infant School



I am special in God's eyes
We will be a happy, welcoming school with Christ at the centre, where everyone is recognised as special
"Do not be afraid for I have redeemed you;
I have called you by your name,
you are mine.
Because you are precious in my eyes,
because you are honoured and I love you."
Isaiah 43 : 2-5

Basic Information

St Joseph's Catholic Infant School is a Voluntary Aided school promoted by the Diocese of Northampton and is maintained by Buckinghamshire Local Authority (LA).

The school's Catholic ethos, 'Christ at the centre of all that we do' is set out in its Mission Statement. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic, to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The Governing Body of the school is responsible for determining and administering the policy relating to the admission of pupils to the school. It is guided in that responsibility by the requirements of the law, by the advice of the Diocesan Trustees, and its duty to the school and the Catholic Community.

The LA is responsible for coordinating admissions to the Reception year and any in year admissions.

The Governing Body, in accordance with legal requirements, has set as its planned admissions number 60 pupils per year for the school year commencing September 2021.

Parents wishing to apply for a place for their child in Reception year for the school year 2021-2022 must complete both the co-ordinated admission form and where evidence of faith is required, the Supplementary Information form for applying to a Buckinghamshire Catholic primary school.

The school primarily serves the Catholic parishes of Aylesbury.

Governors will give priority to the children in the following order:

Applicants will be admitted in the following category order once any children with an Educational Healthcare Plan (EHP) have been admitted

- A. Looked after children as defined by the LA, including previously looked after who were looked after but ceased to be so because they were adopted. (or became subject to a Child Arrangements Order or Special Guardianship Order)
- B. Baptised Catholic children with siblings who attend St Joseph's Catholic Infant School or St Edward's Catholic Junior school at the time of admission who submit a supplementary form completed by their parish priest (or those currently attending a baptismal programme)
- C. Baptised Catholic children who submit a supplementary form completed by their parish priest (or those currently attending a baptismal programme)
- D. Other baptised Catholic children (original baptism certificate required)
- E. Siblings of other children who attend St Joseph's Catholic Infant School or St Edward's Catholic Junior school at the time of admission
- F. Children of staff
- G. Children from other Christian denominations who submit a baptism certificate or written support statement from their minister.
- H. Any other faiths with the written support of their minister of religion provided their parents are in sympathy with the Catholic ethos of the school.
- I. Any other applicant provided their parents are in sympathy with the Catholic ethos of the school.

Notes: For Categories B, C and D the school will require a copy of the Baptism certificate and where appropriate the Supplementary Information form completed by their parish priest/minister.

Within each category, where necessary, places will be allocated as follows:

- 1 Children who attend St Joseph's Pre-School at the time of application
- 2 Distance between the family's normal home address and the school's nearest entrance gate: closest first

Original Birth and any Baptismal certificates must be submitted to the school with the completed Supplementary Information form if applicable, by the published deadline.

ADDITIONAL INFORMATION

After the normal point of entry, the school will use the same admissions rules to prioritise entry to school and over and above this the school will work with the Local Authority to place any child who falls within the Fair Access Protocol.

All parents have the right to appeal against an unsuccessful application and details will be sent out with the decision letter.

Definition of terms

Catholic

Catholic means baptised in accordance with the rites of the Catholic Church, or enrolled in a baptismal programme.

Christian

All members of Churches Together in England and Wales are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis, at the time when admission decisions are made.

A list of member churches can be found on the CTBI's website <http://www.ctbi.org.uk>

Proof of church membership must be provided by the appropriate church leader.

Parent

This is defined in law (The Education Act 1996), as either:

- both natural parents as long as they were married to each other at the time of the birth, or have married each other since; or
- any person who has 'parental responsibility' for the child or young person (defined in Children Act 1989); or

Looked After

'A looked after child' or a child who was previously looked after, but immediately after looked after became the subject of an adoption, residence, or special guardianship order. A looked after child is a child who is a) in the care of a local authority, or b) 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).

The Code offers definitions as follows:

- Adoption order: 'under Section 46 of the Adoption and Children Act 2002'
- Child Arrangements Orders: is an order setting the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children's Act 1989

A 'child arrangements order is one setting the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8 as amended by the Children and Families Act 2014, Section 14).

- Special guardianship order: 'an order appointing one or more individuals to be a child's special guardian (or special guardians) under Section 14A of the Children's Act 1989

Sibling

By sibling we mean a brother or sister. This means a brother or sister of the whole or half blood, or any other child (including an adopted child) who permanently resides at the same address and for whom the parent also has parental responsibility.

For the main point of entry: Siblings of children who are attending the school or St Edward's Junior School in Year R to Year 5 at the time the allocations are made, and are expected to be on the school roll or St Edward's school roll at the proposed time of admission, or who have already been offered a place to start in the current academic year at either school.

For immediate in year admission after the normal point of entry: Siblings are people who are in Year R to Year 6 at the time of admission.

In the case of twins, if the school could offer only one child a place and there were twins (or higher multiples of birth) as the next allocation then the school would admit both (or higher multiples of birth) even if this goes above the admission number of the school.

Normal home address

By normal home address, we mean your child's home address. This is your child's address at the time you make the application for a place. We regard a child's home address to be where he or she spends the majority of the school week (Monday to Friday, including nights). For further information, please see the Buckinghamshire Council Guide for Parents.

Proximity of home to school

The shortest possible route will be measured by the Buckinghamshire Council Geographical Information system. From September 2013 a straight line distance will be used.

Forms, including the Supplementary Information Form, and further information are available online at www.buckinghamshire.gov.uk

<https://www.buckscc.gov.uk/services/education/school-admissions/starting-school-or-moving-up-to-junior-school/>