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Prospectus

# Christian Fellowship School

# P R O S P E C T

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# Vision Statement

Young people who

- know God,
- understand God's redemptive purposes in Christ and
- are equipped to serve Him.

'Young people who know God' means that their knowing God and entering into a relationship with Him are of primary importance to us.

'Understand God's redemptive purposes' means that we want the children to understand God's unlimited ability to put right the effects of sin in their lives and in the world. We want them to recognise their potential and responsibility to be instruments to that end through their own obedience to Him. We are convinced that any work undertaken in obedience to God is a vocation and a ministry.

'Equipped to serve Him' means that we want to provide them with the tools to fulfil their vocation in God.

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# Aims

## **'Know God'**

1. To enable pupils to develop a knowledge of God by:
  - C teaching the word of God
  - C teaching a Christian curriculum
  - C example
  - C introducing positive role models
2. To work in partnership with parents and the Christian community in order to fulfil God's mandate concerning the training of children.
3. To foster respect for the Bible as the inspired word of God and as the plumbline for conduct and morality and the standard by which knowledge is judged to be truth.
4. To develop a sense of self-worth in each pupil and a respect for all people, by creating a loving atmosphere in which each pupil can realise his or her full potential.

## **'Understand God's Redemptive Purposes'**

5. To enable pupils to have a widening view of God's purposes for each individual and for the world.
6. To envision pupils with a sense of vocation and calling and to awaken in them a desire to fulfil the purposes of God in their lives.
7. To bring all pupils to an understanding that God gives us work as the means by which we fulfill His calling on our lives.
8. To encourage pupils to come to an appreciation of their Christian heritage and to teach a sense of history and the ways by which God has intervened in history.
9. To impart respect and appreciation for all of God's creation.

## **'Equipped to serve Him'**

10. To develop the potential within each child, physically, emotionally, academically and spiritually by:
  - C offering a wide, balanced curriculum
  - C offering a range of extra curricular activities
  - C creating a loving atmosphere in which pupils can flourish through encouragement
  - C the application of loving discipline
  - C creating a pastoral system to oversee the needs of each pupil
11. To prepare the children for their vocation.
12. To equip each pupil with the ability to communicate effectively.
13. To develop in each pupil an open mind and a teachable spirit.
14. To encourage creativity in all aspects of school life.
15. To foster godly character, a love for the truth and a sense of humility.

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# Mission Statement

In partnership with parents and the Christian Community we seek to provide an education which through Christ-centred relationships will develop the pupils' characters and gifts and also lead them into God's purposes for themselves, the church and the world.

**'Partnership with Parents'** means that we believe that God has given the responsibility for their children's education to parents. The role of the school is to support them in that task. We see the parents as vital to the life of the school and the roles of the parents and school as complementary. Our pupils come from diverse backgrounds and a sense of community in the midst of diversity is valued.

**'The Christian Community'** means the broad and varied community of churches and ministries which are seeking to serve God in this area. We are also a part of a national network of Christian schools with a vision for Christ-centred education. Our board of governors is a body of local Christian leaders. We seek to support the churches in their responsibilities to train and equip their young people to serve God.

**'Provide an Education'** means not just merely communicating facts, but communicating that all knowledge comes from God and honours Him. We believe that this is a challenge to explore, investigate and learn to be responsible for God's creation in all aspects of life.

**'Christ-Centred Relationships'** means relationships which are based on love and respect for each other as valuable in God's sight. It means security based on respect for authority as God's means of care and protection in our lives. We acknowledge our need of prayer to maintain these relationships.

**'Develop Character'** means establish the habit of making good moral choices, of maintaining right relationships with each other and with God. We strive to see the pupils grow in responsibility and perseverance.

**'Develop Gifts'** means that each child is seen as a unique creation, having diverse abilities and potential. We aim to draw out these gifts and to give pupils the skills to use them to the full.

**'God's Purpose'** means that God has plans for and expectations of each of us which are unique and personal and are designed for our good. We want the pupils to be prepared to fulfil God's plans for them both in the Church and in the world.

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# Pastoral Care

School is perhaps the first experience a child has of a large group of people living together in community. How this community lives together will model community life for the children and prepare them to take their place in the various communities that make up society.

Every community has its aims which are formed from the beliefs and values that are shared by its members. If the school is to reflect a Christian community it must model itself upon the kingdom of God and draw its beliefs and values from it.

The Christian Fellowship School believes in handling children in a manner that will help them to appreciate the righteous justice that governs God's kingdom.

At the heart of every policy and practice is the formation of quality relationships which is the single most important factor that affects the learning (nurturing) process. Each pupil is accepted for who they are and shown respect in acknowledgment of their intrinsic worth.

Good behaviour and attitudes are rewarded and various sanctions used to correct misconduct. The intention when applying sanctions is to make the sanction fit the misdemeanour and to teach the pupil the appropriate way to behave. Humiliation is never acceptable as a means of correction, nor 'labelling' the child because of past failures.

For pupils to feel secure in the school community it is essential for them to be confident that their best interests will be protected at all times, and that all pupils will be expected to behave in a responsible manner.

**The Form Teacher** plays the most significant role in the nurturing of these relationships. In Lower and Middle school the form teacher is responsible for teaching most subjects to his/her form. This gives the teacher a clearer picture of the whole child. In Upper School each form teacher relates to pupils over a three-year period, allowing understanding of the child to develop.

**The Head of School** liaises regularly with all form teachers and, in a predominantly pastoral role, is responsible for the welfare of all pupils in the department.

**The Head Teacher** has pastoral oversight of all pupils in the school and is responsible to the Board of Governors.

**The Governors**, those who are leaders of local churches, exercise a wider involvement with whole families within their churches. We encourage all the families in the school to have a Church involvement.

**The House System.** Each child is expected to participate in school life to the full, thereby promoting the house 'ethos'. There are three houses – Bethel, Penuel and Shiloh.

Ideally, a sense of collective responsibility will develop, directing the child's attention to the basic needs of any successful community. A small element of competition is considered to be of some benefit, but extremes must be avoided; the joy of participation is to be promoted above the act of winning. Hence, no child should be considered a 'loser' of no value.

House points are awarded to reinforce such matters as good behaviour, attitudes, work habits and good manners; negative house points may be used to discourage the opposite.

Each house elects its own captain and vice-captain who form the Student Council which represents the student body in communication meetings with the Staff Management Team.

The Prefect System. At every level the children are encouraged to take appropriate responsibility for themselves and others. As they mature the level of responsibility increases, culminating in the prefect system.

Each Year 11 pupil is given the opportunity to become a prefect, then having responsibility to set an example for the younger pupils.

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# Code of Conduct

## for Staff and Students

The scriptural basis of our Code of Conduct is Matthew 22 v 37-40.

Jesus said to him, " 'You shall love the Lord your God with all your heart, with all your soul, and with all your mind.' This is the first and great commandment. And the second is like it: 'You shall love your neighbour as yourself.' On these two commandments hang all the Law and the Prophets." (NKJV)

This means:

- C We will seek to honour the Lord in all things.
- C We will honour God's name and respect those in authority.
- C We will value, uphold and tell the truth.
- C We will respect other people and their property.
- C We will recognise and exercise our responsibility for what we think, say and do.
- C We will do our best in our work.
- C We will take care of God's creation.
- C We will be sensitive to the needs of others and treat each other with kindness.
- C We will seek to serve each other.
- C We will make a habit of being grateful.
- C We will try to recognise and control our areas of weakness.
- C We will look for and enjoy the good qualities and achievements of others.
- C We will maintain the good name of the school.
- C We will ask God's help in all these things, forgive one another and accept forgiveness.

The Codes of Conduct for Lower, Middle and Upper Schools vary in their wording. This is to reflect the age differences of the pupils and the varying degrees of responsibility that one can reasonably expect at any age. The principles remain intrinsically the same throughout the school.

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# The Role of Parents

The school acknowledges that God has given parents the prime responsibility for educating their children and understands its own role to be that of assisting them.

Parents' responsibilities are not lessened by having their children attend a Christian school; indeed, parental support through prayer, through finance and through active participation is an essential ingredient.

A child's performance and attitude are affected by circumstances in both the home and the school environment. Therefore, as soon as the child enrolls it is essential for parents and teachers to build a supportive relationship which will help to develop the child's learning experience. Parents and teachers should work as a team and not independently of each other.

Children's learning is positively enhanced when parents take an active interest in it. The school community benefits from the participation of parents in the class setting, and/or with practical tasks. Parents can also help with various tasks that can be done at home. There are many ways to become involved in the school and everybody's contribution is valued.

Over the years, the school has found that issues which may cause concern are better dealt with earlier rather than later. Problems may be prevented if both parents and school aim to contact each other.

During the year Parents' Evenings allow parents to talk specifically about their child's development and work. Since the school has a distinctive, educational perspective, it is vitally important that parents keep abreast of developments within the school. The school therefore arranges relevant talks and discussions from time to time to communicate these developments.

All these means of communication are opportunities to develop home/school relationships and enable parents to gain a greater understanding of the aims and working of the school.

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# Admissions – Policy Document

## Admission Statement

The relationship between school and home is a crucial issue in the progress and development of each child.

The Admission Statement focuses upon the basis for a good working relationship and, if agreed upon, will foster mutual understanding and trust between both parties. Therefore, agreement with the Admission Statement is necessary before a child is admitted to the school.

In giving consideration to the question of the admission of new children to the school, there are three requirements:

1. People
2. Policy
3. Procedure

## People

The Interview Panel consists of:

The Head Teacher, a Governor of the School and when possible the relevant Head of School.

## Policy

It is the Policy of the School:

- a) to admit only the children of those parents who are wholeheartedly and honestly able to sign the school Admission Statement.
- b) to admit only the children of those parents who are wholeheartedly able to embrace the policy and practice of the school to provide a Christian education and specifically to teach the Christian faith to all pupils, regardless of the background of the pupil.
- c) not to admit children who may require an exceptional level of special resources above what is normally provided (until such time as adequate resources can be made available within the school).
- d) not to admit children directly into Year 8 upward, other than in exceptional circumstances.
- e) to admit children to the Lower School at the beginning of the academic year in which the child reaches the age of five, except when parents feel the child is too young, when an arrangement can be made with the head of the Lower School.
- f) to ensure that the parents of all candidates for admission are fully informed about the Admission Policy and procedures of the school along with all aspects of the purpose, educational practice and organisational arrangements of the school.

## Procedure

Initially an enquirer is sent an introductory leaflet.

- a) A copy of the prospectus will be sent to any parent seriously considering admission to the school. An application form will also be enclosed.

- b) All application forms shall be vetted by the headteacher's secretary to ensure that they have been fully and correctly completed.
- c) After consultation with the headteacher the secretary will telephone parents to arrange an interview.
- d) Both parents and the child will be interviewed by the headteacher and a governor. The child and the parents will have an opportunity to be shown around the school during the course of the interview.
- e) After interview parents will have the application form returned to them so they can consider whether they would like a place in the school offered to their child.
- f) The application form should be returned to the school office.
- g) Reports shall be taken up, as appropriate, from:
  - C Head of previous school (or verbal report).
  - C Minister of Church where family's current membership is held.
  - C General practitioner.
  - C Educational psychologist and other specialists concerned with the development of children.
- h) Parents will be notified of decision in writing as soon as possible. Children in Year 4 upwards will be asked to come in for testing during the Summer term.
- i) Parents who are dissatisfied with the decision may appeal in writing within ten days of the decision to the governors of the school. The governors will review the decision made. The secretary will inform the parents of the conclusion of their appeal to the governors.
- i) Before the child enters the school, parents will be expected to sign a parent contract, a copy of which will be available with this prospectus.

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# Organisation and Transition

One of the unique aspects of CFS is that there are facilities for Lower, Middle and Upper Schools in one building.

While there are three distinct departments, they are also, in a very real sense, one school. A good deal of effort is put into maintaining continuity and communication between each part of the school and the children benefit from that continuity. Transition from Lower School to Middle School and from Middle School to Upper School, while bringing changes, is supported by a sense of security. The age groups mix naturally where facilities are shared and often the older pupils play a role in caring for the younger pupils, creating a family atmosphere.

Lower School consists of Reception – Year 3. Their classrooms are on the ground floor and they share a common lunch room. Preparation for moving up to Middle School begins in Year 3. Throughout the year emphasis is placed on greater responsibility. Each pupil is given his/her own desk and is required to bring his/her own equipment for the first time. As the oldest class in Lower School they are also on a job rota at lunch time to help the younger pupils. During the final half term of Year 3, they are introduced to the teachers in Middle School. They are encouraged to write questions about the changes they see coming and those questions are answered by the Year 4 class during a special visit to Middle School together to discuss the transition to Middle School.

Middle School consists of Years 4 – 8. Year 8 is also a year of preparation for transition. Pupils can expect a number of changes in Year 9, among them a greater range of teachers and teaching styles, less contact with the form teacher, greater movement around the building for lessons, and an increase in the amount of homework. There may also be differences in uniform and equipment. For some subjects Year 9 is the conclusion of general education. G.C.S.E. courses are begun at the end of Year 9. Time is spent in Year 8 discussing the new responsibilities they will have and the choices they will need to make. As a Christian school, we believe that it is important to enlist the willing co-operation of young people at this age. They need the opportunity to consider the values of the school and their commitment to those values whether they would call themselves Christians or not. With pupils who entered as younger children, parents rightly made all the commitments on their child's behalf. At this stage of maturity then it is an important mark of their transition from childhood to developing adulthood that they make some recommitment for themselves and move from simple unquestioning obedience to considered responsible choices and an increasing bonding with adults. A letter is sent home and the parents are asked to discuss with their children the values of the school, the standards which will be expected and the changes to come. The pupils are then asked to sign a pupil contract as part of their own agreement with and willingness to uphold these standards.

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# Curriculum

Lower, Middle and Upper Schools each put particular emphasis on one part of the school's vision statement, in keeping with the growth and changing needs of the children. Lower School emphasises 'who know God'. This is of primary importance, the foundation, reinforcing what the children have learned in a Christian home. Middle School emphasises 'understand God's redemptive purposes'. At this stage, children are full of inquiry and acquire knowledge quickly. Biblical perspectives provide a context for their growing perception of the world. Upper School emphasises 'equipped to serve Him.' The pupils begin to specialise and consider their own vocations. We endeavour to help them have a clear sense of purpose and direction as they leave the school.

## Lower School

In Lower School especially, the curriculum nurtures spiritual development. This is foundational. 'To Know God' actively in all areas of learning is presented as a norm. The children's self confidence is rooted in knowing their worth to God, their identity and uniqueness. The teaching supports this. Their security is built on an appreciation of the wonder of creation, their place in it and God's nature. Openness and learning flourish in the atmosphere of genuine acceptance. The exercise of conscience and will in moral choices is based on a growing knowledge of how God acts. This is the basis for moral and social education. Learning how to gain in self control, relate to others unselfishly and to be part of a community encourages co-operative and interactive learning. Teachableness is highly valued. The curriculum is designed to answer key questions about life from a Christian view. (Who am I? Why was I born? Is there a God? Why are there problems in the world? What happens when we die?) A Christian world view is woven in naturally.

Gifts and abilities essential to life-long learning are developed through the curriculum. These include:

- C Inquiry, attention, organisation, memory
- C Language and Literacy development
- C Reasoning and Mathematical thinking
- C Initiative and Creativity
- C Physical skills (including swimming)

Enjoying finding out and facing new challenges is also important. Key areas include:

- C Knowing aspects of God's character.
- C Discovering creation, principles on which it works and caring for God's world.
- C Learning about people, families and relationships.

The children learn to work, have fun and play together in a happy, relaxed atmosphere. Nowhere is this more apparent than in the playground, where the sense of family care is maintained even when the full age range of reception to year eleven share their recreation time.

The staff are committed to keeping informed about national criteria and strategies for quality learning and the standard of teaching has been praised by the Inspectorate. The staff are also committed to developing a curriculum that shows coherence and consistency with Christian beliefs. In this way children can grow with a sense of design, order and purpose.

## Middle School

The Middle School curriculum is designed to broaden the learning experience, as rapid growth in understanding takes place. There is an emphasis on teaching the children ways of thinking and investigating, and the quality of questioning techniques used by staff to assist learning has been praised at inspection.

Human dilemmas and global problems are not avoided but addressed positively, in the light of Christ's redemptive work for all creation.

Major biblical themes are woven into the curriculum and include:

- C Creation; design, interrelatedness, distinct roles and purposes
- C Character development
- C Commission, commandments and calling
- C Cultural developments, original principles, diversity of expression and critical examination of western traditions
- C Families and community identities
- C Worldviews other than Christianity
- C Christ's work of redemption and his evident Lordship in all areas
- C Coherence of body, mind, emotions, will and spirit

The curriculum is based on the following areas of experience:

- C Spiritual and Moral
- C Physical
- C Mathematical
- C Human and Social
- C Linguistic and Literary
- C Scientific
- C Technological
- C Aesthetic and Creative

As the pupils develop, they are introduced to the distinctive methods of inquiry and areas of knowledge which characterise the traditional subject areas, with increasing access to the subject specialists of Upper School. Strong links are made between subjects, however, to help the pupils continue to develop an integrated understanding of the world. This is facilitated by the fact that form teachers teach a range of subjects right up to the end of Y8. Each subject and each kind of gift and ability are valued equally, although more time is given to language and mathematics as they provide "tools" for learning in all other areas.

First-hand experience is considered very important and this includes a full, balanced programme of educational visits and field trips. There are also regular guest speakers from various walks of life. The children's experience is further enriched by a range of extra-curricular activities.

Middle School is a department characterised by a commitment to professional and curriculum development. Several staff are part of national working groups. The school seeks to provide a learning environment for teachers and pupils alike. The atmosphere of hard work and dedication is instrumental in developing motivation in the pupils.

## Upper School

In Upper School the curriculum emphasises 'Young People' being 'Equipped to Serve' Christ in the 21st Century.

The depth of specialism increases at this stage. The curriculum ensures that pupils are prepared not only for further formal study or career training but that discernment is nurtured and continued character development prioritised.

Staff seek to be relevant to contemporary issues in what they teach. Pupils are helped to a more mature understanding of their beliefs and those held by others: they are given space for questioning, personal choices and fresh commitment.

Although non selective, the school enjoys a consistently good reputation for academic standards.

Curriculum content is prescribed by national examination boards. However, secular humanist beliefs are challenged and alternative Christian perspectives presented.

Core Subjects taught to G.C.S.E. level include:

- C Religious Studies
- C English Language
- C English Literature
- C Mathematics
- C Science

Other Core Subjects:

- C Games and Water Sports
- C World view and Christian Life Studies
- C Study Skills
- C Information Technology
- C Education for Calling, Work and Career

Option Subjects at G.C.S.E.:

*Demand governs the range offered.*

- C Modern Language
- C Extra Science
- C Either Expressive Arts or Music
- C History
- C Geography
- C Business Studies
- C Either Technology (Graphics or Technology) or Home Economics Textiles
- C Computer Studies
- C Art

Although essentially a subject-based curriculum, the staff endeavour to be aware of perspectives other than that of their specialism and assist pupils in making cross curricular links. The young people are also perceived as whole personalities and the strong form teacher structure facilitates the sense of being known.

Training for adult responsibility and for leadership is provided by giving all year eleven pupils the opportunity to serve as prefects. Six of them are elected to represent the pupils on the Student Council and meet regularly with senior staff.

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# Progress in Learning

## Assessment, Recording and Reporting

In Lower School, assessment is continuous, particularly in reading, but is usually fairly informal. Observations are recorded as a guide to setting learning targets. Some regular unit tests are given in Mathematics and English to assist in maintaining skills levels. A department marking policy is also employed to give the children some report of their progress and to allow staff to record patterns of learning during the term. At this stage Records of Achievement emphasise the children's own judgements and sense of achievement and samples of work are chosen and annotated by the children. These records also serve as evidence of progress and staff do guide choices. Staff report to parents on the basis of their own record books and the Record of Achievement file is mainly to facilitate communication with, and encouragement from, parents towards their children.

In Middle School, end of unit tests become more common in most areas of the curriculum. In Years 7 and 8 internal exams are held mid-year. This is to help pupils experience the process of revising and retaining larger amounts of information and concepts over time, and also to experience the exam situation itself. Observation and marking remain a main means of assessment and recording throughout the term. More specific screening and diagnostic tests are given in English and Maths towards the end of each year. Miscue (or error) Analysis is the main assessment tool in reading. Although the Standardised Assessment Tasks based on National Curriculum are not mandatory, the material is sometimes used. As pupils develop, they are taught about various types of self-assessment and record keeping. The process of pupils recording achievements is not as well developed as in Lower School and becomes more complex. Choices of work to be displayed or saved as a record are increasingly negotiated between pupils and staff. This is to record the peaks of achievement recognised by both parties. In Year 8 the pupils are helped to write a summative record of achievements both in and out of school. The purpose is both to assist with the initiation of the pupil into Upper School and also to help subject specialists and pastoral staff to begin their teaching on the basis of a more rounded picture of the pupil as a person.

In Upper School, assessment is dominated by the nature and style of G.C.S.E. examinations. There is a build up of preparation culminating in the Mock G.C.S.E.s in November of Year 11 before the final external assessment. Again, internal exams and end of unit tests form the basis of assessment. Where G.C.S.E. assessment itself centres on course work or end of module tests, then this is continuous throughout Years 10 and 11. At this level much of what the staff do is externally moderated and teachers are required to attend regular training by exam boards. The school has an examinations officer who is responsible for co-ordinating the whole process. When appropriate, other types of external examinations are run alongside G.C.S.E. These include proficiency tests such as those accredited by the Royal Society of Arts. The recording of the wider achievements of pupils is very structured in Upper School. A systematic scheme is introduced to assist in profiling skills achieved across the curriculum. The Work Experience is structured to enable pupils to produce a record of achievement from this. Other achievements in and out of school are recorded in the context of small tutorial sessions. Various summary documents are then produced and presented as part of the National Record of Achievement given to all school leavers.

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# Attendance

Attendance and lateness figures are required by the *Department for Education (D.f.E.)*

The following guidelines summarize the D.f.E. document:

It is the responsibility of parents

1. to ensure that children attend school regularly and that they arrive on time and properly dressed.
2. to inform the school of the reason for a child's absence as early as possible (by telephone, parental note or personal contact).

There are two categories of absence, defined as follows:

## Authorised absences

1. Prior permission for absence has been obtained from the head teacher or the governors.
2. Pupil's illness or other unavoidable emergency.
3. Days set aside for religious observance.
4. Medical or dental appointments should be made out of school hours. If this is not possible, written confirmation should be provided in advance.
5. Family bereavement.
6. Attendance at an older brother or sister's graduation.
7. Work experience.
8. Musical examination or authorised special tuition.

## Unauthorised absences

1. Pupil returning after absence with no valid reason or no explanation.
2. Looking after the house or brothers or sisters.
3. Shopping.
4. Birthday celebrations.
5. Holidays taken without prior permission. (Permission to take holidays during term time must be obtained in advance from the Governing body.)
6. Arriving late without an adequate reason being given. (This counts as unauthorized absence for that session.)

All schools are required to report to the Local Education Authority Education Welfare officer any pupils who are absent continuously for two weeks or more and any pupils whose attendance is irregular.

To ensure that all pupils' whereabouts are known (in case of fire, etc.) and for purposes of security the following procedures must be followed:

1. All pupils who have permission to leave the school for a period during the day (e.g. to visit the dentist) must sign out (and in, if returning on the same day) at the main office. They must leave and enter the building by the front door.
2. Pupils who arrive late must enter the school by the front door and report to the prefect on duty in the entrance hall.

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# Homework and Homework Timetable

Homework is considered to be an integral part of the school system. It can greatly benefit children but only with their consistent application and parental encouragement.

Each child will be issued with a homework diary. He/she must write in their own timetable and homework timetable. This should be set out every weekend in readiness for the week ahead. The diary serves several purposes:

- a. It contains a homework timetable for the year.
- b. It will contain specific details of the homework set each night.
- c. It will provide opportunity for parents to be involved with School policies by supervising homework. Signing in the space provided will indicate that the work has been done satisfactorily.
- d. It will provide opportunity for parents to convey comments relating to homework to all of the teaching staff.
- e. It will record the house points given to each child during the course of the day, facilitating the running of the House System.

The following is a guide to the amount of time that should be spent on homework:

## Lower School

RL, 1L, 2L, 3L - Occasional assignments - regular reading not exceeding 15 minutes.

## Middle School

4M - 30 minutes, 3 times a week - plus tables, spelling and reading.

5M - 30 minutes, 5 times a week - plus recorder practice, tables, spelling and reading.

6M - 30 minutes, 6 times a week - plus recorder practice, tables, spelling and reading.

7M - 45 minutes, 5 times a week - plus tables, spelling and reading.

8M - 45 minutes, 6 times a week - plus tables, spelling and reading.

## Upper School

9U - 1 to 1½ hours each night and at the weekend.

10U and 11U - 2 to 2½ hours each night and at the weekend.

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# Child Protection

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils.

In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the head teacher will take an appropriate course of action. This may include parental interview and the involvement of church pastor/minister and/or Social Services.

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# Equal Opportunities

"And He has made from one blood every nation of men to dwell on all the face of the earth" (Acts 17:26 NKJV)

All people are born equal in the sight of God and all are valued by the sacrifice of His Son.

It is therefore the policy of the school not to discriminate on the basis of colour, ethnic origin, culture, sex or ability.

In the short term, however, it may not be possible to accept children with special needs. This is because at present school fees do not really cover the appointment of Special Educational Needs Co-ordinator (SENCO), specialist teachers or Learning Support Assistants. (See page , Special Needs)

## Statements of Principle

1. Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
2. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their colour, ethnic origin, culture, sex or ability, for life.
3. The school acknowledges the complexity of society today and recognises that it would be failing the pupils if it did not prepare them for their integral part in this society.
4. The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting areas of conflict.

## Aims

1. For our pupils to gain an awareness of the diversity of God's creation and an ability to celebrate that fact.
2. For pupils to recognise our common humanity and to assist in the development of each other's gifts, irrespective of colour, ethnic origin, culture, sex or ability.

## Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable and could result in exclusion.

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents should be aware of the school's commitment to equal opportunities.

The school values diversity amongst the staff.

In all staff appointments, the most suitable will be appointed based on both character and professional criteria.

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# Special Needs

At present no source of funding for Special Needs is forthcoming. We employ a skeleton staff from normal school fees. This enables us to co-ordinate some strategies within an Additional Learning and Pastoral Support (ALPS) department. This department relies on extra financial donations and additional fees from parents of the children with special needs. It is difficult for parents to get help from the LEA once their children are admitted into our school.

It is our intention to welcome children with disabilities to the school, but we are still developing towards the full outworking of our policies.

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# Facilities

The school is situated on one site in a single, modern, purpose-built building.

The main building consists of four floors and houses classrooms which are specially designed for specific areas of the curriculum. These include a library, two science laboratories, two art/textiles rooms, a lecture room and a fully equipped computer room (all computers are networked, with high-speed internet access) as well as a number of large general purpose classrooms.

The long single-storey extension houses the administration area, the music room and an assembly hall and gymnasium area.

External facilities include a car park and a grassed area at the front of the school. At the rear there is a large hard surface play area and a sports field. The school also makes use of several excellent sporting facilities within easy access of the school.

Facilities at other venues include the use of Liverpool University's swimming pool, a medium-sized pool at Steble Street, Toxteth Sports Centre, the Picton Tennis Centre, Picton Athletics Track, the new Kensington Sports Centre, plus the use of the Watersports Centre at the Queen's Dock for canoeing, sailing and windsurfing.

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# Security

Since the school exists to provide a secure learning environment for the pupils, security ranks highly in our objectives.

Measures have been taken to prevent unlawful entry into the school premises and to ensure the security of pupils at all times.

All entrances and exits are locked once school has started, the only way into school being by the front entrance. Electronic security passes are used by staff. All others ring the bell and are admitted by office staff. Roller shutters are fitted at all vulnerable exits.

Visitors to the school must sign in and out stating the date and time.

Late pupils must report to the office and be signed in.

Pupils leaving school other than at the normal school hours must sign out giving the date and time.

At break times, pupils and staff will use the rear exits which will be monitored by prefects, secured by prefects and checked by staff at the end of each break.

The school is protected by an alarm system which alerts certain members of staff should an unlawful entry occur after school hours. A C.C.T.V. system, linked to computerised digital recording, provides visual monitoring of internal and external activity.

Pupils on the yard at break are supervised by two members of staff at all times.

Pupils going out of school on activities such as baths, sports, etc., are always under staff supervision.

Even with such elaborate measures, the school recognises the fact that everybody on the school site must be vigilant at all times, especially at the end of school when so many parents are collecting pupils.

Pupils are not encouraged to bring valuables or money into school. Should this be really necessary, the office staff are equipped to take charge of these during the school day.

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# Minimum payment & Finance

## Minimum payment

Christian Fellowship School is a church school, but for administrative purposes is classified in the independent schools sector.

We do not receive funding from the government or any other external body. Minimum payments are therefore payable for all children attending. The payments are kept to a minimum and are largely subsidised voluntarily by the staff through a significant reduction in salaries. These payments are also partly income-related (see Minimum Payment Table on page 27 ).

Even with subsidies, the school relies on parents and friends contributing in other ways. These include voluntary work and donations.

## Minimum payment Scale – Academic Year 2010-2011

Minimum payment are charged annually, but for your convenience are payable by 12 equal payments spread over the year, including holiday periods, due in advance by the third to last working day of the month for the following month. Therefore, minimum payment for September are payable between 28th - 30th August.

## Bank Direct Debit

This is the required method of payment. Personalised forms for payment by this method are produced by the Bursar's office. New forms will be sent to parents in June and should be returned to school before the end of summer term. Alternative methods of payment may be acceptable in exceptional circumstances by special arrangement. Other payments such as for annual school trips may also be paid monthly, collected by the same direct debit scheme.

## School Leavers

Please note the academic year finishes on 31st August and therefore, in the year the child leaves, the last minimum payment will be due between 28th - 30th July for August.

## Withdrawing a Child

If, for any reason, a child is withdrawn from school, a full term's notice must be given, or a full term's minimum payment be paid in lieu.

## Minimum payments Arrears

The school operates an arrears policy. In the case of fees being overdue for two or more months, the governors will be informed and further steps taken to recover the debt.

## Review of Minimum payment

The school governing body reviews the scale of minimum payment in April of each year. Parents will be notified in the Summer term in time for any increase in September.

## Minimum payment Table

There are two minimum payment pathways, depending on whether your child is entering at Lower School (left-hand column) or Middle School onwards (right-hand

### Entry into Lower School:

Years R-3	Monthly	Annually
1st child	£150.00	£1,800.00
2nd child	£150.00	£1,800.00
3rd child	£107.00	£1,284.00
4th child	£43.00	£516.00
5th child	£22.00	£264.00

### Middle School:

Years 4-8	Monthly	Annually
1st child	£225.00	£2,700.00
2nd child	£166.00	£1,992.00
3rd child	£107.00	£1,284.00
4th child	£43.00	£516.00
5th child	£22.00	£264.00

### Upper School:

Years 9-11	Monthly	Annually
1st child	£250.00	£3,000.00
2nd child	£191.00	£2,292.00
3rd child	£132.00	£1,584.00
4th child	£68.00	£816.00
5th child	£47.00	£564.00

## Minimum Payment for the Academic Year

2010/2011

### Entry into Middle/Upper School:

Years 4-8	Monthly	Annually
1st child	£275.00	£3,300.00
2nd child	£216.00	£2,592.00
3rd child	£157.00	£1,884.00
4th child	£93.00	£1,116.00
5th child	£72.00	£864.00

### Upper School:

Years 9-11	Monthly	Annually
1st child	£300.00	£3,600.00
2nd child	£241.00	£2,892.00
3rd child	£182.00	£2,184.00
4th child	£118.00	£1,416.00
5th child	£97.00	£1,164.00

## Income related surcharge

An income related surcharge will be added to minimum payment as outlined in the table below. The surcharge is based on parents' joint gross annual income. Where an income in a higher bracket is made up solely or mainly from one parent only, the surcharge will be revised downwards. Further details may be obtained from the Bursar's office.

less than £40k    minimum payment

£40k to < £45k    minimum payment + £25

£45k to < £50k    minimum payment + £50

£50k to < £60k    minimum payments + £75

more than £60k    minimum payment + £100

payable per child, per month.

## Admission Processing fee

A one-time fee of £30.00 per family is payable on entry to the school, to cover initial administration costs. Payable on day of interview with Head Teacher.

## Examination Fees

G.C.S.E. examination fees for Years 10 and 11, previously billed separately, are now included in the increased Upper School fees but exclusive of ECDL examination fees (Optional) for Years 10 & 11.

## Other Fees

Swimming – this is a weekly nominal fee of £2.00 per pupil for lower school and £1.50 for middle school.

School Trips – children are taken out on educational visits. A charge is usually required to cover transport and admission fees.

## Lower school

Craft fees – fees of £5.00 per term, £15.00 per annum are payable in September to cover items such as scissors, pencils, crayons, rubbers etc., to save the children having to provide them.

## Enquiries

Further enquires on any of the above points may be discussed with Mr M Ilesanmi, Bursar.

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# Staff

All the staff regard their work in the school as a ministry unto the Lord, and to the children and their families.

HEAD TEACHER	Miss B Lord, B.Ed, C.A.S.E., M.Ed.(Ed.Psych.) Dip.Careers Ed.
Head of Upper School	Mr J Greaves, M.Sc.
Head of Middle School	Mr R Worsley, B.A.Hons., P.G.C.E. (F.A.H.E)
Head of Lower School	Mrs J Nugent, B.Ed.
Head of ALPS (Additional Learning and Pastoral Support)	Mr P Waterfield, G.T.C.L.
Administrators	Mrs K Sharples, B.Sc Hons. Mrs D Tran, BA.Comb.Hons
Receptionists	Mrs C Revans-Turner Mrs T Sammons
Bursar	Mr M Ilesanmi H.N.D. (Business Admin &Management), M.A.A.T.
P.A. to Bursar	Mrs C Wallace
Site Manager	Mr R Sammons

## Teaching Staff

Mrs O Akuanu, B.A.  
Mrs B Bluett-Duncan, B.Sc.Hons., P.G.C.E.  
Mrs R Boulton, B.A.Hons., P.G.C.E.  
Mrs A Coates, N.V.Q.III (Child development and education)  
Mr B Cross, B.Sc.Hons.  
Miss R Duffy, B.A (QTS) with Special Needs  
Mrs M Durney, BA Hons with QTS  
Mr M Farrington, BA Comb Hons., P.G.C.E.  
Mrs L Greaves,P.G.C.E.  
Mrs S Harrison, B.A.Hons., P.G.C.E.  
Miss C Latham, B.A.Hons., English QTS  
Mrs L Martineau, B.Ed.Hons.

Mrs W Meadows, B.A.Hons., P.G.C.E.  
Mrs J Merrison, B.Ed.Hons.  
Mrs A O'Connor, B.Sc.Hon.,  
Mrs A Pendray, B.A.Hons.  
Mrs A Prescott, CERT.Ed., B.Ed.Hons.  
Mrs A Rowlands, Studying for BA Childhood Studies  
Mrs A White, B.A.Hons., P.G.C.E.

#### Specialist Instructors

Mrs J Castellon  
Mr K Durney  
Mr C Horn

#### Learning Support Staff

Mr P Duckworth  
Mr P Dunne, BA  
Mrs L Dunne, N.N.E.B.  
Mrs K Fairclough  
Mrs M Farrington  
Mrs C Hodge, S.R.N. (ALPS Administrator)  
Mrs P Hynes  
Mrs C Johnson, S.R.C.N.  
Mr K Murphy, C.G.L.I., Comp. Apps. Cert.  
Mrs M Patkai, H.N.D.  
Ms L Rice, BA  
Mrs P Whiting  
Mrs A Wilcock, N.N.E.B.

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# The Board of Governors

Mr M Whiting	Chair
Dr A Akinsanya	Local church leader
Mr J Bluett-Duncan	Finance governor
Miss P Bolton	Politics
Mrs A Coates	Staff Governor
Mr J Greaves	Staff governor
Mrs J Lawrence	Parent Governor
Miss B Lord	Head teacher /Management team
Mr P Moffat	Local Church Leader/Director/Staffing
Mrs S Obadan	Parent Governor
Mr N Page-Jones	Parent Governor
Mr G Sharples	Local church leader
Mr R Worsley	Staff governor
Miss D Rousham	Clerk to Governors

## DIRECTORS

Mr G Adejumo	
Mr D Collins	Chair Person
Mr P Gray	
Mr D Elms	
Mr P Moffat	
Mr O Rowlands	
Mr D Stewart	Finance
Miss D Rousham	Clerk to Directors