



St Teresa's Catholic Primary School

"Let us do little things well today"



Welcome to our School



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WELCOME

A very warm welcome to St Teresa's Catholic Primary School. Choosing the right school for your child is a significant decision, and I am delighted that you have entrusted our school as the place where your child will begin their exciting educational journey.

At St Teresa's, we are more than just a school – we are a community rooted in faith, compassion, and a commitment to nurturing every child's unique gifts. Our school's mission is to provide a safe, inclusive and vibrant learning environment where each child is encouraged to grow academically, spiritually, and emotionally, guided by the teachings of Christ and the values of our Catholic faith.

In our Reception class, we lay the foundation for a lifelong love of learning through a rich and engaging curriculum tailored to inspire curiosity and foster a sense of wonder in each child. Our dedicated staff are committed to creating a welcoming atmosphere where every child feels valued, supported and empowered to reach their full potential.

We are proud of our close-knit school community, where strong partnerships between home, school, and parish ensure that every child is nurtured with love, respect, and encouragement.

Thank you for choosing St Teresa's Catholic Primary School for your child's Reception year. We look forward to welcoming you and your family into our school community.

Mrs B. Maguire (MA, NPQH)

Headteacher



"This is a school where pupils flourish and succeed. They leave with strong academic outcomes and an exceptionally well-developed social and moral compass."

OFSTED 2025

OUR MISSION STATEMENT

We love God and each other and follow the example of St. Teresa of Lisieux.

We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.



“Let us do little things well today”

St. Teresa of Lisieux

“Pupils benefit from the strong ethos of respect and compassion for each other.”

OFSTED 2025

Religious Life of the School

We follow the Religious Education Directory (RED) from Nursery to Year 6. The children are given opportunities to explore their faith and grow closer to God. Staff ensure children are afforded the time to grow as 'Children of God' and develop a greater understanding of the importance of being caring and considerate members of the wider community.

To Know You More Clearly (RED) allows us to grow closer to God, through six distinct branches. The first 5 branches guide us through scriptures linked to God and Jesus and help us to grow closer to God. The final branch gives us opportunities to explore other faiths.

Each Monday we celebrate our gospel assembly as a whole school, focusing on a different theme/gospel value. Each week a class based celebration of the word takes place, with the children taking on more leadership of the celebration as they move through the school. On Wednesday we join together to praise God through singing and on Thursday we explore our Catholic Social Teaching and learn about global events. On Friday we celebrate our God given gifts and talents during our Celebration assembly.

Whole school masses are celebrated each term in St Teresa of Lisieux Church and in the summer term, we celebrate class masses.

"They have a strongly developed understanding of moral responsibility."

OFSTED 2025

ASPIRATIONS



At St Teresa's Catholic School we aspire for all our children to:

- Engage in a Catholic education
- Enjoy a happy, safe and healthy lifestyle
- Develop a curiosity about the world around them
- Reach their full potential academically
- Consider others with kindness, respect and understanding
- Develop self motivation to learn and achieve
- Be contributing and responsible members of our school community
- Believe in themselves and others and show courage to succeed



We achieve this by providing:

- Opportunities to know God more clearly
- A stimulating learning environment
- A creative book-based curriculum that gives practical opportunities for children to learn from the environment around them
- A staff team dedicated to high quality teaching
- A caring school where we nurture and value all individuals and their contributions
- Integration within the wider school community
- Rewards that reflect pastoral care whilst celebrating academic success

OUR EYFS ENVIRONMENT

The EYFS environment at St Teresa's has been recently redesigned and upgraded to reflect a dynamic and engaging learning environment both indoors and outside. The school has invested in this area to ensure all children have the best possible start to their education.

INDOOR ENVIRONMENT

Our Reception Class has a carefully designed learning space to provide inspirational learning opportunities. It includes a wet area for messy play and creative activities as well as designated learning zones for literacy, mathematics, small world and role play. There is also an inviting reading area and well resourced domestic home corner. The classroom space has been developed to encompass all areas of the EYFS curriculum, ensuring continuous and enhanced provision throughout the day.

OUTDOOR ENVIRONMENT

Our outdoor learning space is a secure and safe space for children to learn and play. It enables children to explore across the different areas of learning providing opportunities for their social, emotional and physical development.

It includes water and sand play as well as a mud kitchen and areas for planting and digging.

We pride ourselves on a natural environment both inside and outside of our classroom.

“Curiosity is a core aspect of the school's curriculum. Pupils love to find out more about their learning.”

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EARLY YEARS FOUNDATION STAGE CURRICULUM

We value each and every one of our children as unique and individual children of God. Right from the very start of their educational journey at St Teresa's School, our caring staff ensure they are nurtured in a safe environment, whilst being allowed to explore, enquire and develop their learning and personal growth.

- We ensure that every child is a **unique child**, developing all children to be confident and resilient
- We pride ourselves on our **positive relationships**, enabling all children to be strong and independent through caring and secure relationships with our staff
- We endeavour to create **enabling environments** which challenge, support and extend all children's development and learning
- We seek to ignite **curiosity** of the world through questioning and our highly commended book-based curriculum.

CURRICULUM

We follow the Early Years Foundation Stage Curriculum.

The seven areas are as follows:

Three prime areas – Communication and Language, Personal, Social and Emotional Development and Physical Development

Four specific areas – Literacy, Mathematics, Understanding the World, Expressive Arts and Design

We also follow the EYFS programme in the Religious Education Directory – **To Know You More Clearly**

“Behaviour is impeccable. Children in the early years concentrate for extended periods. Pupils are polite, well-mannered and work hard.”

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COMMUNICATION AND LANGUAGE

ELG: LISTENING, ATTENTION AND UNDERSTANDING

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: SPEAKING

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

ELG: SELF-REGULATION

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

ELG: MANAGING SELF

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: BUILDING RELATIONSHIPS

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

PHYSICAL DEVELOPMENT

ELG: GROSS MOTOR SKILLS

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: FINE MOTOR SKILLS

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



LITERACY

ELG: COMPREHENSION

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: WORD READING

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: WRITING

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



“Reading is taught very well. Teachers read many high-quality books to their classes, especially in Reception.”

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MATHEMATICS

ELG: NUMBER

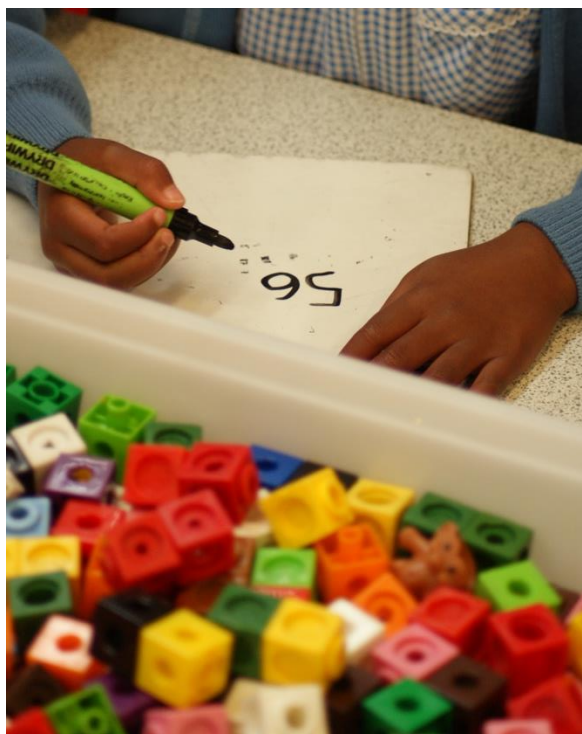
Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: NUMERICAL PATTERNS

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



UNDERSTANDING THE WORLD

ELG: PAST AND PRESENT

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

ELG: PEOPLE, CULTURE AND COMMUNITIES

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: NATURAL WORLD

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EXPRESSIVE ARTS AND DESIGN

ELG: CREATING WITH MATERIALS

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: BEING IMAGINATIVE AND EXPRESSIVE

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



“The school has a highly skilled team of teachers who deliver the ambitious curriculum to an excellent standard.”

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CHARACTERISTICS OF EFFECTIVE LEARNING

In Reception class, we embrace the **Curiosity Approach**, a playful and exploratory method that encourages children to become confident, capable, and creative learners. By providing open-ended resources and inviting children to ask questions, make discoveries, and engage in hands-on experiences, we support the 'Characteristics of Effective Learning':

PLAYING AND EXPLORING

ENGAGEMENT

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

ACTIVE LEARNING

MOTIVATION

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

CREATIVE AND CRITICAL THINKING

THINKING

- Having their own ideas
- Making links
- Working with ideas

Through curiosity-led learning, we empower children to become lifelong learners who are enthusiastic, resilient and ready to tackle new challenges.

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WORKING IN PARTNERSHIP WITH PARENTS

We encourage a strong parent partnership and recognise the importance of everyone working together. We recognise parents as their child's first educators and we seek to build positive relationships with children and families through:

- An induction meeting for parents with opportunity to meet the teacher prior to your child starting school
- A transition afternoon visit for your child before starting school
- 1:1 meet and greet meeting in September for parents and children
- An open-door policy where you are able to meet with staff to discuss any queries you may have
- School newsletters and weekly learning updates
- Learning shared on our interactive learning platform - Seesaw
- Parent workshops
- Parent visits to share and celebrate learning



“Parents and carers value the support that staff give their children when they start so that they make a racing start to their education. This continues throughout the school, creating a strong sense of working together between families, staff and the wider community.”



SEND

St Teresa's Catholic Primary School is a place where every child is valued, celebrated, and supported. We are committed to creating a welcoming and inclusive environment that embraces children of all abilities, including those with Special Educational Needs and Disabilities (SEND). Guided by our Catholic values of compassion, respect, and dignity, we strive to provide equitable learning opportunities for all, ensuring that every child feels a strong sense of belonging and is empowered to achieve their full potential. Through adaptive teaching, personalised curriculums and a supportive school culture, we foster an environment where all children can thrive academically, socially, and spiritually.

For children with more complex SEND needs, our dedicated HIVE provision offers a specialised learning environment that provides tailored support and individualised interventions. The HIVE is designed to be a safe, nurturing space where children can engage in targeted activities that address their specific learning, sensory and emotional needs. Our skilled staff work closely with families, external specialists and the wider school community to ensure that every child in the HIVE can access the curriculum in ways that are meaningful and effective, promoting growth, confidence, and a love for learning.

"The school is highly inclusive and staff are knowledgeable about how to adapt learning to enable pupils to succeed. The new 'Hive' provision for pupils with more complex needs supports pupils to develop communication and language skills."

FINAL WORDS

“I have always been a firm believer that a child’s first experiences of school are crucial for laying the foundations on which they build their future education. The early years need to be a time when learning and enjoyment go hand in hand with a stimulating environment. Through providing a safe, nurturing and engaging provision, children are given the best opportunities to build solid foundations which support them as they continue on their educational journey.”

Gabby Hilton
Early Years Lead



“As both an educator and a parent, I know how vital the right start in education is. At St Teresa’s, we focus on building strong, trusting relationships that help children feel safe, valued, and confident. These early years are where resilience begins, where potential starts to bloom and where every child is nurtured for the unique person God created them to be. We are here to work in partnership with you—their first and most important educators—supporting your child to take their very first steps on a joyful learning journey.”

Mrs B. Maguire (MA, NPQH)
Headteacher



UNITY POEM

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
and they fashioned it with care.
One was a teacher, the tools she used
were books, music and art.
The other, a parent, worked with a guiding hand
and gentle loving heart.
Day after day, the teacher toiled with touch
that was deft and sure.
While the parents laboured by her side
and polished and smoothed it over
And when at last their task was done,
they were proud of what they had wrought.
For the things they had moulded into the child
could neither be sold nor bought.
And each agreed they would have failed
if each had worked alone.
For behind the parents stood the school
and behind the teacher, the home.

Author Unknown





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