Dear Parent, Visitor, Friend,

Our school has been serving the community for over 150 years and we are proud of the caring and nurturing environment that we have created. Our school is a special place, where all individuals are seen as being of equal value, whatever their background or starting points. We set high expectations for every pupil and work determinedly to ensure that they each become “the best that they can be”.

St. James’ C of E Primary School joined the Diocese of Chelmsford Vine School trust in October 2016 and we are now benefitting from working alongside the other schools within the trust.

We are proud of the teaching and learning that is taking place and we are more than happy to show prospective pupils and their parents around our school and to answer any questions that you may have.

We look forward to meeting with you.

Mrs B. Fellows
Mrs B. R. Fellows  Headteacher

Guildford Rd, Colchester, CO1 2RA
Tel: 01206 865747
Email: admin@st-james-colchester.essex.sch.uk
Our agreed Ethos Statement is:

‘A Christian School, Serving The Community’

Our happy, caring and friendly Christian school is a special place, where we all work and worship together to help us all:

- be the best that we can be
- feel good about ourselves
- use our God-given talents and abilities to help others
- care for each other and people in the local and wider community
- Look after God’s created world

Saint James’ The Great Church has strong links with our school. Worship here is in the catholic tradition and is centred upon the Sacraments and the Eucharist.

The clergy are frequent visitors to the school and lead worship twice a week. They also help in school with pastoral issues and teaching activities. Other members of the church are also involved in the life of the school in many ways, some as governors and others by helping in classes and supporting school worship.

Daily Worship

There is an act of worship in school each day, and on a timetabled basis each class participates in a Parish Eucharist, which is held in school every Friday during term time. Parents are warmly welcome to attend all Eucharists held in school. We also have whole school Eucharist services which parents are welcome to attend either in school or at the church.
The School Day

The school day usually follows this pattern:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00</td>
<td>Breakfast Club starts</td>
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<tr>
<td>8.35</td>
<td>Classrooms Open</td>
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<tr>
<td>8.45</td>
<td>Registration</td>
</tr>
<tr>
<td>8.45 - 10.30</td>
<td>Working in Classrooms</td>
</tr>
<tr>
<td>10.30 - 10.45</td>
<td>Morning Break</td>
</tr>
<tr>
<td>10.45 - 12.00</td>
<td>Working in Classrooms</td>
</tr>
<tr>
<td>12.00 - 13.00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>13.00</td>
<td>Registration</td>
</tr>
<tr>
<td>13.05 – 14.45</td>
<td>Working in Class Bases</td>
</tr>
<tr>
<td>14.45-15.00</td>
<td>Act of Worship</td>
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<tr>
<td>15.15</td>
<td>End of the school day</td>
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</tbody>
</table>

The total number of hours spent on teaching is around 22 each week for the Foundation Stage and Key Stage 1 and 23.5 for Key Stage 2.

Equipment is provided for all essential tasks; rulers, pencils, paper etc. Each child has their own tray in which to store books and their work, but very little else.

No toys or PE. equipment should be brought to school unless at the request of a teacher. We discourage children from bringing personal belongings/precious items to school as we cannot be responsible for loss/damage.
Organisation

There are 14 classes at St James’ C of E Primary School. The number to admit in each year group is 60. Each class has a teacher and at least an LSA works in the classroom to further the learning of all of the pupils.

<table>
<thead>
<tr>
<th>Age</th>
<th>Year group</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - 4 years</td>
<td>Nursery</td>
<td></td>
</tr>
<tr>
<td>4 - 5 years</td>
<td>Reception</td>
<td>Red Rouge</td>
</tr>
<tr>
<td>5 - 6 years</td>
<td>Year 1</td>
<td>Osan Orange</td>
</tr>
<tr>
<td>6 - 7 years</td>
<td>Year 2</td>
<td>Yellow Sari</td>
</tr>
<tr>
<td>7 - 8 years</td>
<td>Year 3</td>
<td>Verde Green</td>
</tr>
<tr>
<td>8 - 9 years</td>
<td>Year 4</td>
<td>Blue Niebieski</td>
</tr>
<tr>
<td>9 - 10 years</td>
<td>Year 5</td>
<td>Llullaq Indigo</td>
</tr>
<tr>
<td>10 - 11 years</td>
<td>Year 6</td>
<td>Violet Aro</td>
</tr>
</tbody>
</table>

The school buildings and classrooms are spacious and on a single level, allowing excellent access to all pupils and adults. We benefit from two halls and a well stocked library.

We have extensive grounds with hard surface areas, a spacious playing field, an outdoor classroom, a sensory garden, table tennis tables, Garden of Eden and a wildlife area.
School Uniform
What a child wears to school reflects his/her learning. It also portrays the school’s ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear.

School Uniform for Girls
- navy school sweatshirt/cardigan sweatshirt with school logo
- yellow polo shirt
- mid grey skirt/pinafore or trousers
- blue summer dresses, checked (gingham)
- Plain grey tights/socks or white socks for summer
- flat black shoes

School Uniform for Boys
- school sweatshirt with school logo
- gold polo shirt
- black/mid grey trousers
- flat black shoes

Physical Education Uniform
It is important for pupils to wear correct clothing for physical activities.

- white t-shirt
- navy shorts and/or navy games skirt
- plimsolls
- trainers
- a change of socks

For games activities outside, children need a white t-shirt, navy shorts and trainers. Track suits, preferably navy or fleeces may be worn for games during winter months. All clothing should be clearly named.

Please supply a named drawstring P.E. bag in which to keep the P.E. kit.

Jewellery must not be worn for sporting activities and long hair must be tied back.

All items of uniform should be clearly named.

Jewellery, other than watches, is not permitted and studs or sleepers only are to be worn in pierced ears.

P.E. Bags and Book Bags in school colours and with the school logo can be purchased from the school office at a
School Lunches and Healthy Eating

The school runs its own school catering service and meals are cooked from fresh, locally sourced ingredients. Meals are served in the school hall. There is a 3-week menu, including a vegetarian option. **All meals must be paid for in advance** on-line by SIMSagora. Families in receipt of Income Support and other benefits may be eligible for free school meals and should contact the school office in confidence.

Children may prefer to bring a packed lunch; these are eaten in the new hall. **Sweets, canned or fizzy drinks and glass containers are not permitted.** The school has no facilities to refrigerate or heat packed lunches and in warmer weather, parents are urged to use cooling packs in lunch boxes.

Pupils in the Early Years Foundation Stage and Key Stage 1 receive a free piece of fruit or vegetable each day as part of the Government’s programme for healthy living. Pupils in Years 3 to 6 may bring in a healthy snack but no sweets and crisps. The school has a number of indoor and outdoor water fountains, and pupils are free to bring in bottled water which should be named. A healthy tuck shop operates every morning break, selling fruit, toast and milk.

Educational Visits

School trips and visits are an integral part of the education of children at St James’. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Year 6 have the opportunity to take part in a residential visit which is planned to provide new and exciting experiences.

Extra-Curricular Clubs

As a school we offer pupils opportunities to participate in extra-curricular activities before and after school. A breakfast club operates everyday from 8am as well as a range of sports clubs led by a qualified sports coach. At any time a wide range of after school clubs is on offer – our programmes of clubs and activities available is revised termly depending on the time of year and other commitments children may have.
Pastoral Care

Caring for the pupils in school is undertaken in various ways by all adults in the school within our caring Christian ethos. Any medical issues that arise are dealt with promptly by staff. If the school has any concerns about any aspect of your child’s schooling or general welfare, we will contact you as soon as possible.

We have a team of Learning Mentors who work with our children through one to one sessions, regular daily check-ins, group sessions, support in the classroom and guidance at break and lunch times. We offer a range of support including; social skills, emotional understanding, bereavement support, sensory play, Lego therapy and friendship support.

Equality

At St James’ C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Safeguarding Pupils

Our first priority is your child’s welfare and therefore there may be occasions when our concern about your child may mean that we have to consult other agencies before contacting you. These procedures have been laid down by the Essex Child Protection Committee, and are available for inspection in school.

Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from including whilst accessing the internet.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:
• Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
• Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
• Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
• Support children who are vulnerable in accordance with his/her Child Protection Plan.
• Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.
Subject Statement

We work to provide a broad, balanced and practical curriculum, which follows National Curriculum and Local Authority guidelines.

A variety of teaching methods are used as appropriate. These include whole class teaching, group work and individual teaching.

The school teaches all children the National Curriculum subjects of English, Maths, Science, Information Technology, Design & Technology, Art and Design, Music, Physical Education, History and Geography. What we teach in school extends beyond the National Curriculum - it also involves Religious Education, Worship, Relationship and Sex Education and Personal, Social and Health Education.

The school teaches all children the core British Values which are: -Democracy, The rule of law, Individual Liberty, Mutual respect and tolerance of different faiths and religious and other beliefs. These values are incorporated within daily school life.

At times the many areas of the curriculum will be taught through a topic approach where meaningful links can be made and at other times as distinct subjects.

English

Reading and writing opportunities are given to children each day.

Reading

Reading has a high priority in the school and a phonics scheme called, ‘Letters and Sounds’ is used in Foundation and Year 1. A reading record diary is used by teachers, parents and children to make comments on all aspects of reading. This diary also serves as a general communication book between home and school. In addition to whole class reading, the school teaches reading skills in small ability groups and pupils then take books home to practise what they have learnt. When pupils are first learning to read, they take home a colour-coded book, which has a controlled vocabulary, with the aim of encouraging reading fluency. In addition to this, pupils may also take home other books that they wish from the library.

Speaking and Listening

Speaking and Listening is central to learning. Children are given opportunities to talk for a range of purposes to different audiences and are encouraged to listen attentively and respond appropriately to a range of speakers.

Writing

Pupils are taught to write for a variety of purposes for various audiences in different forms e.g. diaries, letters, stories, lists etc. We have introduced, ‘Talk for Writing’ across the school. This renowned teaching method encourages pupils to learn texts off by heart before trying to write independently.

Handwriting and Spelling

In Handwriting children are enabled to develop a fluent and legible style of printed and joined up handwriting.

Spelling is taught through a daily programme called ‘Attack Spelling’ which focuses on spelling patterns and irregular words. Every child in Key Stage 2 has an ‘Attack Spelling’ lesson every morning.
Mathematics

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time. Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year-by-year basis in the areas of:

• Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
• Measurement
• Geometry – properties of shape; position & direction
• Statistics

Where it is appropriate, mathematical teaching is linked with other subject areas to help make it relevant and meaningful to the children, so that they can use the knowledge and skills acquired in everyday life. Children are taught to apply their knowledge and skills in real-life situations. Ask your child’s teacher if you would like ideas for helping your child at home.

Science

Science stimulates and excites pupils’ curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Children undertaking investigations is a key element of science. This enables them through observing, planning, predicting, and recording, comparing, analysing and explaining, to work and think in a scientific way.

There are 3 main areas of scientific study: -

(1) Life Processes and Living Things
This includes the study of humans, plants and animals.

(2) Materials
This includes grouping and classifying of materials, exploring how materials can change and how materials can be separated.

(3) Physical Processes
This includes the study of electricity, forces and motion, light and sound and the earth and beyond.
Religious Education

Religious Education is timetabled to be taught on a weekly basis in every class and the majority of time is spent studying many aspects of Christianity. Some time is spent studying aspects of Judaism and Islam.

We want pupils to:
- begin to develop an understanding of Christian faith in relation to their own experience and level of conceptual development
- develop an understanding of the Christian heritage in the Bible, Church and the culture of society
- provide opportunities to consider and develop personal thoughts, feelings and beliefs
- help pupils acknowledge their place in a diverse society and celebrate the world’s richness and diversity
- provide the foundation on which, ultimately, they can make their own responsible choices
- help pupils to understand the practice and faith of the local church and how it relates to the local community and our school

The Governors of Saint James School acknowledge that parents have a legal right to withdraw their children from Religious Education and acts of worship. However, they feel that to do so would not be in the interests of the child. The Governing Body therefore encourages parents to support full participation in this important component in the life of a Church of England School. Requests for withdrawal are to be made in writing to the Headteacher.

Computing

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future. At St James’ CE Primary School we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever changing technological world.

We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We are well equipped with IT infrastructure including laptops, iPads and interactive whiteboards in all classrooms.
Geography and History

The teaching and learning of geography and history is through planned themes which are incorporated into an overall curriculum framework.

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

Design and Technology

Design & Technology helps to prepare pupils to participate in tomorrow’s rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

Art, Craft and Design

Art, Craft & Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Music

Music has a high profile in our school and groups of young people can often be heard making music. Children are provided with opportunities to perform and compare music using voice and a variety of musical instruments. This may range from working in a small group in a class situation to performing in front of the whole school.

Children are given opportunities to listen to and discuss a wide range of music from various times and cultures. The school participates in a number of music festivals each year, which are very popular with the children. We use the musical skills of all our staff and from time to time we have singing and instrumental groups for particular occasions.

Individual Music Tuition – through Essex Music Services the school offers opportunities for pupils to learn to play an orchestral instrument, taught by experienced music teachers whilst in KS2. There is a charge for this tuition and details are available from the school office.
PE and School Sport

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At St James’ children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

All children take part in a minimum of two hours of high quality PE and sporting activities each week. A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games, and outdoor and adventurous pursuits.

Children have the opportunity to take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions.

Physical Education is enriched through a wide range of well-attended after-school and before school clubs and activities including football, basketball, dodgeball, cricket, team games, rounders and multi-skills.

Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

Relationships and Sex Education

The Governing Body has agreed a programme of Relationships and Sex Education, which is age-appropriate for pupils across the school.

Relationships and Sex Education is presented in the context of family life, loving relationships and the Christian ethos of the school.

Key Stage 2 parents are offered the opportunity annually to see the DVD’s before the teaching programmes and do have a legal right to withdraw their children from parts of the Relationships and Sex Education programme, that is not part of the National Curriculum. A letter requesting withdrawal from the programme should be made to the Headteacher.
In the Nursery and the Reception Year, the curriculum is planned and resourced to take children’s learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

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

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

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

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

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

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

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

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

At St James’ CE Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2104 SEND Code of Practice. We ensure that each child’s needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs Co-ordinator, Miss Sarah Hennessy (SENCO), provision is carefully planned through ‘One Planning’.

Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Behaviour

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy which is available via the school’s website.

All staff are expected to deal with any discriminatory incident that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil’s individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality.

The raising of children’s self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.
Parents in Partnership

We welcome parents and carers into St James’ CE Primary School believing we are partners in the education of your children. There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents’ support and expertise can be used in many ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school including regular volunteers.

Communicating with Parents

We communicate with parents and carers in various ways, for example through our weekly newsletters, questionnaires, forums and text messaging. Parents are regularly invited to assemblies, Eucharist and to Learning Conferences each term. Parents are invited to attend our Open School events and Sports Day as well as children’s performances.

Staff are always happy to meet with parents and carers to talk through any concerns during weekly drop-in sessions.

There are a number of theme days and events organised throughout the year when parents are invited to join in. We also have opportunities for parents to have lunch with their children.

The School’s website has a wealth of information including our weekly newsletters, class pages, copies of key policies and curriculum information.

Friends of St James’

The ‘Friends’ of St James’ support the life and work of the School and is open to all members of the school community. All parents are automatically a ‘friend’. There are around 4-6 informal committee meetings each year and all are welcome to attend.

The Association provides invaluable support to the school through organising many social and fundraising events involving parents and the wider local community. Money raised provides extra facilities and equipment for the pupils. The Friends identify long and short-term projects for its fundraising; which enables us to buy ‘special’ extras to enhance pupils’ school experience.

The Friends need the support of parents to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will be able to add your support to the work of the Association.
Essential Information 2017 - 2018

Contacts
Address: St James’ Church of England Primary School
         Guildford Road
         Colchester
         Essex
         CO1 2RA

Telephone: 01206 865747

Email: admin@st-james-colchester.essex.sch.uk

Website: www.st-james-colchester.essex.sch.uk

Headteacher: Mrs Belynda Fellows
Deputy Headteacher: Mrs Lucy Turner
SENCO: Miss Sarah Hennessy
Chair of Governors: Mrs Linda Hughes

Type & Age Range: Nursery & Primary School
                  2 - 11 Years
Church of England

Academy details: The Diocese of Chelmsford Vine Schools Trust