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ST PETER'S ROMAN CATHOLIC PRIMARY SCHOOL



PROSPECTUS 2019 - 2020

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Welcome to St. Peter's

We hope that your children will enjoy their time in School, and will use the opportunities given to them to develop their abilities to the full. You will soon be aware of the warm, friendly and caring atmosphere coupled with the good discipline long associated with the School. This is best achieved through partnership and co-operation between staff, parents and parish clergy. Achievement and successes will be a measure of the co-operation and interest engendered between us. In true partnership we can achieve what we all aim for – a happy, successful and well motivated child.

**MR. P. MORSE
HEADTEACHER**

Mission Statement

Our mission is to share our vision of the Gospels within the Catholic way of life by:-

- Celebrating our friendship with Jesus in prayer as God's Family
- Caring, forgiving and valuing ourselves and others
- Learning to make the most of all our gifts and talents
- Living with hope and trust

So that we can all enjoy our lives as we strive together for excellence.

AIMS OF THE SCHOOL

Our aim is to enable children at St. Peter's to develop to their full potential:

- spiritually
- intellectually
- emotionally
- physically
- socially
- aesthetically

Within the context of a Christian community whose members seek to live by Gospel values.

THE BUILDING

St. Peter's consists of seven classrooms; six as part of the building, and two permanent rooms built on. There is a large multi-purpose hall with a private Chapel attached, plus a separate kitchen and ancillary rooms. There are separate playgrounds for Infants and Juniors attached to the School with playing fields within walking distance (350 metres).

The School is situated in the middle of a post war housing estate, completed in 1956, and serving a wide area extending to the northern part of the City which embodies the Parishes of Crownhill, Southway, Yelverton, Peverell, Plympton and parts of Beacon Park.

Security: For the safety of your children, we do have an extensive security system at St. Peter's. All external doors are operated with a buzzer entry system, and internal and external CCTV cameras are in constant operation.

ADMISSION ARRANGEMENTS: PLYMOUTH ROMAN CATHOLIC PRIMARY SCHOOLS

This applies to the following Roman Catholic primary schools in respect of admissions in the 2019/2020 academic year:-

The Catholic primary schools of Plymouth welcome applications from parents of children of all denominations and faiths and those of no particular faith background.

Plymouth CAST Multi Academy Trust is the admission authority for Roman Catholic schools in Plymouth. The admissions function has been delegated to the Board of Governors of each individual Plymouth Roman Catholic Primary School. The admission authority will comply with provisions within the School Admissions Code and the School Appeals Code available at www.gov.uk/government/publications/school-admissions-code--2.

The admission arrangements in this document apply to admissions in the 2019/2020 academic year.

SECTION 1

(i) Reception/Foundation admissions (normal point of entry)

The arrangements apply to children starting in the Reception/Foundation Year for the first time in 2019/2020. The published admission number (PAN) for this year group is shown in the school list at Section 3 and in the Starting School guide for parents. The close date for application is 15 January 2019. Allocation results will be notified on 16th April 2019. The schools follow Plymouth City Council's coordinated primary admissions scheme.

All applicants must:

- (i) Complete the Common Application Form available from, and returnable to their home local authority;
- (ii) In addition, applicants applying under oversubscription criteria 1-7 must complete the catholic school faith supplementary information form and return it direct to the School. This will allow the governing body to ensure that places are offered strictly in accordance with the criteria.

(ii) In-Year admissions (admissions outside the normal point of entry)

The admission arrangements outlined within this section apply to in-year admissions to Plymouth Roman Catholic primary schools in the 2019/2020 academic year.

An In-Year admission is any entry to school other than at the normal point, for example, transferring school due to a house move or for other personal reason. Requests for admission to Reception made after the normal round of admissions – after 31 August 2019 – and requests for places in other Year Groups should be made direct to Plymouth City Council.

With the exception of a child with an Education, Health and Care Plan (EHCP), all applications will be considered under Plymouth City Council's Fair Access Protocol.

Application should be made via Plymouth City Council at www.plymouth.gov.uk/schooladmissions. Plymouth Roman Catholic primary schools follow Plymouth City Council's local coordinated in-year admissions scheme available at www.plymouth.gov.uk/schooladmissions.

All applicants must:

- (i) Complete the Common Application Form available from and returnable to Plymouth City Council;

- (ii) In addition, applicants applying under oversubscription criteria 1-7 must complete the Catholic School faith supplementary information form and return it direct to the School. This will allow the governing body to ensure that places are offered strictly in accordance with the criteria.

Unless otherwise agreed, the published admission number applies to each year group as it moves through the school. The close date for application is the end of each working day. Offers should be made within twenty school days of the application submission date.

SECTION 2

Oversubscription criteria for Roman Catholic schools for normal point of entry and in-year admissions

A child with an Education, Health and Care Plan (EHCP) which names the school will be admitted.

At the normal point of entry, where there are fewer applicants than the PAN, all children will be admitted unless they can be offered a higher ranked preference. For in-year admissions where there is space in the school, all children will be admitted unless the school can demonstrate that admission would prejudice provision of efficient education or efficient use of resources.

In the event that the School is oversubscribed, the admission authority will apply the following oversubscription criteria in order of priority:

1. **Looked after children and all previously looked after children:** A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order);
2. **A child with exceptional medical or social grounds:** Applicants will only be considered under this heading if the parent/carer or their representative can demonstrate that only the preferred school can meet the exceptional medical or social needs of the child. This can be in the form of a testimony from a medical practitioner, social worker or other professional who can support the application on an 'exceptional' basis.
Exceptional medical or social grounds could include, for example:
 - a serious medical condition, which can be supported by medical evidence
 - a significant caring role for the child which can be supported by evidence from social services;

3. **Roman Catholic faith:**

3.1 A baptised Catholic child with a sibling attending the school at the time of admission. Sibling means a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

(Evidence: Baptismal certificate or signature of a Catholic priest confirming their knowledge of the child's baptism and completion of the Catholic School Supplementary Form)

3.2 A baptised Catholic child whose parent is a member of staff employed at the school for two or more years at the time at which the application for admission to the school is made or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;

(Evidence: Parent's baptismal certificate or signature of a Catholic priest confirming their knowledge of the parent's baptism and completion of the Catholic School Supplementary Form)

3.3 A baptised Catholic child

(Evidence: Baptismal certificate or signature of a Catholic priest confirming their knowledge of the child's baptism and completion of the Catholic School Supplementary Form)

3.4 A child whose normal residence is with at least one parent who is a baptised Catholic.

(Evidence: Parent's baptismal certificate or signature of a Catholic priest confirming their knowledge of the parent's baptism and completion of the Catholic School Supplementary Form)

4. **Christian Faith:**

4.1 A child who is a member of another Christian Church with a sibling attending the school at the time of admission. Sibling means a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

(Evidence: Baptismal certificate or signature of a Minister confirming their knowledge of the child's baptism and completion of the Catholic School Supplementary Form)

4.2 A child who is a member of another Christian Church whose parent is a member of staff employed at the school for two or more years at the time at which the application for admission to the school is made or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill;

(Evidence: Baptismal certificate or signature of a Minister confirming their knowledge of the parent's baptism and completion of the Catholic School Supplementary Form)

4.3 A child who is a member of another Christian Church.

(Evidence: Signature of a designated minister of that church confirming the child's membership and completion of the Catholic School Supplementary Form)

5. **Other faiths:**

5.1 A child who is a member of another faith tradition with a sibling attending the school at the time of admission. Sibling means a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

(Evidence: Signature of a designated minister of that church confirming the child's membership and completion of the Catholic School Supplementary Form)

5.2 A child who is a member of another faith tradition whose parent is a member of staff employed at the school for two or more years at the time at which the application for admission to the school is made or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;

(Evidence: Signature of a designated minister of that church confirming the child's membership and completion of the Catholic School Supplementary Form)

5.3 A child who is a member of another faith tradition.

(Evidence: Signature of a designated minister of that church confirming the child's membership and completion of the Catholic School Supplementary Form)

6. **Ethos:**

6.1 Children with a sibling at the school at the time of admission to whom the above criteria do not apply but whose parent(s)/guardian(s) wish them to have a place at the school because they wish them to be educated within the Catholic Christian tradition. Sibling means a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

(Evidence: Completion of the Catholic School Supplementary Form)

6.2 A child to whom the above criteria do not apply but whose parent is a member of staff employed at the school for two or more years at the time at which the application for admission to the school is made or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;

(Evidence: Completion of the Catholic School Supplementary Form)

6.3 Children to whom the above criteria do not apply but whose parent(s)/guardian(s) wish them to have a place at the school because they wish them to be educated within the Catholic Christian tradition.

(Evidence: Completion of the Catholic School Supplementary Form)

7. Other children:

7.1 A child with a sibling at the school at the time of admission whose parent(s)/guardian(s) are seeking admission for them at the school. Sibling means a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

(Evidence: Completion of the Catholic School Supplementary Form)

7.2 A child but whose parent is a member of staff employed at the school for two or more years at the time at which the application for admission to the school is made or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;

(Evidence: Completion of the Catholic School Supplementary Form)

7.3 A child whose parent(s)/guardian(s) are seeking admission for them at the school where the child is not shown in a higher oversubscription criteria.

(Evidence: Completion of the Catholic School Supplementary Form)

NOTES:

Admission out of the normal age group: Places will normally be offered in the Year Group according to the child's date of birth but a parent may submit an application for a Year Group other than the child's chronological Year Group. A decision will be made on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The admission authority will also take into account the views of the head teacher of the school(s) concerned. Parents must not assume that the decision of one school will transfer with the child to a different school as the decision rests with the individual admission authority. Where a place is refused in a different Year Group but a place is offered in the school, there will be no right of appeal.

Appeals: In the event that an applicant is denied a place at the school, the parent/carer will have the right of appeal to an independent appeal panel. Information

relating to the appeal process can be obtained from Plymouth City Council's School Admissions Team¹.

Fraudulent applications/withdrawal of allocated places: The School Admissions Code allows an offer of a school place to be withdrawn if:

- it has been offered in error or
- a parent has not responded within a reasonable period of time or
- it is established that the offer was obtained through a fraudulent or intentionally misleading application. An example of this would be knowingly using an incorrect home address for a child. In these cases the application would be considered using the information that the local authority believes to be correct, for example using the home address where the local authority considers that the child actually lives.

All suspected fraudulent applications will be investigated and if a case is found, it could lead to criminal prosecution.

Home address: Any allegations received by the admission authority of people providing false or accommodation addresses when applying for school places shall be fully investigated and, if found to be true, it could lead to a criminal prosecution and withdrawal of an allocated place. Schools have been advised by Plymouth City Council to ask parents to provide proof of residence (for example utility bills) before admitting a child. Plymouth local authority (LA) will also carry out checks as appropriate¹. A child's home address is defined as the address at which the child is normally resident or, where a child lives at more than one address, the address at which the child lives for the majority of the time. Where the home address is unclear, the Admission Authority will determine the appropriate address taking into account factors such as the address to which the Child Benefit Allowance or Child Tax Credit is payable, registration for medical services etc.

Mode of study and start date: There is a legal requirement that all children begin full time education by the beginning of the term following their fifth birthday, this is referred to as compulsory school age. Places are offered to children for admission at the beginning of the September term after the fourth birthday. That is before they reach compulsory school age.

Parents have a right to defer the date their child is admitted, or to take the place up part-time, until the child reaches compulsory school age. The place that was offered would be held open for them at the school. Places cannot be deferred and held open beyond the beginning of the final term of the school year for which the offer was made. If you decide that admission will be deferred, you must tell the allocated school so that the place can be held open. Where a parent does not inform the school that admission is to be deferred and does not admit the child in September, it is likely that the place will be withdrawn and offered to another child.

For normal point of entry: the expected point of admission will be September 2019.

For in-year admissions: the expected point of admission will be within two weeks of the date of the allocation or within six weeks of the original application whichever is the later (unless other arrangements have been made with the school).

Multiple births: Defined as the birth of more than one baby from a single pregnancy. We understand that parents/carers would like to keep twins, triplets and other children of multiple birth together. Where the admission criteria is applied and it is not possible to offer places to all children of the same multiple birth family we would work with the family to find the best possible solution for them and their children, including offering place(s) above the Planned Admission Number. Should it transpire that it is not possible to offer place(s) to all children within that multiple birth, the parent will be invited to nominate which child should be allocated the place.

Response: Parents/carers must respond to an allocation of a school place within two weeks of the date of notification of availability of a school place or, in the case of an in-year admission, within six school weeks of a school place whichever is the later.

Response must be made to Plymouth City Council¹. In the absence of a response, the offer may be revoked and the place may be reallocated to someone else.

Tie Breaker: Where we have to choose between two or more children in the same category as each other, priority will be determined on the basis of distance between home and school. Measurements are taken by a straight line on a map using Plymouth City Council's electronic mapping system¹ – the shorter the distance the higher the priority. Measurement points will be from the spatial locator identified by the National Land and Property Gazetteer. The spatial locator is the address point based on a general internal point. Flats are therefore taken to be the same measurement point regardless of floor or location. If the tie-breaker is not sufficient to distinguish between applicants in a particular category, there will be a random ballot as set out in the School Admissions Code. This will be undertaken by the Chair of Governors in the presence of the head teacher by the operation of an electronic random number generator.

Waiting lists: If a place cannot be offered at the preferred school, the child's name will automatically be added to the waiting list for any school ranked higher than the school allocated. Those on a waiting list and late applicants will be treated equally and placed on the same list. Waiting lists will be held in the order of the published admission criteria and will be maintained until the end of the summer holidays 2019 in respect of the normal point of entry. Any vacancies that arise will be allocated to the child at the top of the waiting list.

From 1 September 2019, the in-year admissions scheme applies and the waiting list procedure will change in that parents will be asked to confirm their wish for their child to remain on a waiting list in order that the list can be kept up to date.

Definitions

Other Christian Churches – Includes any Church fully affiliated to 'Christians Together in England'.

Other Faiths – Examples of faith traditions are Hinduism, Islam, Judaism, Sikhism.

Parents/Guardians and Family Members – A parent is any person who has parental responsibility for, or is the legal guardian of, the child.

(iii) In-Year admissions

The admission arrangements outlined within this section apply to Plymouth Roman Catholic Primary Schools in the 2019/20 academic year.

An In-Year admission is any entry to school other than at the normal point, for example, transferring school due to a house move or for other personal reason. Application should be made via Plymouth City Council¹ at www.plymouth.gov.uk/schooladmissions. The school follows Plymouth City Council's¹ local co-ordinated in-year admissions scheme.

All applicants must:

- (i) Complete the Common Application Form available from, Complete the Common Application Form available from, and returnable to Plymouth City Council;
- (ii) In addition, applicants applying under criteria 1-7 below must complete the Catholic School Supplementary Form and return it direct to the School. This will allow the governing body to ensure that places are offered strictly in accordance with the criteria.

Unless otherwise agreed, the published admission number applies to each year group as it moves through the school.

Voluntary Aided Roman Catholic (VA RC) primary schools In-Year admissions

Requests for admission to Reception made after the normal round of admissions – after 31 August – and requests for places in other Year Groups should be made direct to the LA where the child is resident. All In-Year admissions to the school will be made in line with Plymouth City Council's In-Year Co-ordinated Admissions Scheme.

The oversubscription criteria that applies to the normal point of entry at Year R above applies also to in-year admission requests.

Note:- If you nominate a Roman Catholic school, you should complete and return not only the Council's form in this booklet but also the RC Supplementary Information Form, available on request from the school or in the Forms section of the booklet. If you only complete the City Council's form, your application will be valid but the school may not be able to rank your application against their admission criteria. If you only complete the school's Supplementary Information Form, your application will not be valid and will not be considered.

APPEALS

An appeal against refusal to admit must be made in writing by a parent to the Clerk of the Governors of the School. The Diocese has set up Area Appeals Panels, one of which will inform the parent of the procedure. Before actual enrolment, parents are invited to bring their children and spend an afternoon in School, where the children can meet others starting with them, and parents can meet and discuss issues with other parents and staff.

TRANSFER

All children leave this School and proceed to secondary education at the end of the educational year in which their 11th birthdays falls.

Two Catholic Schools are available to all City pupils, including the immediate designated rural catchment area around Plymouth, for pupils of the Roman Catholic faith.

STARTING SCHOOL - RECEPTION

If your child is due to start School for the first time, you will need to complete an application form in the 'Starting School in Plymouth' booklet, and return it to Plymouth City Council. The Council will then allocate School places.

St. Peter's is a very popular School. We have an extensive induction programme that includes visits to School for parents and children in the term prior to starting School.

Parents are invited to an initial meeting. This will give you the opportunity to meet the Headteacher and the Reception teacher who will explain the induction process, this will include:-

- A mutually convenient 'Home Visit' will be arranged. The Reception teacher and teaching assistant will visit you and your child in your home.
- The children will be invited to spend 2 mornings in School.

SCHOOL PERSONNEL

HEADTEACHER: Mr. P. Morse

DEPUTY HEADTEACHER: Mrs. S. Plunkett Class 4/5P

TEACHING STAFF:

Mrs. D. Balfour Class 2B

Mr. M. Bromhead Class 1B

Mrs. J. Donovan SEN Co-ordinator

Mr. A. Farr Class 5/6F

Mrs. L. Ford Class RS

Miss. V. Harding Class 3/4H

Mrs. C. Bishop (Maternity leave)

**ADMINISTRATOR /
CLERK TO GOVERNORS:** Mrs. L. Patterson

**PARENT SUPPORT ADVISOR/
ADMIN ASSISTANT:** Miss. S. Cork

TEACHING ASSISTANTS: Miss. T. Easterbrook
Mrs. M. Marshall
Miss. L. Rubery
Mrs. R. Solomon
Mrs. T. Stanton-Brown
Mrs. K. Watson
Mrs. L. Zacharkiw

**ICT TECHNICIAN /
CARETAKER:** Mr. J. Cooper

CLEANER: Miss. J. Evans

**SCHOOL COOK:
KITCHEN ASSISTANT:** Mrs. J. Copp
Mrs. L. Rodmell

MEALTIME ASSISTANTS: Mrs. M. Cutting Miss. J. Evans
Miss. T. Easterbrook Miss. L. Rubery

GOVERNORS OF THE SCHOOL

School Governors:- FOUNDATION Governors (appointed by the Bishop), two elected by the parents, one teacher representative, and one non-teaching representative. The Headteacher also serves on the Governing Body.

These are:-

Fr. Jaroslaw Kucharczyk <i>(Pending)</i>	The Presbytery, St. Peter's Church, Crownhill, Plymouth, PL5 3AX.	Foundation
Mr. M. Foale Chair of Governors	c/o St. Peter's R.C. Primary School	Parent
Mrs. C. Gill	c/o St. Peter's R.C. Primary School	Foundation
Mrs. R. Green Vice Chair of Governors	c/o St. Peter's R.C. Primary School	Parent
Mr. P. Morse Headteacher	c/o St. Peter's R.C. Primary School	Headteacher
Mrs. S. Plunkett	c/o St. Peter's R.C. Primary School	Teacher Representative
Mrs. L. Patterson	c/o St. Peter's R. C. Primary School	Clerk to Governors

THE CURRICULUM

Teaching Organisation: There are currently 6 classes; 3 infant and 3 junior.

The Catholic faith is central to the day to day life of our School and to all aspects of the Curriculum. It is not an added extra that we offer our children. The curriculum is based on a religious understanding of life and the principles of the Gospel permeate the life of our School. It is designed to enable the children to grow in every way to Christian maturity – towards a fuller understanding of God and mankind. The School attaches great importance to good relationships within the whole School community so that there is an environment in which children can prosper.

In delivering the curriculum, the School recognises the uniqueness of each child and respects the value, dignity, and individuality of each one. The School is committed to close collaboration with parents and parish. The Governors welcome and accept curriculum guidelines issued by the LA and their curriculum statement.

We aim for a broad, balanced and relevant curriculum that brings children into contact with a range of learning experiences, but allows enough time and opportunity to adequately develop each area. We endeavour where possible, to allow areas of the curriculum to reinforce and to complement one another so that the knowledge, concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing the children's understanding, competence and confidence.

There is a Mass each week at 9.05 am on a Friday, in which children take an active part. Parents and friends are welcome to attend. Children are prepared in School for their First Confession and their First Holy Communion, which they received in their own Parish Church. They go on to be prepared for Confirmation within their own Parish. There is an opportunity for the children of the School to join a Rosary Group if they wish at certain times of the year (October and May).

Our curriculum involves children in each of the following areas of learning and experience:-

Spiritual	Moral	Physical
Aesthetic and creative	Scientific	Human & Social
Linguistic & Literacy	Technological	Mathematical

Much of this learning comes from within the National Curriculum. All children work on the core subjects of Mathematics, English, Science, and other foundation subjects of History, Geography, Design and Technology, Music, Art and P.E. In R.E. we follow the "Here I Am" syllabus, which has been nationally approved for use in Catholic Primary Schools. The National Curriculum sets targets for all pupils in the key subjects which are divided into levels; each level is the same for all children across the Country.

Length of School Day: Time spent on teaching each week is 22.5 hours for infants, and 23.5 hours for Juniors.

RELIGIOUS EDUCATION

This is given in accordance with the teaching of the Catholic Church. The Diocesan approved Religious Education Programme is used throughout the School, i.e. "Here I Am", which fits readily with the demands of the National Curriculum. There is also an awareness of other faiths introduced throughout the School. A great deal of fund-raising is done towards the work of CAFOD.

ENGLISH

English is central to our curriculum. It is the way we understand and interpret our world and the way we communicate our thoughts and ideas to others. We have three aspects that make up this area of the curriculum.

Speaking and Listening: Children first start to understand their world through speech. From the day they come into School we encourage children to develop their fluency and increase their confidence. At the same time we stress the importance of listening, an aspect that does not develop as naturally today in a very visually orientated world.

Reading: Our aim to foster positive attitudes towards books and literature is by encouraging children to become attentive listeners and reflective readers, library users both in and out of School and book owners. This is best achieved through children regularly enjoying a wide variety of books. Reading scheme books will help children to progressively build up a widening vocabulary of words, and help them to develop the phonic structures to read and write new words, while library books will allow children from an early age to explore new and exciting ideas, and widen their horizons. Parents have a crucial role to play in encouraging children to acquire these skills, by listening to them read, reading to them, and by sharing stories and ideas together.

Writing: Writing revolved around the need to communicate our thoughts in a way that others will understand. Writing therefore must have a purpose. In writing we encourage children to express their ideas, communicate instructions, record information and reflect on experiences. As children develop, then time is spent on the structure of writing. This will involve handwriting, grammar, punctuation, spelling and presentation etc.

MATHEMATICS

Mathematics provides a means for organising, communicating and manipulating information. This means that we expect children not only to learn the basic skills of number and measure, but also to deal with aspects of shape and geometry, and the handling of data and statistics. We encourage children to develop a confident and positive attitude to the learning and understanding of mathematics. Children are encouraged to question, reason out and investigate different mathematical ideas.

EXPRESSIVE ARTS

The area of expressive arts will cover art and design, dance, drama and music. We use these experiences to help children explore their world and to develop their intellectual, physical and emotional selves.

ART AND DESIGN

These are essential components to the School. They not only have value in their own right but they also contribute very significantly to the quality of children's learning across many areas in primary School. Work will involve drawing in many forms to help develop observation, recording and analysis skills. Painting, printing and design as well as work in three dimensions, such as card or clay will help widen the children's appreciation as well as develop many practical skills. Drama and Dance allow children to develop ideas in a physical as well as intellectual way. These can contribute to many other areas of the curriculum as well as allowing children very importantly the opportunity to interact with, and be sensitive to others.

MUSIC

Music is encouraged and developed through a combination of singing, practical music making, games and listening to music. Where possible, music is related to other areas of the children's work.

SCIENCE

Science forms a major component of our curriculum throughout the School. The work is approached by themes or topics and covers both physical and chemical aspects of science as well as the natural and environmental. Much of the work is experimental in nature in so far as children are asked to make measure or observe things. Emphasis is equally strong on the processes of Science as in the acquisition of scientific knowledge.

COMPUTING

Computing is a general term that covers many modern approaches to the storage, handling and transfer of information. At primary age the approach is to develop children's awareness and skills through a variety of activities. These programmes would include work in the following categories:-

Computational thinking and programming; using the internet, and creating and evaluating digital content.

HUMANITIES

This aspect of the curriculum covers the areas of history and geography. As well as helping children to understand their world by developing skills related to these subjects, this area also allows children to apply a thoughtful, caring attitude to their environment and to consider issues on a world scale.

PHYSICAL EDUCATION

Our objective in physical education is to help every child find some aspect of this area of the curriculum which he/she enjoys and succeeds in. In order to achieve this, we endeavour to run as varied and challenging a programme of physical education as possible. At KS1 (Infants), PE and Games are timetabled for all children, and involves them in a basic and varied programme of gymnastics, dance, special awareness skills, ball skills and mini games. At KS2 (Juniors), the children will again have both gymnastics (floor, small and large apparatus), and dance. The games programme will

involve all children in a progressive programme through a skills and small-sided game approach in soccer, rugby, netball, hockey, cricket and athletics. We use the hall, playgrounds, and Aylesbury Field, which is a 5 minute walk from the School, for these activities.

SPECIAL NEEDS

All children have special needs. We strive to ensure that these needs are identified at their earliest stage so that the child can be given the necessary help, encouragement and guidance to take them forward. These needs may range from learning difficulties to a child being particularly gifted in a curriculum area. Extra help is available for children with special needs, and we aim, as far as we can, to cater for each individual need.

SEX EDUCATION

This is based on Christian principles and is geared to the child's stage of development. The children are supported in developing a growing awareness of themselves, their place in society and their relationships with others. As they grow in maturity, the wider will be the range of sex issues brought to their attention. Parents are always informed if anything of a specific nature is to be discussed either in calls or by outside agencies.

COMPLAINTS CONCERNING THE CURRICULUM AND RELIGIOUS WORSHIP

Reference to the appropriate Ecclesiastical Authority regarding matters concerned with religious education or worship should be made to the Episcopal Vicar for Education, Father Keith Collins, The Presbytery, 4 Lewens Lane, Wimborne, Dorset, BH21 1LE.

HOME SCHOOL AGREEMENT

We have our own individual Home-School Agreement, which has been formulated between parents, governors and staff relating to general standards of education, the ethos of the School, attendance, discipline and behaviour, homework and communication between parents and the School.

HOMEWORK

Homework will be set regularly for all children throughout the School. It will be set in a variety of ways and the timings will be at the discretion of each class teacher. Listed below are a variety of formats which the homework may take:-

- All children will take their reading book home each evening to read with their parents; also their reading record book to be signed and or comments to be made on reading or other areas of the curriculum where necessary.
- children may be set investigate work with regard to their termly or individual projects.
- children will have both spellings and tables to learn each week

- children will, when appropriate, be set individual, group or class homework, relating to various areas of the curriculum.

EXTRA CURRICULAR

These activities have an important role to play and may range from football to choir to dance and others. They all rely on the goodwill of the staff, outside agencies and the support of children and parents. We currently offer the following after School clubs – athletics, dance, football, hockey, netball and tag rugby.

VISITS AND OUTDOOR EDUCATION

The above will run in accordance with guidance and risk assessment procedures. Parents will be informed by letter of the activity with all the relevant details, and asked to complete and return a consent slip.

HELPING YOUR CHILD AT HOME

The School encourages parents to be involved with their children's work right from their early days in School. There is however a clear rationale that underlines children working at home. The principle is one of parents sharing ideas and being involved with their children as they work. It is not one where work is used as a chance for getting children to work alone in isolation. One of the first letters you received from the School when your child started in the reception class, stressed the need for a partnership between School and home, and that active involvement by parents was important. It is clearly with this exception that work is sent home.

So how can you help?

Maths: The children are regularly tested in School on number bonds ($3 + 5 = 8$ $\div 5 = 3$), and multiplication facts (Tables). It would be very helpful if a few minutes could be spent on a regular basis helping your child with these. A good deal of the practical work in Maths can be reinforced at home. Using money and buying items at the local shops, checking change. Measurement can be developed in cookery by the use of scales, measures etc.

It is important that children are encouraged to develop their mental arithmetic skills. This can be helped by asking your child to give an estimate of an answer to a problem before it is worked out. This is particularly important when using a calculator. It would also be useful if you could help your child towards an understanding of the passage of time (how long from 10.30-11.45?), as well as helping them to tell the time.

Reading: Clear guidelines are given to parents with young children on the School's Policy for Reading. We would stress that this active involvement needs to continue as your children become more fluent in their reading. Discuss the stories with them; ask them to predict outcomes in the story; discuss with them why they enjoyed a particular book; continue to read books to them. The local libraries are very helpful in advising parents about the current range of children's authors. Finally, children need to appreciate the reading habit. Do they see you reading regularly?

TV and Gaming: Television and Gaming, if we are not careful, can consume many hours of our children's lives. This means there is less time for other things like

reading, and at the same time children can become indiscriminate in what they watch. Encourage your children to be selective about their viewing and gaming. Make positive decisions at the start of the evening about what is to be watched and or played, and have some interesting alternatives available!

Spelling: If there was a simple way of helping children to spell, it would have been discovered and marketed long ago! There is not a simple solution but we have many practical suggestions as to how you can help. Spelling lists are occasionally used as a means of helping children with their spellings. They are not necessarily the most productive way of remembering spellings because words learned one week are often forgotten when the children are re-tested three or four weeks later. Learning spelling lists however does have the virtue of helping to encourage the mental discipline of memory. When learning spellings there is a basic strategy which we use in School which would be most useful if you could encourage it at home. Whenever your child is learning a new word it is extremely important to keep to the following routine:-

LOOK	at the word carefully in such a way that you will remember what you have seen
COVER	the word so you cannot see it
WRITE	the word from memory
CHECK	what you have written. If you have not written the word correctly do not alter it but instead, repeat all the steps again

Remember – never copy a word, always write it from memory

Research Skills: As children move into secondary education, there will be a greater emphasis placed on them to organise and work on projects. Some of this will be done at home. We feel it vital, therefore, that important basic skills are developed at the primary age. Children will therefore be asked to collect information on a wide variety of topics, some of which may need careful presentation and recording. At other times the information will be worked on in School. Please help your children by discussing with them the projects they are involved in each term. You may be able to help them with ideas or relevant information.

CHARGING POLICY

Schools are required to notify parents when a voluntary contribution is required for activities that take place during the School day. In practice, this will mean that parents will be asked to contribute for activities such as day visits, visits to Schools by Theatre Groups etc, week long activities that involve the older, junior aged children and sometimes a small charge towards the cost of materials. Throughout the year we participate in fund raising, and would ask for donations via mufti days. Full details of the Schools' charging policy and remission of charges can be obtained from the School office.

ARRANGEMENTS FOR VIEWING DOCUMENTS

We have a wide variety of documents available for inspection, if required. Details of what is available and how you can arrange to see them can be obtained from the School Office. A lot of information is also posted on our school website:-

www.st-petersrc.plymouth.sch.uk

ADMINISTRATION

The School day starts at:	9.00 am
Morning break	10.45 – 11.00 am
Lunchtime	11.55 am (Infants) 12.05 pm (Juniors)
Afternoon:	1.05 - 3.15 pm

Children are not expected to arrive before 8.40 am

DISCIPLINE

We have a “Go for Green” Behaviour Policy in place which is based on Christian principles. At St Peter’s we believe that verbal praise is the most important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to a ‘public’ recognition in class; it can also be given to and by everyone. The purpose is to develop the character of the pupil to respect his own person and his belongings and to respect other people and their property. For good work, effort, honesty, helpfulness, success, courage and other qualities, children are praised and often mentioned in Mass and assemblies. For disobeying rules or instructions, laziness, dishonesty and other unpleasant practices, pupils will be reprimanded and invited to apologise to those injured. For some offences, children are removed from the classroom, will be set work to do on their own, and are deprived of their free time at break or lunchtime. In more serious cases, letters are sent home and invitations offered to parents to visit School and discuss the matter. If in extreme cases the child does not respond within the framework of the code of the School discipline, the matter is returned very firmly into the hands of the parents. Occasionally a pupil may have to be suspended from attendance at School. Parents are informed of this in writing. This sanction is always reported to the Chief Education Officer and the Chairman of Governors to whom parents may appeal against the suspension of their child. A copy of the School’s Behaviour Policy is held in the office and is posted on our website should you wish to refer to it.

SCHOOL MEALS

All infant children will be entitled to a universal free school dinner each day. For the junior children, dinner money can be brought into School on a daily basis; the current charge is £2.20 per day. If preferred, meals can be paid either weekly or monthly in advance, by purchasing dinner vouchers from the School office on a Monday. These vouchers are sold as a book of 5, costing £11.00. Cheques should be made payable to Cater-Ed, with the child's name and your card number written on the reverse. Your child can choose to have a meal as and when they would like. (See further information enclosed).

FREE SCHOOL MEALS

Free meals are available for those on Income Support, and the appropriate application form is available from the School office. Please note that free meals cannot be provided after the expiry date, unless notification has been received from the Local Authority, that a renewal application has been received and approved. It is the parent / carer's responsibility to ensure that free school meals are re-applied for before the expiry date. (Please note that if you have a child who is in the infants, and is entitled to a cooked meal each day, we would still need you to complete a free school meal form if you are entitled). Free School Meal Form enclosed.

PACKED LUNCHES

Provisions are made for children to bring in their own packed lunch. Please ensure that a packed lunch does not contain any fizzy or canned drinks, or glass bottles. Lunch boxes need to be clearly marked with your child's full name and class.

SNACKS AND DRINKS

All children are supplied with a water bottle which can be used throughout class time. Each bottle is clearly marked with the child's name.

Infant children are provided with a piece of fruit or vegetable each morning. This is free, as St. Peter's participate in the Healthy Schools Scheme.

All children can bring in a snack for their morning break; we would recommend a healthy snack such as fruit.

PARENT / SCHOOL CONTACT

Parents are welcome to visit the School as we realise the importance of home and School co-operation. Please come even with the smallest problem, as often misunderstandings between home and School, lead to children not progressing as fast as they should, and we are concerned that your child attains his/her potential. Should your child be experiencing physical, emotional or learning difficulties, expert advice can be obtained from the ancillary services (i.e. School Doctor, Educational Psychologist or Learning Support Teacher).

A number of parents become involved with the School and help in a non-teaching capacity within the classroom. We greatly value their help, and would like to take this opportunity to thank them all for their assistance. If you would like to help in any capacity, please contact your child's class teacher.

FRIENDS OF ST. PETER'S SCHOOL

All parents of children at the School are automatically a member of the Friends of St. Peter's. The association is open to other interested parties (i.e. ex-parents, teachers, grandparents).

The association is not intended to be purely a fund raising body, although this will of course be an important role. The Committee seek to establish a balance between fund raising events, and those which bring together all parties with the purpose of fostering more extended relationships.

PROCEDURE FOR COMPLAINTS ABOUT THE CURRICULUM AND RELATED MATTERS

Schools value the generally good relations they enjoy with parents and the community. These good relations are based on mutual respect and a willingness to listen to other points of view. The purpose of the complaints procedure is to provide a framework for the Governing Body to adopt, giving a structured opportunity for all concerned to express and resolve concerns and thus to improve provision. A procedure has been agreed by the Governing Body for dealing with complaints which fall outside matters already covered by statutory requirements. Details of this may be obtained from the School office.

SCHOOL UNIFORM

School uniform is not compulsory but all parents welcome and conform to the following pattern:-

Boys: Grey trousers (short or long)
White shirt
School Tie
Navy blue pullover
Grey socks

Girls (winter): Navy blue pinafore or skirt
White blouse
School tie
Navy blue pullover or cardigan
Navy tights or white socks

Reception class: Grey trousers (Boys) Navy blue pinafore (Girls)
Navy blue polo shirt with School logo
Red sweatshirt with School logo
Grey socks (boys), navy tights or white socks (girls)

Infants - Girls: Traditional navy/white check dresses (summer):

Juniors - Girls: Standard school white short sleeved blouse – no tie,
(summer) navy blue skirt OR traditional navy/white check dresses

Alternatively girls may of course continue to wear their winter uniform. Headbands or ribbons etc. should be navy blue.

Boys and Girls: Black footwear only, no trainers to be worn.

PE and Games Kit:-

PE: Infant pupils: Navy shorts and red T-shirt, available from school; plimsolls.

PE: Junior pupils: Navy shorts and red T-shirt, available from school; trainers

Games: (Junior pupils) A **plain** T-shirt, sweatshirt, tracksuit bottoms or joggers (no denim please), and velcro or lace up trainers.

For external school sporting events, your child will be loaned a St. Peter's tracksuit.

Uniform is available to buy from the National School Wear shop, 105 Mayflower Street, Plymouth City Centre, PL1 1SD, telephone 01752 252025, and from Trutex, Sugarmill Business Park, Billacombe Road, Plymouth, PL9 7HT, telephone 01752 491353

Jewellery: The wearing of ear-rings is forbidden at School as are other items of jewellery, i.e., bracelets, necklaces etc.

LOST PROPERTY

Please help us in reducing the amount of lost property by clearly marking ALL items of clothing, encouraging your child to take care of their possessions and by checking that your child has returned home with the right garment. If your child has lost anything, please check the classroom and cloakrooms first. If you are still unsuccessful, contact the School office for access to the lost property box.

ATTENDANCE AND ABSENCE

Regular attendance at School is essential for a child to progress favourably. Requests for a child to be absent, unless through sickness, should be made in writing to the Headteacher or completing a form available from the School office. When a child returns from sickness he/she should bring a letter confirming the reason for absence, unless previously notified. Schools cannot authorise any absence during term time to enable pupils to go away on holiday with their parent(s) unless in exceptional circumstances. For further information please see DfE guidance on our school website.

MEDICAL AND DENTAL INSPECTIONS

Our School Nurse makes regular visits to the School. The Nurse is able to carry out hearing and sight tests. Please speak to your child's teacher if you have any concerns.

ADMINISTRATION OF MEDICINES

No medicines will be administered by members of staff at the School without the expressed approval of the Headteacher. A standard form may be obtained from the School office and this should be completed by the parent / guardian of the pupil and be delivered personally together with the medicine, to the School Office. The medicine should be clearly labelled with its' contents, the owner's name and the dosage. However, it must be borne in mind that a Headteacher or Teacher, cannot be required to administer a medicine to a child. In the event of a Headteacher declining to do so, it is the parent's responsibility to make alternative arrangements.

ACCIDENTS AT SCHOOL

If a child is injured at School and requires hospital treatment, please be assured that every effort will be made to contact the parent immediately. Arrangements will be made for the child to have the necessary treatment as soon as possible, and therefore it is vital that all parents inform us of where you can be contacted during the day. Please notify the School office of any change i.e. mobile telephone numbers. Minor accidents will be treated at School, and parents will be informed where necessary, by an Accident Form.

INSURANCE

Pupils are insured against injuries caused by building defects etc., and accidents which occur as a result of negligence by a member of the School's teaching or non-teaching staff. Pupils are not insured against personal injury or accident while on education premises or taking part in recognized activities outside the School. The School expects all employees, pupils and students to accept full responsibility for their personal possessions, including money and to consider taking insurance themselves to cover any risks.

ENTRANCES AND EXITS

Entry and exit can be made either from Brentford Avenue or from Newcastle Gardens. NO child must cross the car park near the kitchen. Please ensure that you do not park on the yellow zigzag lines at both of the entrances to the School, and also do not do anything which could result in anyone being injured, such as stopping in the street with the engine running to let your child in or out of the car, or parking on pavements and grass verges. Also please be sympathetic to the needs of residents living in Brentford Avenue and Newcastle Gardens.

Cloakrooms at the start and finish of the day become congested and parents are asked not to increase this congestion by entering the cloakroom areas.

PRIVATE PROPERTY

St. Peter's School Governors and the Education Committee cannot accept responsibility for the loss or damage to clothing or other items of private property. Pupils who bring to School, watches, calculators, cameras, books and other items of private property do so at their own risk. Responsibility for the insurance of such items rests entirely with the owner. The Governors and the Council's Insurers do not accept responsibility for the loss of private property on School premises.

W.A.S.P.'s – WHITLEIGH AFTER SCHOOL PROJECT

Scout Hut, Lancaster Gardens, Whitleigh – telephone 0752 7968 224

Quality child care for your child aged 5-12 years, before and after School.
Times: 7.00 - 9.00am and 3.15 - 6.00pm.

Open 50 weeks per year covering School term and School holidays. Children are escorted safely to School, and a light snack will be offered on their return to the centre.

Thank you for taking the time to read this Prospectus. I hope you have found it informative, and that it gives an impression of what St. Peter's hopes to give each and every child in its care.

If you have any questions which have not been answered, please do not hesitate to contact the School, or visit our website, www.st-petersrc.plymouth.sch.uk
We shall of course be happy to help.

Although the information in this document is correct relating to the School 2019-20, at the date of its publication, it should not be assumed that there will be no variation before the start of or during the particular School year, or subsequently, this document is not intended to form the basis of a contractual relationship with parents.