



ST PETER'S C of E (VC) PRIMARY SCHOOL

Aspire, Persevere, Achieve

SCHOOL PROSPECTUS 2016-17





St. Peter's C of E (V C) Primary School

Sible Hedingham, Halstead, Essex, CO9 3NR

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Dear Parent/Carer,

I would like to thank you for your interest and welcome you and your child to St Peter's Church of England (VC) Primary. This is a school where children can enjoy learning and where achievement in all aspects of life is celebrated. I want our pupils to develop caring, confident and tolerant attitudes. At St Peters the high quality environment, expertise and resources are in place to allow this to happen.

If this is not your first child with us, I am pleased to renew the friendship I hope is already well established. I want both you and your child to feel very much part of the school and to take an active interest wherever possible. School and parents/carers working in close co-operation will have a lasting, positive effect on your child's learning.

The school is fortunate in having a well-qualified, experienced, committed and enthusiastic staff. With your support and co-operation, I feel sure your child will be happy and successful here.

This prospectus will tell you a lot about our school and I hope you will find it useful and informative. If there is anything else you would like to know please do not hesitate to contact or visit us.

Yours sincerely,

Julie Harper

Miss Julie Harper
Headteacher



Admissions Procedure

The admission criteria to be used if there are not enough places for all those who have expressed a wish to have their child admitted to a particular community school will be:

- Pupils who, at the closing date for admission applications, are in the care of the local authority.
- Pupils who, at the closing date for admission applications, have an exceptional medical or exceptional social reason for attending the preferred school.
- If the pupil at the time of admission has a brother or sister attending the school.
- If, at the published closing date for admission, the pupil's normal place of residence is in the school catchment area.
- Those pupils living outside the catchment area.

In the case of over subscription in any one category 'straight line' distance between the pupil's home and the nearest pupil entrance to the school, the pupils living closest will be given priority.

The council also reserves the right, where there are exceptional medical reasons confirmed by independent evidence from either a hospital or GP, to admit a child irrespective of the above criteria.





School Safeguarding Statement

At St Peters C of E (V.C) Primary School, the Governing Body is committed to:

- safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development of children and young people.
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued.
- the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

School Aims

Our aims are:

1. To establish and maintain an environment where happy and successful pupils develop a love of learning.
2. To establish a disciplined and safe learning community for both children and adults so that all feel valued and learn to value others.
3. To provide a rich, balanced and stimulating curriculum so that all children are encouraged to develop their skills and understanding to their full potential.
4. To provide children with the self-discipline, powers of reasoning and care for others and the wider environment, so that they are able to make a real contribution to the changing world in which they live.

At St Peter's C of E (VC) Primary School we believe that good behaviour and discipline are essential to successful teaching and learning.

Our aim is to give children a clear and acceptable view of what is right and wrong. To do this we will promote the values that matter. These include honesty, trust, fairness, respect for others, for property and the environment, tolerance and compassion as well as self-respect and self-discipline.

Good behaviour means that everyone is:

- Safe;
- Considerate and kind;
- Polite, friendly and helpful;
- Attentive and hardworking;
- Respectful to other people and to property.



School Organisation 2016-17:

<u>Teaching staff</u>	
Julie Harper	Headteacher, Leader for Assessment, Educational Visits, Health and Safety, Teaching and Learning, Collective Worship, Child Protection, Monitoring and Evaluation, Staff Development, Performance Management.
Nick Hancock	Deputy Headteacher, responsible for year 6, Subject Leader for Maths, ICT
Deborah Adams	SENCo
Tracy Bonner	Responsible for year 5, Subject Leader for DT, Science
Sue Craig	Responsible for year 4, Subject Leader for Literacy, Library, Music
Rachel Burrows	Responsible for year 4, Subject Leader for RE, Music
Sarah Hancock	Responsible for year 3, Subject Leader for PSHE, School Council
Clara Winch	Responsible for year 3, Subject Leader for Music
James Taylor	Responsible for year 2, Subject Leader for Humanities
Karoline Soutar	Responsible for year 1, Subject Leader for Literacy (KS1 and Phonics)
Bev Wicks	Responsible for year EYFS, Subject Leader for Early Years
<u>Learning Support</u>	
Mrs C Bottrell	LSA/MDA/Breakfast Club Lead
Mrs D Day	LSA
Mrs T Farthing	LSA/MDA
Mrs J Heather	LSA / Forest Schools Lead
Mrs C Jarvis	LSA/SMDA
Mrs S Lee	LSA
Mrs J Livermore	LSA
Mrs S Rampton	LSA
Mrs B Ruffle	LSA
Miss H Ruffle	LSA
Mrs G Ruggles	LSA
Mrs S Smith	LSA/MDA
Mrs M Williamson	LSA/ICT technician

<u>Governing Body</u>	
Martin Lee	Parent Governor (Chairman)
Jennifer Carlton	Parent Governor
Sue Craig	Staff Governor
Bob Darkins	Co-opted Governor
Selina Davies	Foundation
Julie Harper	Headteacher
Jill Hodges	Co-opted Governor
Nicola Meeks	Parent Governor (Vice Chair)
Clair Page	Parent Governor
Rev'd Liz Paxton	Foundation
Fergus Ranson	Authority Governor

Who are Governors?

Governors are a team appointed to help in the running of the school. They meet at least once per term and have legal duties, powers and responsibilities. They are able to act together but cannot act individually.

They assist with:

- Agreeing what is taught
- Setting standards of behaviour
- Interviewing and selecting staff
- Deciding how the school budget is spent

School Governors are:

- Parents
- Teachers/staff at the school
- County Council representatives
- Community representatives
- Church representatives

The term of office of all Governors runs for four years. The Chair of Governors can be contacted via the school.

At St Peter's we 'do the right thing because it's the right thing to do'. We have high expectations of our pupils and expect them to be TERRIFIC citizens:

Trustworthy/Honest

Enthusiastic

Responsible

Respectful

Independent

Fair

Inclusive

Caring

We encourage good behaviour by:

- Being positive role models at all times
- Explaining and demonstrating the behaviour we wish to see
- Encouraging children to be responsible for their own behaviour
- Rewarding good behaviour with attention, praise, encouragement and affirmation
- Letting parents/carers know about their children's good behaviour

Restorative practice within the school ensures that children are focussed on finding ways to sort out issues, take responsibility for choices and be accountable for the impact of those choices. TERRIFIC Citizenship enables our pupils to become respectful, caring and compassionate.

If your child's behaviour gives us concern we will contact you to discuss the problem. We would also wish to be informed if behaviour at home is troubling you. Please do not wait for a problem to go away – come in and see us.

If you have a change of personal circumstances or change your contact details, please keep us informed. It could affect your child's performance at school. Any information will of course be confined to those directly concerned.

School Visits

School visits are arranged to broaden children's learning experience, and we believe that they are an extremely valuable addition to classroom teaching.

The governing body has decided that all school visits should be self-financing. We therefore request 'voluntary contributions' for visits which are calculated to cover the cost of each individual child's participation. Unfortunately, unless costs are met by parental contributions, visits may have to be cancelled.

Advance notice of costs is always given. Some parents/carers have found paying by instalments to be the most convenient method of payment. In exceptional circumstances, where families are unable to contribute, the class teacher should be informed, as arrangements can be made to ensure that the child does not miss the visit. Any such discussion will be confidential.

Music Tuition

In school, children participate in singing assemblies and many join the school choir.

We offer the opportunity for children to learn to play the piano, guitar and saxophone. Our music teachers are from Essex Music Service, and our pupils reach high standards.

Swimming

All children, from Reception, are required to participate in swimming lessons and our children attend our own on site pool every week during summer and autumn terms (weather permitting).

Medical Matters

Please advise the school office of any medical condition from which your child may be suffering. The information will be used to compile a confidential medical register which enables us to be aware of any condition which may be relevant to your child's safety and well being at school.

The school administers first aid and takes care of children who are unwell. In the event of a child being too ill to remain at school he or she will stay until a parent/carer or representative is contacted to come and collect the child.

Attendance

St Peter's is committed to providing a full and rewarding educational experience for all pupils. We believe that if pupils are to benefit from education, good attendance is crucial. As a school community we will therefore do all we can to ensure maximum attendance for all pupils.

Parents/carers are an important part of the school community and have a vital role to play in pupils' regular and punctual attendance. We recognise the need for strong home-school links in support of this policy.

Parents/carers are reminded that holidays should be taken during designated school breaks. Irregular or prolonged attendance will always be checked.

If you have any queries regarding the Attendance Policy, please do not hesitate to contact us.

Absences

Parents/carers are asked to contact school as soon as possible in the event of a child's absence. Please telephone the school office after 8.30am, and the school office will then be able to give the absence an authorisation code.

If on the first day of absence we have heard nothing by 9:30am we will follow up with a phone call in order to check the child is safe. A letter to the class teacher is only necessary if the absence is longer than one day.

Achievements

We feel that praise and reward is a very important part of school life. We enjoy all achievements at St Peter's, whether they are academic, musical, sporting or the celebration of tolerance, kindness and helpfulness.

Team points are awarded and your child will be placed in one of our four house teams: Rowling, Berners Lee, Farah and Hawking. Once a week, during our Friday Sharing Assembly, we also celebrate success with achievement certificates.

Lost Property – All property must be named in indelible ink, or with sewn in labels. There is a lost property container at the school entrance. Unnamed property will be disposed of after three weeks. Please carefully name lunchboxes and drinking bottles or cups.

Jewellery – No bracelets, necklaces or rings should be worn because of the risk of injury to the wearer or to another child. We follow the Local Authority Health and Safety Advice on the wearing of earrings during physical education and swimming.

Lunch/Morning Break

St Peter's is a recipient of a 'Healthy Schools award' and as part of this initiative all children are encouraged to eat healthy snacks and lunch.

Foundation/KS1 will be provided with a piece of fruit each break-time whilst KS2 are encouraged to bring in fruit from home to eat.

The school provide a healthy and nutritious school dinner, with a frequently changing menu (please ask for more details).

Water

Children at St Peter's are encouraged to bring in from home their own named water bottles. The children may fill their drinking bottles from the classroom taps.

Uniform

Please find below details of what children are expected to wear:

- Blue jumper/sweatshirt or cardigan with school logo
- White blouse/shirt or polo shirt
- Grey skirt/pinafore dress/trousers
- Grey tights or grey socks
- Black shoes (These should fasten securely for safety reasons. Open toes with high heels or sling backs are not appropriate for wearing in school. No trainers.)
- Long and medium length hair must be secured back for health and safety reasons.
- **Summer additions**
- Boys - grey shorts
- Girls - Blue checked summer dress and white socks

All children will need PE and games clothing as follows:

- Blue/black shorts
- T-shirt
- Blue/black track-suit
- PE bag
- Black plimsolls

Curriculum

English

We aim to deliver high quality teaching of basic and higher order reading, writing (including punctuation and grammar) and listening skills and to equip children to become confident and successful in their literacy. We strive to deliver literacy in a cross-curricular manner to enable the learning to take place through a source of interest and fun, relevant to everyday life.

Learning takes place using a variety of strategies, which include:

- Shared sessions

- Modelling (by adults and pupils)
- Guided group work
- Independent activities
- Peer and group tasks
- Basic skills sessions

By the end of Key Stage 2, we want all our pupils to be successful enough to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Mathematics

We aim to ensure that all pupils, irrespective of gender, ability or ethnicity have access to a wide range of stimulating problems and activities which will include the appropriate Programmes of Study of the National Curriculum 2014 and the EYFS curriculum. As they move

from home into school and from primary into secondary education their mathematical experience should be continuous and progressive, producing competent and confident young mathematicians.

We ensure that the statutory requirements of the National Curriculum 2014 are met and so too are their aims:

- To become **fluent** in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems overtime, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- To **solve problems** by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Computing

The children at St Peters are taught a progression of relevant computer skills, including understanding what algorithms are and how they are implemented as programs on digital devices, creating and debugging simple programs and using logical reasoning to predict the behaviour of simple programs, as well as using the computer as a tool within a range of other subjects.

Music

Music appreciation and skills of composition and performance are taught across the school. Whole class tuition in recorders (Year 4) and ukuleles (Year 5) develop a range of skills and insights to compliment our practice.

Art

Children encounter a number of techniques and media throughout the school. These include painting and drawing in a variety of media, 3D work, textiles, printing and artist appraisal.

Science

Our aim in science is to stimulate the children's curiosity through everyday situations with which they can identify and to develop a scientific way of thinking and working so that they can follow a line of enquiry. This is often developed through group work using part or whole investigations. All aspects of the National Curriculum science programme are covered.

Religious Education and collective worship

The children receive a broad and balanced religious education, learning about Christianity, and other main religions. We have daily worship and work closely with the Rev'd Liz Paxton, vicar of St Peter's Church, to extend a spiritual and moral message. We have a range of visitors to

assemblies and visits from charity representatives. We teach tolerance and respect for the beliefs of others.

Design and Technology

The children have many opportunities for designing and making items using a variety of media, textiles and control systems.

History and Geography

We teach an understanding of the wider world and offer an insight into the past history of key western and international civilisations. It is important that children appreciate our local heritage and environment, and through a local study, history and geography are combined. We place great importance on visitors into school and visits outside to enable pupils to experience outdoor learning and to stimulate interest.

Children in the Foundation Stage undertake Forest Schools learning to develop their self esteem, independence and motivation to learn in a safe outdoor environment.

Physical Education

The children have physical education for two hours a week, taken by a PE specialist. They may be in the hall for gymnastics or dance, or in the playground for games.

A vital part of physical education at St Peters is swimming. Everyone, from Reception onwards, has a swimming lesson within our school pool.

Personal, Social and Health Education and Citizenship

Aspects of these subjects include fitness, healthy diet, exercise, personal hygiene, keeping safe and social skills. The content is carefully planned and is age appropriate.

Sex and Relationships Education

The curriculum, including topics on growth and the onset of puberty, is planned to be delivered in Key Stage 2. The work on puberty is presented to the children in the summer term of Year 5; work continues into Year 6 and includes sex and relationships education.

Assessment

Teachers carry out continuous assessments. The children are also tested formally at the end of each term. Results inform teachers' overall assessments.

Extra-Curricular Activities

We offer a range of clubs. Some of these take place at lunchtime, others after school. Recent clubs include Cookery, Netball, Football, Art, Tennis.

Homework

Home learning activities are undertaken by all children from Reception upward. Great emphasis is placed on creative learning through a wide range of assignments set by the class

teacher. In all classes, children are expected to work on weekly spellings and learning their times tables.

Reading outside school

We know that parents/carers enjoy reading with their children and at St Peters we ask that you do this each day, if possible, for about 10 minutes at a time.

It is a fact that children who read at home with parents/carers and independently make better progress than those who read only at school. Reading means much more than simply decoding the writing on the page. It is an enjoyable and worthwhile experience to explore a text together.

Encourage your child to join the local library; allow your child to buy and own books and always show an active interest in his or her reading.

We send home a variety of books – some may be from a reading scheme, some from the school or class libraries. Reading these books is not a race. Reading skills and understanding are more important than the number of books completed.

At school we give reading the highest priority, and regard reading development as a partnership between school and parents/carers. This one-to-one input from you is of vital importance, particularly since the National Literacy Strategy now expects most class reading to take place in a guided group rather than on an individual basis.

Special Educational Needs

At St Peter's Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We welcome all pupils including those with special educational needs and/or disabilities in accordance with the school's admissions policy.

The school is committed to the early identification of children who need particular support to allow them to access the curriculum and promote their developments and achievements.

The school adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice. The individual needs of children are met by the class teacher usually within the classroom. Children with particular areas of need receive additional help from a Learning Support Assistant (LSA) either individually or within a small group. Through regular progress review meetings and the use of provision mapping we ensure that our parents/carers are well informed about the help we are giving their child at each stage.

A close partnership exists between the class teacher, Special Needs Co-ordinator (SENCO), the child, parents/carers and other external agencies (where necessary) to ensure that the child's needs are being met.

We are able to provide an environment which enables access for all pupils regardless of their need. Our Accessibility Plan and Disability Equality Scheme (in compliance with the Disability

Discrimination Act) enable us to plan and provide optimum participation in the school community for current and prospective members of the school community with a disability.

Parent/Carer Consultation Evenings

We have official parent/teacher consultations, termly. These give you the opportunity to receive feedback on your child's attainment, progress and any areas of concern. Dialogue with your child's teacher can also be established through reading records, which we ask you to read and sign on a regular basis. At the end of the academic year you will receive a full written report including specific targets that your child can undertake at home.



Finally:

Please remember

**All children are different.
They are unique,
they behave differently,
develop at different times and in different ways
and have different skills.
For their sake do not compare them with each other.**

We look forward to working with you in a strong partnership and we are confident that, together, we can make your child's time at St Peter's C of E (VC) Primary School a happy, rewarding and successful experience.

