



PROSPECTUS 2025-26



ACTIVE



MISSION STATEMENT

St Joseph's Infant School is a Catholic School in the Diocese of Menevia. Our Mission is to teach and nurture the Catholic faith, in a community where all may live and work together to achieve the very highest academic standards.

Rooted in Christ we aim to:

1. Provide an education that develops the spiritual, academic, wellbeing and moral aspects of each individual.
2. Celebrate through prayer, liturgy and worship, allowing pupils and staff to develop and grow in their love of God.
3. Foster Gospel values in an environment which encourages the understanding of the needs of everyone.
4. Make Christ and his values known to all and be of service to society.
5. Work with parents as the first educators and continue to develop close relationships between home, school and parishes.

Rooted in Christ

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DIOCESE OF MENEVIA

ST. JOSEPH'S CATHOLIC INFANT SCHOOL

| | |
|---|---|
| Address: | Water Street, Port Talbot SA12 6LF |
| Telephone No: | 01639 882579 |
| Email: | office@stjosinf.npt.school |
| Name of Headteacher: | Mrs. B. Murphy |
| County/Voluntary/Welsh: | Voluntary Aided |
| Co-educational/Boys/Girls: | Co-educational |
| Language of the School: | English Medium |
| Number on Roll: | 112 |
| Age Range: | 3 to 7 |
| Chairperson of Governing Body: | Miss Teresa Welsh |
| Clerk to Governors: | Mrs. C. Jones |

Headteacher's Message

**Jesus called the children to him and said, "Let the children come to me and do not stop them, because the Kingdom of God belongs to such as these" ...
(Luke 18:16-17)**

Croeso,

On behalf of all the children, parents, staff and governors of St. Joseph 's School, I extend a warm welcome to you. If your child is to join us soon, we hope that this will be the beginning of a very happy time for you and for them.

Our School Vision

We are a Welsh Catholic school with a strong sense of community that caters for children from the age of 3 to 7. Our school vision is encapsulated in our school motto 'We can do our best and God will do the rest!' and in Article 29 - 'Your right to be the best you can be.' Our Catholic vision and values are at the core of everything we do. They guide our children and underpin our teaching and learning, and provide an environment which prepares our children as confident happy citizens of Wales and of the wider world. We provide a Christian Community where the Catholic Faith is taught and nurtured, giving learners the best possible learning experiences and outcomes. We are extremely proud of all that goes on here.

Our School Values

Our school values were chosen by parents, teachers and staff. These represent 10 values that the whole school community chose to be central to the education of our children:

- love of God and the wider world
- compassion
- positive self esteem
- happiness
- independence
- love
- confidence
- resilience
- inclusivity
- respect

In St Joseph's Infant School every child is valued and respected. We aim to provide a caring, safe, secure and stimulating environment where your child is encouraged to become self confident and an independent learner.

We look forward to working with you in partnership, to provide the very best learning experience for your child. Please do not hesitate to contact the school to plan for the next very important and exciting step in your child's education.

Mrs. B.Murphy

Headteacher

Our School Mission

In St Joseph's Infant School every child is valued and respected. We aim to provide a caring, safe, secure and stimulating environment where your child is encouraged to become self-confident and an independent learner.

Rooted in Christ we aim to:

Provide an education that develops the spiritual, academic, wellbeing and moral aspects of each individual.

Celebrate through prayer, liturgy and worship, allowing pupils and staff to develop and grow in their love of God.

Foster Gospel values in an environment which encourages the understanding of the needs of everyone.

Make Christ and his values known to all and be of service to society.

Work with parents as the first educators and continue to develop close relationships between home, school and parishes.

Children Friendly Mission Statement

Rooted in Christ the children aim to:

To love God and be the very best that we can be.

Celebrate through prayer and worship our love of God.

Love one another.

Walk in the footsteps of Jesus to help others.

Work together to make our school the best school it can be.

ADMISSIONS:

Parents considering applying to the school for a place for their child are asked to make an appointment with the Headteacher prior to visiting the school.

ADMISSIONS POLICY

St Joseph's Catholic Infant School

Admission Policy

1. St. Josephs' Infant School is a Catholic Infant School situated in the Diocese of Menevia and is maintained by Neath Port Talbot Local Education Authority.
2. The Governing Body is responsible for determining and administrating the policy relating to admission of pupils to the school. It is guided in that responsibility by:
 - a) the requirement of the law.
 - b) the advice of the Diocesan Trustees on the nature and purpose of its duties and in fulfillment of its Trust Deed and Instrument of Government.
 - c) its duty towards the school and Catholic community it serves.
 - d) the Catholic character of the school and its Mission Statement.

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. We ask all parents applying for a place here to support and respect this ethos, its importance to the school community and the education it provides. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

The School's Admission Number for the school year beginning in September 2026 is 30

If the number of applications exceeds the admission number, the governors will give priority to applications in accordance with the criteria listed provided that the governors are made aware of that application before decisions on admissions are made (see Note 1 below). If there is oversubscription within a category, the governors will give priority to children living closest to the school determined by the shortest distance (see Note 4).

3. The school serves in the first instance Baptised Catholic children living in the parishes of St. Joseph's Port Talbot, Our Lady of Margam, Our Lady of the Assumption, Briton Ferry.
4. Applications for a place in the school must be made on the enclosed form and returned to the school no later than 26th November, 2025.
5. The Governing Body has delegated responsibility for determining admissions to its Admissions Committee, which will consider all applications at the same time and after the closing date for admissions, made in accordance with the criteria set out over.
6. Pupils who are admitted to the school will enter the Reception class in September 2026.
7. If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. This appeal must be sent in writing to the clerk to the Governors at the school within 14 days (10 working days) of refusal. Parents must give reasons for appealing in writing and the decision of the appeals panel is binding on the Governors.

If the school is named in a statement of Special Educational Needs, the Governing Body has a duty to admit the child to the school.

As required by law the Governing Body will not admit more than 30 pupils to any one Reception or Infant class.

St. Joseph's Catholic Infant School

Admissions Criteria

Where the number of applications exceeds the number of places available the Governing Body will apply the following over - subscription criteria in priority order.

1. Baptised Catholic 'Looked After' and 'Previously Looked After' children, who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents), or who have a Special Needs Statement naming the school, within the parishes served by the school.
2. 'Looked After' Children' and 'Previously Looked After' who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) or who have a Special Needs Statement naming the school.
3. Baptised Catholic children within the parishes served by the school.
4. Other Baptised Catholic children.
5. Children who have a brother or a sister at the school at the time of likely admission.
6. Children of other Christian Denominations.
7. Other children who have a brother or sister in the school at the time of admission.
8. Children of other faiths whose parents seek Catholic schooling.
9. Other children whose parents seek Catholic education for their child.
10. Children for whom the LEA has specifically asked for a place at the school.

In event of any over-subscription in the number of applications made under

any of the categories above then the Admissions Committee will offer places first to children living nearest to the school by the shortest walking distance using public highways.

All Christian applicants will be required to produce baptismal certificates.

NOTES (these notes form part of the over-subscription criteria)

Note 1.

In all categories, for a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. This includes the Eastern Catholic Churches.

Those who face difficulties in producing written evidence of Catholic Baptism/Reception should contact their Parish Priest.

Parents making an application for a Catholic child should also complete a supplementary information form (SIF). Failure to complete the SIF/provide evidence of Catholic Baptism/Reception may affect the criterion the child's name is placed in.

Note 2.

Looked After Children from Catholic Families has a dual meaning. It could mean the child themselves who are baptised Catholic or it could be the family who are caring for the child that is Catholic. If it is the child who is baptised catholic normal rules apply. If the child is placed with a Catholic family who wish the child to have a Catholic education this should be evidenced by a baptism certificate of either parent carer.

Note 3.

Children with a Statement of Special Educational Needs who name the school must be admitted. This will reduce the number of places available to applicants.

Note 4.

For Catholic and non-Catholic children the definition of a brother or sister is:

A brother or sister sharing the same parents;

Half-brother or half-sister, where two children share one common parent;
Step-brother or step-sister, where two children are related by a parent's marriage; Step-brother or step-sister; Adopted or fostered children

The children must be living permanently in the same household

Note 5.

Where a family of twins, or triplets request admission and if one sibling has been offered the 30th or last place the 'excepted pupil' rule comes in and the other twin/triplets are offered a place.

In all categories "live" means the child's permanent address. A child is normally regarded as living with a parent or guardian and the address of the parent or guardian will be used for admission purposes. When a child lives with more than one parent/guardian, at different addresses, we will use the preference expressed by the parent/guardian at the address where the child lives the majority of the time during the school week as the main place of residence.

Distances are calculated on the basis of a straight-line measurement between the applicant's home address and a point decided by the school, usually the front gate. The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supplies the co-ordinates that are used to plot an applicant's home address within this system.

In a very small number of cases it may not be able to decide between the applicants of those pupils who are qualifiers for a place, when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both or all of the children would cause the legal limit to be exceeded, the local authority will use a computerised system to randomly select the child to be offered the final place.

The home address of a pupil is considered to be the permanent residence of

a child. The address must be the child's only or main residence for the majority of the school week. Documentary evidence may be required.

NOTE 6.

a) Admissions to the Nursery classes does not necessarily secure admissions to the Infant School.

b) The Governing Body reserve the right to admit children with proven and exceptional medical and social needs where admission to the Nursery class may best satisfy those exceptional needs, providing that such an application is submitted with appropriate evidence or report from the doctor or social worker. If the school is named in a statement of special educational needs the Governing Body has a duty to admit the child to the school. All Catholic/Christian applicants will be required to produce baptismal certificates.

HOME SCHOOL AGREEMENT:

The Home School Agreement adopted by the Governing Body is a model provided by the Catholic Education Service. (Please refer to Appendix III).

SCHOOL ORGANISATION:

The Nursery class is in the main Infant School complex at Water Street. Children are admitted after their third birthday whenever a place is available. We are pleased to offer Wraparound Care in St Joseph's Infants which is provided by Funky Footsteps childcare. As part of the 30 free hours childcare scheme, nursery children can stay from 9.00 to 3.15 (including lunchtime). Please provide your child with a packed lunch. For more information, contact Funky Footsteps on 01639 898902.

Currently the Infant Department consists of three classes where the children are streamed by age. Members of the teaching staff have responsibility for specific areas of the curriculum throughout the school.

The current staffing for 2025/26 is:

| | | |
|----------------------|---|--------------------------------|
| Nursery am/PPA | - | Mrs. D. Coughlin |
| Year 2 | - | Mrs. S. Turner |
| Year 1/2 | - | Mrs. J. James |
| Reception/year 1 | - | Mrs. Owen/Mrs Sidley- Torrance |
| Non-Teaching Support | - | Mrs. C. Lloyd |
| Non-Teaching Support | - | Mrs. C Lustig |
| Non-Teaching Support | - | Mrs. N. Jones |
| Non-Teaching Support | - | Mrs. Victoria Williams |
| Non-Teaching Support | - | Mrs. F. Ronald |
| Non-Teaching Support | - | Miss C. Eley |
| Non-Teaching Support | - | Miss K. Frazer |
| Admin Officer | - | Mrs. C. Jones |
| Caretaker | - | Mr. A. Coughlin |
| Cleaners | - | Miss K. Rees/Ms. T. Hussain |
| Mid-day Supervisor | - | Ms. M. Jones |
| Mid-day Supervisor | - | Mrs. L. Eddolls |
| Mid-day Supervisor | - | Mrs. F. Ronald |
| Mid-day Supervisor | - | Miss D. Slee |
| Mid-day Supervisor | - | Mrs. N. Jones |
| Mid-day Supervisor | - | Mrs. V. Williams |

SAFEGUARDING:

Protecting children from harm is the shared responsibility of all school staff. The Designated Safeguarding Officers for Neath Port Talbot are Anneliese Donovan and John Burge.

CURRICULUM

Curriculum Statement

The Catholic faith is at the heart of our curriculum and our vision is rooted in the Gospel values. Senior leaders, staff, pupils, parents and carers have worked collaboratively to develop a shared vision for the curriculum that we have developed at St Joseph's Catholic Infant School.

Our new curriculum meets the required elements as set out in the national framework. It has focused on ensuring that pupils develop the four purposes of being Ambitious Capable Learners; Enterprising Creative Contributors; Ethical and Informed Citizens and Healthy Confident individuals. The curriculum at our school is progressive and will ensure pupils develop control and independence in their development of their literacy, numeracy, digital and integral skills in addition to ensuring pupils engage with increasingly complex and sophisticated content to progress their knowledge and understanding. Learners will develop an understanding of all 'Statements of What Matters' as part of the school's curriculum. The process of exploring and revisiting these statements will enable our learners to develop ever deeper knowledge over their learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area of Learning and Experience. Assessment at our school enables learner progression as it is focused on supporting learners to move forward with their learning on a day to day basis and identifying, capturing and reflecting on learners' progress over time. The school's curriculum is broad and balanced, ensuring that pupils develop an integrated, cross-disciplinary approach to learning and ensures learners make meaningful links across the six Areas of Learning and Experience. This enables learners to build connections across their learning and combine different experiences, knowledge and skills. Our curriculum is designed to develop in our pupils a sense of belonging, not just in a physical or geographical sense but also the historic, cultural and social place which has shaped and continues to shape the community which our school inhabits. We aim to help our pupils make sense of their own identities and those of others, in our community, Wales and the across the world.

As a Foundation Phase School we know our children learn best through practical hands on, active learning opportunities. These enable them to experience exciting learning in a meaningful way that challenges and reflects their interest and encourages them to be curious and active in their own learning.

We tailor learning to provide children with opportunities to develop skills and explore concepts. These will allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination, developing them as ambitious, confident, informed learners to face future challenges as lifelong learners.

The school will monitor the impact of its curriculum on pupils' progression and their development of the four purposes on a continuous basis throughout the academic year and complete a formal review on an annual basis.

We provide regular information to you about what is happening in school and there are frequent opportunities to discuss your child's progress. Our website contains a great deal of information about St. Joseph's, but if there is anything you wish to know about, please do not hesitate to contact us.

Curriculum Development



The New Curriculum for Wales has been introduced gradually in Saint Joseph's Infant School. It replaces key stages with progression steps. It is now organised in Six Areas of Learning and experience.

Six Areas of Learning

The Nursery and Reception classes, are known as the 'Early Years' and follow the Curriculum for Wales for children's learning for 3 to 7 year olds in Wales. There are 6 Areas of Learning

- 1. Expressive Arts.**
- 2. Health and well-being.**
- 3. Humanities**
- 4. Languages literacy and communication including Welsh**
- 5. Mathematics and numeracy.**
- 6. Science and technology.**

As a Catholic school, R.E. follows a separate curriculum, To now you more clearly.

USE OF WELSH LANGUAGE

In Saint Joseph's Infant School, we are proud to be Welsh and at every opportunity we celebrate Cynefin, our sense of community. The School is embedding Cymraeg Campus across the Foundation Phase. St Joseph's Infant School has been successful in achieving the Bronze Siarter Award.

Pupils play a key role in leading prayers during assembly by Criw Cymraeg. Children take turns daily as Helpwyr Heddiw. The use of incidental Welsh is encouraged throughout the school day.

Welsh now sits within the Language, Literacy and Communication Area of Learning. Delivery of the Welsh Area of Learning in St Joseph's places a great deal of emphasis on the spoken word. The learning and teaching of Welsh is supported by NPT Athrawes Bro, Teacher Development Officer Rhian Ashton and central resources are accessed through HWB.

CURRICULUM STATEMENT AND ADDITIONAL LEARNING NEEDS (ALN)

St Joseph's is an inclusive school where we strive to ensure that all pupils with Additional Learning Needs reach their potential, through a pupil-centred

approach. The Additional Learning Needs and Education Tribunal (ALNET) Bill, is now in place. It also aims to ensure that partner agencies work together to provide equality of opportunity for all children and young people to participate in and benefit from learning. At St. Joseph's Catholic Infant School we aim to maximise the entitlement of all ALN pupils, whose parents wish them to be in a mainstream school. Admission arrangements of St. Joseph's School ensures that there is no discrimination against pupils with ALN. In accordance with the School's Admission Policy, we would accommodate any child whose parents expressed a preference towards the school provided all his/her special needs can be met by the school.

Pupils who have Additional Learning Needs have the right to access the whole curriculum. Through the curriculum and school environment, children can be encouraged to value diversity and understand the affect of injustice and inequality in peoples' lives. The school has a disabled toilet and access ramps.

Teachers and teaching assistants may work on various interventions and programmes throughout the school year in order to help every child improve and move forward. Our school ALN policy recognises that all pupils are individuals and as such have differing needs. Teaching staff have regular updates and training during weekly staff meetings, courses and INSET days. Mrs. B. Murphy and Mrs. J. James are designated Additional Learning Needs Coordinators. They are supported by Mrs. C. Lloyd Teaching Assistant. The ALN Register is regularly reviewed and updated.

LOOKED AFTER CHILDREN

The Headteacher/ALNCO is responsible for promoting the educational achievement of Looked After Children.

ARRANGEMENTS FOR RELIGIOUS EDUCATION

As a Catholic school the basic religious ethos is to be found across the whole curriculum. In addition, religious education is given daily conforming with the Doctrines and Teachings of the Roman Catholic Church, in co-operation with the Archdiocesan Catechetical Commission.

PRAYER AND COLLECTIVE WORSHIP

Teachers take every opportunity to pray with the children at appropriate times of the embedding the Virtues of the Jesuit Pupil Profile. Assemblies are

conducted daily with the exception of Wednesday when the pupils attend Mass in St. Joseph's Church, children take an active part throughout the year a range of services are provided to celebrate the major feasts and seasons of the Church's Calendar.

PHYSICAL DEVELOPMENT AND SPORT

sits within the Health and Wellbeing Area of Learning

In the Infant School we aim to lay good foundations and engender an enthusiasm for participation in various sports. This is done by teaching the relevant basic skills necessary for dancing, play ground games, ball games such as football and rugby. A whole school Sportathon is held annually, encouraging all to take part. When children have achieved trophies in sporting activities outside the school these are acknowledged and applauded in School Achievement Assemblies.

TARGETS:

The school aims to achieve high standards in education. Assessment is used to inform planning and drive pupil learning. The teaching team observe, notice, analyse and Feedback into planning for the next steps. Nursery children are assessed on entry and a range of assessments are used to inform individual pupil targets. Assessment is ongoing. Pupil progress is closely monitored. Phonic development is assessed frequently throughout the year.

PASTORAL CARE ARRANGEMENTS

As a School in the Diocese of Menevia, the Relationship and Sex Education Policy has been adopted and we follow the Diocesan approved Ten:Ten programme. Pastoral care of the pupils is the concern of all class teachers with the Headteacher having overall responsibility. Parents are asked to provide the school with a telephone number where contact can be made in the event of illness. In the event of a child becoming ill, parents are contacted immediately. Minor accidents are attended to in school. Most of the teaching and non-teaching staff have attended a First Aid course. Parents are contacted In the event of a major accident, and the appropriate steps taken. Regular visits to the school are made by the Medical Services.

Free School meals are cooked on the premises Five lunchtime supervisors look after the pupils at mid-day under the supervision of the Headteacher.

INFANT AND JUNIOR SCHOOL LINKS

The pupils and staff of Saint Joseph's Catholic Sixth Form Centre, Saint Joseph's Junior and Infant School work closely together in the weekly celebration of Mass. The monthly celebration of Family Mass is planned to include pupils from St. Joseph's Comprehensive and Sixth Form Centre. A clear transition plan is in place to ensure pupils are well equipped to move on to the next Key Stage in their academic and spiritual development.

AUTHORITY'S SUPPORT SERVICES

The school doctor will conduct medical examinations on request. We also have links with the Education Welfare Service, Schools Psychological Service, Special Education Needs Service and the Integrated Support Service and when necessary, Community Health Service and School Health Service.

Safeguarding and Child Protection

At our school, the safety and wellbeing of every child is our highest priority. We have a statutory duty of care to safeguard and promote the welfare of all pupils, and we are committed to creating a safe, nurturing environment in which children can learn and thrive. All staff are trained to recognise concerns and follow robust safeguarding procedures. In line with our safeguarding responsibilities, if we have concerns about a child's welfare, we may need to share relevant information with external agencies, such as social services or health professionals, to ensure appropriate support and protection is put in place. We work in partnership with families and other agencies to keep children safe.

SAFETY IN SCHOOL:

Teaching staff carry out supervisory duties before and after the morning and afternoon sessions and during breaktimes. At lunch-time, four assistants, under the direction of the Headteacher carry out supervisory duties.

Children travelling on school transport are escorted from and to the buses by members of staff at the start and each end of the school day. Procedures for emergency drill in case of fire are known to all staff and pupils.

The fire drill is practised regularly. A controlled entry system is used in the main school building and in the Nursery Unit which makes for a secure

environment for pupils, staff and equipment. There are security locks on other main access doors.

SECURITY:

The entrance doors of the school have self closing mechanisms and the main entrance has an intercom system and camera which is displayed in the main office and Headteacher's office. Cameras are also in place to monitor entrance points and playground. Visitors to the school are required visit the office to register their arrival on the premises, sign in and collect a Visitors Pass, before approaching staff and pupils. The Nursery block has a coded door entry system in operation. The main school gates are locked daily from 11.30 to 12.30.

SCHOOL DISCIPLINE:

The overall discipline and enforcing of school rules is the responsibility of the Headteacher, with the assistance of her staff. The aim of the school is to develop a sense of self-discipline among the pupils and punishment is normally through loss of privileges. If misdemeanours continue, parents are called to the school. Corporal punishment is not administered.

Children are expected to be punctual and parents are expected to contact school when children are absent. Jewellery is not allowed to be worn in the school. Earrings should not be worn as they are dangerous. Hair should be of a natural colour. Sweets, crisps etc., are not allowed during break time.

ATTENDANCE

The school and NPT LEA aim to achieve good attendance. In line with NPT and ERW Policy "with effect from September 2013, Neath Port Talbot Schools will no longer authorise pupil absence for holidays taken during term time. Requests for leave of absence for a family holiday during term-time will not be approved by schools" and from 1st January 2015, Penalty Notices may be issued.

EDUCATIONAL VISITS:

A key part of our new Curriculum in Saint Joseph's Infants is developing enabling environments. We seek to offer pupils a wide and diverse range of learning experiences as possible, in our school environment and in the wider

community. Educational visits are arranged regularly in order to stimulate and enrich the pupils' learning.

CHARGES AND REMISSIONS POLICY:

There is a Charging Policy in operation at the school whereby parents are invited to contribute towards organised school trips, and if sufficient voluntary contributions are not received, the trip may be cancelled, but if the trip does go ahead, which includes children whose parents have not paid any contribution, we do not treat these children differently from any others.

ST JOSEPH'S HOMEWORK AND FAMILY SUPPORT POLICY:

(Please refer to Appendix I).

EQUAL OPPORTUNITIES POLICY:

There is an Equal Opportunities Policy in existence in the Infant School.

RELATIONSHIP AND SEX EDUCATION POLICY:

RSE is part of the mission of St. Joseph's Infant School to educate the whole person. It is carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life. In Saint Joseph's Catholic Infant School we follow Life to the Full. This a Relationships and Health Education (RHE)* curriculum programme underpinned by a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God.

EXTRA-CURRICULAR ACTIVITIES AND PARENT LIAISON:

Extra-curricular activities provided at the school, have included as Photo Club, Ballet, and a C.A.P.E.R. (Children And Parents Enjoy Reading) book lending scheme.

The school has a good Parent Teacher Association which parents are encouraged to support. The PTA met on a regular basis. Events organised include Sunday walk and sandcastle competition, disco and film night. Parents are invited to the children's Mass in St. Joseph's Church each Wednesday or Friday at and monthly Family Mass at 10.00a.m. at St. Joseph's Parish Church. During community engagement sessions, parents are encouraged to come into school and work alongside the teacher with various activities, e.g. art, craft, cookery, story-telling etc. computer.

Parental Engagement and Family Workshops

We value our partnership and close working relationship with parents. Parental engagement is hugely important in the wellbeing and development of our pupils. There are weekly, monthly and half termly opportunities when parents are invited to school to discuss a wide range of support and help for their child.

These sessions focus on a wide range of support including nurture, positive behaviour strategies and toileting advice. In Family Workshops, parents are invited to discuss children's progress with staff regularly. In the Autumn term an informal meeting. After allowing time for pupils to settle, a progress review meeting is held in the Spring Term for an update on their child's progress. If required further meetings can be scheduled in Spring Term. Parents also have the opportunity to discuss the annual written report in the Summer Term. Parents are encouraged to make an appointment to discuss a pupil's performance at other times, should the need arise.

Stay and Play for pre school

Smooth transition for early years is of high importance. Pre school children are invited with their families to Stay and Play sessions.

SCHOOL UNIFORM:

The school colours are dark blue and light blue.

Sweatshirts, Sweatshirt Cardigans, Jogging bottoms, Polo-shirts and T-shirts are available from Image Shop, Aberafan Shopping Centre, Port Talbot.

SCHOOL HOURS:

| | | |
|--------------|---------|---------|
| Nursery (am) | 09.00am | 11.30am |
| Infants | 8.50am | 3.15pm |

Assembly Time: 10am Daily

School Mass is on Wednesday morning.

School Terms and Holiday Dates 2025/26

| 25/26 Academic Year | | | | | |
|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|------|
| Term | Term Begins | Mid Term Holiday | | Term Ends | Days |
| | | Begins | Ends | | |
| Autumn 2025 | Monday 1st September | Monday 27th October | Friday 31st October | Friday 19th December | 75 |
| Spring 2026 | Monday 5th January | Monday 16th February | Friday 20th February | Friday 27th March | 55 |
| Summer 2026 | Monday 13th April | Monday 25th May | Friday 29th May | Monday 20th July | 65 |
| Total: | | | | | 195 |

1. Schools will close to pupils for INSET/Staff Preparation on six days between Monday 1st September 2025 and Monday 20th July 2026. The dates to be determined by schools.
2. Good Friday, 3rd April 2026
3. Easter Monday, 6th April 2026
4. May Day, 6th May 2026
5. Spring Bank Holiday, 25th May 2026

COMPLAINTS:

If you are not satisfied with your child's education or have a complaint under Section 23 of the Act.

1. If you have a concern about the curriculum or religious education first try and resolve the matter by making an appointment to discuss your concern with the Headteacher.
2. If this is unresolved you may refer the matter to the Governing Body. The Chairman of the Governors is : Miss Teresa Welsh.
3. If you then feel that your complaint has not been resolved you may wish to telephone the Awards Officer, Civic Centre, Port Talbot 01639-763580
4. If the problem is still unresolved you should inform the Director of Education in writing and again an attempt will be made to resolve the problem, if at all possible, before recourse to the official Complaints Procedures.
5. Details of the Authority's Complaints Procedure are available at any school by appointment with the Headteacher, the Education Department or Public Library.

St Joseph's Homework and Family Support Policy 2023

We know that in the early years (0–7) a child's cognitive, social and emotional development is significantly affected by what is happening at home and the degree of parental involvement in their education. If we can help our families to provide a better home learning environment and to better support their child's learning during the Foundation Phase then they will be exerting a powerful lever to help children achieve their potential.

What are the best things for families to do to support learning to help our children become resilient, reflective, resourceful and reciprocal learners?

The most effective ways in which families can support children to learn during the Foundation Phase are:

- conversations that encourage children's natural inquisitiveness and love of learning (parents/carers answering on average 23 questions per hour!) while also developing language and communication skills
- play, including role play, to encourage purposeful talk
- reading stories, talking about the pictures
- teaching songs and nursery rhymes
- playing with letters and numbers, pointing out numbers and shapes around them (e.g. door numbers)
- painting and drawing developing one-to-one correspondence, e.g. matching socks
- visiting the library, museums and galleries
- outdoor trips to parks, woods, beaches
- supporting social and emotional learning
- helping their child to be 'ready to learn' when they start in the Reception year at school.

Family workshops to develop parent/carer skills

Research shows that parental support programmes which focus on both academic outcomes and training in parenting skills are the most effective. Our Family Links Nurture Programme provides workshops to help families to build parenting skills, such as the development of positive discipline strategies and coaching skills, that will establish good home environments to support learning.

Reading

Regular reading is vital. Every child should be encouraged to read for at least 10 – 15 minutes daily to an adult at home and we strongly suggest that you also read to your child daily, regardless of their age. For older children, the

Reading Record Book that goes home with your child's reading book gives an opportunity for daily dialogue between home and school. Please record the page to which your child reads in their book each night, along with the date and any comment on their reading you may want to make. Remember to ask your child questions about their reading to develop their comprehension skills. They may read aloud beautifully but lack understanding of the themes or details in the text.

Weekly English and/or Maths homework

Each week your child's teacher may send a piece of maths and English work home for them to complete. The length of task will clearly be proportionate to age, with our older children needing to spend longer amounts of time in order to prepare them for the homework given at secondary school. In Nursery and Reception, this homework is usually limited to reading booklets beginning in the second half of the Autumn Term. From Year 1 upwards, children are likely to receive a piece of English homework and/or a piece of maths each week. This must be completed in pencil. Please see the table on the next page for a summary of homework in each class.

Counting, number bonds and times tables

Don't forget the basics if you want to help your child with maths at home. It is essential that you practise counting with your child from the earliest stage, and throughout their time with us. In Nursery, this will involve counting to 5 and 10, though you should remember that it's useful to start at numbers other than 1 and encourage your child to continue from that point once they are familiar. As they get older, they will use numbers to 20 in Reception, and in Year 1 could be counting confidently within 100. Children in Year 2 will certainly work within 100 but could move on to numbers to 1000. Counting is an essential part of developing a sense of number and an understanding of place value. Working within 100, children shouldn't just count in 1s to 100. They should be challenged to start at different points, count backwards as well as forwards, count on or back in steps of different sizes. E.g. start at 37 and count on in twos. Older children will find counting just as valuable. Their understanding of place value will be tested. Counting on and back in steps of different sizes is still important, but with larger numbers.

Tables can be very tricky for a small number of children to learn and we may decide not to force this for those who really struggle. However, it is certain that a thorough knowledge of the tables is hugely important for all aspects of maths. Children begin their understanding of tables by being asked to count in 2s, 5s and 10s. If children don't learn the tables they may struggle with division and multiplication related questions and problems as they grow older. They

can learn through counting – ‘two, four, six, eight...’; and by chanting the table – ‘One two is two, two twos are four...’; both methods are useful.

School Book Bag

School Book Bags are available to buy from the school office (£5). Please label with your child’s name and work with school to grow respect and a love of books.

Online resources

HWB, SeeSaw

Read Write Inc free resources for parents

Typical homework routines in each of our year groups

| | |
|-----------|---|
| Nursery | <ul style="list-style-type: none"> ●All children are allowed to take a free choice reading book home ●RWI (QR Codes) sounds to be learned at home ● ‘Rhyme of the Week’ may be shared ●RE/Concept based project |
| Reception | Levelled Reading books (children in Reception year, when ready) ●CAPER book ●Literacy/Phonic sound sheets ●RE/Concept based project |
| Year 1 | <ul style="list-style-type: none"> ●Reading books ●CAPER book Homework book containing a piece of maths and /or English each week ●RE/concept based project |
| Year 2 | <ul style="list-style-type: none"> ●Reading books ●CAPER book Homework containing a piece of maths and English each week ●RE/ concept based project |

How long should my child spend on homework and how much should I help?

The precise amount of time spent on homework is much less important than the quality of work produced. It is important to be flexible so that if pupils have a busy week of activities planned for at home they can fit in the relatively short amount of time required to complete their tasks at some point during the week. You are encouraged to support your child with their homework. If you did not, you would have little idea about the level or type of work expected of your child, or of their strengths and difficulties. Please discuss the work with them. Ask questions and probe their understanding, but strike a balance between supporting and doing it for them. If they can’t complete a task with a few practise goes or a little prompting, we need to know so that we can recap in school.

What if we don’t understand? Parents of younger children must ask if they are unsure about the requirements of their child’s homework (or any aspect of

school life) and older children can be responsible for speaking to the teacher about any homework they find tricky (though again, parents are welcome to contact us for clarity if they wish, as some children can be anxious if they find work difficult). We strive to differentiate week to week homework tasks to ensure that they are at a suitable level for your child – not too easy, not too difficult. Please let us know if you feel that the level of work is not right for your child.

I am sure we will occasionally send homework that is a little confusing. If that is the case, please let us know. If pupils encounter difficulties with any piece of homework, it should be put away and brought back to school the next day, to ask the class teacher for some help. Children are certainly not expected to struggle on if they find something too difficult. Whilst we always aim to develop the children's resourcefulness, resilience and encourage them to be 'up for a challenge', schoolwork is not important enough to get upset about!

Thank you for the excellent support you continue to give to your children and to our school.

St. Joseph's Catholic Infant School - Attendance Policy

The Governing Body of St. Joseph's Catholic Infant School firmly believes that regular attendance is a major factor in pupils attaining high achievement. As such, governors and staff are committed to actively encouraging a high rate of attendance.

Legal Requirements

The responsibility of ensuring that children attend school regularly, rests with parents. It is the responsibility of the school to keep a register in which pupils' attendance is recorded each day. The Local Education Authority has a legal duty to ensure that parents are fulfilling their statutory obligations, and this can in certain circumstances, lead to action through the courts. The school is obliged to publish information, on unauthorised absences, in the school prospectus and the annual report to parents.

Registration

Registration in St. Joseph's Catholic Infant School is kept by means of SIMs. The teachers of the Infant School register pupils at the beginning of each morning and afternoon session via SIMs.

Absences are recorded using a number of codes, identifying unauthorised and authorised absence. An unauthorised absence is given for any family holiday etc. and may be subject to a 'Penalty Notice'.

Parents should inform the school as soon as possible if their child will not be attending on a particular day. There is a dedicated absence telephone line for reporting pupil absence. Weekly and termly totals are recorded on SIMs. The School operates a 'First Day Response', and parents are contacted and asked why their child is absent from school (if a prior message has not been left).

The Headteacher ensures that poor attendance is dealt with by communication with parents and /or referring the pupil to the Education Welfare Officer (EWO).

Promoting Good Attendance

St. Joseph's Catholic Infant School endeavours to promote good attendance, above 95%. Attendance is tracked regularly and systematically. Certificates are presented to those pupils achieving a high percentage rate per term and per year are distributed and this takes place at the end of term Achievement Assembly.

First and Third day responses is followed on pupil absence. When instances of poor attendance or punctuality occur, these are brought to the attention of parents as soon as they are noticeable.

Parents will be reminded regularly of the need to confine holidays to the official school holiday time. A form for 'request for Holidays during Term Time' is available on request. Where the amount of a pupil's absence causes concern, the School works closely with the Educational Welfare Officer EWO to follow the ERW /NPT Attendance Policy Procedures. In the instance of a pupil's persistent late-coming, the Headteacher or EWO will speak personally with the parents. The Headteacher will continue to comment on the annual written progress reports and the percentage of latecoming/absence highlighted if significant.



MISSION STATEMENT

HOME SCHOOL AGREEMENT

St. Joseph's Infant School is a Catholic School in the Diocese of Cardiff/Menevia. Our Mission is to teach and nurture the Catholic faith, in a community where all may live and work together to achieve the very highest academic standards.

Rooted in Christ we aim to:

- 1. Provide an education that develops the spiritual, academic, wellbeing and moral aspects of each individual.**
- 2. Celebrate through prayer, liturgy and worship, allowing pupils and staff to develop and grown in their love of God.**
- 3. Foster Gospel values in an environment which encourages the understanding of the needs of everyone.**
- 4. Make Christ and his values known to all and be of service to society.**
- 5. Work with parents as the first educators and continue to develop close relationships between home school and parishes.**

We will always do our best to provide the best possible education for every child.

**Signed Mrs. Barbara Murphy Headteacher
(For and on behalf of the Governing Body)**

Rooted in Christ

PARENTAL RESPONSIBILITIES:-

We acknowledge that we as parents are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.

THEREFORE I/WE WILL TRY TO:-

- ensure that my child attends school regularly, on time and suitably equipped;
- inform the school of any concerns or problems that might affect my child's work or behaviour
- support the Christian values of the school community;
- give my child opportunities for home learning and support homework from school;
- support the school's policies and guidelines for behaviour;
- attend parents evenings and discussions about my child's progress;
- encourage my child to be enthusiastic about learning and to enjoy school;
- encourage my child to show kindness and consideration to others;
- talk to my child about their experiences in school and encourage them to do their best;
- attempt to support the Catholic community and the school Governors in their responsibilities for maintaining the school buildings in good repair.

Signed.....
(Parent/Guardian)

SCHOOL'S EDUCATIONAL RESPONSIBILITIES:-

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a Christian community.

THEREFORE WE WILL:-

- provide a friendly welcome to your child and a secure, stimulating, Christian environment in which to learn;
- ensure that your child is valued for who he/she is and helped to make good progress in their spiritual, moral, emotional and academic development;
- treat your child with the dignity and respect they require, encouraging them to full human wholeness;
- demonstrate our faith and our school's foundation in the teachings of Jesus Christ, by what we teach and the way we live and worship in our school;

- do our utmost to provide the best possible education we can for your child and enthusiastic teaching rooted in our beliefs, our values and our skills;
- provide you with information about your child's progress and provide you with opportunities to talk to teachers;
- keep you well informed about school policies and activities through regular letters and newsletters;
- set, mark and monitor homework suitable to your child's needs;
- send home an annual report of your child's progress;
- contact you if there is a problem with your child's attendance or punctuality;
- inform you of any concerns regarding your child's behaviour, work or health;
- challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Signed Mrs. Barbara Murphy Headteacher
(For and on behalf of the Governing Body)