

School Prospectus

2015/2016



The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, volunteers and visitors, to share the same commitment.

We follow the Gloucestershire Safeguarding Children's Board Procedures for more information go to www.gscb.org.uk

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Headteacher: Mrs. C. Baron

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WELCOME
TO
ST PETER'S CATHOLIC PRIMARY SCHOOL

Dear Parent/Carers

St Peter's Primary School is set at the heart of both the Catholic community and the city as part of successful Catholic Education system covering 4 up to 18 years. The Primary and St Peter's High School and Sixth Form Centre work together to support our young people in their development both educationally and spiritually.

The vision for St Peter's Primary School is to be a great learning-in-faith community in constant pursuit of excellence through an enjoyable and challenging educational experience. We also are entering a new chapter in the history of St Peter's Primary school with the building of an exciting new school to continue the future care and education of our young children.

The whole of the leadership team, all staff and the Governors hope your children will flourish and develop from the education provided here at St Peter's Primary through being part of the Catholic community and education system as we encourage all to live in Gods way.

Yours faithfully,

James Evans

James Evans
Chair of Governors

Dear Parents/ Carers,

St Peter's Catholic Primary School is a two-form entry primary school situated near the centre of Gloucester City and the only Catholic primary school in Gloucester. We are a multi-cultural school which celebrates pupil diversity in a warm, welcoming, enriching and spiritual learning environment.

Your child's spiritual and educational development are of great importance to us and this is reflected in our vision statement in which we aim to be a 'Learning in Faith Community in Constant Pursuit of Excellence and Enjoyment'. Through spiritual development we will help your children to understand the important role that God and Jesus play in our daily life and we will provide them with many opportunities to explore their spirituality. As our faith is at the centre of their learning we have an ongoing focus on the 'Core Values' that Jesus gave to us through the Beatitudes. These values help us to live our lives like Jesus. We also want your children to be successful learners and to leave St Peter's Primary School with the skills and confidence to follow and achieve their aspirations. Every child matters at St Peter's Primary School and to this end the teachers involve the children in planning learning experiences and ensure that the needs of every child are met through well planned work delivered in a safe, caring and engaging environment. Their social, moral, cultural and physical development and their general well-being is also of importance. These developmental needs are met through exciting, dynamic and motivating learning experiences across the curriculum.

At St Peter's we work in partnership with you, the parents. You are the first educators of your children and your support and involvement in your child's learning is crucial. We operate an open door policy because we want you to continue to be involved in your child's learning at school. Your thoughts and viewpoints are always important to us, so please do not hesitate to speak to your child's class teacher or myself at any time.

I look forward to getting to know both you and your child while you are part of St Peter's Catholic Primary School and hope you will soon experience the pride that myself, the staff, pupils and governors feel of belonging to this great school.

Carol Baron
Headteacher

Mission Prayer

Dear Lord,
Help us to grow and develop in
love and respect for one another,
learning and wisdom
and the faith, hope and love of God
So that we all live life to the full.
Amen

Golden Rules

At St Peter's Catholic Primary School our golden rules are at the core of our school and community. At the start of each academic year, class teachers and school staff discuss the golden rules with their class to ensure clear understanding and an agreed interpretation of the golden rules. Our golden rules are:

- We look after ourselves and one another.
- We look after all the things around us, wherever we are.
- We try to do our best.

Because we love one another as Jesus loves us.

Our golden rules are displayed around the school and form the basis of class rules, which teachers will display in their classrooms, after they have been negotiated with the children.



Diocese of Clifton
St Peter's Catholic Primary School, Gloucester
Horton Road, Gloucester, GL1 3PY

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Telephone: 01452 524792

Headteacher: Mrs C Baron

ADMISSION POLICY 2016/2017

Mission Statement
LIVE – LOVE – LEARN

Dear Lord,

**Help us to LIVE life to the full by being active in our community,
help us to LOVE one another as we wish to be loved, and
help us to LEARN to make the right choices in life**

Amen

St Peter's is a Catholic voluntary aided primary school, which was established by the Diocese of Clifton to serve the parishes of St Peter, Gloucester; St Augustine, Matson; English Martyrs, Tuffley and Our Lady, Newent. The Governing Body, acting in accordance with the Code of Practice and in partnership with Clifton Diocese and the Local Authority is responsible for the admission of pupils.

1. The Published Admission number for the Reception Year (2016/2017) is 60 pupils. Pupils are normally admitted in the September of the school year in which they reach their fifth birthday. However they are not required to attend school until the beginning of the term after their fifth birthday and so in appropriate cases admission may be deferred until the beginning of the spring and summer terms. If parents wish a deferment they should indicate so when accepting the offer of a place.
2. The parents of a summer born child (i.e. born between 1st April and 31st August) may choose not to send that child to school until the September following their 5th birthday. Parents of these children may apply for them to be admitted to reception rather than to year 1. If a parent is applying for a place for a child outside their normal age group, they should apply for a place in the normal age group AND submit a request to apply outside the normal age group at the same time. A response to the request for delayed admission will be given before the Primary Allocation Day. Parents will be asked to provide supporting information for their application, together with professional evidence if relevant. The final decision lies with the admission authority who must agree that it would be in the best interests of the child. Once a child has been admitted to a year group outside their chronological year group, they will normally continue with this group throughout their schooling.
3. Applications for a reception place at the school should be made to the Admissions and Transfer Team (0-16) at **Gloucestershire Local Authority (LA), Shire Hall, Gloucester, GL1 2TP** (www.gloucestershire.gov.uk/schooladmissions) and for Reception by 15th January 2016. Gloucestershire LA will then send details of those children whose parents have expressed a preference for St Peter's to the Clerk to Governors at the school. The Governing Body will then refer to any supplementary information necessary to apply their faith or sibling oversubscription criteria as listed under section 5 of this policy e.g. Baptism certificate. For those applying on faith or sibling grounds, **Supplementary Information Forms are available from the school and the LA.** In the case of Reception this information should be returned to school no later than 22nd January 2016. The governors will consider all applications and if oversubscribed they will apply their oversubscription criteria. Governors

will notify the LA of their decisions. Gloucestershire LA will then notify parents on behalf of the governors of St Peter's on 16th April 2016 the outcome of the allocation of Reception places.

4. If oversubscribed, a waiting list for Reception will be held until 18th December 2016. The waiting list will be prioritised according to the school's over subscription criteria, which may cause applicants to be re-ranked. (see paragraph 6 below)

5. Children with a Statement of Special Educational Needs/Education Health and Care Plans (EHCP)

There is a different procedure for the admission to school for children with Statements of Special Educational Needs or EHCPs. It is administered by the local authority (LA) in whose area the family lives. The LA is responsible for issuing the Statement and consulting parents and the Governing Body of St. Peter's if a preference has been made for the school, before the school is named in the Statement. If St. Peter's is named they will take first priority in any offers of places.

For other children with Special Educational Needs the normal procedures apply.

Over Subscription Criteria

5.1 Looked after children and those previously looked after (see definition ii) who are baptised Catholics.

5.2 Children who are Baptised Catholics and who live in the parishes of St Peter, Gloucester; St Augustine, Matson; English Martyrs, Tuffley and Our Lady, Newent.

5.3 Other Looked after children and those previously looked after (see definition ii) for whom a place is requested by the relevant person/authority.

5.4 Children of a Catholic parent who live within the above mentioned parishes.

5.5 Children who will have a brother or a sister (see definition i) at the school at the time of their admission.

5.7 Children of other Christian denominations as listed by Churches Together who live within the above mentioned parishes and whose parents are members of their church evidenced by their priest or minister.

5.8 Other applicants.

Note -

In Categories 5.1, 5.2, a copy of the child's baptismal certificate must be provided with the school information form. In category 5.4 a copy of the parent's baptism certificate must be provided.

A map of the parishes of St Peter, Gloucester; St Augustine, Matson English Martyrs, Tuffley and Our Lady, Newent is available at the school.

Definitions -

- i. For this purpose, sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner. In every case, the child must be living in the same family unit at the same address, at the time of application
- ii. 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. In Gloucestershire, such children are referred to as Children in Care.

6. Tiebreakers

When applications within a category exceed the number of places available, priority will be given to:

- i. Baptised Catholic children
- ii. Children who have a brother or a sister at the school at the time of their admission
- iii. Places will be offered by random allocation (lottery). Lots will be drawn by an independent observer witnessed by a member of the admissions committee.

Multiple Births

In the case of one being the 60th and it would mean splitting siblings the governors will offer all a place.

7. In Year Admissions – Any applications made outside the normal year of entry to the school must be made directly to the School. A waiting list for in year admissions will be kept until 31st August 2017. A new waiting list will begin on 1st September 2017 which parents will need to reapply for.
8. Late Applications for bulk reception received after the closing date given in 3 above will be treated as late applications.
9. For September 2015 the Governors received applications, which fell in the following categories:

Category	Applications	Admitted
5.2	71	60
5.3	2	0
5.5	4	0
5.8	78	0

10. Appeals Procedure

Parents have the right to appeal against the refusal by the Governing Body to admit their child, and should put their appeal in writing to the Clerk to the Governors at the school within 20 days of receiving the letter of refusal. Appeals will be arranged on behalf of the Governing Body by the Clifton Diocese Department for Schools and Colleges and conducted in accordance with the Code of Practice on Schools Appeals.

11. Fair Access Protocols

The school has signed up to the In-Year Fair Access Protocols held by the Local Authority. Should a vulnerable child within these Protocols require a place at the school, they will take precedence over any child on the waiting list.

STAFF

Headteacher	Mrs. C. Baron
Deputy Headteacher	Miss V James
Senior Management Team	Mrs J Brogan, Foundation Stage Co-ordinator
SENDCo	Mrs L Dowding, KS1 Co-ordinator
	Mrs C Osborne-Jones

School Bursar	Mrs B Walker
School Secretary/Attendance Officer	Miss G Powell
Administrator	Mrs L Berrow
Receptionist	Mrs A Ballard
Pastoral Leader	Mrs A Stack

Class Teachers

Miss C Aldred	Miss C Brunt	Mrs J Brogan
Mr T Daniell	Mrs H Carr	Miss M Clark
Mrs E Davis	Mrs L Dowding	Miss A Evans
Mrs E Gowers	Mrs F Lowe	Mrs A Keylock
Mrs K MacDonald	Mrs R McGuinness	Mrs J Morris
Miss L Neville	Mrs S Pollard	Mrs C Sellers
Miss S Simpson	Mr J Thomas	Miss K White
Mrs D Williams	Mrs L Williams	

Teaching Assistant

Mr K Batten	Mrs S Carter	Mrs M Collinson
Miss D Colley	Mrs S Cripps	Mrs A Desando
Miss R Ellis	Mrs H Fox	Mrs P Fletcher
Mrs S Hall	Mrs E Hensley	Mrs J Langford
Mrs A Morgan	Mrs H Moore	Miss G Moth
Mrs L Phelps	Mrs S Richards	Miss H Smith
Mrs A Sparey	Mr L Thoresson	Mrs R Wain
Mrs C Withers		

Mid-day Supervisors

Miss L Colley	Mrs C Jessop	Mrs S Mandhare
Mrs E McGrath	Ms L Worrall	Mrs Lewis-Sadler
Miss S Neely	Miss S Jessop (Senior Mid-day Supervisor)	

Site Manager

Cleaners	Mr J Walsh		
	Mrs R Bisson	Mrs A Desando	Mrs S Woodhouse
	Miss J Wood	Mrs E McGrath	Miss L Colley

Governing Body

Foundation Governors

Mr J Evans
Monsignor L Slattery
Mrs R Harvey
Mr M Jackson
Miss M Mitchell
Mrs F Underwood
Mrs L Powrie
Vacancy

Staff Governors

Mrs C Baron (Headteacher)
Mr T Daniell

Parent Governors

Mrs C Coleman
Mr C Aspinall
Vacancy

LA Governor

Ms K Morgan

Clerk to Governors

Miss G Powell

TERM DATES

	Term Starts	Term Ends
Term 1 2016 (Sept - Oct)	3 rd September	22 nd October
Term 2 2016 (Nov - Dec)	2 nd November	22 nd December
Term 3 2017 (Jan - Feb)	6 th January	12 th February
Term 4 2017 (Feb - Mar)	23 rd February	24 th March
Term 5 2017 (Apr - May)	11 th April	27 th May
Term 6 2017 (Jun - Jul)	7 th June	20 th July

SCHOOL TIMES

Reception, Year 1 & Year 2, Year 3, Year 4, Year 5 & Year 6

<i>Registration:</i>	8.55am
<i>Morning Session:</i>	9.00am - 12.30pm
<i>Lunch Break:</i>	12.30pm - 1.30pm (Whole School)
<i>Afternoon Session:</i>	1.30pm - 3.10pm (KS1 classes only)
	1.30pm - 3.15pm

The doors open at 8.40am and parents are responsible for the safety of their children until that time. Registration is taken at 8.55am. The time spent on teaching during the normal school week, including Religious Education but excluding the statutory daily act of Collective Worship, registration and breaks is 23 hours 35 minutes for Foundation Stage (FS), 24 hours for Key Stage 1 and 25 hours for Key Stage 2.

At the end of the afternoon the teachers in the FS and Key Stage 1 take their class out to the front playground and deliver the children to an adult. Key Stage 2 teachers deliver the children to the appropriate outside door. If you need more than a few words with a child's teacher, please make an appointment to speak with them more fully after school when they are not responsible for a full class of children.

From time to time we may reorganise classes. Our aim is to create conditions where children can learn and develop to the best of their ability. This includes developing socially and emotionally and making new friends in new classes.

CURRICULUM

The School's curriculum aims are to promote the intellectual, physical, spiritual, social and moral potential of each child. This is achieved by working to provide an ethos that encourages high standards. The requirements of the 1988 and 1993 Education Acts for the National Curriculum are followed.

It is the aim of St Peter's Catholic Primary School, with the help of parents, Governors and outside agencies to provide the best education for the children in our care. The school has a stimulating and exciting learning environment in which children are constantly encouraged to express themselves in many different ways. The curriculum is regularly reviewed to ensure that it is appropriate to the needs and abilities of the pupils. Progression is constantly monitored. Regular training for the staff is provided and Curriculum Policies are available from the School Office.

Religious Education

Religious Education is at the heart of life at St Peter's Primary School. It is a subject in its own right, but the Christian values, ethos and faith taught underpin the life of the whole school and the learning that takes place within it.

As a Catholic school, Religious Education is experienced through daily worship, prayer and Christian living as well as in lessons.

The children learn about the Catholic faith through the R.E. programme 'God Matters', which is advised by the Catholic Diocese of Clifton. Together with this, children are given the opportunity to learn about other prominent faiths in our diverse world and community. Also, we follow the scheme, 'Journey in Love' for our Sex and Relationships Education, which is supported by the Diocese.

School, class and year group worship is seen as liturgical experiences and opportunities for all present to develop an awareness of God in their lives. Staff, pupils and parents participate in school masses and liturgies throughout the year: at the start and end of terms and also on major feast days and Holy Days together with year group and class based worships. Daily prayers are said throughout the day and children are encouraged to take time to reflect and share faith journey with others in their group. Acts of reconciliation and reflection also take place during Advent and Lent.

The priests from our feeder parishes St Peter's, St Augustine's and English Martyrs regularly visit the school and take an active role in its smooth running and its Christian ethos and mission.

Chaplaincy Team

The Chaplaincy Team is made up of teachers, teaching assistants and school governors. They meet on a termly basis to organise religious celebrations for the children as they continue with their spiritual development. Pupil chaplaincy is made

up of children from all classes. They meet on a regular basis to plan mass, celebrations and support the independent prayer life within the school.

The Early Years Foundation Stage

The **Early Years Foundation Stage (EYFS)**, is how the Government and early years professionals describe the time in your child's life between birth and age 5. When your child joins the Reception classes at St. Peter's Catholic Primary School they continue learning with challenge and enjoyment through the well-planned play opportunities of the Early Years Foundation Stage Curriculum.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**. Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The staff at St. Peter's Catholic Primary School will make sure that the activities are suited to your child's unique needs. This is a little bit like the curriculum in Key Stage 1 [years 1 and 2] and Key Stage 2 [years 3-6], but it's suitable for very young children, and it's designed to be really flexible so that we can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Please ask Ms Powell for details on how the Reception children are phased into school during the induction period. We also have a policy regarding placing twins [and children from multiple births] into registration classes.

Literacy in Key Stage 1 (KS1) and Key Stage 2 (KS2)

Our aim is to meet the requirements of the National Curriculum in three-profile components-

- Reading
- Writing, including Spelling and Handwriting.

➤ Speaking and Listening

At St Peter's Catholic Primary School these components are delivered using the National Curriculum Programmes of study as guidance. Children are taught a literacy lesson every day and this usually follows a sequence of target work or a writing warm up, main teaching, individual or group tasks and a shared plenary at the end. This is the part of the lesson that allows the learning to be reviewed, reflected upon and consolidated.

During the literacy tasks, children may work independently or in groups of similar or mixed ability. Extra support is given to children with special educational needs by the teacher, teaching assistant or SENDCo (special needs teacher). Children who are deemed gifted and talented are catered for through clear differentiation.

Reading

There is a great emphasis on the appreciation and understanding of different kinds of texts – poetry, fiction and non-fiction, within the National Curriculum. This may be taught at whole class level or within groups of 5 or 6 children during guided reading. Teachers select reading texts to promote equality and ensure that children are highly stimulated and motivated, to make reading a purposeful and enjoyable learning experience.

The school has one library available in the KS2 area for older children to browse, research and select books. It is well stocked and is continuously updated and added to. There is a wide range of genre and ability levels. Also, each class has a book corner for children to access. In KS1 children have access to library books and in each classroom there is a book corner.

Guided reading is the main teaching of reading in KS1 and KS2, where teachers listen to a group of about 5 or 6 children of similar ability. Within these groups the learning is targeted towards the children's specific needs, and will focus on developing their reading skills and comprehension further.

We also use a number of reading schemes. Children are given books that are suitable for their ability, and they progress through these as their skills develop. Parents are asked to listen to their children read these at home and record notes in the child's home learning and contact book. We want children to enjoy reading. Supervising homework is a vital role as is listening to and reading to children, irrespective of their ability.

Writing

Writing is equally important (to reading) in the National Curriculum, and our school places a high emphasis on children being confident and skilful writers. It is mainly taught through shared and guided sessions where aspects of writing are modelled using the children's contributions. Fiction and non-fiction styles are covered including plays and poetry. Children practise their writing skills by investigating the features of a

specific genre first. They analyse the structure, style and grammatical composition for example, then plan how they will compose their own piece of extended writing. A scaffold or frame may be given to support children with this. Also, the children devise success criteria to aid their writing towards a final outcome. As children write they are encouraged to consider the purpose of a piece of writing and who the audience is. During and following the initial writing episodes, children are given the time to edit and redraft their work, taking into consideration the teacher's marking comments and suggestions for improvements, plus the comments of their peers as they support each other. The finished work is published and shared in the school.

Handwriting and Spellings

Handwriting is usually taught separately to the literacy lesson.

Spellings form part of the word level objectives and are usually taught as part of the literacy sessions, with supplementary time given to this during other class time.

Speaking and listening

There are many opportunities within literacy to develop the skills of speaking and listening – particularly during whole class shared work, and with talking partners.

Collaborative group work encourages such skills, as does group presentations or discussions during the plenary. In literacy and cross-curricular work, drama and role-play are used as a teaching and learning tool to develop speaking and listening skills further.

Work in English is planned by teachers with careful consideration to incorporate cross-curricular links with Computing opportunities.

Homework is given to support work done in lessons and prepare children for future learning opportunities.

We highly value the support of parents in all areas of the curriculum. Parental support is invaluable in developing communication in all its forms.

Mathematics/Numeracy

We believe mathematics is an essential life skill which can be used to analyse and communicate information and ideas. Mathematics is an important tool, which can enable things to be done efficiently and should equip children for adult life. It is the responsibility of all staff to improve children's numeracy skills. Through maths we can teach flexibility, initiative, accuracy and systematic logical thinking. Maths is a source of interest and fun.

Mathematics is taught by following the renewed National Curriculum for Mathematics in Years R - 6, in which eight strands of learning in mathematics are identified: **numbers and the number system; number calculations; fractions; shape, space and measures; ration and proportion; algebra and handling data.** These give a broad overview of the mathematics curriculum in the primary phase. These strands relate very readily to the programmes of study in the National Curriculum Orders for

mathematics. The objectives are aligned to the eight strands to demonstrate progression in each strand. This enables pupils to build upon their knowledge and extend their understanding in a staged manner.

Teaching time

To provide adequate time for developing mathematical skills each class teacher provides a daily mathematics lesson. This may vary in length but will usually last for about 45 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2. Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills.

A typical lesson

A typical 45 to 60 minute lesson in Year 1 to 6 will usually be structured like this:

- Oral work and mental calculation (about 5 to 10 minutes)

This will involve whole-class work to rehearse, sharpen and develop mental and oral skills.

- The main teaching activity (about 30 to 40 minutes)

This will include both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work.

- A plenary (about 10 to 15 minutes)

This will involve work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps.

Out-of-class work and homework

The mathematics lessons will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework. These activities will be short and focused and will be referred to and valued in future lessons.

Links between mathematics and other subjects

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

Science

Science is a core subject of the National Curriculum and is taught weekly throughout key stage one and two. In the Foundation Stage children learn science skills through a developing 'Knowledge and Understanding of the World'.

Science learning at St Peter's Catholic Primary school encourages children to learn science through enquiry and exploration to develop skills to help them to understand

and explain the world around them. Children learn through a range of topic themes that ensure excellent coverage of topic areas. In addition, science themed days, theatre groups and workshops are delivered at various points throughout the year.

ICT

As the use of computers is integral in today's modern day society, pupils at St Peter's are given the opportunity to gain experience and confidence in using a range of ICT equipment. We regard ICT as a tool to support children's learning, but also as a vital skill that they will use and develop throughout their lives.

ICT is planned for and delivered alongside all areas of the curriculum. Children are given opportunities to work individually and collaboratively using a network of computers and laptops, all with safe access to the internet. ICT lessons provide exciting and stimulating opportunities for all pupils to learn new skills in communicating information, data handling and research, and control and modelling. Furthermore, after school clubs allow extra opportunities for children to apply their skills.

We aim to provide a relevant, challenging and enjoyable curriculum for ICT, which encourages initiative, imagination in all pupils.

History

History at St Peter's is taught as part of the creative curriculum. Using aspects of art, design technology and science to enhance the learning of all the history topics taught.

In Key Stage 1, history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history. Topics include seaside holidays in the past, Florence Nightingale, The great fire of London and The Plague. They will be given opportunities to look for similarities and differences between life today and in the past and use common words associated with the passing of time; Children will be able to talk and write about what happened and why people acted as they did; Including finding out about the past using different sources of information such as photographs, artefacts, eye witness accounts, historic buildings and visits to museums, galleries and sites.

In Key Stage 2, history is about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world. Topics include Tudors, invaders and settlers (Saxons and Vikings), Greeks and Britain in the 1940s. Children are given opportunities to discuss why things happened or changed and the reasons behind this. They learn to look at history in a numbers of ways for example political, economic, religious and cultural. Children will be able to answer many questions through the skill of enquiry and use different sources of information to reach conclusions.

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 with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

We use the Creative Learning Journey to deliver creative, topic based geography lessons, and we plan the topics in geography so that they build upon prior learning. Children of all attainment levels have the opportunity to develop their skills and knowledge in each unit and we offer them an increasing challenge as they move up the school, appropriate to the individual needs of each child. In the foundation stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five.

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. In the Foundation stage children walk to their local farm. At Key Stage 1, children visit Weston-Super-Mare and Clevedon, carry out an investigation into traffic issues in the local area, and go on a local walk. At Key Stage 2 there are also a range of opportunities for fieldwork, for example, Year 6 go on a visit to the Wilderness Centre to learn and apply orienteering and map reading skills within their creative topic 'Outdoor Adventure Camp'.

At St Peter's Catholic Primary School we aim to equip children with transferable geography skills they can apply effectively and confidently in their every day life.

Design and Technology

In Design and Technology children are given the opportunities to investigate, disassemble and evaluate existing products to enable them to design and make their own. From Early Years through to end of KS2 children will learn how to handle a variety of tools safely and to use materials in different and appropriate ways.

We encourage children to evaluate their work and the work of their peers, offering suggestions and constructive feedback on how it could be improved. Design and Technology may be supported into other areas of the National Curriculum.

Physical Education

The school aims to make physical education both enjoyable and purposeful in order to promote physical activity and a healthy lifestyle. We recognise that each child has individual capabilities and we therefore strive to create such an environment where each child is encouraged and motivated to further develop their skills and abilities.

The children follow a planned curriculum designed to develop these skills as well as encouraging group play and positive team spirit. A full range of physical experiences, as required by the National Curriculum, are covered including, games, gymnastics, dance, athletics and other outdoor activities. Swimming is also offered to pupils in Year 3.

The school has a diverse range of facilities including two outdoor multi-use games areas, 2 multi-purpose halls, playground with painted games and adventure activities and a large field suitable for football, rugby, rounders and athletics.

Pupils must change for physical education and the required sports kit is found in the uniform section. For health and safety all watches and earrings must be removed before participating in any form of physical activity.

As physical education is a required part of the National Curriculum, should a child be unfit to participate, a note is required to explain this reason. Only in exceptional circumstances will a note cover more than two lessons, when a doctor's note should be supplied.

Extracurricular activities are an important element of school life and provide an opportunity for the extension and enrichment of individual children. The school offers a wide range of clubs linked to physical education that vary throughout the year. Such clubs include dance, zumba, football, tag rugby, netball, cricket, rounders, athletics and cross country.

Music

Music is taught in all year groups using the Music Express Scheme and the National Curriculum. We aim to provide each child with the opportunity to:

- Listen
- Appraise
- Perform
- Compose

Children are taught to listen with attention to detail and identify musical ideas, investigating, internalising and distinguishing musical elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

We have a range of tuned and untuned percussion instruments across both Key Stages, which we encourage the children to play with control and enjoyment.

Children can also make use of computer programs to help them with their own compositions.

As well as class singing, we come together as the FS, KS1 and KS2 to practise hymns, which we sing at assembly and school Mass.

Personal, Social, Health and Citizenship Education, including Sex Education

In response to advice and guidance of the Bishops of England and Wales, the school seeks to provide the children with positive guidance and to foster true appreciation of all their human gifts.

Our PSHCE programme of work enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive, active and responsible role in contributing to the life of the school and the wider community.

Health education is promoted throughout the school; this is sometimes supported by the School Nurse. The children have opportunities to develop their understanding of what constitutes a healthy lifestyle and how they can keep themselves safe. The Life Education Bus, staffed by a trained educator, visits the school to promote healthy lifestyles. This ranges from how the different parts of our bodies work to how we can keep our bodies healthy, as well as [year 4 upwards] drug, tobacco and alcohol education. The discussion of drugs starts, in Year 4, by discussing the factors which may influence children to try cigarettes and alcohol. In Years 5 and 6 the emphasis is on finding out what drugs the children have already heard about, and to give them information in a factual, non-judgemental, non-sensational way.

Throughout the year a number of visitors are invited into the school to promote personal well being and safety. These include firemen to promote bonfire safety, British Rail to remind children of the dangers of the local railway crossing, cycling proficiency instructors and a show/workshop linked to anti-bullying week [in November].

A sex education programme is implemented in Year 1 through to Year 6. Parents are invited in to preview any DVDs used and to ask any questions they may have about the sex education programme. Parents have the right to withdraw their child [ren] from sex education that does not form part of the National Curriculum. Parents must inform the Headteacher, in writing, of their intention for this to happen.

Children's social and emotional needs are met by providing activities that help children:

- to develop their self-confidence and self-esteem;
- to understand what makes for good relationships with others, both with members of their school community and others in the wider community;
- to make informed choices regarding personal and social issues;
- be prepared to enjoy the experiences that life offers them both now and in the future.

Art

Art in our school makes a major contribution to the spiritual and cultural development of pupils. We develop an ethos, which values imagination, inspiration and contemplation. We also encourage a growing awareness of existing styles, methods and artists and media.

It includes the study of the human, material and natural world through observation and allows the children to produce original responses to themes or topics.

We aim to provide scope for children to experience as wide a variety of media as possible and to encourage increasing confidence in their use and individual achievements.

We also maintain a balance between direct teaching of processes and techniques and opportunities for challenging and open-ended projects that are dependent of pupil autonomy. We regularly provide situations for genuine collaborative work as well as encouraging individual pupil research, investigation and response.

By extending the children's experience of media as their course progresses at St Peter's, we hope all children will find an area of work in which they will feel success. The positive role of the teacher will be vital so that children will feel encouraged and a sense of achievement in the creative process. This in turn will help form the children's character and transform them into confident young people.

Homework

Your child will be set homework. This may be to do alone, or with your help. We set homework to support work that your child has done in class, or to prepare for a future lesson, as well as encouraging your child to take responsibility for a part of his or her own learning. You can help with this by providing a quiet place to do homework, and giving plenty of praise and encouragement. Your child will have a homework diary; please sign it when homework is done. Feel free to make any comments you may have in the diary.

Gifted and Talented

At St Peter's Catholic Primary School we believe in treating all pupils as individuals and so catering for their individual needs. This includes those 5-10% of pupils of higher ability who we refer to as 'gifted' and 'talented'. The identification of gifted and talented pupils is a process in which all teaching staff have a part, but it is overseen and led by the Leader for gifted and talented. We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. The school learning environment is specifically planned to cater for Gifted and Talented pupils, as every classroom has a challenge area. Additionally, teachers use higher order questioning during lessons in order to extend the responses, ideas and thoughts of Gifted and Talented pupils. Children will be offered opportunities throughout their school career at St Peters to enhance their learning.

Special Educational Needs

The 1993 Education Act required the Secretary of State to issue a Code of Practice giving practical guidance to Local Educational Authorities and governing bodies of all maintained schools, on their responsibilities towards all children with Special Educational Needs (SEN).

In considering the Code the Special Educational Needs Co-ordinator (SENCO) and all staff will do their best to identify, assess and make necessary provision for all children with SEN.

This provision may be provided by the class teacher, a teaching assistant, or the SENCO as appropriate. However, when necessary, there will be consultation with outside specialists to request detailed assessment and guidance. We have welcomed this advice from services dealing with

- Visual impairment
- Hearing impairment
- Behaviour
- English as a second language
- Speech and language
- Occupational therapy
- Learning difficulties.
- The Educational Psychologist

St Peter's Catholic Primary School values the contribution that every child and young person can make and welcomes diversity of culture and intellectual style. The School seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

ACCESSIBILITY PLAN

At St Peter's we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the members of the school, **EVERYONE** is equally valued and treats one another with respect.

It is our duty under the **DISABILITY DISCRIMINATION ACT (1995)** not to treat disabled pupils less favourably, without justification, than their non-disabled peers, and to make reasonable adjustments to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled. The duties apply to admission arrangements, the education and other services provided by the school for its pupils and exclusions from the school.

We have a duty to plan strategically to increase access to school premises and the curriculum to disabled pupils. This includes changes to physical features, as well as the

provision of auxiliary aids and providing written material in alternative formats to ensure accessibility.

The LA and school governors have a duty to publish accessibility plans.

We aim to include all pupils including those with disabilities in the full life of the school by:

Having high expectations of all pupils:

- Finding ways in which all pupils can take part in a full curriculum including P.E, music and drama.
- Setting admissions policy and criteria, which does not discriminate against pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils and staff with disabilities.
- Raising awareness of disability amongst staff and pupils.
- Providing written information for pupils with disabilities, which is user friendly.
- Devising teaching strategies, which will remove barriers to learning and participation of pupils with disabilities.
- Increasing reading resources to ensure there are examples of positive images of disabled people.

The three strands of the planning duty to impact on our accessibility plan are:

- Ways of improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- Ways of increasing the extent to which disabled pupils can participate in the schools curriculum.
- Ways of improving the delivery of information to pupils with disabilities.

Actions:

- Disability audit to be undertaken by Head and SEN governor.
- Action plan to be devised.
- Plan to be reviewed annually by governing body.

DISABILITY AUDIT

Physical environment (steps, stairways, paving, parking, doors, gates, toilets, washing facilities, lighting, floor covering).

- Ramp to external door onto field.
- Disabled toilet.
- Disabled parking spaces.

Physical aids (keyboard, seating, tables)

- Sloping board.
- Seat cushion for occupational therapy.
- Footrest.
- Smaller version of blue tables.

Participation in curriculum (teaching/learning classroom, organisation and support)

- Scissors.
- PE advice from occupational therapist.
- Staff training.

Delivery of information (format size of print/signing)

- Facilities available to enlarge print pictures.
- Careful planning for trips (risk assessment)

BEHAVIOUR

St Peter's Catholic Primary School is a school that expects children to be ready to learn and to always do their best. All children are expected to follow and understand the Golden Rules. As children progress through the school we expect them to become more self-disciplined and mature in the way they organise their work and relate to each other. Children are regularly reminded that if they are upset by another child they should adopt the following strategy:

- Try to ignore the annoying behaviour
- Find a member of staff and let them know what is wrong.

High standards of behaviour will be expected from all pupils. A firm framework of rules has been agreed based on mutual respect for persons and property.

A copy of the Behaviour Policy is available from the School Office.

SCHOOL COUNCIL

The School Council comprises of 1 child elected from each year class. The aims of the School Council are to encourage participation and active citizenship, to gain new skills and confidence, to learn to listen to others and respect different opinions, and to act as the children's voice in the school.

Council members will attend half-term meetings to raise and address any issues highlighted by their own classes. These may be as diverse as looking at ways to

improve the environment, becoming active citizens in the local community, fundraising or helping to change the behaviour of fellow pupils.

SCHOOL UNIFORM

We aim to have a uniform that is smart, functional, hardwearing, easy to obtain and maintain. **Every item of clothing and possession brought to school should be clearly marked with the child's name.**

Boys

Black/Grey trousers or shorts

White shirt

Bottle green v-necked sweater

Grey socks

School Tie

Black sensible shoes

Girls

Bottle green pinafore or skirt

Black School (classic cut) trousers (Banner/Trutex/Viscose/Polyester)

White blouse

Bottle green v-necked sweater or cardigan

White or bottle green socks or green tights

School tie

Green and white striped or checked summer dress

Black sensible shoes with low heels

P.E. Kit: a white t-shirt, plain green, black or white shorts and plimsolls or trainers for outdoor use. Your child will need a clearly named P.E. bag. School uniform can be purchased from The Trutex shop in Northgate Street, Gloucester but parents are not obliged to buy uniform from just this shop. School badges can be purchased from the school office.

JEWELLERY

Your child will be allowed to wear a watch. If girls have pierced ears they may wear one pair of studs. To protect your child, these must be removed before P.E., games, swimming etc. Your child is expected to take out and put back their own earrings. This is in line with the Gloucestershire safety policy for Physical Education; staff cannot be responsible for removing or replacing earrings. Boys may not wear earrings.

If your child has long hair it should be clipped or tied back. Boys hair should be a minimum of Grade 2 with no Mohican styles, markings or patterns.

PERSONAL POSSESSIONS

Please restrict the possessions your child brings to school. Mobile phones, MP3 players, toys and sweets are not permitted.

ABSENCE FROM SCHOOL

Responsibilities of parents

KEEPING YOUR CHILD SAFE. We need to know your child is safe if they do not arrive at school. Parents should let us know by 9.00am at the very latest if their child won't be in school.

Parents have a key responsibility for promoting patterns of good attendance with their children, including ensuring children arrive at school on time and ready to learn every day. Parents also need to be aware of the importance of avoiding 'broken weeks' where some sessions are missed which leads to disjointed education and learning. Parents are encouraged to make an appointment with the Attendance Officer if they are worried about their child's attendance.

Every absence from school should be explained by a telephone call and followed up by a short note to the child's teacher on their return.

Absence for reasons other than medical or circumstances explained to the Headteacher are deemed to be unauthorised and will be recorded on your child's record and included in the school attendance figures. Lateness and attendance is carefully monitored. At St Peter's Catholic Primary School, we expect the children to arrive by 8.55am for registration ready for lessons at 9.00am.

Penalty Notices

- Penalty Notices came into force with effect from February 2004. This procedure is to eliminate unauthorised absences.
- Poor attendance disrupts school routines and can interfere with children's attainment and learning levels.
- Penalty notices are issued as a deterrent and fines can be issued starting at £60.00.

ILLNESS AND ACCIDENT

The school will make every effort to contact parents in the event of illness or accident. Should this prove impossible, the Headteacher will act in the best interests of the child. Please inform the school office of contact telephone numbers. Parents will be informed if first aid for serious bumps or grazes has been given. Please keep your child at home for at least 48 hours after a bout of sickness or diarrhoea.

MEDICINE

Children may not keep medicine of any type in their possession whilst at school. To avoid the inconvenience of parents having to come to the school to administer prescribed medicines to their child, **the administrative staff are willing, though not obliged, to do this if requested**, under the direction of the Headteacher. We can only administer prescribed medicines and we **must** see the prescription details.

Inhalers – must be clearly marked with the child’s name and class and in Key Stage 1 kept in their tray and in Key Stage 2 the child will carry it with them. Should your child require their inhaler during the day, they must ask a teacher or teacher’s assistant who will supervise them.

Specific medical conditions and arrangements should be agreed with the Headteacher and Class teacher.

If the child has any allergies (nut, plasters etc) the class teacher is to be kept informed.

PERSONAL ACCIDENT INSURANCE FOR PUPILS

Gloucestershire County Council strongly recommends that parents take out personal pupil insurance for their child. It is very important that parents should be aware that if an accident at school or on the sports field, neither the school nor the Council would automatically provide financial compensation. In cases of proven negligence and liability, compensation might ultimately be payable following extended and expensive legal action. The Governors have taken out separate insurance to cover all trips and visits, etc.

CHILD PROTECTION

We work closely with outside agencies to ensure the welfare of all the children in our school. We also have visiting speakers on general safety issues, such as the police, fire service, road safety and rail safety officers.

To ensure a safe environment for our children, all staff and anyone who helps regularly in school are subject to a Disclosure and Barring Service (DBS).

We are obliged to inform Social Services if we have any serious concerns about the welfare of any child. Mrs Baron and Mrs Stack are the Child Protection Co-ordinators for the school.

SCHOOL MEALS AND HEALTHY SNACKS

There are two options for the lunch hour:

- (a) Bring a packed lunch or

(b) Buy a school meal.

Packed lunch - please provide clearly named polythene lunch boxes with plastic flasks.

Glass bottles and cans of fizzy drink are not acceptable. Please do not include sweets. Uneaten food and wrappings are taken home so parents can see what has not been eaten.

School meals - the menu for the week is printed in the weekly newsletter. There is a choice within the meal each day with a vegetarian option and salads and fresh fruit are always available. Meals must be paid for online through Parent Pay (£2.20 per main meal/pudding).

Parents requesting special diets for health or religious reasons should make arrangements with the School Cook.

During Morning Playtime -

- Children may bring in fruit/vegetable from home
- fresh fruit/vegetable selections is available free of charge for children in KS1 as part of a Government initiative.

Small cartons of milk are also available for children in KS1 - free of charge for Under 5's and children entitled to free school meals and approximately 23p per carton (this maybe subject to change) for over 5's. Milk is delivered on a daily basis and stored in a fridge until needed. Cool Milk at Schools Ltd administers this Milk Scheme but registration forms are available from the school office.

Please provide your child with a named plastic bottle in a carrier bag to enable them to have a drink of water whenever they wish.

VISITING SCHOOL

Except when delivering your child to school, please call at the school office to announce your arrival on the premises. This is for the safety and security of your child. Please tell your child's teacher if you make new arrangements for the collection of your child from school and also please telephone the school if you are prevented from collecting your child by unforeseen circumstances, so she/he may be kept by the school office.

PARENT HELP IN SCHOOL

This will be welcomed by the teachers; please offer your services for supporting groups of children at computer work, cooking, art work, sewing etc, if you have a regular period that you can spare each week. Parent helpers are now required to be checked for criminal convictions (**DBS**) in the same way as all school staff.

FRIENDS OF ST PETER'S CATHOLIC PRIMARY SCHOOL ASSOCIATION

The PFA Committee has been re-established under the new name of 'Friends of St Peter's Catholic Primary School'. The Association exists to support the school and you become a member when your child comes to school. You will find out what is going on through Newsletters giving you the opportunity to help with any activities supported by the Association. The support offered is not only financial but contributions are also made in practical ways to help the school.

CHARGING POLICY

Our School provides an education for children with money provided by the County Council. This means there are no compulsory charges to parents. However, from time to time we may ask for a voluntary contribution to cover transport costs. If this voluntary contribution does not cover the costs involved, we will not continue with the activity. Extended residential trips have to be paid for in full. We are a cashless school and all trips are to be paid using the online Parent Pay system.

If something in school is broken or damaged other than by accident, the school will ask for the full contribution to cover the cost of putting the damage right.

TRANSPORT TO AND FROM SCHOOL

If you bring your child to school by car, you must park safely and thoughtfully. The Irish Club, near the level crossing on Horton Road, has kindly offered the use of their car park to parents for short-term stay only, for which the Governors are very grateful. The Irish Club management will not accept any liability for people or property on their site.

With a main access to the hospital opposite the school, you will appreciate that emergency vehicles will need to be able to get through at all times. A wheel clamp has been introduced on land owned by the NHS Trust.

There is no right of way past Ermin House, situated next to the school. This is private property owned by NHS Trust.

If you and your child cross Horton Road outside school, you must use the School Crossing.

DATA PROTECTION

In line with Government legislation concerning all school children, basic information about pupils is held on the school administration computer to assist with the efficient organisation of the school and children's educational needs. Security measures are

taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes but this will not enable any pupil to be identified. The School and the Governing Body are registered with the Data Protection Register for the purpose of storing and disclosing such data.

SATs RESULTS 2014/2015

Results for the end of Key Stage 1 and Key Stage 2 are shown at the end of this prospectus.



ST. PETER CATHOLIC PRIMARY SCHOOL

HOME - SCHOOL - CHILD AGREEMENT

School will:

- ◆ Provide a caring Christian environment.
- ◆ Promote equality of opportunity
- ◆ Encourage children to do their best.
- ◆ Encourage children to take care of their surroundings and others around them.
- ◆ Keep you informed about general school matters and about your child's progress in particular.
- ◆ Be open and welcoming and offer opportunities for you to become involved in school.
- ◆ Inform parents about what the teachers aim to teach.
- ◆ Set, mark and monitor homework.
- ◆ Contact parents if there are any problems.

Family will:

- ♥ Make sure our child arrives on time. Registration is at 8.55am.
- ♥ Make sure our child attends regularly and provide a note of explanation when absent.
- ♥ Make the school aware of any concerns or problems that might affect our child's work or behaviour.
- ♥ Support the school policies and guidelines for behaviour.
- ♥ Support our child in homework.
- ♥ Attend parents' evenings about our child's progress.

Child will:

- ♣ Wear school uniform and be tidy in appearance.
- ♣ Do all my class work and homework as well as I can.
- ♣ Be polite and helpful to others.
- ♣ Take responsibility for my own actions.
- ♣ Keep my hands and feet to myself.
- ♣ Keep the school free from litter and graffiti.

Together we will:

- ◇ Foster a Christian attitude to life.
- ◇ Pray and worship together.
- ◇ Help children to achieve their best.
- ◇ Tackle bullying and promote respect for one another.
- ◇ Tackle any special needs.

Headteacher's signature -	Chair of Governors -
Parent's signature -	Child's Name and /or signature -

ST PETER'S CATHOLIC PRIMARY SCHOOL
Horton Road, Gloucester. GL1 3PY (01452) 524792

Website: www.st-peters-pri.gloucs.sch.uk
Email: admissions@st-peters-pri.gloucs.sch.uk

INFORMATION SHEET – Please read & complete both sides of this Form
IMPORTANT – THIS IS NOT AN APPLICATION FORM

Personal Details

Full Name of Child	
Date of Birth	

Information for order of priority in the case of over-subscription (see Paragraph 5 of the School's Admissions Policy)

Siblings

Child's Name	Current Class

Additional Faith Information

Child's Religion	
Child's place and date of Baptism *	
Parish	

* If your child is a Baptised or has an equivalent certificate please include a copy of them. If applying as a Catholic parent, then please include a copy of your certificate.

I declare that the above information is true.

Signed _____

Name _____

Date _____

It is important that all applicants appreciate:

- Inability to provide satisfactory evidence inhibits the admissions process as does the presentation of false or fraudulent information and will invalidate your application

Closing Dates

- Application to Local Authority – 15th January 2016
- School Additional Information Sheet – 22nd January 2016

<i>For Office Use Only</i>	<i>Place Offered</i>	<i>Yes/No</i>	<i>Admission Criteria</i>	
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