

Sacred Heart Primary School

School Prospectus



Jesus at the Heart
of all that we do

January 2022

Sacred Heart Primary School
Langford Drive
Luton
LU2 9AJ

Sacred Heart Primary School

Jesus at the Heart of all that we do

Welcome to Sacred Heart Primary School

At Sacred Heart Primary School, we strive to live out explicitly the Catholic ethos and mission of our school. With Jesus at the Heart of all that we do we aim to provide the best education for all our pupils in all areas of the curriculum. Religious Education is the foundation upon which all other areas of the curriculum are built; it underpins the philosophy of everything we teach. Each member of staff has a responsibility for fostering Religious Education within our school family, bringing their own experiences to this process for the benefit of our community.

Our School

Our school is part of the parish community of Sacred Heart Church, Stopsley. Sacred Heart Infant and Junior Schools opened in 1962 in the one building. The Infant School officially opened as a separate establishment in a new building in September 1967. In September 2003 Sacred Heart Infant and Sacred Heart Junior Schools began a new and exciting chapter in their history as they merged to form Sacred Heart Primary School.

The School is situated on an open site, with separate Key Stage One and Key Stage Two buildings. Access to and from the Church is very easy as there are no roads to cross.

Within the Foundation Stage, the school has a maintained 4+ unit with a separate outdoor play area. Children are supervised at all times.

At the school we aim to encourage co-operation between Church, home and school to achieve the all-round education of our children - spiritually, emotionally, intellectually and physically. It is widely accepted that the process of education begins at birth and is based at home. At Sacred Heart Primary School in partnership with the Sacred Heart Parish we aim to build on and support the essential foundations laid within the family.

Parents entrust us with their children; we aim to nurture and nourish the seed of Faith sown at Baptism, assisting parents in this responsibility. We encourage each child's unique and individual growth and development, as they progress along their life journey.

The children are encouraged to regard Sacred Heart as their Church and regular children's Masses take place in which the children participate. We recognise the school serves a secondary function, to supplement and complement the family influence in the vital task of education and moral development. Together with the parents we accept the responsibility to nourish our children and encourage their growth so that each child may achieve their full God given potential. As part of the Sacred Heart Parish we are a people of God gathered in Christ, united in the journey of faith, in care for one another, and in celebration.

At Sacred Heart Primary School we try to encourage this three-fold partnership by welcoming members of the clergy into the school and by seeking the help and support of parents in many different ways. Parents are particularly invited to attend and take part in School Assemblies and Masses and help in the classroom or provide additional adult support on educational visits. Over the year this has helped to develop strong Parish, Home and School liaison and has undoubtedly contributed to the strong feeling of community that exists in the school.

Governing Body

The Governing body is responsible for the overall management of the School. The composition of the Governing body is as follows:

SACRED HEART PRIMARY SCHOOL – GOVERNING BODY			
MR D BYRNE	Chair Foundation Governor	MRS A AKINFENWA	PARENT GOVERNOR
MS L DRISCOLL	Vice-Chair Foundation Governor	MRS S MILLER	PARENT GOVERNOR
MRS J DEVINE	FOUNDATION GOVERNOR	VACANCY	L.A. GOVERNOR
MRS A GARCIA- SANGIL	FOUNDATION GOVERNOR	MISS A ABELA	STAFF GOVERNOR
MRS K WYSOCKA	FOUNDATION GOVERNOR	MRS P BRAND	STAFF GOVERNOR
VACANCY	FOUNDATION GOVERNOR		
VACANCY	FOUNDATION GOVERNOR	MRS J CULLEN	EX OFFICIO
MISS E STONES	CLERK		

Chair

Mr D Byrne
C/o Sacred Heart Primary School
Langford Drive
Luton
Beds
LU2 9AJ

Clerk to the Governing Body

Miss E Stones
C/o Sacred Heart Primary School
Langford Drive
Luton
Beds
LU2 9AJ

The School's Principles and Values

Faith, Philosophy and Objectives

“The Catholic School must provide an experience of a living and worshipping community, and in this way contribute to the entry of its members into the full life of the Church. It should be so inspired by the Gospel that it is seen as a genuine alternative to other forms of schooling”

Easter people 134.

Our Catholic Faith is:

Experienced in our human relationships;
in sharing reflections on our experiences;
in the welcome and acceptance of the Christian community;
in prayer and meditation.

Told in scripture;
in the lives of people who are significant for us;
in church doctrine and teaching.

Celebrated in liturgy and sacraments;
in prayerful reflection;
in ritual and symbol.

Lived Out in moral responsibility;
in active service of others;
in works of justice;
in works for peace.

In Respect for and dialogue with those of other Christian Churches and other faith traditions.

As a Catholic School, Sacred Heart Primary places strong emphasis on the teaching of Christ, not only in RE lessons, but also as a living tradition witnessed to by all staff and pupils who work and grow together and show respect and concern for one another.

We aim:

- to provide a caring, secure and stimulating environment in which each child can grow in the knowledge of Christ within a community that daily celebrates the Gospel values in practice.
- to provide experiences in prayer, and liturgy that will enable children and staff to continue to develop awareness of their dignity as Children of God and of the unique contribution, which they make as they progress along their life journey.
- to encourage each child to grow in self-esteem, to develop their talents and abilities and to foster a positive attitude to life.
- to help our children, through teaching, through example, through discipline, to develop a mutual regard, understanding, tolerance and respect for others.
- Within a framework of equal opportunity, we aim to develop independence of thought and action; aiming for discipline to become self determined within clearly defined boundaries in accordance with our School Behaviour and Discipline policy.

Admission Policy September 2022

Sacred Heart Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round¹.

The governing body has set its admission number at 60 pupils to be admitted to the reception year in the school year which begins in September 2022.

Pupils with an Education, Health and Care Plan Special Educational Needs (see note 1)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, guardianship order² including those who appear to the Governors of Sacred Heart Primary to have been in state care³ outside of England and ceased to be in care as a result of being adopted. 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 (section 22(1) of the Children Act 1989). (See note 2.)

¹ This is for admission to the school at the start of the school year in September and not for applications made in-year

² An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by s.14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

³ A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

2. Catholic children with exceptional social, medical or pastoral needs (see notes 3 & 6).
3. Catholic children who are resident (see notes 3&8) in the parishes of Sacred Heart Luton, Our Lady's (Castle Street) Luton, St Joseph's Luton and that part of the Holy Ghost Parish south of the Dunstable Road in Luton and who have a sibling (see note 4) attending the school at the time of admission.
4. Catholic children who are resident in the parishes of Sacred Heart Luton, Our Lady's (Castle Street) Luton, St Joseph's Luton and that part of the Holy Ghost Parish south of the Dunstable Road in Luton (see notes 3&8)
5. Other Catholic children (see note 3).
6. Other children with social, medical or pastoral needs (see note 6).
7. Children of staff (see notes 5&7).
8. Other children with siblings
9. Any other children.

Tie Break

In any situation where the application of the above criteria results in a situation where there are more children with an equal right to admission to the school than the number of available places, the tie break will be distance from the main school gate, measured in a straight line, using a computerised mapping system, as approved by Luton (or relevant) Council.

Those living closer to the school will be accorded the higher priority. The distance will be measured from a point at the home address identified in the Local Land and Property Gazetteer to the main entrance of the school site, determined by the Governing Body of the school as the main entrance in Langford Drive. Priority is not given within each criterion to children who meet other criteria.

Where one twin/child of multiple birth qualifies for a place and the other sibling(s) do not qualify for a place, both twins/multiple birth children will be promoted to the sibling criterion. This approach will also apply to siblings in the same year group who live together at the same address.

In the event of (a) two or more children living at the same address point (e.g. children resident in a block of flats) or (b) two addresses measuring the same distance from the school, the ultimate tie-breaker will be random selection, witnessed by a Council officer, independent of the Admissions Team.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round⁴, you must complete a Common Application Form available from the local authority in which you live.

Catholic applicants are also required to provide the child's original Baptismal Certificate or Certificate of Reception into the full communion of the Catholic Church. This must be handed, by 15 January 2022, directly to the school reception who will provide confirmation of receipt.

You will be advised of the outcome of your application on 16th April or the next working day, by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.

Parents can submit an appeal by going to www.luton.gov.uk/admissions

If you do not provide your child's original Baptismal Certificate or Certificate of Reception into the full communion of the Catholic Church by the closing date, your child will not be placed in criteria 2 to 5. This is likely to affect your child's chance of being offered a place.

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 15 January 2022.

Late Applications

Late applications will be administered in accordance with your home Local Authority Primary Co-ordinated Admissions Scheme. You are encouraged to ensure that your application is received on time.

Admission of Children Below Compulsory School Age and Deferred Entry

A child is entitled to a full-time place in the September following their fourth birthday. A child's parents/carers may defer the date at which their child, below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age, or beyond the beginning of the final term of the school year for which an offer was made.

A child may take up a part-time place until later in the school year, but not beyond the point at which the child reaches compulsory school age. Upon receipt of the offer of a place a parent should notify the school, as soon as possible, that they wish to either defer their child's entry to the school or take up a part-time place.

Therefore:

Children born between 1/9/17 – 31/12/17 can defer their place until January 2023.

Children born between 1/1/18-31/8/18 can defer their place until April 2023.

Parents/carers cannot defer their child's entry beyond the dates given above. Parents/carers of children born between 1/4/18-31/8/18, who would like their child to start Year 1 in September 2023 would need to reapply for admission at a later date. These applications would be treated as an 'in-year' admission request and a place would only be offered if there were vacancies in the year group.

⁴ This is for admission to the school at the start of the school year in September and not for applications made in-year.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child, i.e. a child born between 1 April and 31 August, may request that the child be admitted out of their normal age group, to reception rather than year 1.

Any such request should be made in writing to the governing body at the same time as the admission application is made. Parents should include information regarding the child's academic, social and emotional development and whether they have previously been educated outside of their normal age group. If the child has been born prematurely, parents should include these details in their application.

The will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher, including the head teacher's statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals, as appropriate.

Waiting Lists

In addition to their right of appeal, unsuccessful children will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and *not* in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year.

The Admissions Committee will keep a waiting list of those children who have not been offered a place. For the new Reception intake the names will be held on the waiting list until 31 July 2023, however, applications received in the summer term 2023 will remain on the waiting list until 31 July 2024. Parents will need to reapply for a place at their preferred school after this date if they wish their child's name to be carried forward on the waiting list.

For all other year groups, unsuccessful applications received from the start of the autumn term 2022 until the end of the spring term 2023 will be placed on a waiting list until 31 July 2023. Applications received from the start of the summer term 2023 to the end of the academic year will be placed on a waiting list until 31 July 2024.

Inclusion in the school's waiting list does not mean that a place will eventually become available.

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Application should be made directly to the school.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

If there are no places available, the child will be added to the waiting list (see above).

You will be advised of the outcome of your application in writing, and you have the right of appeal to an independent appeal panel.

Fair Access Protocol

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the Local Academy Committee is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The Local Academy Committee has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).

The governing body reserves the right to withdraw the offer of a place or, where a child is already attending the school, the place itself, where it is satisfied that the offer or place was obtained by deception.

Additional Information: Notes

This information forms part of the oversubscription criteria

1. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
2. A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989 and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A 'previously looked after child' is a child who was looked after but ceased to be so because he or she was adopted or became subject to a child arrangement order or special guardianship order.

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

3. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child living with a family where at least one of the parents is Catholic.

For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest [who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church].

4. 'sibling' includes:
 - (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
 - (ii) the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same home address as the child who is the subject of the application.
5. A 'parent' means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

6. To demonstrate an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the governing body will require compelling written evidence provided at the time of application from a Doctor (medical need) or a Director of Children Services (social need) in the relevant Local Authority, specifying why the school is the only reasonable alternative for the child and the reasons why other schools in the catchment area for the child are not appropriate. The medical evidence must relate to a recognised medical condition for which the child is receiving treatment. The medical certificate will be sent to the Health Authority for advice in determining whether the child should be prioritised on medical grounds with regard to admission to the requested school.
7. Where the applicant's parent or carer is a member of staff employed on a permanent contract by Sacred Heart Primary for at least 2 years prior to the point of application or is recruited to fill a vacant post for which there is a demonstrable skill shortage
8. A child's "home address" refers to the address where the child usually lives with a parent or carer and will be the address provided in the Common Application Form ("CAF"). Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part of the school week.

The School Curriculum

At Sacred Heart Primary School we aim to educate the whole child and develop fully their God given potential. The curriculum is shaped to cater for the needs of the individual child so they receive a wide variety of experiences. We believe that our school provides the experience of a living, growing Christian environment for all members of our community. We are committed to the development of the whole child, maintaining a balance between physical, intellectual, social, spiritual and emotional growth.

Within the school, there are clear policies for the teaching of individual subjects as well as an overall curriculum policy.

Religious Education

Religious Education is based on the life of Jesus, Church Festivals, Celebrations and knowledge of other Faiths. The programme "Come and See" is used in the school. Religious Education is at the heart of our curriculum and our beliefs and practices influence all we do in school. In our lessons, we seek to develop the children's knowledge of God's revealed teachings, to deepen their understanding of our Church, to offer guidance on their way of life and to enable them to celebrate fully in their faith, through Liturgy and prayer.

Our aims and objectives for Religious Education are based on the revised edition of the "Come and See" Diocesan scheme and the two key documents for Catholic Education, Broad Areas of Attainment in RE and the RE Curriculum Directory for Catholic Schools.

The Curriculum Directory for Catholic Schools, advises us to promote the following:

- Knowledge and understanding of Catholic faith and life.
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- The skills required to engage in examination of and reflection upon religious belief and practice.

The school is part of the worshipping community of Sacred Heart Parish. The children have experience of a living liturgy in school through presenting class assemblies and taking part in a variety of celebrations both in school and in Church.

The Foundation Stage

We endeavour to make the start of a child's time at school happy, and the transition to Year One as smooth as possible. The Foundation Stage curriculum is designed to achieve the Early Learning Goals laid down by the government, throughout the Foundation Stage. We aim to provide each child with a cheerful, secure learning environment, in which he or she can play and learn effectively. Each child, whatever their needs or abilities, is encouraged to develop confidence, to become more independent and to develop good social skills through opportunities of spontaneous and planned structured play. As children mature and show readiness and ability, they have access to some more formal activities. The classrooms are organised to meet these needs, reflecting an appropriate balance of child and adult initiated activities.

All children will follow the 'Early Years Outcomes' during their time in Foundation Stage. This will inform understanding of your child's development through the early years in order to meet the 'Early Learning Goals' by the end of Foundation Stage. All children will have a completed Early Years Foundation Stage Profile at the end of their year in Foundation Stage. This summarises and describes your child's attainment at the end of Foundation Stage and is organized into the following areas:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Early Years Foundation Stage Profile also includes three **characteristics of effective learning** outlined below:

- playing and exploring
- active learning
- creating and thinking critically

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the children's transition process from Early Years Foundation Stage to year 1.

In addition, regular R.E. sessions take place during the week.

Baseline Assessment

During the first few weeks of starting school a baseline assessment will be completed which aims to measure the progress made by children between Foundation Stage and the end of Key Stage 2. Practitioners will also use their professional judgement to assess children through observing their everyday child initiated experiences.

Foundation Stage staff use the assessment tool Target Tracker to record evidence and track pupil progress.

The National Curriculum - Key Stages One and Two

The school follows the programmes of study for Key Stage 1 (5 to 7 years) and Key Stage 2 (7-11) as laid down by the National Curriculum. We aim that all pupils will receive a broad and balanced curriculum. The curriculum is under continual review and regular assessment takes place as part of our Assessment, Recording and Reporting procedures within school, beginning with the Early Years Foundation Stage Profile during the first half term of entry into the school, followed by Phonics Testing in Year 1 and ending with SATs at the end of year 2 and 6.

Health and Sex Education are an integral part of the Religious Education, PSHE and Citizenship, and Science curriculum within school. We aim to enable the children to understand that positive, caring environments are essential for the development of a good self image and that individuals are in charge of, and responsible for, their own bodies. Within the teachings of the Catholic Church, we provide knowledge about the processes of reproduction, the changes that take place in their bodies and the nature of sexuality and relationships. We encourage the acquisition of skills and attitudes which enable pupils to manage their relationships in a Christian manner.

Key Stages One and Two

The National Curriculum for Key Stage One (children in Years 1 and 2), stipulates a broad and balanced programme of learning activities to be delivered in the 'core' and 'foundation' subjects.

Core Subjects

Religious Education

English

Mathematics

Science

Foundation Subjects

Computing

Design and Technology

History

Physical Education

Art and Design

Geography

Music

PSHE

Citizenship

Languages (French) in KS2

Through the assessing, recording, reporting and monitoring of each child's individual need we aim to help every pupil to progress at his/her individual pace, including the most able and those with specific learning difficulties.

The Core Subjects

Mathematics

We encourage children's confidence and enjoyment of mathematics whilst acquiring the skills of measuring, observing, weighing, calculating, estimating, computing and recording in different ways. Problem solving and investigating is seen as a method of drawing all these skills together.

All children follow the guidance of the National Curriculum. We use the Maths No Problem scheme from Year 1 to Year 6. This provides a structured approach to the development of mathematical skills.

English

We believe that language, both written and spoken, is of crucial importance for the mental, social, psychological and spiritual development of the child.

We aim to help our children:

- To engage in meaningful talk and discussion;
- To be able to express themselves clearly;
- To talk, read and write with confidence and pleasure;
- To become familiar with stories and poetry;
- To know the pleasure of reading books;
- To develop a handwriting style that is legible;
- To become confident writers.

In Sacred Heart Primary we use Read Write Inc a whole school literacy programme designed to create fluent readers, confident speakers and proficient writers. Sacred Heart Primary School is a Read Write Inc Model School - one of only fifty schools nationwide .

Science

We aim to develop the children's knowledge and understanding of important scientific skills, processes and ideas and to relate these to everyday experiences. Emphasis is placed upon investigative work and exploration of topics derived from the programmes of study at Key Stage 1 and 2 of the National Curriculum.

The Foundation Subjects

Computing

Every class has timetabled weekly access to the ICT suite in KS2 where specific ICT skills are

taught. In addition, every class has an Interactive Whiteboard, computers, lap tops and iPads with internet access. Pupils are taught the principles of information and computation equipping them to use information technology to create programs. The children are taught to communicate by presenting their work in writing, drawings, graphs and tables. ICT is used to enhance all areas of the curriculum.

Design and Technology

Design Technology is concerned with generating ideas, making and doing. Through design and technology children are encouraged to acquire skills, investigate a need, respond to an opportunity and produce an end product, modifying and evaluating their work as appropriate. The children are taught to cook a variety of predominantly savoury dishes and to apply the principles of a healthy and varied diet.

History

A wide variety of topics are covered to broaden historical knowledge and awareness. Whenever possible, the children will be involved in active research and investigation and be given the opportunity to participate in extra- curricular activities appropriate to the history curriculum for their year group.

Geography

In Geography, a wide variety of topics are covered to develop knowledge, skills and understanding relating to people, places and environments in the UK and overseas, and an appreciation of how places relate to each other and the wider world. The children are encouraged to develop a sense of responsibility for their environment and are actively involved in research and investigations through the year.

Music

Lessons are of a practical nature, with everyone encouraged to develop performing skills through singing and playing. The children learn how to improvise and compose. They experience music from a variety of cultures. Individual Class teachers deliver the music curriculum within each class. There are opportunities for children to further their musical interests and skills in recorder groups, the school choir and individual singing lessons.

Peripatetic Music

Peripatetic music teachers visit the school on a weekly basis. They offer specialist tuition in Violin and Guitar and Woodwind.

Art and Design

Children have a natural curiosity and creativity. We aim to stimulate these qualities by providing opportunities to handle a wide variety of materials so they can develop an awareness of colour, style, design and practical skills. Children have the opportunity to extend their practical, critical and perceptual skills in art. This can be through drawing, painting, collage, clay, printmaking, textiles or construction. They also learn to appreciate and understand the work of other artists. Displays of children's work are to be seen throughout the school.

Physical Education

Physical Education (P.E.) is delivered by specialist staff and encompasses a wide variety of activities, which include gymnastics, games and dance at Key Stage 1. At Key Stage 2 children also have access to swimming, athletics, and outdoor and adventurous activities, in addition to gymnastics, games and dance. We aim to provide all pupils with a variety of activities and experiences that will hopefully encourage an interest in sport and physical education. P.E. lessons are supplemented by extra-curricular clubs and activities throughout the year. In P.E. we aim to teach the skills, knowledge and understanding involved in a range of activities working individually, in groups or in teams as appropriate.

Sporting Aims and Provision

A wide range of sports is offered at Sacred Heart, including football, rugby, netball, rounders, cricket, athletics, swimming, gymnastics, dance and short tennis.

We have a large playing field, which is used for games lessons. School team training takes place at lunchtime or after school.

After school and extra-curricular activities are also offered across the school and cover a wide range of activities including drama, dance, taekwondo, netball, computing club, multisports, choir, knitting and science clubs.

Swimming

As part of their PE curriculum children have weekly swimming lessons in Year 4. To cover tuition costs a voluntary contribution is asked for this activity.

Jewellery must not be worn during PE lessons and long hair needs to be tied back. Children are not allowed to wear earrings during P.E, due to health and safety we cannot put tape over earrings. Further clothing matters and Health and Safety issues are detailed in the Health and Safety in PE policy.

Personal Social and Health Education and Citizenship

We believe Personal Social and Health Education & Citizenship (PSHE&C) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active responsible citizens. This belief is inherent in our school aims. PSHE & C is the responsibility of all the adults in the school community and should be shared with the family and the wider community. The children participate in many activities appropriate to the PSHE & C curriculum including Anti Bullying, Safety Squad and Alcohol Awareness workshops.

Special Needs

We believe that all children should have access to a broad and balanced curriculum and have a right to an education that develops each child's aspirations and develops their full potential. All class teachers and teachers of children with Special educational needs and disabilities are responsible through first quality teaching for meeting their needs with advice and support of the schools SENco, Teaching assistants and advice from external professionals. In school we follow the 'SEN Code of Practice' (2014) that takes into account the Children and Families (2014).

At Sacred Heart we work in partnership with parents to ensure that pupil's special educational needs are identified and assessed and that strategies are developed to meet those needs, providing a secure environment for the children's educational, spiritual and emotional development. Regular meetings are held to discuss outcomes of individual pupils and review

interventions and external support needed.

The School's SEN policy, gives more detail about the various stages of assessment and is available on the school website with other policies.

Adaptations have been made to the school in the form of ramps being installed at the external doors to help with mobility problems and new medical facilities, including a disabled toilet in both the Key Stage One and Key Stage Two buildings.

Apart from physical difficulties some children will have difficulties with learning and will need extra help with Literacy and Numeracy. At present the number of teaching assistants we have in the school is 25 and voluntary helpers also provide an invaluable service. Special Needs is a very important area within the school and the children are well catered for. The Special Needs Co-ordinator does not have a full-time class teaching commitment. The school is also well supported by the LA's Learning Support and School Psychological Services.

School Council

The children are given the opportunity to present their opinions and discuss important issues relating to the life of the school, through regular meetings of the School's Council with a member of the Senior Management Team. Each class from Year 2 to Year 6 is represented by two elected members and the Staff representative is responsible for the co-ordination of the activities and meetings of the Council. A School's Council display board is in the main hall, the members report back regularly to their peers and meet with Mrs. Cullen, the Head Teacher at least termly to discuss issues.

Faith Ambassadors

The Faith Ambassadors at Sacred Heart are a vibrant and diverse team of enthusiastic children who apply to become part of the team. Each Faith Ambassador has different talents to offer the school community. They meet each month to review and plan future actions.

Some of the jobs of the Faith Ambassadors include:

- Both leading and assisting with prayer and meditation sessions.
- Faith Ambassadors suggest themes for these, for example, celebrating the Feast of the Sacred Heart, Pentecost, Grandparents' Day.
- Assisting in class based assemblies.
- Assisting in school masses and celebrations.
- Helping with RE displays and key areas around the school, for example, the Prayer Garden.
- Talking to others about their faith.

Anti Bullying Club

The ABC (Anti-Bullying Club) was initially a subcommittee of our school council and new members can apply annually as our oldest children leave for high school, where hopefully they can spread the anti-bullying message further.

Like all schools, we sometimes have issues with bullying. An important element of the work of the ABC is in raising awareness of what bullying is, tackling this head on when this is necessary, and also guiding children in thinking about the effects of their actions on others and helping them to learn what is acceptable, or not. Very young children, as we have in our school, do make mistakes, and we see it is important that they learn from their mistakes and move forward

We see the work of the ABC as having two branches. The first branch tackles bullying directly. The second branch we see as being just as important, that of enhancing the ethos of our school. This is particularly important to us as a Catholic school. We view the quality of relationships as very important; how everyone in our school community, adults and children, is a special individual with their own unique talents and attributes.

The ABC give their free time to attend meetings and to discuss issues and ideas about how to tackle bullying. They act as strong role models for other children in the school who look up to them. Children know that they can approach a member of the ABC if they have a worry or are concerned about bullying. They run various diverse events over the course of each year, including leading assemblies, running workshops for target year groups, running Compliment Days, acting as playground mentors and buddies, nominating children for Acts of Kindness awards, monitoring the Bully Boxes, amongst other ongoing activities. They also attend regular training to keep their skills and knowledge of bullying issues up to date.

Staffing

The Governors employ qualified teachers, qualified nursery nurses and teaching assistants who support the children in the work planned for them by their class teacher. As well as classroom based staff, Governors employ administration staff, lunchtime supervisors, a caretaker and cleaning staff. All members of staff make a valuable contribution to the day to day running of the school.

School Day

The school day begins at 8.55am and parents are asked to bring their children to the school playground in good time in order to assist a prompt registration and start to the school day. Children can enter their classrooms from 8.45a.m. Registration will finish at 9.00 a.m and any pupils arriving after that time must please report to the office. If parents have to collect their child for any reason, they are expected to report to the office to sign their child out.

At Sacred Heart Primary School, we believe registration is a time for the class teacher to take responsibility for the whole class. During this time pupils will follow a set routine often involving a written task, known as morning rituals. If parents need to address a concern or speak to the teacher about a particular matter please arrange a convenient after school appointment with the class teacher or request an appointment via the office. Your consideration and support in this important matter is very much appreciated.

During the winter months there may be some mornings where it is too cold for the children to remain outside. If this is the case, *the teacher on duty* will make the decision to send the children to class where the class teacher will be waiting. The children do not need to arrive in school before 8.45a.m. in time for 9.00a.m. registration. If you feel it is a particularly cold or rainy morning perhaps it might be better on that occasion to arrive in the playground at the later time of 8.45a.m.

Parking in Langford Drive is very limited and parents are advised to use the car park attached to the Church and then walk through the KS2 School grounds. *As the Langford Drive entrance is so restricted and in order to comply with health and safety guidelines, parents are asked not to drive into the school grounds except by prior arrangement* The children should always be safe from traffic while in school. The school day finishes at 3.30 pm and parents are asked to collect their children promptly.

Attendance

The information contained in the School Prospectus is correct at the time of print. Parents will be informed of any major or necessary changes regarding policy or practice as they occur.

The school has a very high record of attendance, all absences must be reported immediately, and explained by letter before or when the child returns to school.

The Educational Welfare Officer checks the school registers regularly and it is important that the entries are accurate and up to date. If your child is ill, please contact the school on the first day of absence and/or send a letter to the school stating the reason why your child has missed school. Where there is an unrecorded reason for absence the school or EWO may contact you to update the entry appropriately.

Requests for leave of absence will not normally be granted for the purposes of a holiday. Government guidelines state that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. School days are precious; children only attend school 190 out of 365 days. There are 175 days a year which parents can use for any activities other than school. Requests for leave of absence must be made in advance to the Head Teacher.

Health

The Child Health Department is responsible for organising medicals, dental checks, hearing and vision testing and also regular height and weight checks. Parents will automatically be informed of their child's health checks and invited to attend where appropriate or necessary.

Links with Parents and Parental Consultations

At Sacred Heart Primary School we aim to develop important relations with parents, the parish and the wider community. We want all those who are part of our community and any visitors, to feel welcome and valued.

We encourage communication between home, parish and school and use pmxparentmail to improve this communication. Parents are asked to register and verify their pmxparentmail accounts, parents are also asked to update their contact details on pmxparentmail and to inform the school of any changes in their contact details. Regular newsletters are sent to parents informing them of school activities, policies and procedures via pmxparentmail. All policies and documentation are available to parents in school and may be viewed by prior arrangement. Parents are invited to contribute to the education of their child in many different ways. We are extremely grateful to all those parents who are able to give so generously of their time, helping on a voluntary basis with the many activities that take place in the school.

Parent Consultation meetings are arranged during the academic year, when parents are invited to visit the school to see their children's work and discuss their progress. Parents with a particular issue or concern are encouraged to discuss this initially with the class teacher. If parents then wish to see the Headteacher they should make an appointment.

A range of information can also be found on our school website <http://sacredheartluton.org.uk/>

Family Worker

Mrs Jo Overton is the school's Family Worker. The family worker works to improve links between the family and school and to support parents and families. A number of activities and workshops are run throughout the year for pupils, families and the wider community. The Family Room is situated in the KS1 building.

Northampton Diocese School Building Fund

In September 2002 The Bishop of the Diocese of Northampton asked schools throughout the deanery to introduce a contribution scheme whereby parents of children attending Catholic schools within the Diocese are asked to make a voluntary contribution of £10.00 per term, per child, (for families the suggested amount is £15.00 per term, per family) towards the maintenance costs of building and repair works in school.

Our school is “Voluntary Aided” (i.e., funded predominantly from public monies), but in return for maintaining some independence and a specifically Catholic ethos, the Governors of the school are required to provide 10% of the costs of any major repairs and building projects.

Further information regarding the scheme will be distributed to all parents once their child has joined the school.

Uniform

There is a school uniform which all the children are encouraged to wear all the time and we are grateful for the way parents support us by sending their children to school dressed in the appropriate school uniform. Some of the uniform is available from the chain stores, but jumpers, cardigans, short-sleeved polo shirts, school bags and P.E. kits can be purchased through JS Sports and School Wear on Neville Road Luton <http://www.myuniformshop.co.uk/>.

May we take this opportunity to remind parents that uniform does extend to ***sensible headwear and hair styles***. The more elaborate fashion braids/multi-coloured beading, shaved patterns, scarves and fashion clips are not always appropriate and I would ask you to be sensible in the choice of these for your child.

The current School Uniform is as follows:

Girls:

- Maroon Pullover/Cardigan with school logo
- White Blouse (KS2)
- White Polo Shirt (FS & KS1)
- School Tie **for Key Stage 2 children only**
- **Grey** skirt or pinafore dress
- **Grey** trousers
- Yellow and white checked cotton dress during the summer months
- Sensible black school shoes (no trainers or high heels)
- White, grey, black or burgundy socks or tights
- Hair accessories should preferably be in the school colours of yellow/burgundy/white or black.
- A P.E. kit of burgundy shorts and white tee-shirt. A tracksuit can be worn in winter - preferably grey or black

Boys:

- Maroon Pullover with school logo
- White Shirt (KS2)
- White Polo Shirt (FS & KS1)
- School Tie **for Key Stage 2 children only**
- **Grey** trousers or shorts
- Sensible black school shoes (no trainers)
- A P.E. kit of burgundy shorts and white tee-shirt. A tracksuit can be worn in winter - preferably grey or black

Black trousers or skirts are not part of the official school uniform. School skirts should be of an appropriate length.

Please note:

- Extreme haircuts are not allowed under any circumstances.
- Hair dyes or streaks are not permitted.
- Hair accessories should be simple and discreet.
- Make up is not allowed to be worn in school
- Nail polish is not allowed to be worn in school.
- Only small stud earrings (one per ear) to be worn in the lobe of the ear.
- No body or face piercings.
- For health and safety reasons children are not allowed to wear jewellery to school. Children are allowed to wear a wristwatch. Where ears are already pierced, earrings **must** be removed for P.E. lessons.
- In the summer months after Easter the Key Stage 2 children may wear a white polo shirt instead of a shirt/blouse and tie.

We are grateful for the way parents support us by sending their children to school dressed in the appropriate school uniform.

Some of the uniform is available from the chain stores, but jumpers, cardigans school bags and P.E. shorts may be purchased through JS Sports and School Wear, Neville Road, Luton <http://www.myuniformshop.co.uk/> . Please ensure **all** clothing is clearly labelled with your child's name.

Behaviour and Discipline

Within our community everyone is valued and individual needs are regarded as important. We recognise that each individual is unique and deserves to be shown care, respect and courtesy. In promoting and living the Gospel values within our school community we expect them to extend to the home and wider community that we serve.

Whilst the discipline and behaviour of the Class is, primarily, the responsibility of the Class Teacher, all the Staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions.

Praise should be used as a reward, together with the giving of reward stickers/house points. These should be given out for good behaviour, extra effort and co-operative behaviour, rather than merely for work of a high standard. Particular effort and commendable behaviour will also be recognised at Monday's (KS1) or Tuesday's (KS2) Assembly with the Star Pupil Certificates being issued. The book for filling in the name of the chosen pupils is sent to classes on Thursday afternoons. At the end of each term one child in each class is awarded with a special certificate for all round excellence during the term. Their certificate is then displayed on a central display board on each site.

However, some pupils will still need to be disciplined for persistent poor behaviour and our aim should be to teach them that there are consequences, if they deliberately ignore the school code of conduct and good behaviour, which the majority of pupils maintain in school. Tuesday lunchtime detentions may be given for very poor behaviour. If a pupil receives three detentions then parents are informed. This is supervised by the Deputy Head or member of the SLT.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply positive policies that serve to create a caring, family atmosphere and enable teaching and learning to take place in a safe, secure and happy environment.
- To use the family as our model so that any necessary correction takes place in a context of security, affection and concern for the individual.
- To teach, through the school curriculum and the Catholic ethos of our community, values and attitudes as well as knowledge and skills.
- To promote responsible behaviour and self-discipline and encourage in children a respect for themselves, for other people and for property.
- To recognise that praise and encouragement are powerful motivators.
- To encourage and promote good behaviour rather than to simply punish poor or bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To deal with all situations and problems promptly in a caring, professional and sympathetic manner.

Please Note:

Class teachers will normally follow up any behaviour or discipline problems involving children in their care. Pupils who still do not conform to the rules of the school will be referred to a senior teacher, Assistant Head or Deputy Head and may be kept in during playtime, or receive a lunch time detention. Children who are disruptive and fail to respond will be sent to the Head Teacher and a daily/weekly diary may be introduced. Unacceptable behaviour will be reported to parents and problem situations will be resolved at the earliest opportunity. Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension or permanent exclusion.

Parents and Behaviour Management

As with any aspect of a child's development involvement of the parent is essential to success. Parents can help:

- By recognising that an effective school behaviour and discipline policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement
- By attending parents' consultation evenings, parents functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Lunch Time Supervision

At lunchtime, the lunchtime supervisors are responsible for the welfare of the children. Learning support assistants are also responsible for particular children with specific educational needs. The staff have undergone play training to promote games and activities during play. When necessary and appropriate poor or negative behaviour is reported to the Headteacher, Deputy or member of the School Leadership Team. The lunchtime supervisors are part of our community and the children are expected to treat them with respect, being polite and appropriate during their interactions.

Parental Involvement

When children enter school parents are asked to sign a home/school agreement to indicate that they will support the Catholic mission, ethos and aims of the School and the child's participation in the religious life of the school.

We also ask for the support of the school's policies and guidelines for behaviour. We firmly believe an effective school requires close partnership between parents, teachers, parish and children. A copy of the Behaviour and Anti-Bullying policies are available in school.

The school regularly holds Parent Information Sessions including Impact in Learning Workshops for parents and children. The workshops are a fun and enjoyable way of allowing parents/carers to find out exactly how their child is learning in class and to work with their child on a simple numeracy/literacy activity. We also talk about resources in the workshop for parents/carers to take home and keep for use in supporting their child with their numeracy/literacy homework.

The Friends of the Sacred Heart group which seeks to help and support us in our work at school. The committee members organise a range of fundraising and social events which all parents are invited to attend.

Homework Policy

In Sacred Heart Primary School we believe that the setting of homework serves a very clear purpose. Homework is anything that the children do outside of the school day that contributes to their learning in response to guidance from the school. Homework will encompass a whole range and variety of activities instigated by teachers and parents to support children's learning. When setting homework for pupils we will refer to their Individual Targets to ensure the tasks and activities set are appropriate.

Learning Logs were introduced in January 2007 and have had a major impact on our drive to develop a more independent learner. Learning objective(s) are placed in the Learning Log, the children then take the lead role in sharing and developing their knowledge and understanding and displaying this in a range of styles. They can do this through writing, drawing, diagrams, photographs, or any way they see fit. Children have the freedom to be as creative as they like. The Learning Log aids teacher assessment in that it provides a snapshot of what the children have or have not understood.

All pupils in Year 1 to Year 6 are in an Enrichment Group, children meet termly with the lead teacher for their group. Homework tasks for Enrichment are set termly and parents are encouraged to support their children with this project. Many of our parents take their children to museums, events or exhibitions connected to their project. As with Learning Logs the children have the freedom to be as creative as they like.

We encourage parents to become actively involved in the tasks or activities set. Parents entrust us with the welfare and growth of their children and with their support we aim to help them achieve their full potential

Rationale

At Sacred Heart Primary School we recognise that the time and resources available limit the educational experience any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We believe homework should;

- help to develop an effective partnership between home and school and establish a positive and successful dialogue between teachers and parents
- enable children to grow in confidence and develop as independent learners
- play a positive and significant role in the raising of a child's level of attainment

We also acknowledge the important role of play and free time in a child's growth and development. Homework is important but it needs to be managed and should not prevent children from taking part in the wide range of out of school clubs and organisations that play an important part in the lives of many children.

Amount of homework

We increase the amount of homework that we give the children as they move through the school. We expect Year 1 and 2 children (Key Stage 1) to spend approximately one hour per week on spellings and written homework and we encourage parents to hear their children read a wide range of texts every night. Children in Years 3 and 4 (Key Stage 2) should do about 20 minutes sustained work each evening, while Years 5 and 6 (Key Stage 2) may receive up to 30 minutes sustained work each evening. During the spring term there may be an increase in the amount of homework and subsequent time spent on homework, for the Year 2 and Year 6 children who are preparing for their end of key stage tests and assessments (SATs).

All children should read every night at home. Parents are encouraged to listen to their child read, talk with them, read to them, watch and discuss suitable television programmes and visit places of interest.

Pupils with special educational needs

At Sacred Heart Primary School we set homework for all children as a normal part of school life. We aim to ensure that all tasks set are appropriate to the needs and ability of the individual child. If a child has special needs we endeavour to adapt or modify any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the Special Needs Register we refer to the Personal Support Plans (PSPs) to ensure the tasks and activities set are appropriate.

The role of parents

Parents have a vital role to play in their child's education and homework is an important part of this process. Homework should not be something that causes pressure on children neither should it be something that is not taken seriously. We have expectations at school and would hope that the children complete their homework on time, work carefully and take a pride in what they do. Class teachers inform parents at the beginning of each term about the arrangements for the setting of homework. We ask parents to;

- encourage their child to complete the homework tasks that are set
- support their child as they feel necessary and provide them with the sort of environment that enables the child to achieve their best
- provide a good working space at home and discuss the work that their child is doing
- check the home record book at least once a week and sign as necessary
- contact, in the first instance the class teacher should there be any concerns about the homework that has been set

Health and Safety

At Sacred Heart Primary Voluntary Aided School, the Governing Body recognises that good management of health and safety is not only our legal and moral duty but also contributes to the efficient and effective running of the school. We aim to provide a secure, safe and healthy environment for all staff and the children in our care.

We the Governing Body recognise our duties both as employers and as persons in control of the premises under the Health and Safety Work Act. We are committed to providing as far as is reasonably practicable;

- a safe and healthy environment for our staff and pupils to work in;
- safe equipment and materials for our staff and pupils to use;
- safe procedures for all school activities.

We also recognise our responsibilities to safeguard the health and safety of parents, visitors, contractors and any other person who may be affected by our school's activities.

It is our intention that the established policies and procedures issued by the Local Authority (LA) shall be followed and developed legally to meet the needs of our school community. We aim to ensure that health and safety becomes an integral part of all school activities in a way consistent with the curriculum and other priorities.

Please Note:

In Voluntary Aided Schools such as Sacred Heart Primary, teaching and certain non-teaching staff are the employees of the Governors. It should, be understood that the Education Acts provide that responsibility for the maintenance of Aided School premises is divided between the Governors and the Local education authority. The Governing body is responsible for the preparation of a health and safety policy and may adopt the LA policies. The LA will act as Advisor.

Organisational Structure and Responsibilities:

Sub – Committee		Governing Body		LA Safety Officer	
		Head Teacher			
Classroom Teacher	Other Staff with Supervisory Duties	Administrative Staff		Site Agent	
				Cleaning Staff	

Health

- Children will be encouraged to develop clean personal habits, such as pulling the chain and washing hands after using the toilet.
- First Aid/ Sickness/Accidents are recorded on CPOMS the Headteacher and Class Teacher must be informed, also the parents or adult collecting the child.
- In accordance with LA policy guidelines, where possible medicines should be administered by parents/guardians. The school can only administer medicines if the appropriate permission form is completed by the parent/care. If your child needs to be given medicine during the school day please contact the KS1 or KS2 Office Staff.
- Inhalers for asthma sufferers should be handed into the school office in the first instance, clearly named with dosage instructions. Children should also have an inhaler with them at all times.

We encourage parents to be open with the school regarding any medical matters of which we need to be aware. The school will treat such matters with discretion and confidentiality at all times. We are required to keep a medical register and ask for your co-operation in maintaining accurate records regarding your children's health. Thank you for your support in this important matter.

Safety

- No one leaves the outside play area without permission and children are always fully supervised.
- Any parent or adult collecting a child at a different time should report to the office.
- Children may only be collected by a parent or named guardian. If there is a change of circumstance the school must be informed in writing so that records may be updated. In the case of late arrival the office must also be informed.
- Fire Drills will be carried out regularly; the place of assembly will be the large playground (KS2) and school field (KS1). The children will leave the building through the fire-doors. A teacher will count the children and report them all 'accounted for' to the Headteacher in the main playground.

Safeguarding

Sacred Heart Primary School safeguarding is available for all parents via the KS2 or KS1 school offices. All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the welfare of a child and all concerns about the health and safety of a child are taken seriously. The Designated Senior Member of Staff for Child Protection is Mrs. Joan Cullen.

The school has a legal duty to assist social care with child protection enquiries. In most cases parents and carers will be informed if a referral is made to Social Services or any other agency unless it is believed that to do so would put the child at risk.

Educational Visits

Before any educational visit, parents should be informed of:

- Date of visit and the place to be visited.
- Times of departure and return.
- Method of travel.
- Name of group leader.
- Connection with class work.
- Suggested voluntary contributions, which will also include the cost of travel insurance.
- Methods of payment.
- Advice on pocket money and clothing.

Charges for School Activities - Remissions

As required by law the Governors have agreed on a policy covering voluntary payments by parents for activities undertaken during school time.

Parents will be asked to make a voluntary contribution to the cost of travel, admission to any activity, and the cost of travel insurance arranged by the school through Local Authority.

The Governors have agreed that no child will be excluded from such activities because the parents have not made the contribution. If the school is unable to raise enough funds for an activity or visit then it will be cancelled.

Parental Concerns

If you ever have any concerns or complaints, please contact the school as soon as possible. We will always be pleased to assist and as far as possible, aim to deal with any parental issues or concerns effectively and efficiently.

If a matter cannot be resolved at school level, then recourse to the governing body can be taken and a resolution sought that way. Any matter that the governors are unable to resolve may be referred to the Local Authority or the Diocese of Northampton as appropriate.

Emergency Contacts

If a child has an accident or is taken ill during the day, parents will be contacted through the information provided on the admission form. It is therefore, essential that details held in school are updated as and when any change of address, telephone number or other emergency contact information occurs,. Please ensure the school office is notified immediately of any change so that the school records may be amended appropriately. Parents/carers should also ensure that their contact details are up to date on pmxparentmail.

Note to Parents

The Governing Body are extremely proud of the achievements of all staff and pupils at the school and the relationships that are formed between home, school and parish to help the children as they develop on their journey. We warmly invite you to consider Sacred Heart Primary as a place for the special care and education of your child and look forward to working with you.

Mrs. J.M. Cullen
Headteacher