

St Peter's Catholic Primary School Prospectus



A warm welcome to St Peter's Catholic Primary School from the headteacher...

Dear Parents/Carers,

We understand that choosing a school for your child can be a very difficult decision and one that you will want to get right. There are many factors you will need to consider, not least of which is your child's happiness in school. At St Peter's our parents and children tell us they are happy, that children enjoy lessons and that they are supported in their learning and spiritual development. We are an improving school with good teachers and wonderful pupils of whom we are all enormously proud. Our most recent Ofsted inspection identified many things that the school performs well and specifically noted the following strengths: The determination of the senior team leaders has been central to the school's good improvement since the previous inspection. Senior leaders and the governing body have worked successfully to improve pupils' achievement, the quality of teaching and that of leadership and management.

- There are good procedures for checking how well the school is doing and what needs to be improved.
- The governing body knows the school's strengths and weaknesses and is fully involved in helping it move forward
- Pupils make good progress and achieve well. By the end of Key Stage 2, their attainment is broadly average in English and mathematics.
- Teaching is usually good and some is outstanding. Teachers have good subject knowledge and manage classrooms well.
- Pupil's behave well and understand how to keep themselves and others safe. We hope you find the information in the prospectus useful.

Please feel free to make an appointment to visit school for further information.

Yours sincerely,

Anne Loftus

Headteacher

Content	Page
Mission Statement & Pastoral Care	4
Admission Procedures	5
Reception & Nursery Places	5
Safeguarding	6
Equal Opportunities	6
Special Educational Needs	7
Sex and Relationship Education	7
Religious Education/Collective Worship	8
Sacramental Programme	8
Curriculum Statement	8
EYFS & National Curriculum	9 -12
Times of the School Day	13
Attendance Matters	13
Our School Expectations	14
School Uniform	14
Breakfast Club	15
Dinner Money/Milk & Fruit	15
Class Assemblies	15
Parents' Evenings	15
School Library	16
Visits & Field Trips	16
Extra Curricular Activities	17
Playground Pals	17
Staff & Governing Body	18

Mission Statement

At St. Peter's Catholic School We are committed to the Values of love, respect and Forgiveness, in a safe and caring community where everyone experiences success.

“We . . . Love Jesus, Love learning, Love life.”

Pastoral Care

We aim to create and maintain a happy, caring and Catholic community, in which each child feels valued and respected. Our behaviour policy is based on positive rewards for appropriate on task behaviour, forgiveness and reconciliation. Children receive praise and rewards for a variety of reasons, e.g good behaviour, working hard, helping others, showing respect, contributing well in class, playing well on the playground. The rewards may involve winning house points, Golden Time each week, winning the “Golden Sweatshirt” for effort all week and “Blue Sweatshirt” for consistent good effort for the half term.

Sanctions are in place for the few pupils who do not follow the rules. These involve, detention, loss of Golden Time, letters to and meetings with parents. We have excellent support through our Learning Mentor for pupils who need some additional support for their emotional welfare. This takes the form of both group and individual interventions over a half term or as long as it is needed by the child.

Admissions

Parents who wish to apply for a place for their child at St. Peter's School are welcome to make an appointment to meet with the Headteacher, and have a tour of the school. You will be asked to fill in a school admission form which provides the school with the basic information required. Admissions are the responsibility of the Governing Body who follow the policy approved by the Diocese of Shrewsbury. In saying this, all admissions and transfers are administered through the Local Authority. Places are offered in the first instance to baptised Catholic children living in the parish, up to a maximum of 30 in any one year group. A copy of our admissions policy is available from the school office or on the website.

Reception

Applications for Reception class must be made through the LA admissions procedures. This takes place in the January prior to the start of the academic year in which the Nursery children will move to Reception. The application will be assessed in accordance with our admissions policy.

Nursery

There is a 39 place nursery which is an integral part of our school. Parents must be aware that an offer of a place in the Nursery does not guarantee a place in the Reception class

“In the Early Years Foundation Stage children confidently make choices for themselves, playing and working happily with others. They enjoy their activities and show enthusiasm in all they do.”

Ofsted Inspection 2013

Equal Opportunities

We ensure equality of opportunity to all members of our school community regardless of faith, ethnicity, gender or country of origin. Through our policy and practice we promote respect of each individual. Any isolated incidents of racism are logged and dealt with immediately.

“Pupils willingly take part in group and class discussions, speaking clearly and confidently. Their writing is imaginative and maintains the reader’s interest.”

Ofsted Inspection 2013

Safeguarding

The teaching staff work with parents to support their children with their emotional development and wellbeing. If there is a concern about the welfare of a child, school staff will report this to the Designated Person for Safeguarding. This may result in a referral to Children and Family Services. If a child makes a disclosure about physical or sexual abuse, our duty of care will always be to the child. We have measures in place to protect our pupils in school including;

- All visitors to school must report to the school office, sign in and display their visitor badge.
- Children’s entrances are kept locked during lesson times
- Risk assessments take place for activities that take place both in and out of the school.
- Regular H&S checks and Fire Risk assessments carried out
- All staff receive safeguarding training which is renewed at regular intervals.

Special Educational Needs, Disabilities (SEND)

Teachers provide a differentiated curriculum to meet the needs of all pupils in the class. When pupils are identified as working below the expected NC levels they may be placed on the SEND List.

There are a number of different intervention programmes used in school to cater for the needs of groups of pupils.

If a child's needs are such that they are working far below their class group they will have an Individual Education Plan (IEP) and some additional time with an adult to work on the areas identified in the plan.

The SEND Co-ordinator (SENCO) and class teacher work together to ensure pupils are making progress and hold regular planning meetings to ensure that all pupils' needs are being met, in conjunction with professional services outside school eg. Speech and Language Therapy, School Nurse, Educational and Clinical Psychologists, Dyslexia Experts.

“Disabled pupils and those who have special educational needs make good progress, because their individual needs are quickly identified and extra support provided to effectively meet them.”

Ofsted Inspection 2013

Sex and Relationship Education

The Sex and Relationship Education (SRE) curriculum is rooted in the Catholic faith of the school in collaboration with the local authority's curriculum for SRE, "Growing and Changing". Links are made with science, PHSE and RE curriculum in Yrs 4, 5 and 6. Teachers deliver the curriculum with support from other professionals e.g. the school nurse or the LA SRE team as and when appropriate. Parents are invited into school to view the teaching materials when relevant.

Religious Education

Our RE curriculum is based on the Shrewsbury Diocese' Scheme of Work, "The Way, the Truth and the Life". We aim to create an environment where children are taught to value and show respect for themselves and others and to grow as happy and responsible members of the school and community. We promote and foster close links between home, school, parish and wider community

"The children of St Peter's Catholic Primary School are proud of their community and participate actively in the Catholic life of the school."

RE Inspection Report April 2016

Collective Worship

A daily act of worship takes place in all year groups as well as weekly assemblies for the whole school. In addition there are regular Liturgies, Services and Masses celebrated throughout the year.

Sacramental Programme

Pupils in Y3 and above who are baptised Catholic, will be able to take part in the Preparation for receiving the Sacraments of Reconciliation and The Eucharist. Preparation for this takes place in school for the pupils and a series of meetings for parents.

Curriculum Statement

At St Peter's Catholic Primary School our curriculum is rooted in the Catholic faith whilst being challenging and engaging for all pupils. We aim to motivate and excite our learners whilst addressing the needs of the local area and preparing them for life. Our children will have relevant skills and attitudes to prepare them for the future, the world of work and to become lifelong learners.

Through excellent standards of teaching and learning achievement will be consistently high. The curriculum will be wide and rich so that everyone can experience success and develop personal interests. We want our children to value themselves as individuals, recognise their talents and qualities, and develop ambition.

Their learning journey will allow them to develop and grow through real experiences, investigation, exploration and problem solving.

EYFS and The National Curriculum

(NC) The National Curriculum applies to all children of school age.

In Primary Schools it is organised in two stages:-

Key Stage 1 Pupils aged 5 – 7 years old in Yrs 1 and 2

Key Stage 2 Pupils aged 7-11 years old in Yrs 3-6

The following subjects are included in the NC for 5-11 yr olds.

Core Subjects:

- Religious Education
- English
- Maths
- Science
- ICT/Computing

Foundation Subjects

- History
- Geography
- Design and Technology
- Art
- Music
- PE

The school follows the National Framework for both Numeracy and Literacy. In the Early Years Foundation Stage EYFS teaching and learning is organised according to EYFS Objectives.

“Teachers have good subject knowledge and are able to explain and demonstrate new ideas clearly and confidently. They use information about how well pupils have learned to help them plan future lessons.”

Ofsted Inspection 2013

English

Through studying English pupils will develop skills in speaking, listening, reading and writing. This enables them to express themselves creatively and imaginatively as well as to communicate with others effectively. Pupils become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Maths

Through our teaching of maths we want all pupils to have;

- a positive attitude towards mathematics and an awareness of the fascination of mathematics,
- competence and confidence in mathematical knowledge, concepts and skills.
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- an ability to use and apply mathematics across the curriculum and in real life.

Science

Science teaches an understanding of natural phenomena. Through science we stimulate the pupils' curiosity in why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate the pupils' creative thinking. Our children will learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

“Teachers very effectively meet the individual needs of all pupils. They provide inspiring and highly motivational activities that enable pupils to learn exceptionally well.”

Ofsted Inspection 2013

ICT

ICT is a vehicle for supporting learning and raising standards across the curriculum. It contains a range of cross curricula skills which support all other areas of the curriculum. The school aims to stimulate, develop and maintain children's curiosity, interest and enjoyment in the widest area of knowledge, skills and vocabulary possible through the use of ICT. The ICT is delivered through a variety of approaches both in the ICT suite and classroom.

History

The aim of history teaching is to stimulate the pupils' interest in the life of people who lived in the past. We teach children a sense of chronology and, through this, they develop a sense of identity and a cultural understanding based on their historical culture. Children learn about their own and other people's cultures in a modern multicultural Britain. We teach children how events in the past have influenced our lives today and in doing so they develop the skills of enquiry, analysis, interpretation and problem solving.

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area to contrasting localities in the UK and abroad. They learn how to interpret maps and to use investigational skills, analysis and problem solving. Through a growing understanding of human geography pupils gain an appreciation of other cultures. Geography also motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future.

“Pupils’ behaviour is welcoming and positive and makes a strong contribution to good learning in lessons. They are kind and considerate and encourage others to conduct themselves well.”

Ofsted Inspection 2013

Art and Design

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables pupils to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Pupils will explore ideas through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and culture.

Modern Foreign Language (MFL)

We teach MFL in school as part of our normal school curriculum as we realise that the earlier a child is exposed to another language the faster the language is acquired. The MFL taught is Spanish. This is delivered by a native Spanish teacher to all pupils in both KS1 and KS2. All pupils enjoy the lessons which develop their speaking and listening skills, vocabulary and grammar acquisition as well as enabling them to learn about aspects of the Spanish culture.

Music

Music plays an important part in helping children feel part of their community, as it reflects the culture and society they live in. We provide opportunities for pupils to create, play, perform and enjoy music to develop skills and to appreciate a variety of musical forms.

PE

Physical Education develops the children's' knowledge, skills and understanding so that they can perform with increasing competence in a range of physical activities. These include dance, games, gymnastics and swimming. PE involves thinking, selecting and applying skills and promotes positive attitudes to a healthy lifestyle.

“Pupils from the different cultures represented in school are given opportunity to discuss with other pupils their traditions and beliefs and this, together with a range of activities such as music tuition, effectively supports their cultural development.”

Ofsted Inspection 2013

School Procedures

Times of the school day

8.55 am	Children line up in playground
9.00 am	Lessons start
9.30 am	Registers close
10.30 am	KS1+2 playtime
11.30 am - 12.45 pm	EYFS lunch
11.45 am - 12.45 pm	KS1 Lunch
12.15 pm - 1.15 pm	KS2 Lunch
2.15pm	KS1 playtime
3.15 pm	School finishes

Attendance Matters

Getting to school on time and attending regularly are very important features of school life.

We promote and reward good and improved attendance in school.

If a child is not in school and we have not been informed of the reason for the absence a member of the office staff will telephone the parent as part of our safeguarding policy and practice.

Children who are late must, when they arrive at school, check into the inventory system with an adult to ensure they are not marked as absent.

In line with new guidelines from the Education Authority we no longer authorise any leave of absence during term time unless there are exceptional circumstances. Full guidance on this is available from the school office or the website.

“The curriculum has been improved to better meet the needs and aspirations of pupils. It is enhanced by extracurricular activities”

Ofsted 2013

Our School Expectations

- be kind and helpful to one another at all times
- show care and respect for everyone in our school community and their property
- move around school sensibly and quietly
- always be the best you can be
-

School Uniform

The Governors have a uniform policy which is supported throughout the school.

The uniform is:

Girls

- black or grey skirt or trousers
- white blouse or polo shirt
- red school sweatshirt or school cardigan (available from the Debonair School Shop in Wythenshawe town centre)
- black school shoes

Boys

- black or grey trousers
- white shirt or polo shirt
- red school sweatshirt
- black school shoes

PE Kit

For pupils to take part in P.E. lessons it is essential that they bring in the appropriate kit;

- plain white T-shirt
- plain black shorts.
- for outdoor P.E. lessons children need trainers or black pumps
- Kit needs to be labelled and kept in school for a half term.

Breakfast Club

Breakfast club runs from 8 o'clock each morning in the school dining room. For further details contact the school office.

Milk and Fruit Snack

Children from Nursery to Year 2 are provided with a piece of fruit each day. KS2 children are allowed to bring in fruit from home. Nursery and Reception children receive a carton of milk each day. Older children, from Years 1 to 6 can buy a carton of milk which is paid for termly. Parents are notified when payment is due.

Dinner Money

Where a pupil pays for school meals the dinner money should be brought in on a Monday in an envelope clearly marked with the child's name and amount and given to the class teacher. A receipt for this money will be sent to you via your child. Parents will receive reminder letters if dinner money payments fall into arrears. Two weeks' notice is required if you wish to move from dinners to packed lunch.

Class Assemblies

Children share their work, skills, talents and ideas with the school and parents/carers through their class led assembly twice per term.

Parents' Evenings

Parents' Evenings take place 3 times during each school year.

“Staff show respect and courtesy for pupils and others, modelling professional standards in all of their work.”

Ofsted Inspection 2013

School Library

Classes have timetabled sessions to support cross curricula work and the loan of books.

Visits, Visitors and Field Trips.

Our pupils experience a range of exciting trips and visits from experts or places of interest etc.

Residential Trips

Y5 and 6 pupils have the opportunity to attend an outward bound centre for a 2 night stay. They take part in a range of activities including canoeing, climbing, assault courses, team work skills and lots more.

“The curriculum effectively promotes pupils’ spiritual, moral, social and cultural development.”

Ofsted Inspection 2013

Extra-Curricular Activities

We offer a range of extra-curricular activities including:

- Dance
- Football
- Netball
- Multi skills
- Cookery
- Arts/Crafts

Instrument Tuition

Violin, guitar, flute, recorder, tin whistle and clarinet lessons are offered to pupils. These are taught by specialist music teachers and take place each week.

Playground PALS

Pupils from Y4 -6 can become a Play Activity Leader (PAL). The Pals help to organize and support physical activities during the lunch time.

“Pupils are eager to get on with their work, commenting that ‘Teachers make learning fun but educational’. They enjoy coming to school as is reflected in their greatly improved attendance in recent years, which is now above average. Pupils have mature attitudes and are proud of their school.”

Ofsted Inspection 2013

Staff Teaching

Headteacher
Assistant Head & SENCO
Assistant Head & Assessment Lead

Ms A Loftus
Mrs N Knowles
Mrs L Coombs

Class teachers

- Miss N Fielding
- Mrs C Early
- Miss K Stafford
- Mrs L Coombs
- Miss A Gagan
- Miss G Bailo
- Miss A Pratt
- Miss M Roberts

Additional Teachers

- Miss C Lackey
- Mrs J Royle

Non-Teaching Staff

Teaching Assistants

- Mrs H Foster
- Mrs C Metcalf
- Miss L Sheldon
- Miss C Missen
- Miss A Stott
- Mrs J Harkin
- Mr E Navarro
- Miss P Bonczoszek
- Mrs A Kirkwood
- Miss J Cawley
- Mrs L McNally
- Mrs D Mullen

School Office Staff

Finance Manager Mrs S Millward
School Admin Mrs A Moloney

Site Manager P. Doherty
Senior LO Mrs T Massey

Governing Body

St. Peter's Governing Body Members are;

Foundation Governors:

Mrs K O'Kelly (Chair)
Mrs K Barnes (Vice Chair)
Fr C Matthews
Mrs E Bowes
Mr J Gretton
Mrs S Etchells

Parent Governor:

Mr E Mungwala

LA Governor:

Mr A Markham

Staff Governor:

Miss C Lackey

Final Word

We hope you have found this prospectus informative – if you would like more information or want to see what we've been up to in school please visit the school website which is regularly updated. You will also find information on the website which may help to answer any further questions you may have. If you do have any questions or concerns which can't be answered, please don't hesitate to get in touch with the school. Thank you for showing an interest in our school and for taking the time to find out more about us.