



Schools of Sanctuary



St. Michael's Catholic Primary



The world in one school



Our School of Sanctuary is:



- A place of welcome for **all**.
- It educates about why people are forcibly displaced.
- It recognises that the UK is enriched by new arrivals.
- Supports pupils from all backgrounds to feel seen, supported and included.



The Three principles of a School of Sanctuary



➤ **LEARN** about what it means to be seeking sanctuary.

TAKE ACTION to embed welcome, safety and inclusion in school.

SHARE what we have done with others.



Our School Context

We are a large primary school in the Tuebrook area of Liverpool. Our school community continues to grow and diversify, 60.8% of our pupils are children with English as an Additional Language.

We have 15 families, who joined our school seeking sanctuary. Ten of these families are now refugees, four are seeking asylum, and one has asylum seeking status granted.

We have a high level of transient community, as 10.9% of our school population joined us as mobility pupils in this academic year alone. There are 41 different languages in our school.

There are 21 different ethnicities. Our most widely spoken languages are Malayalam and Arabic.



Asylum Link Merseyside Visit



Noor from Asylum Link Merseyside came into school and completed an assembly and individual class workshops to teach us about families seeking asylum and what it means to become a refugee.

Pupils were able to make connections to their own journeys when they were seeking asylum. We learnt what our local Asylum link does to support families.

KS1 and KS2

If you had to leave, what would you take?



Omran. Age: 6. From: Damascus, Syria

Our KS1 pupils learnt about the impact of having to pack up their life and thought about how difficult it would be to choose only essential items to travel on their journey.



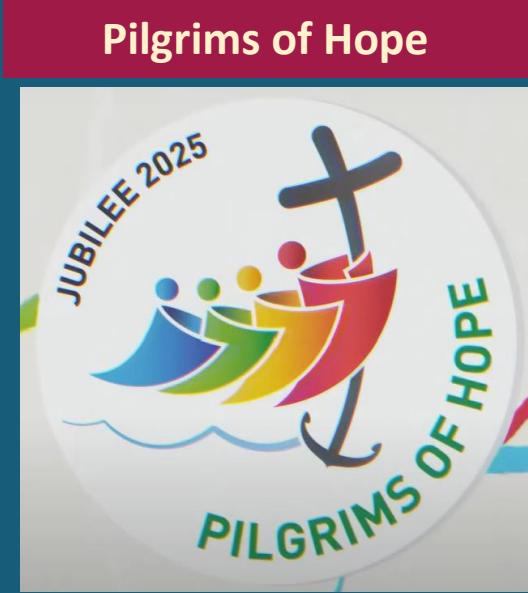
KS2 looked at the book the journey, which some of us have already used in school.

Learn

We help our students, staff and wider community learn about what it means to be seeking sanctuary and the issues surrounding forced migration.

By our actions, our words, the decisions we make each day, our patient efforts to sow seeds of beauty and kindness wherever we find ourselves, we want to sing of hope and reawaken in every heart the joy and courage to embrace life to the full.

Pope Francis



Raising money for our local charity to support their food banks, food club, debt advice, baby basics and trading shops

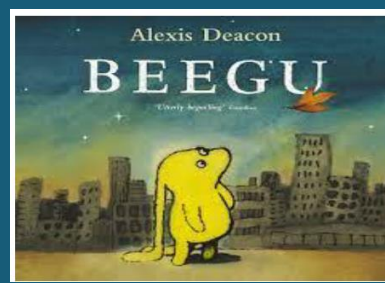
To be signs of hope for others, by putting Catholic Social Teaching into action by supporting our community who have experienced war, hunger or poverty in this Jubilee Year.



Learn

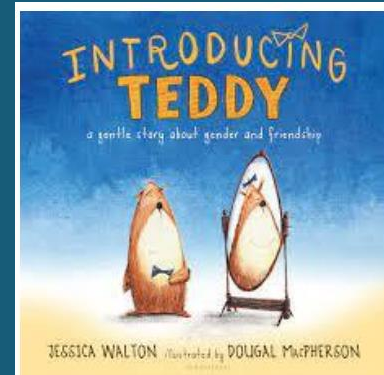
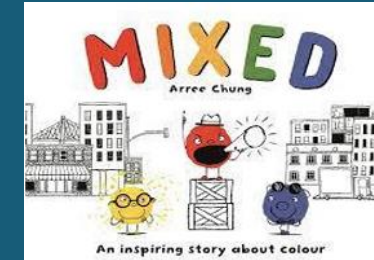
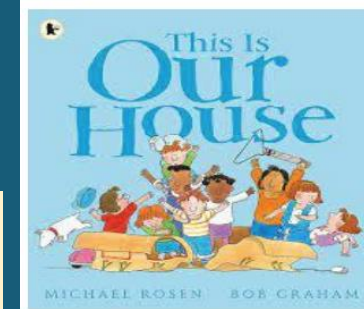
Reception

I know in my class we are not all the same/I know we are different make friends.



In Our Curriculum

Year Three



Year Five

To consider responses to racist behaviour.

To consider causes of racism and responses to immigration

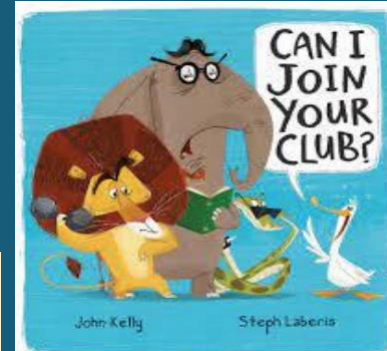
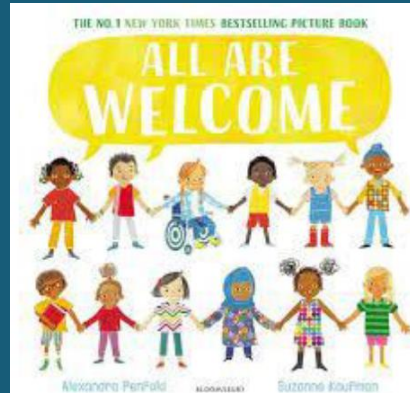
Year One

I share the world with lots of people, looking at similarities and differences

Year two

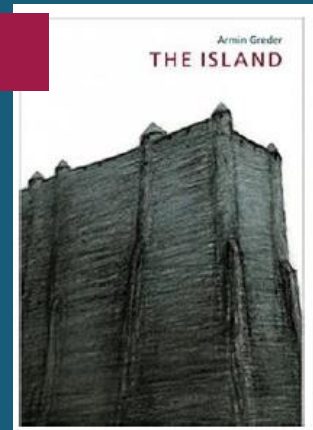
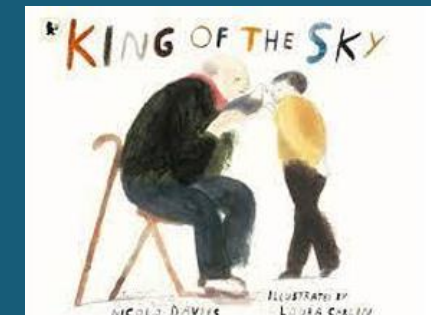
To welcome different people.

To understand what Discrimination means and to be welcoming.

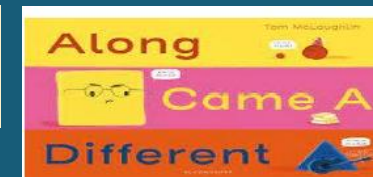


To help someone accept difference

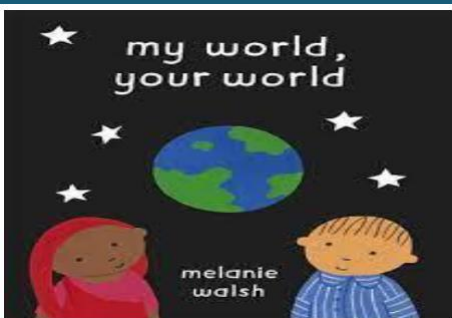
Year Six



Year Four



Highlights how everyone, regardless of their background, beliefs, or appearance, is welcomed and valued.



These sessions are often practical and include drama based activities, circle times, social stories and discussions.

Our No-Outsiders curriculum explores themes relating to refugees, responding to racist behaviour, accepting difference and understanding discrimination and diversity in every year group.

Learn

In Our Curriculum

The Journey

by Francesca Sanna



Flying Eye Books
London-New York

Pupil Voice

"I feel connected to the story because I understand how they feel."

"That happened to me and my family. We had to leave my country because of war. We came on an aeroplane. I like living in Liverpool now."

"I feel happy for the people who can walk away from war and be safe."

Refugee Narrative Plan

- 1: Introduce characters at a happier time, then introduce the problem of war
In a small remote town. Every day they had lunch in the sun. They were a happy family but as laughter and joy began to take over, Darkness appeared.
- 2: Describe the difficulties the war caused
One day, people started to leave and Sadness was left. Hope disappeared all hopes. Darkness grew even bigger. At they knew they had to leave.
- 3: Describe the characters travelling to escape the war
Michele to wake her children up. "quick wake up" we have to leave" "we have to pack up" "pack what you need to go" "quickly pack up" they drove away in their own car.
- 4: Describe the difficulties on the journey
Travelled in vans. The night were bitter. Brightened by the powerful searchlight. Hide hid in the trees. own eyes.
- 5: Describe a resolution where safety is finally reached
After days, the family found a heartless man who carried them across the border and took them on his own cramped boat. At they migrated to a safe place. Once they got on that boat, the world vanished behind them. They reached their safe place.

Wednesday 23rd April 2025
I know how to write write a contrast poem

The sun was shining down on them
But they still grow frozen with fear
hidden by darkness
blinded by the night's blackness
Fear suffocated her as she took a breath
The children's only comfort was each other
Fear loomed over them as they
Smelt the toxic smell of diesel

Widgit can be used by staff to support creating resources to make learning more accessible.

LEAF

Polar Bear	الدب القطبي	
Arctic	القطب الشمالي	
ice	الجليد	
Cold	بارد	
Swim	السباحة	
Ocean	محيط	

Widgit for supporting EAL learners

100 Most Common Words			
ا	a	بواسطة	by
عن	about	يستطيع	can
الجميع	all	يأتي	come
أيضاً	also	استطاع	could
و	and	يوم	day
مثل	as	يفعل	do
في	at	متساوي	even
؟	be	يجد	find
لأن	because	أولاً	first
لكن	but	ل	for

Pre-teaching of vocabulary happens in every class to support learners access to the lesson.

A STORY LIKE THE WIND

GILL LEWIS
ILLUSTRATED BY JO WEAVER

A small boat.
A small hope.
A dream of freedom.

Wednesday 13th November
10-1 knew how to capture a characters thoughts and feelings in a memory diary.


Dear diary,

Fierce wind stops the boat as if it stops me. I feel the pain. I feel the pain extending for above my heart, as my mind takes possession of the past memory...

Lying down under the warmth of the sun. My mom serves dinner, running to end my hunger I wait as plates and plates fill the table, from puffed to hummas and many more. I eat and enjoy the family meal. Giggles and happiness never ends...

Angry rain-clouds gather like ants, bringing me back to suffer. I close my eyes and talk to the stars. In my mind I imagine my mother...
hallucinate

Flashback Narrative (FBS) (P) present



The bond of the intense mind reaches over me as I isolate the suffering. Blackness. I almost feel overboard, my heart pulsates, matching the rhythm of the rain. I gaze hysterically towards the undulating horizon while the raging storm transforms into rain, dousing all of our hopes and options. I struggle not to Harrison a little more. I squeeze Harrison's hand tighter. Right with fear, my muscles tighter. The ferocious storm wraps around the moon, blocking it from illuminating the sky. My head dips into a different scene...

My head was buried in the dusty, ~~my~~ recognizable streets that me and my brother used to play football. We raced around the balls, lively lemonade with roller skaters on our tropical faces. That day, happiness was evoked. Our talented mum making the sweetest baklava - the best treat! We were free; we were safe.

Quick as a flash, I felt myself back on the fragile boat. With worry and fear in my mind, I catch a glimpse of the rising waves that grow and surge! Get the hurricane rain violently attacking me. The world's heartbeat was after cut a bitter salt spray onto my face. I catch the sight of sunlight emerging, taking me to better times.

We sat in our kitchen, eating for what seemed like hours' smiles and laughter buried to the top of our heads. Only life was as sweet as honey. I wish the sweet, happy week would last forever more.

As the wind started to decrease, we

looked over Harrison's head and noticed something. Something that stood out. Just then, the storm started to leave, rolling into a different dimension. A light! But not any ordinary light. A gleam of new life began to rise over the horizon like my past self. Telling me everything will be alright.


Monday 12th November 2024

I know how to use vocabulary to help me get the vocabulary for writing.

Flashback
present

lightning illuminating the darkness
a loving community
energetic music
we doubt as to whether we would make it
hungry people filled with pain and fear
nurses
home-sick
gripped from the
growing waves crashing into the fragile vessel
smoking burning sun & rays
spices wafted fill my nostrils
the frozen hard to
the trembling

Tuesday 14th November 2020
 1.0: I have been to create a negative atmosphere through weather, sounds and body language.

1: Present state 1: Negative atmosphere described through weather, feelings and actions (present tense)	
 <ul style="list-style-type: none"> * Twisting and turning I remember... * Creaking Wires cut wire * Gray clouds threatening burst * N. shudder / shivers, whale pain * howling wind slaps the boat 	<ul style="list-style-type: none"> Wk: * transition sentence * ellipsis * hyperbole to describe the boat Wrap my arm around my brother - Knuff

Gray clouds threatening to burst / shiver. Howling wind slaps the boat, making me shudder the pain. I try to remain calm, clutching Knuff's arm in my grip. His arm around me. Unintentionally, swallowing the ocean water. I feel taste the salt that of salt - gray. Sudden silence falls, the furious weather gone in its place. Breaching the silence the storm's back teeth creak. I settle back, twisting and turning. I close my eyes. Twisting and turning I remember my past...

a staring into his eyes deeper than the ocean

the cold

twisting turning

streets gilled

with smiling

and walking

good

overjoyed

perilous

discouraged

hopeless

happy

alone

young kid crying

while in the water

embrace of loved ones.

erotic good

from busy stalls

Informal and informal language

1. Introduction
2. Same as on sheet
3. Summer Quiz
4. Expert Opinion
5. Current Situation
6. Government response
7. Head note

Reading/Listening

Byline
Date
by

Sackbacking

DO NOT INCLUDE

Where?
When?
What?
Who?

Rescued

Boy Scooped to Safety

Monday 23rd November by Melina Torku

According to the latest reports, a young boy called Rami al-Zamel was pulled from the Mediterranean Sea, near an island on the coast of Greece last night. The 11-year-old child was rescued by a fishing trawler boat on a fishing expedition.

Fear al Sea
Reports indicate that Rami's disappearance was had been lost at sea for several days. He was found emph. handless and alone, frantic, thin and starving. Rami survived on minimal supplies, hazardous weather conditions.

Storm Survival
Once he had recovered from his ordeal, Rami is his rescuers about the fearsome storm that rips through the vessel, making the journey even more treacherous. "The storm was quick, the wind and ferocious - brutal. Before I knew it, a strong jet dropped me in. I didn't have a chance, I could do anything".

A Chance Encounter
The rescuers explained that it was fortuitous that their crew spotted the boy - considering his perilous conditions. "We couldn't believe our eyes when we noticed him bobbing on the surface. Another hour in the water would have led disaster for Rami," remarked Alexandra Ali, one of the fishermen at the scene. Crew member briefly negotiated the last-minute, choppy waters, eventually pulling him to safety.

Reccovery
Rami was airlifted to hospital, suffering from hypothermia and breathing difficulties. He is now recovering in the Crete Naval Hospital and is believed to be in a "comfortable" position.

Notes:
Use informal language when using quotes.
Structure Bubbles.
Using small circles to put words of a sentence together.
Make a more complex 16 sentences and a good use.
Using small circles to put words of a sentence together.
Make it easier to find what you want to read.
Using small circles to put words of a sentence together.

Upcoming the number
Let's make this a identity specific language features within a text as well as connecting a structure.

Caption & photograph

Senseless at Parliament
The Greek government continues to protect its coast refugees. One parliamentary official said, "In these journeys of danger, we must do everything that is necessary to protect vulnerable individuals - international organisations such as the United Nations High Commissioner for Refugees (UNHCR) can help us greatly by providing stable homes, food and shelter."

Rescued News: More Survivors?
Rami did not travel alone and revealed that seven other passengers accompanied him. It is impossible to verify or corroborate if there have been additional sightings at the stage war parties continue to scour the area.

For more breaking news updates, follow Global News.

Pictured right: the boat found floating near Crete

ST MICHAEL'S TIMES

FAVOURITE

REFUGEES

Tuesday 10th December

By Mary Yosief

Yesterday evening, a young boy and his family were found by the East coast of Britain; they were refugees who survived a perilous journey. They were rescued by a coast guard and a local resident.

Perilous Escape

It has been reported that the escapees were non-fortuitous when they were spotted. They had attempted to cross the border in a minute, empty-handed vessel. All of the family were struggling from dehydration and fighting hypothermia.

Victorious Victims

Members of the rescue team justified that they were glad and joyful that they found them and it was a miracle that they were found. One hero explained, "My body was frozen when I saw them; but then my brain kicked in and I ran and shouted for help. Another minute would have been a nightmare for the poor souls!" The crew members victory was full of gratitude.

Helpful Healing

The refugees were respectfully rushed to the hospital with head trauma. They were given professional and special examinations. They are currently in recuperation and will soon be back in community.

A photograph showing a small, white sailboat with a single mast and sail, navigating through a dark, choppy sea under a grey, overcast sky. The boat is positioned in the center-right of the frame, leaving a small wake behind it.

THE SMALL BOAT OF THE REFUGEES WHEN THEY WERE FOUND

Officials have negotiated

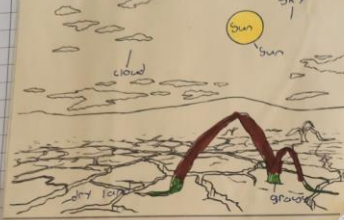
The UN and many other officials have been alerted of the refugee problem; they have negotiated a plan. We interviewed them and one said, "We will do everything in our power to protect all refugees who have been led into our country. The UNHCR are raising money to help out all refugees by providing safety, housing and food; making sure they are financially stable."

BREAKING NEWS: MORE OF THEM?

Hassan and his family have revealed that there were many others with them. It is impossible to verify if they are still alive but search teams have been sent out to scour the area and more of the place they found Hassan in. There will be more information later this afternoon.

Pupil's are taught about migration within our Opening Worlds scheme

What are the effects of drought? Label the picture to explain what you can see. What colours will you need to use?



I know how to identify reasons for migration

How does migration change the world?
 1. Less schools available - in 1800s houses for people and people will have to build more housing. There will be too much people.

1. If someone moves back home again, their migration is...

2. People who flee war or persecution and cross an international boundary to find safety are called...

3. People who haven't yet been officially accepted as refugees are called...

asylum-seekers

refugees

permanent

temporary



Wednesday 15th January 2020

I know why people migrate:

- 1 SE ✓
- 2 SE ✓
- 3 International ✓
- 4 NE ✓
- 5 Internal SE ✓
- 6 International SE ✓
- 7 International SE ✓
- 8 International N ✓
- 9 International SW ✓
- 10 Internal SE ✓
- 11 International SE ✓

economic

economic economic economic

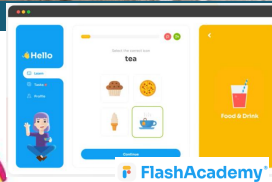
Sometimes people voluntary to migrate. This is called voluntary migration. One reason people migrate is to get a better job. This is an economic reason for migration.

Sometimes people have to migrate because of problems like war. This is called involuntary migration.

In every migration there are push and pull factors. An example of a push factor is when a place doesn't have many facilities. An example of a pull factor is when a place has lots of jobs.

CPD

Widgit Online



The Asylum Process

- The Home Office provide accommodation (through SERCO) and financial support, they commission Migrant Help to provide advice.
- Home Office delays in decision increase hotel use in the city. However, accelerated asylum decisions has led to a refugee homelessness crisis in Liverpool.

Supporting people seeking asylum, those granted refugee status and vulnerable migrants

Good Practice for Schools

- DFE guidance** – The admission authorities for state-funded schools (maintained schools and academy schools) must not check the immigration or nationality status of foreign national children as a pre-condition for admission. Checking is the parents' responsibility.
- ASK:** please record the language correctly for the children you admit. We can't support schools with translated resource etc. due to the high proportion of children registered as "other than English". Just for context in the last census (October 2023) 5,850 children were registered in that category- just in Primary schools. Having this knowledge helps us greatly with not just translation but also funding

Schools of Sanctuary Liverpool Network Welcome

Thursday 17th October 2024. 2pm – 4pm

refused asylum can become many will go on to get Leave to

Support organisations for people seeking asylum, those with refugee status and other migrants

You can get regular updates and become part of the Our Liverpool network by joining our Facebook group just search: **Our Liverpool**

Asylum and Refugee Support Organisations

- Organisation: Refugee Women Connect**
 Contact details: call 0151 305 1070
 Email: info@refugeewomenconnect.org.uk
 Website: refugeewomenconnect.org.uk
 Support given: support and advice for women seeking asylum. Information on the asylum process & preparing for interview, integration programme to support access to local services. Specialist Mental Health team with group and 1:1 support, including perinatal group. Advocacy training & volunteering opportunities. Weekly drop-in Tuesdays 10-12.30 at St Bride's Church, Percy Street, L8 7LT. Open to all women seeking asylum, refugees, with insecure immigration status and women who have experienced trafficking, plus their children.
- Organisation: British Red Cross**
 Contact details: call 0151 702 5067
 Email: RAAF@redcross.org.uk
 Support given: Advice, family tracing, wellbeing and social activities, limited support for people who are homeless or have no money, support with victims of modern slavery/trafficking, support for refugees who have been recently granted status and support with arranging flights for family reunion. For family tracing call or email or website
- Organisation: British Red Cross International Family Tracing Merseyside**
 Contact details: call 0151 702 5058
 Email: MERIFT@redcross.org.uk
 Website: redcross.org.uk
 Support given: Get help finding missing relatives abroad and in the UK through the British Red Cross International Family Tracing service if you have been separated by war, natural disaster or migration.
- Organisation: Asylum Link Merseyside**
 Contact details: call 0151 709 1713
 Email: info@asylumlink.org.uk
 Website: <https://www.asylumlink.org.uk/services/>
 Support given: Advice, clothes, daily food, social activities, English classes, advice and support regarding family reunion and support for destitute people.

Staff have attended continuing professional development training to support their understanding of the terms used for asylum seeking, the process families have to go through and also supporting families. The school of Sanctuary news letter is shared with all staff.

Year 5 have a specific topic learning about migration, both voluntary and involuntary.

Coming soon

REFUGE ISLAND by Whispered Tales 20/05/25



We have booked a 20 minute dance performance that explores stories of female migration and the human capacity to offer a place of refuge in times of crisis. As a lone woman appears on a surreal pedestrian refuge island we begin to hear just why she braved the elements to leave her home and settle here in a new place of refuge.

Story Sack Project 22nd May

In partnership with Liverpool Learning Partnership (LLP), we will be running a small project to produce some story sack bags for schools to give to families. This will support those who have arrived in Liverpool schools as refugees or seeking asylum. The aim of the sack will be to provide some information, a family book and a craft/art activity that could allow parents/carers to either engage with school or express something about their identity.

Refugee Week and a Day of Welcome 16th-22nd June



We will be planning our 'Day of Welcome' and 'Simple Acts Project' for Refugee week





Welcoming New Parents

Our arrival pack is now digitised, this allows families to switch translation to their home language, so they can read all of the arrival information.

All families have a pre-admission meeting, where they get a tour of the school, get taken through the documents. Families requiring additional support are signposted to our Family Support Worker drop in sessions every Tuesday.

Welcoming New Pupils

- School tour with the Pastoral Team and check in to make sure you have everything you need.
- Classroom Buddy
- Get to know the teacher
- Complete an assessment of English proficiency on our new interactive digital assessment system.
- Access English tutoring at home using Flash Academy
- Learn English with your family at home.
- Have tailored English lessons according to age and stage of English proficiency.
- Introduction to school rules and what happens when.

Resources to help

- Visual timetables in place in every classroom.
- Calm learning environments in every classroom.
- One-page profiles are shared with staff on the newly arrived children.
- Meetings take place with DSL and SENCo to gain further information about the family and child's needs.
- All lessons are dual coded with visual images using widget.
- Pre-teaching of vocabulary takes place for learners who need more.
- Widgit can be used to create communication boards to support learners with English as an additional language.

Embed

We are committed to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in our community seeking sanctuary and working with people seeking sanctuary to co-produce their sanctuary efforts and practice.

Cash For Kids: Our Pastoral team makes a referral for the amount of families/ children that will need toys over the Christmas holidays. Once the application has been completed and successful we will then go and collect the toys from the Cash for Kids location. These will then be delivered to the families via the school minibus. This helps to alleviate some of the pressures our most vulnerable families face over the Christmas period.

Magic Breakfast: The pastoral team has made connections with magic breakfast. This is a company that delivers us four different types of cereal, bread and bagels each week at a discounted cost. This allowed us to reduce the price of breakfast club which resulted in more children coming. It gives the children a variety of healthy breakfasts that they can access before the school day begins. This is open to all children and helps them to start their day positively and ready to learn.

Fully Funded Summer Trips: The pastoral team plans for trips/vouchers or activities to support our most vulnerable families over the summer holidays. They work out the cost and figures. This then has to be sent off via an application form and a board of people have to assess and allocate us with a grant. In the Summer the Pastoral Team arranged a fully funded trip for 10 families in the summer holidays to Gulliver's World (Summer '24). This included entry tickets and transport to and from the destination. Vouchers were also distributed for our vulnerable families. This year we helped 20 of our most vulnerable families by giving them £20 cinema vouchers (Summer' 24).

Micah Charity- The Pastoral Team organises the donation of over 30 parcels of food which are delivered to our most vulnerable families to support them over the holidays.

L6 Community Centre: Our Pastoral team will make individual referrals for Christmas support. They provide food, clothing and toys to the selected vulnerable families. These will then be delivered to the families via the school minibus to provide support over the Christmas holidays.



LFC: The Pastoral Team will request and collect food parcels donated half termly. We select the vulnerable families we have noticed who need support during the half term. The families can then come and collect the parcels from the office. This ensures that our most vulnerable families have food over the half term breaks.

New Beginnings, Improving Lives: The pastoral team requested and collected over 30 food parcels that were donated to school to help with our most vulnerable families over the Christmas period. This ensured that the most vulnerable children in our school had food to eat over the Christmas holidays.

Nugent Care – Christmas and Easter : Pastoral completed a referral form for our most vulnerable families and children who would benefit from receiving toys over the Christmas holidays. To make toy parcels at Christmas and organise Easter eggs at Easter. This alleviates some of the pressure that families are feeling over the Christmas holidays.

Amazon: The pastoral team formed a connection with Amazon. They came into the breakfast club and donated Christmas gifts to all of the children that attended clubs and extra presents for vulnerable children who needed support over the Christmas period. They also donated money to the school that would be used to fund the breakfast club for every child across the whole year. This meant that children would be able to access breakfast club and be able to get a healthy breakfast for free in order to start their day correctly.

Community Drop-In Events

St Michael's Family Support Leaflet

2023

View



Family Support Worker



Safeguarding



Therapeutic Classrooms



Staff have been trained on trauma based nurture approaches to their practice to support ACE's.



What Survival Looks Like In Primary School

Freeze	Flight	Fight	Submit
<ul style="list-style-type: none"> - Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted 	<ul style="list-style-type: none"> - Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables 	<ul style="list-style-type: none"> - Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful 	<ul style="list-style-type: none"> - Socially withdrawn - Compliant - Quiet - Unable to think just yes or no answers - Passive - Resigned - Neutral expression - Alone - Low mood - Head down on the table

Embed



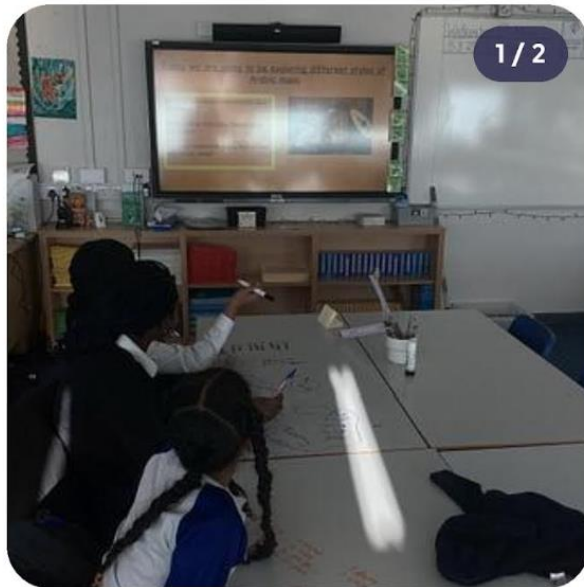
School Assemblies



Liverpool's School's Parliament



Holy Communion



Today, we delved into different styles of Arabic music, exploring the instruments used, and then had fun playing a game of Arabic numbers bingo!



Bring Your Parent to Lunch



Embed



Today, groups of Mini Vinnies went to visit different classes to explain the meaning of the Pilgrims of Hope logo. They were fabulous presenters and we definitely have some future teachers in our group!

Uniform Support



UNIFORM SWAP SHOP
Only our students can wear our uniform so why not swap amongst each other?



Book Breakfasts



Mother's Day Assembly



DeepL is used to support in the moment conversations.

Picnic Around the World



Our school bus helps transport pupils when needed and is also used for collections



An EAL pilot project was launched and trialled this year in partnership with EMTAS to support EAL pupils oracy skills in Year 6.

Share

We proudly share our values and activities with our local communities and work collaboratively to build our movement of welcome.



An EAL parenting class was ran for up to 12 families in school for 12 weeks in partnership with EMTAS to support families accessing support to learn English.

St Michael's Catholic Primary School
With Jesus we can Achieve what we Dream and Believe!

Headteacher's Message
Friday 2nd May

Dear Parents & Carers,

Mrs Gordon here! What a gorgeous, sunny week we have had in school. The children have been busy as always, both inside and outside of the classroom.

Our Junior children were very lucky to take part in a series of workshops with Bonanza Creative. They deliver an energy conservation project, inspiring children to save money and energy ... 'monergy'!



Empowering Pupils to Save Money and Energy (MONERGY)!

Welcome to the NRG Mission! A fun and interactive energy conservation programme for primary schools.

The NRG Mission is an engaging, hands-on program designed to inspire pupils to save money and energy - or as we like to call it, 'monergy'! Through a series of fun, interactive workshops, the program will teach pupils the importance of energy conservation and how to make a real difference in their homes and schools.

Partners: Bonanza Creative, Magic Breakfast, Cadent

We also had some sessions let by Asylum Link Merseyside, a small local charity set up in 2001 to help Asylum Seekers in need of support.



The sessions were focused on a beautiful book, *The Journey* by Francesca Sanna - follow the link below to hear the story for yourself:

<https://www.youtube.com/watch?v=DB04ra8MIPQ>

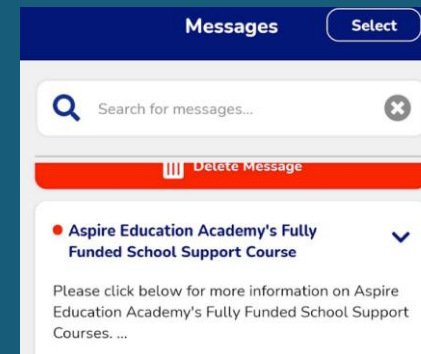
Local Community Work



On Thursday, our Mini Vinnies brought great joy to the residents of Rowan Garth Care Village. They coloured pictures, sang songs and chatted to the delighted residents.

We use many different platforms and communication methods to share our values and activities with our local community.

Parent App



Friends of St. Michael's



ClassDojo

UPGRADE

This year

Memories

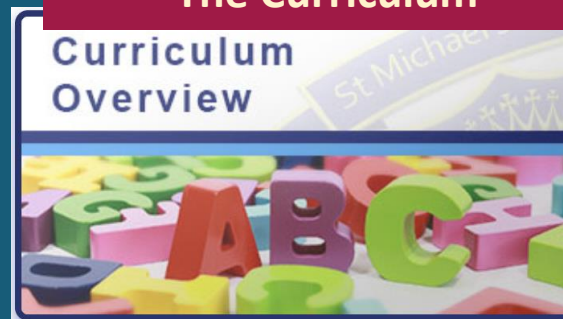
Stories

Ms Roscoe
St Michael's Catholic Primary School · 4 days ago



What a great day we had celebrating VE Day!

The Curriculum



The School Website



St Michael's Catholic Primary School Ofsted Inspection Report

(February 2024)

View



St Michael's Catholic Primary - Catholic Schools Inspection Report

(May 2024)

View



Next Steps at St. Michael's

To continue to embed our new EAL language assessment system and programme for supporting pupils with English as an additional language to learn English.

To reflect with the Quality of Education lead how the 'No outsider's Curriculum' can be documented to ensure pupils understanding of key concepts are developed progressively each year.

To develop our global links further and promote pupil's role as a global citizen. Additionally, to provide CPD to further enhance staffs links with international and global organisations.

To develop further cultural options on our school menu for pupils to try foods from around the world.

