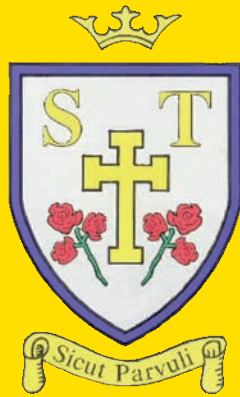


PENWORTHAM ST TERESA'S CATHOLIC PRIMARY SCHOOL

"Christ be in our heads, in our hearts and in our hands"





“Christ be in our heads,
in our hearts and in our hands”



WELCOME TO OUR SCHOOL

I warmly welcome you to St. Teresa's Catholic Primary School, where all children are encouraged, to the best of their ability, to achieve true success in a challenging, stimulating and Christ centred environment.

We believe our school plays a very important role in the faith development of our children. We endeavour to provide our children with a clear set of Christian values, which will guide their behaviour development and understanding towards others. The Parish priest is an active presence within school and, as part of school life, the children attend services in Church where they learn and experience the traditions of their faith.

St. Teresa's School serves the local community and provides a high quality education to children aged 4-11 years. A close partnership established between school, parish and home is extremely important in contributing towards the success of our school. Parental involvement in school and liaison with our church and whole community creates a warm, secure and happy family atmosphere. We believe this is an essential element of our school, and we cannot overstate the value we place upon it.

At St. Teresa's, children are grouped according to age, and gender within the classes and school provides some additional support to each class. Our teachers work collaboratively to ensure that all pupils receive a high quality of teaching and learning.

In addition to the classrooms, we have an assembly hall, infant and junior resource areas, a well-equipped library and a modern computing suite. The school also boasts a large playing field and substantial garden areas, which surround the building. The infant and junior children have separate playgrounds. We have our own kitchens and school lunches are prepared on site.

We at St. Teresa's are very proud of our school and are sure that your child will be happy here. We wish to develop your child intellectually, spiritually, morally and physically, to fulfil their true potential.

Mrs J Holmes
Headteacher.

SCHOOL'S VISION AND MISSION

The vision for our school is to be a Christ centred community where the uniqueness of each individual is recognised and celebrated. We aim to ensure that all staff and pupils feel loved and valued. To provide a high quality Catholic education, ensuring that every child is provided with the opportunity to reach their full potential. We are committed to setting high expectations, for both staff and pupils, in order for all to excel.

OUR SCHOOL MISSION STATEMENT

"Christ be in our heads, in our hearts and in our hands"

This is our guiding principle; it is at the heart of all that we say and all that we do. Our main aim is to encourage the children to treat others as they would expect to be treated themselves and be strengthened by the love and care that exists within the Parish, school and community family.

AIMS OF THE SCHOOL

Our school aims to prepare children for living and learning responsibly in society and provide the highest standards of Catholic education by:

- Cultivating an atmosphere that promotes love and respect for God and for each other through relationships, prayer and worship.
- Providing an engaging curriculum in which the values and truths of the Gospel and the Catholic Church are central.
- Encouraging children to develop a life-long thirst for learning through developing a learning culture throughout the school.
- Developing an appreciation of awe and wonder in the world around us.
- Promoting the value of equality and diversity within our community and beyond, taking steps to prevent and tackle all kinds of bullying.
- Working in partnership with home, parish and the wider community to educate the children spiritually, physically and intellectually for life's journey.

Our aims underpin every aspect of day-to-day life. To help achieve these aims our school provides a happy, safe and welcoming atmosphere where each child is aware of God's love for them.

Children are inspired to learn through first-hand experience in a stimulating environment. Staff development is a high priority at St. Teresa's, and the school boasts a professional team with considerable expertise.

CHILDREN AIM TO BE

- Resilient and persevere when faced with challenges.
- Respectful and welcoming to others.
- Independent learners who are not afraid to take risks when learning.
- Helpful, kind and caring.
- Conscientious in lessons.
- A St. Teresa's Role Model.



If you need to get in touch with us at any time, our address and telephone number are as follows:

Tel: 01772 742331

E-mail address: bursar@st-teresas-penwortham.lancs.sch.uk
Website: www.st-teresas-penwortham.lancs.sch.uk

Morning Session	8:50am – 12 noon	Infants
	8:50am – 12.15pm	Juniors

Afternoon Session 1:15pm – 3:20pm Whole School

Children should not arrive at school before 8:40am. The doors will open at 8:40am and the children will enter school and go directly to their classroom and begin a prepared activity. The doors are closed at 8:50am.

Children should be collected promptly by an adult known to staff at 3:20pm unless they are involved in some pre-arranged after-school activity.

All KS1 parents collecting their children are expected to wait outside the classroom doors where teachers will release pupils. KS2 children are collected from their classroom door or the junior exit. If at the end of the day, a child has not been collected and there has been no contact from the parent we will supervise the child at the office until 3:30pm.

In the morning any children arriving after the closure of the doors at 8:50am should report to the school office, accompanied by an adult.

Headteacher:

Deputy Headteacher

Foundation Stage & KS1 Leader

KS2 Leader:

SENCO:

School Operations:

Office Manager:

Mrs. I. Holmes

Awaiting Appointment

Mrs. L. Farrington

Mrs. J. Hawitt

Mrs. K. Balazs

Mrs. M. Farquhar

Miss. E. Singleton

Teaching Assistants and Learning Support Assistants

Miss. Parkinson, Mrs. Brown, Mrs. Serpa, Mrs. Webster, Mrs. Richardson, Mrs. Worthington, Mrs. Newman, Mrs. Helm, Mrs. Koper, Mrs. Margison, Mrs. Walsh, Mrs. Cowan, Mr. Sargent and Mrs. Delaney.

CLASS	TEACHER
Saint Martha Reception	Miss. Stokes & Mrs. Farrington
Saint Cecilia Reception & Year 1	Mrs. Cafferkey & Miss. Parkinson
Saint Veronica Year 1 & Year 2	Miss. Beeson
Saint Bernadette Year 2	Mrs. Rawlinson
Saint Joseph Year 3	Mrs. Dawson & Mrs. Blair
Saint Edmund Year 3 & Year 4	Miss Wright & Mrs. Bradbury-Wade
Saint Anthony Year 4	Mrs. Balazs & Mrs. Ibison
Saint Augustine Year 5	Mrs. Moffat
Saint Gregory Year 5 & Year 6	Mrs. Hawitt & Mrs. Smalldon
Saint Ignatius Year 6	Miss. Sledge





GOVERNORS

Our Governors work in partnership with the Headteacher, the Archdiocese and the Local Authority to secure the best possible education for every child in the school. The Governors provide an important link between the Archdiocese, the Local Authority, the parents and the wider community.

Our role as Governors is to work with the Headteacher and make decisions on how the school is run. We are responsible for ensuring that the school has a broad and balanced curriculum, that the school is safe and secure and that there is a pleasant environment in which the children may learn. The Headteacher is at the helm and manages the school on our behalf. We also ensure that the school's ethos and catholicity is promoted in all aspects of school life. The Governing Body regularly challenge the Headteacher and also act as a critical friend providing advice and support.

Mrs. L Bull	Foundation Governor
Mrs. C Toal	Foundation Governor
Vacant	Parent Governor
Mrs. A Cookson	Parent Governor
Mrs. J Holmes	Headteacher
Mrs. C Newman	Staff Governor

CLERK TO THE GOVERNORS

Brian Wright
Should you need to contact the school governors this can be done via the school office. We would urge you to contact the school directly to discuss any issues first.

GOVERNING BODY

Mr. P Hood	Chairperson Foundation Governor
Mr. K Pearson	Vice Chairperson Foundation Governor
Mrs. E Sumner	Foundation Governor
Mrs. A Jones	LEA Governor
Mrs. C Flood	Foundation Governor
Mrs. K Griffiths	Foundation Governor



ST TERESA'S CATHOLIC PRIMARY SCHOOL, PENWORTHAM

ADMISSION POLICY AND ARRANGEMENTS 2025/2026

St Teresa's is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Lancashire Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2025, the Governing Body has set its admissions number at 40.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.lancashire.gov.uk/schools. If you wish to have your application considered against that school's faith/denomination criteria then you should ALSO complete the Supplementary Form which is available from the Local Authority and the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied::

1. Looked after children and previously looked after children. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parish of St Mary Magdalen & Teresa's, Penwortham (the part of the parish formerly referred to as St Teresa's, Penwortham).
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

If it is not possible to offer places for all applicants within any criteria above, then places will be allocated to the children who live nearest to the school. Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is within

the body of the property and usually located at its centre. Where the cut-off point is for addresses within the same building, then the single measure between address points will apply and the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

In the event of distances being the same for two or more applicants where this distance would be last place/s to be allocated, we will use a system to randomly pick who will be offered a place.

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.

Notes

- a All applications submitted before the national closing date will be considered equally and included in the Local Authority initial allocation of school places. Applications received after the national closing date will be processed in accordance with the Lancashire admissions scheme for schools detailed in the Lancashire admissions information booklets.
 - b 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 (under section 22(1) of the Children Act 1989. A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, child arrangements order or special guardianship order.
- A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. Applications must be supported with appropriate evidence that the child has been adopted from state care.
- c. For a child to be considered as a Catholic evidence of a Catholic Baptism is required. Baptism should take place before the closing date for applications.

A Baptised Catholic can also be defined as one who has been baptised by the Rites of Baptism of one of the various Churches in communion with the See of Rome (cf Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place.

Or

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section of the Baptismal Registers of the Church in which the Rite of Reception took place.

The Governing Body will require written evidence in the form of a Certificate of Reception before applications for school places can be considered for categories of 'Baptised Catholics'. A Certificate of Reception is to include full name, date of birth, date of reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of reception.

Those who have difficulty obtaining written evidence of

baptism for a good reason, may still be considered as baptised Catholics but only after they have been referred to the parish priest who after consulting with the Episcopal Vicar, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

- d. "Children of other Christian denominations" means: children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above. All members of Churches Together in England and of CYTUN 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. Other faiths are defined as organisations whose values are based on faith and/or beliefs, which have a mission based on social values of a particular faith.

Other faiths are defined as organisations whose values are based on faith and/or beliefs, which have a mission based on social values of a particular faith.

- e. Home address is considered to be the address where the child normally lives. Applicants should not state a childminder's or other relative's address. It may be necessary to carry out checks to confirm addresses given are genuine and parents may therefore be asked to provide documentary evidence of their child's home address.
- f. Sibling is defined in these arrangements as pupils with elder brothers or sisters, including half brothers and sisters, adopted brothers or sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships
- g. A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. The waiting list does not consider the date the application was received, or the length of time a child's name has been on the waiting list. This means that a child's position on the list may change if another applicant is refused a place and their child has higher priority in the admissions criteria. The waiting list will be retained until at least the end of December of the relevant year of the admissions process.
- h. In-year admissions is the process of applying for a school place during the school year. Any applications for the intake made after the start of the autumn term (on or after the first day of term of the admission year) will be treated as an in-year application. The in-year application process can be applied differently by Local Authorities and should be checked with the Local Authority in which the school is placed.

The in-year admission process is managed by the school.

Parents are required to complete the in-year application form, which is available below. Where a place cannot be secured, parents will be offered a legal right to appeal to an independent appeal panel. Lancashire County Council administers the appeals process on behalf of the school. Parents can complete the school's appeal form **Appeal for a school place - Lancashire County Council** on Lancashire county council's website.

- i. If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to submit that appeal. Parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.
- j. The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to the application.
- k. It is the duty of governors to comply with regulations on class size limits at Foundation Stage and Key Stage One. The Governing Body may exceed the regulations for twins and children from multiple births where one of the children is the 30th child admitted. This also applies to in-year applicants who are looked after/previously looked after, children of UK service personnel or children who move into the area for whom there is no other school available within a reasonable distance.
- l. Parents of children who are offered a place at the school before they are of compulsory school age can defer their child's entry until later in the school year or until their child reaches compulsory school age in that school year.

Parents can make a request to the Headteacher that the date their child is admitted to school is deferred to later in the school year. However, an application must be made for a place for the relevant September intake and the child has to start school before the end of that school year.

Where entry is deferred, the school will hold the place for that child and not offer it to another child during the remainder of the school year.

Parents cannot defer entry beyond the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Parents can also request to the Headteacher that their child attends part-time until their child reaches compulsory school age.

Parents of a summer born child, born between April and August, may choose not to send that child to school until the September following their fifth birthday.

A request to the Headteacher for a full year deferral with a start in Reception would be considered to be an application to admit outside the normal age range (see below).

- m. If a parent wishes their child to be educated out of their normal age group they must discuss this with the Headteacher before applying for a place. The decision rests with the school as admission authority as per para 2.18 of the Admissions Code.

If there is more than one application for an available place reference will be made to the oversubscription criteria.

SPECIAL NEEDS AND LEARNING SUPPORT

At St. Teresa's School, we are committed to meeting the special educational needs of all our pupils, ensuring that they are all given the opportunity to reach their full potential, in line with our mission statement. We strive to create an atmosphere of love and care for all our children whatever their needs and abilities within a secure, stimulating and happy learning environment.

Our Special Needs Co-ordinator, Mrs K Balazs, ensures that the individual needs of our children are met and that SEN support plans are drawn up by the class teacher in liaison with the child, parents/carers and any outside agencies working with the child. The Governors wish to make it clear, that no child who fulfils the admission criteria will be denied a place at St. Teresa's School because they have 'special needs', if the school is able to provide a suitable education for that child.

We believe that parents play a vital role in the success and development of their children. Class teachers meet with parents three times a year to review their child's progress and evaluate their support plan. This ensures that an informal relationship develops so that any concerns or worries are quickly discussed and addressed. All pupils, including those with disabilities, have full access to the National Curriculum. Improvement to the physical access of the school is on-going.

The Special Needs Co-ordinator works closely with the teaching staff to ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

The school follows the guidelines established within the Special Needs Code of Practice and when needs cannot be met solely within the class the Special Needs Co-ordinator liaises with special schools and outside agencies to ensure the needs of staff and pupils are met effectively and specialist advice is gained. We have in place many initiatives/programmes to support our children's learning.

The Governors review the SEN policy each year and make amendments to it as appropriate.

ACCESSIBILITY

We have a duty to plan strategically to increase access to the school premises and the curriculum for disabled pupils. This includes changes to physical features, as well as the provision of auxiliary aids and providing written material in alternative formats to ensure accessibility.

The school's Accessibility Plan ensures that Governors and staff are continually looking at ways to improve the environment for those with disabilities and provide them with full access to the curriculum.

The three strands of the planning duty to impact on our accessibility plan are:

- Improving the physical environment of the school for the purpose of increasing the extent to which those with disabilities are able to take advantage of education and associated services.
- Increasing the extent to which disabled pupils can participate in the schools curriculum.
- Improving the delivery of information to those with disabilities.

SAFEGUARDING AND CHILD PROTECTION

Our school has the duty to protect children who are at risk of harm. We fully recognise the contribution school can make to ensure children are safe, confident and happy.

St. Teresa's has a positive and caring atmosphere. All teachers are aware of their pastoral role and all staff are trained in safeguarding, child protection and online safety.

The Headteacher and Deputy Headteacher have responsibility for safeguarding and child protection at St. Teresa's. The nominated governor with responsibility for safeguarding and child protection is Mr. P Hood.

The school's safeguarding and child protection policy is available to all parents through our school website.

We follow procedures recommended by the Local Authority. We ensure staff are trained and supported to respond appropriately and sensitively to safeguarding, child protection and online safety concerns.

Any parents with safeguarding, child protection and online safety concerns should contact the Headteacher in the first instance or the Deputy Headteacher, should she be unavailable.



SCHOOL UNIFORM

BOYS

Black trousers or shorts
White shirt
School jumper
Tie
Black socks and black shoes

GIRLS

School skirt
White reverse shirt
School jumper
Long black socks/black tights
Black shoes

SUMMER

Summer dress is optional (see website)
Short white socks

P.E. KIT

White T shirt, Navy Blue shorts
Navy blue Tracksuit for outdoor games (no designer labels).
Trainers (black or white)
Optional School Hoodie

School jumpers, skirts and hoodies are available, from A.D. Justs and Monkhouse school wear

Garments should be clearly labelled with your child's name.



We also have St. Teresa's book bags. These are available from the school office.

Jewellery should not be worn in school because of health and safety issues. We support the government guidelines which recommend no jewellery should be worn during P.E.

No unusual haircuts or hair gel should be worn. Please refer to the school uniform and dress policy which is available on the school website.

CURRICULUM ASSESSMENT ARRANGEMENTS

ASSESSMENT

Children are assessed by their class teachers throughout the year. Formal assessments in English and Mathematics are administered annually to all Key Stage 1 and 2 children to inform teacher assessments which are reported to parents. Written reports are sent home mid-year and at the end of the school year. There is an informal meet the teacher and a formal parents' evening every year. Parents can request to meet with the class teacher to discuss progress at any time or to see documentation related to their child's progress.

At the end of Reception, the pupils are assessed using the Early Learning Goals; these outcomes are reported to parents, in July, with their child's report.

In Year 1, pupils will complete a phonics screening check; parents will be informed of the outcome in July, with their child's report.

In Year 4, pupils will complete a multiplication tables check; these outcomes are reported to parents, in July, with their child's report.

At the end of Key Stage 2, pupils complete national curriculum tests (SATs). You will receive test results for your child in July. There is no test for English writing; this will be reported using teacher assessments.

COLLECTIVE WORSHIP

There is a daily act of worship for all children that is suited to their age and stage of development.

All acts of worship follow a Liturgical structure:

- **Gather** – how we come together, the setting, the environment
- **Listen** – the Word of God is proclaimed
- **Respond** – the response to the Word leads into a time of prayerful reflection which may be accompanied by a symbolic action
- **Going Forth** – giving the children something to hold on to from the experience of the liturgy that they can take into their daily lives

Individual parents may withdraw their children from acts of worship in consultation with the Headteacher.

EXTRA CURRICULAR ACTIVITIES

We provide a range of extra curricular activities across both key stages. Our clubs include football, netball, choir, keyboard, guitar, Mad Science, fencing and many others.

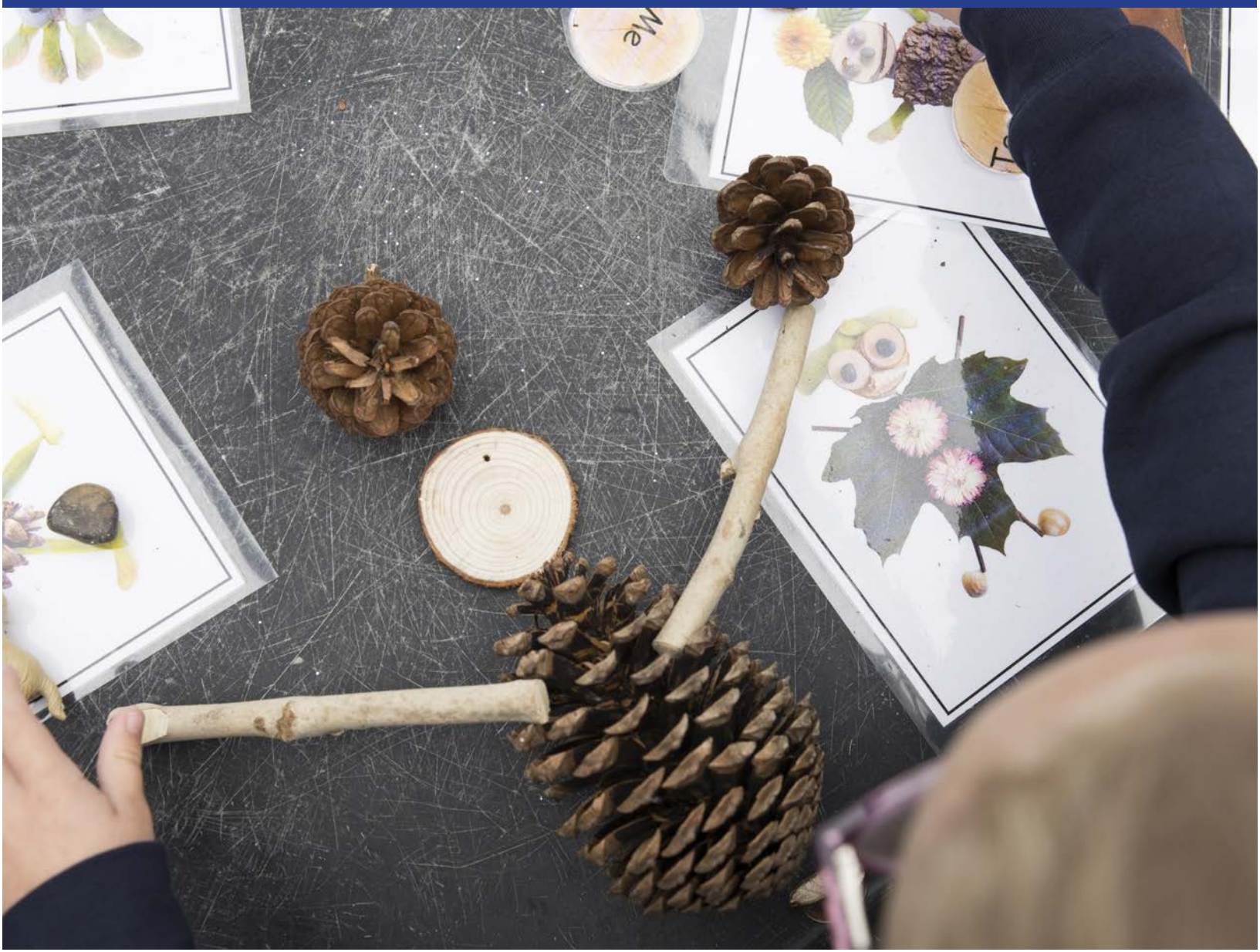
BEHAVIOUR

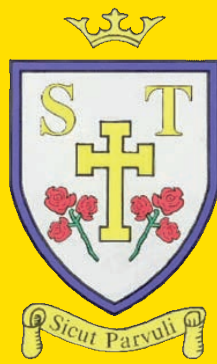
We expect the highest standards of behaviour from our pupils at St. Teresa's. Should problems occur, we would notify parents and work together in a positive way to ensure a satisfactory solution, following our behaviour policy protocols.

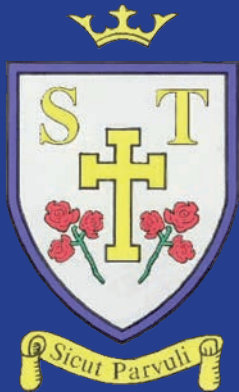
The school has an anti-bullying policy and a single equality policy which aim to ensure appropriate intervention and support.

PASTORAL CARE

To enable the children to feel happy and secure in school, we ensure that they know that they can approach any member of staff with a personal problem. If you have any cause for concern over your child's well-being at school, please come and see us as soon as possible and we will do our best to help.







PENWORTHAM ST TERESA'S CATHOLIC PRIMARY SCHOOL

Stanley Grove, Penwortham, Preston PR1 0JH
Tel: 01772 742331

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Website: www.st-teresas-penwortham.lancs.sch.uk

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