

a folio education trust school

ST. PETER'S
PRIMARY
SCHOOL



St. Peter's Primary School Prospectus 2019-20



Welcome from the Co-Heads



Dear Parent/Carer

Welcome to St Peter's Primary School. We are a diverse and inclusive school in the south of the London borough of Croydon. We are a happy and caring school where every child is encouraged to work to achieve their best. Our hard working and dedicated staff never stop looking for ways to enhance the experiences we offer our children. With around 420 pupils, we still have a close-knit family feel that nurtures all pupils and families and allows for a sense of belonging.

We are a Values based school and our six core values underpin everything that we do:

Care
Respect
Empathy
Aspiration
Tolerance
Equality

We strive to reach high standards, and this is further embedded through our successful relationships with parents and the local community. Education is best done in partnership between home and school, and we regard parents as an active partner in their child's education and value their interest and support.

We are part of Folio – a growing Multi Academy Trust which aims to develop a family of schools who can all work together and put the best interests of young people in mind. We are passionate about our school and work exceptionally hard to create a unique place of learning for our children.

If you would like to find out more, we would warmly welcome you for a visit.

Caroline Barriball & Samantha Sandle

Co-Headteachers



Mrs Caroline Barriball



Mrs Samantha Sandle

From the Chair of the Local Advisory Board



The Local Advisory Board of St Peter's Primary School is responsible for monitoring various important areas of the school's life, challenging where necessary, and reporting to the Folio Trust.

Members are appointed on the basis of their skills, knowledge and experience and are drawn from parents, staff and members of the community.

Some of the areas of school life monitored by the LAB include health and safety, safeguarding, outcomes of pupils, the quality of teaching and learning, special educational needs and provision for disadvantaged children.

The LAB works closely with the headship team and staff to drive improvements in standards and ensure that every child fulfils his or her potential.

For information about the current membership of the LAB, please see the Local Advisory Board page of the school's website.

Peter Taylor (Chair of LAB)

From the Chair of the St. Peter's School Association (SPSA)

The SPSA exists to advance the education of St Peter's pupils by providing equipment and facilities not normally provided by the Trust or included in the school budget. All parents, guardians or carers of pupils attending the school and all members of staff of the school are members of the Association.

We achieve our aims by building relationships between parents and staff through social and fundraising events. These include the Christmas and summer fairs, magic shows, school discos, second hand uniform sales, competitions, parent social nights, and much much more. All parents and carers are welcome at these events, which are very well supported by our local community. Our network of Class Representatives is a crucial support for these activities, helping to organise events and volunteers, and acting as a link between parents and school.

Every year we raise over £8K for annual commitments such as subsidising school trips and coach travel, music programmes like Sound Start and Mini Strings, welcome presents for reception and leavers presents for Year 6 pupils. So far in 2019, we have bought new staging and much needed SEN resources, whilst in 2017-18, SPSA funds were used to fund a brand new ICT suite, musical instruments and books. In previous years, the SPSA has funded the trim trail playground equipment, an allotment, outdoor play equipment for Reception class, laptops and other educational equipment. All parents are invited to attend SPSA meetings and become part of our fundraising efforts.

Follow us at

<https://www.facebook.com/StPetersPrimarySchoolSPSA/> or

<https://twitter.com/stpetersspsa> or look out for our posters, newsletters and flyers in book bags or by email.

Victoria Paxton, Chair of the St Peter's School Association



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General Information

Address	St. Peter's Primary School Normanton Road South Croydon Surrey CR2 7AR
Telephone	020 8688 5414
Web Address	www.st-petersprimary.co.uk
Email	admin@spps.foliotrust.uk
Pupils on Roll	420
Type and Age Range	2-form entry infant and primary school, part of the Folio Education Trust
Age Range	4-11
Co-Heads	Caroline Barriball Samantha Sandle
Assistant Head	Rosie Ellery
Chair of Governors	Peter Taylor
School Hours	08.55* - 15.20

* Pupils may enter school from 08.40 a.m. Lessons start at 08.55 and any child arriving after this time will be marked as late

Staff List

Co-Heads

Mrs Caroline Barriball
Mrs Samantha Sandle

Assistant Head

Miss Rosie Ellery

SENDCo

Mrs Jackie Kennedy

Class Teachers

Paddington (reception)

Miss Katie Bedwell
Mrs Jennifer Scott

Wimbledon (reception)

Mrs Joanne Sone
Mrs Jo Bryant

1M

Mrs Rebecca McDonald

1CM

Mrs Hayley Corbishley

Mrs Laura Martin

2R

Miss Rebecca Rapley

2M

Mrs Verity McLagan

3C

Mrs Susanne Clarke

3P

Mrs Trishna Patel

4A

Miss Helen Adams

4W

Miss Ellie Wade

5G

Miss Molly Gould

5J

Mr Joe Jagger

6C

Miss Aimee Couch

6S

Mrs Emma Smith

Teaching Assistants

Mrs Patricia Askew

Mrs Louise Burrow

Ms Vanessa Callus

Mrs Nina Coton

Mrs Sally Ellis

Mrs Debra Elsdon

Ms Ashleigh Gillingham

Ms Jacquie Harman

Ms Glenis King

Ms Eva Man

Ms Mahnaz Niazi

Mrs Kelly Penston

Mrs Wendy Stone

Mrs Sally Tiernan

Ms Andrea Vojtkova

Ms Rebecca Walker

Mrs Lisa Wilson

Mrs Hafsa Zamir

Lunchtime Assistants

Mrs Wendy Stone (Supervisor)

Ms Remi Adeyemi

Mrs Patricia Askew

Mrs Louise Burrow

Ms Vanessa Callus

Mrs Nina Coton

Ms Nicola Edge

Ms Sarah Harbert

Ms Ashleigh Gillingham

Ms Jacquie Harman

Ms Anitha Jeffers

Mrs Kelly Penston

Mr Cevon Preddie

Mrs Adele Swan

Mrs Malika Uddin

Andrea Vojtkova

Ms Rebecca Walker

Mrs Clair Wilkins

Mrs Lisa Wilson

Staff List Continued

Breakfast Club

Mrs Wendy Stone (Manager)

Mrs Patricia Askew

Mrs Sally Ellis

Afterschool Club

Mrs Kelly Penston (Manager)

Ms Remi Adeyemi

Ms Valerie Compton

Ms Andrea Vojtkova

Mrs Bushra Ali

Ms Azra Sohail

Ms Rebecca Walker

Site Manager

Mr Peter Creed

Office Staff

Mrs Teresa Stace (Office Manager)

Mrs Moira O'Donnell (Administration Officer)

Mrs Barbora Orlicka (Finance/Admin Assistant)



Aims of St. Peter's Primary School

To motivate, inspire and expect **all** children to achieve their potential in all areas of school life. Never to put a ceiling upon what we expect children to attain, but to help them to improve on their previous best.

To develop in all pupils a love of learning and the skill necessary to become life-long learners.

To enable pupils to establish positive relationships and to play a full and positive part in the school community and any other organisations to which they belong. To encourage care, consideration and respect for others and the school grounds, buildings and environment.

Through our Core Values, we will develop pupils' ethical intelligence and encourage children to take responsibility for themselves, their own actions and behaviour – to be self-disciplined, self-confident, make the right choices, be resilient and appreciate their own strengths and talents and those of others.

To help children acquire knowledge and skills relevant to life in a fast changing world through a broad, balanced and enriching curriculum; to leave the school well-prepared for life in secondary school, adulthood and the world of work.

To achieve these aims, we endeavour to: -

- develop children's ethical intelligence through the teaching and demonstration of our core values
- provide a safe, secure and stimulating environment;
- develop a co-operative working partnership between all staff, parents and local advisors – we are all working together for the benefit of our pupils.



The History of St. Peter's Primary School



1861	The original St Peter's school opened in Heathfield Road with about 100 children on roll. In those days it was a Church of England school.
1930	The school was re-organised and became a 'New County Primary School'.
1939 (September)	War begins and the children in the school were evacuated to Crowborough with their headteacher, Miss R. C. Freeman.
1940 (April)	The school re-opened in Croydon with an acting Headteacher, Mr Varley.
1941	The school was again evacuated but this time to Barnstaple. Mr Crofts, Headteacher of Archbishop Tennison's Girls' school, looked after the St. Peter's children who were left behind in Croydon.
1941 (July)	Miss Freeman moved with the children from Crowborough to Barnstaple.
1942 (September)	The evacuees returned to Croydon.
1944	On the night of March the 24 th or 25 th the school building was damaged by bombing and was no longer usable. The children moved to Howarth school until November 1944.
1947 (July)	The old building finally closed to be re-opened in September with temporary accommodation in Nottingham Road. The school finally closed in July 1951 with 144 children on roll. 32 transferred to Howarth, 3 left and the rest transferred to the new school in Normanton Road.
1951 (September)	Miss Dorothea Hannay was Headteacher of the new school until April 1973 when she retired.
1973 - 1986	Mr Lawson became Headteacher of the school.
1986	Mr Lawson retires and Bob Edwards is appointed Headteacher.
1998	Mr. Edwards leaves St. Peter's to take up a new Headship in Bexley. From September 1998 until April 1999 Roger Hurrion (the Deputy Headteacher) is Acting Headteacher.
1999 (April)	Mrs Julie Harris is appointed Headteacher of St. Peter's Primary School.
2005 (April)	Mrs Harris leaves to become Headteacher at Elmwood Infant School. Ms Kate Sibley is appointed as Headteacher.
2011 (August/September)	Ms Sibley retires and Paul Thomas is appointed as the new Headteacher of St. Peter's.
2013 (June)	Grand Opening of the new school building.
2017 (April)	Joined the Folio Education Trust.
2018 (April)	Mr Thomas leaves and Mrs Barriball and Mrs Sandle are appointed Acting Co-Heads of School.
2019 (September)	Mrs Barriball and Mrs Sandle are appointed as Co-Heads of School.

Holiday Dates 2019/2020

AUTUMN TERM 2019

Thursday 5th September – Wednesday 18th December

(INSET days are 2nd, 3rd and 4th September)

Half term:

Monday 21st October – Friday 25th October

Inset Day:

Monday 21st October – Friday 25th October

Christmas Holidays:

Thursday 19th December – Friday 3rd January

(return to school on Monday 6th January 2020)

SPRING TERM 2020

Monday 6th January – Friday 3rd April

Inset Day:

Friday 14th February

Half term:

Monday 17th February - Friday 21st February

Easter Holidays:

Monday 5th April – Friday 17th April

SUMMER TERM 2020

Monday 20th April – Friday 17th July

Bank Holiday:

Monday 4th May

Half Term:

Monday 25th May – Friday 29th May

Inset days:

Friday 19th and Monday 22nd June

Please do not plan your holidays during term time. Children should attend school for the maximum number of days possible as evidence shows that long or regular absences have a detrimental effect on learning and achievement. Children who do take holiday during term time will be marked with an unauthorised absence in the register for all days they have missed, unless the circumstances are deemed exceptional by the Co-Heads. Families who take unauthorised holidays during term time may be subject to a fine.

Our attendance rate for the academic year 2018-2019 was 96.38%; 0.73% sessions were missed through unauthorised absences.

School Uniform and Standards of Appearance



Boys

White or gold polo shirt
Grey trousers or shorts (no tracksuit bottoms or shorts)
Bottle green school jumper (or school sweatshirt)
Grey socks

Girls

White or gold polo shirt
Bottle green jumper or cardigan (or school sweatshirt)
Green skirt or tunic (not grey)
Grey school trousers or shorts (no tracksuit bottoms or shorts)
Green and white striped or checked dress
White socks or green tights

All children

Sensible black school shoes (no boots or training shoes)

PE kit (unisex)

White T shirt and green shorts
Plimsolls for indoor PE (elastic fronted ones are helpful for infants)
Trainers for outdoor games
Sweat shirts, green track-suit bottoms and favourite team 'strips' may be worn for outdoor games in the winter

Jewellery

Wearing jewellery to school is not allowed – it sometimes gets lost or broken and can be dangerous. Exceptionally, if your child has pierced ears, then s/he may wear small gold or silver studs ONLY, and preferably none at all. Hoop earrings must definitely not be worn as these often get caught and ripped out. Children will be asked to remove any jewellery that does not conform to these standards.

Nail varnish should not be worn and any temporary tattoos should not be visible.

Hair

Hair should not be ostentatious in style (e.g. no lines and designs shaved into the hair, man-bun undercuts etc) and be of one, natural colour. Long hair should be tied back in a ponytail or plait while in school. Hair accessories should be modest in size and in school colours. Children will be asked to remove any hair accessories that do not conform to these standards.

Please ensure that ALL items of uniform are marked with your child's name, as it is impossible to tell one green sweatshirt from another.

Our school uniform supplier is Hewitt's of Croydon
www.hewittsofcroydon.com
45-51 Church Street, Croydon

You may of course purchase non branded items elsewhere.

Equal Opportunities, Diversity & Community Cohesion Summary



Equality Statement

At St Peter's Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socioeconomic background.

Through our core values (Care, Respect, Empathy, Aspiration, Tolerance & Equality), we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment, which champions respect for all. At St Peter's Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

To read our full Equality statement, please [click here](#).

Copies of our Behaviour, Anti-bullying, Race Equalities and Equal Opportunities policies are available for viewing via the school web site and can be obtained from the School Office on request. At St Peter's, we are a Values Based School and have 6 core values: Care, Respect, Empathy, Aspiration, Tolerance and Equality. All of the staff and governors would take very seriously any incidents that involves prejudice of any kind; be it racism, sexism, homophobia, transphobia or attacks on personal beliefs. Through multi-cultural education, the school does much to teach pupils to appreciate their own cultural traditions and the diversity and the richness of other cultures.

Organisation

Classes are arranged according to age and are of mixed ability. Within classes children sometimes work individually, sometimes with a partner, sometimes in a mixed ability group and at other times they are grouped according to their prior attainment and may work with children from the other class in the year group of a similar ability

Teaching assistants provide support to aid teaching and learning. Sometimes subjects such as music, art, PE and Spanish will be taught by a specialist teacher.

Inclusion

At St Peter's, we have a commitment to:

- setting suitable learning challenges for all children;
- responding to pupils' diverse learning needs and
- doing all we can to overcome potential barriers to learning and assessment for individuals and groups of children.

We aim to do this by using all the information available to us to identify children, or groups of children, who are at risk of underachieving and putting in place strategies to enable them to make progress and improve on their prior achievements.

Equal Opportunities, Diversity & Community Cohesion Summary



Special Educational & Disability Needs (SEND)

For some of our children, learning at school can be harder than for other children of a similar age. They may have difficulties which are: -

- specifically related to areas of language or mathematics;
- more general, covering some or all aspects of school work;
- connected with sight, hearing or speech;
- emotional or behavioural;
- of a physical nature.

Our belief at St. Peter's is that children with special educational needs have the same right as others to a good education with full access to the curriculum. We believe in everyone working together in the best interests of the child.

We try to address the needs of the child in a variety of appropriate ways according to the severity of the difficulty and the resources available. For many children, their needs will be met within the classroom setting and they may have an IEP Pupil Passport to support their learning and/or development. At this stage the class teacher or learning assistant will probably provide any extra help that may be necessary. In some cases, children with learning difficulties of a specific or general nature may require further support. This will be provided in a small group situation in or out of the classroom after discussion with parents/carers.

We encourage parental involvement as children benefit from a strong home/school link. We always consult with parents/carers and keep them informed of progress or difficulties. In some circumstances it may be necessary to consult with outside agencies for advice, e.g. Educational Psychologist, Speech and Language Therapy, but always with prior parental permission. For a few children, an Educational Health Care Plan (EHCP) may need to be drawn up. We encourage parents/carers to keep the school informed of any changes or concerns they may have.

The School has devised a 'School Offer' for SEND and this is a part of the Local Authority 'Local Offer' in line with the SEND Code of Practice (September 2014). Our Local Offer is reviewed annually by the Local Advisory Board.

Our Special Educational Needs Co-ordinator (SENDCo) is **Mrs Jackie Kennedy**. Along with other key members of staff, she will be working to ensure successful inclusion and access strategies for children having difficulty with their learning. If you have any concerns about special educational needs, Mrs Kennedy will be very happy to discuss them with you.

Other needs

There will be other children who need specific support at stages in their education. Examples may be pupils for whom English is an additional language, pupils who seem to be making slow progress, pupils who are facing emotional problems. We regularly assess progress and other information to identify when personalised input may be needed for these children.

Equal Opportunities, Diversity & Community Cohesion Summary



More Able Children

We endeavour to recognise pupils' strengths in a variety of areas. This may be intellectually, but it may also be spiritually, emotionally, socially or physically. We recognise that praise and appreciation of each child's strengths can enable a child to feel valued as an individual and therefore able to build on success. Our aim at St. Peter's is to make appropriate provision for our higher attaining children who show exceptional ability or outstanding potential. The school's role is to identify and develop special talents and high attainment through a planned programme of recognition and support.

Child Protection

A designated member of the Senior Management Team is responsible for dealing with issues regarding child protection. They are the Designated Safeguarding Lead (DSL). She, and other members of staff have attended training courses to enable them to carry out their responsibilities. Teachers and other staff play an important part in protecting and safeguarding children. Any concerns which staff members have about a child, would be brought to the attention of the DSL. A parent may also approach the Co-Heads with a concern. Once a concern has been brought to the attention of the DSL, she will use her professional judgement as to any action that might be needed. Staff may seek the advice of the Child Protection or Social Services from the Local Authority.

A referral to the Social Services department would be made if a child was thought to be at risk or if child abuse was alleged or suspected. The school works in partnership with the Educational Welfare Office, the school nurse, social services and other welfare agencies to promote the welfare of children and their families. A copy of the school's Child Protection Policy is available from the school office and via the school web site.

Designated Safeguarding Lead: **Mrs Caroline Barriball**

Deputy Designated Safeguarding Leads: **Mrs Samantha Sandle, Mrs Jacqueline Kennedy & Ms Rosie Ellery**

Safeguarding Governor: **Roger Hurrion**

Sex and Relationship Education (SRE)

Our SRE Policy may be found on the school website. It is recognised that appropriate and responsible SRE calls for sensitive and careful treatment in order to avoid causing personal hurt or giving unwitting offence to children or their parents. Parents will always be informed in advance about forthcoming SRE lessons and will be given the opportunity to view materials or study the content before the lesson is taught. Parents can request that their children do not attend the SRE lessons.

Pupil Attendance

St Peter's Primary School has a high level of pupil attendance and this continues to be a whole school aim. Last year our attendance (up to July 2019) was 96.38 %. All children are expected to attend school regularly and to arrive punctually. If a child is absent, parents are asked to telephone or email on the first day of absence. If they do not ring, we will try to contact them and would then expect a written explanation for the absence. Children should be in school by 8:55am. The rules for registering absence of pupils are laid down by the Department for Education.

For your information: -

1. All absences from school have to be accounted for by parents or guardians either through a letter, an email or a telephone call with the reason for the absence clearly stated. Any absence un-notified has to be recorded as unauthorised.
2. Only in exceptional circumstances can time out of term time be authorised, although these are rarely authorised.
3. If your child is going to be late for school, please either telephone the school or send a note to explain the reason. Calls should be made by 9:00am.

Children who are late should report to the office before going into class. Poor attendance or lateness have a severe effect on a child's education, as they will always miss something important, and the continuity of their learning will be interrupted. Please make every effort to ensure that your child attends school on a regular basis throughout the year and arrives on time. Please read the Attendance Policy for further details.



The School Curriculum

The National Curriculum 2014 comprises English, Mathematics, Science, Computing, Design and Technology, History and Geography, Art and Design, Physical Education, Foreign Languages and Music. PSHE (personal, social, health education) and SMSC (Spiritual, Moral, Social and Cultural) Education is an integral part of all learning across all areas of the curriculum. Religious Education is taught at St Peter's Primary School and follows the Local Authority 'Agreed Syllabus'.

Key Stage 1 - Years 1 and 2

Key Stage 2 - Years 3 to 6

The school provides a broad and balanced curriculum that fulfils the requirements of the National Curriculum and the EYFS Framework. Although the curriculum is described in terms of subjects, it allows for schools to teach in a variety of ways. It is possible to include important elements such as health education, aspects of personal and social education, environmental education and multi-cultural issues. At St Peter's Primary School, children learn through a curriculum programme called the International Primary Curriculum (commonly referred to as the IPC). Alongside the English and maths curriculum implemented in 2014, St Peter's Primary School offers an exciting, topic led approach (IPC) to the National Curriculum which allows children to explore areas such as Let's Pretend; Scavengers and Settlers; Chocolate and Space Explorers. In adopting this approach, our aim is to provide a curriculum which extends knowledge, skills and understanding, underpins our school values and supports an international perspective in a way that responds to the changing world around us and the needs of our pupils. English and maths are largely taught separately, but where possible are linked with the IPC unit theme. Art, design and technology, history, geography, international/society, science and computing routinely feature in IPC lessons, and where possible, links are made with PE, RE and music, which are also taught separately. We have just installed a computing suite which allows pupils to work on their own computer to learn valuable computing skills.

All children are taught in mixed ability classes but the work may be organised on a class, group or individual basis. A blend of whole class, group and individual teaching methods are used.

The Foundation Stage

Children in 'The Foundation Stage' (our reception classes) follow the Early Years Foundation Stage Curriculum and work towards the Early Learning Goals, whilst the rest of the school cover the programmes of study in the National Curriculum as well as plentiful other learning opportunities which teachers feel are relevant, meaningful and motivating for the pupils. Teachers plan a broad, balanced and stimulating curriculum for the children in their care.

The school curriculum, in its widest sense, can be thought of as having the following main components: -

- the basic curriculum, which consists of the subjects of the National Curriculum, together with religious education and a modern foreign language (Spanish or French), plus other relevant content. For the youngest children their curriculum is based on the six areas of learning in the Foundation Stage Curriculum. Each of these areas will have its own distinctive knowledge, skills and concepts;
- cross curricular themes and dimensions such as equal opportunities and personal and social education (these are aspects of work that are not confined to one subject area but can be covered in a variety of ways);



The School Curriculum

- overarching skills and attitudes such as posing questions; making connections and seeing relationships; the ability to face new challenges confidently; problem solving; critical reflection;
- extra-curricular activities such as clubs, additional music activities and attendance on residential trips.

Religious Education and Collective Worship

Pupils learn about the major world religions with Christianity being the main focus. The school follows Croydon's agreed syllabus for Religious Education, which provides themes for classwork and assemblies. Children learn about special festivals, home life, worship and celebration and the symbols and language of religions. The starting point for lessons is often the child's own personal feelings, experiences and questions.

The act of collective worship takes place during assembly times in the school hall or in individual classes. Children are given the opportunity to reflect upon the various themes and stories in assembly. They are occasionally invited to listen to a prayer, or to have their own quiet thoughts about the assembly. Assemblies are used to reinforce our Core Values.

Occasionally, visitors from the local community are invited to take part in our assemblies. Representatives from local churches regularly come to lead our assemblies. Assemblies are non-denominational but are broadly Christian in character. Parents have the right to withdraw their child from religious education lessons or the school's acts of worship. Staff respect parents' wishes in this matter and alternative arrangements are made for children who are withdrawn from R.E. Children may work or help in another class or in the reception area. Teachers also have the right to withdraw from the teaching of Religious Education.

Assessment

Assessment is a continuous process that takes place in all areas of school life. The emphasis of our on-going assessment is not only to build a complete picture of a child's development, but also to decide how best to help each child progress in their learning. Assessment can take place in many ways – such as through discussion and observation as well as marking children's work. At the end of Key Stage 1 when the children are 7, they are formally assessed in English (reading and writing; including handwriting, grammar, punctuation and spelling), mathematics and science. A typical 7-year-old is expected to achieve a standardised score of 100. At the end of Key Stage 2 when the children are 11, they will sit National Curriculum tests in English (reading, grammar punctuation and spelling), and mathematics. A teacher assessment is also determined for writing. A typical 11-year-old is expected to achieve a standardised score of 100. Year 1 children undertake a 'Phonics Screening Check' in the summer term of Year 1. Children who do not meet the standard of the test retake the test in the summer of Year 2.

Children who attain a scaled score of 110 and above may be considered as 'Most Able' in certain subjects.

All pupils have been taught the new National Curriculum for all subjects from September 2015.

We work with other schools and the Local Authority to moderate judgements regarding children's outcomes in reading, writing and mathematics to ensure judgements are consistent.

The School Curriculum

The government and local authority work on a model that identifies if children are working 'at expected standard', 'working towards the expected standard' or 'at a greater depth within the expected standard'.

Intervention Programmes and Support

The school uses data outcomes to identify a need for pupils to have targeted support via intervention programmes. Children may receive support within the class through additional adult help or through separate 'booster groups'.

We measure the impact of the support after any intervention programme.

If you have any concerns about your child's attainment or progress and would like to find out if an intervention group could help your child, please talk to your child's class teacher.



Routine Information

Please help us to ensure the smooth running of the school by noting the following information and routines: -

Communication Between Home and School



The School Office is staffed from 8.00 a.m. to 4.30 p.m. In the interest of the children's safety and security and because matters are initially dealt with by the administrative staff, all visitors and parents must visit the office first. Class teachers may be able to deal with brief urgent matters before 8.40 a.m. but, if a longer discussion is required, please arrange a convenient time with your child's teacher after school.

Arrangements are made for parents' evenings twice a year, in the autumn and spring term. Parents are given an individual consultation with their child's teacher to discuss their child's progress. Towards the end of the summer term, the children take home their end of year report. Parents are given the opportunity to discuss their child's report with the class teacher if they wish. They may arrange to see their child's teacher at other times throughout the year. The report will contain information about how much progress a child has made in reading, writing and mathematics. We do not report national curriculum attainment at St Peter's Primary School apart from those which are required to be reported e.g. at the end of the foundation stage (Reception), KS1 (Year 2) and KS2 (Year 6) as well as the Phonics Screening Check scores for Year 1.

Parents may also be invited into school for special events, e.g. Christmas Productions and the Carol Concert, Family Assemblies, Music assemblies, Drama Productions. Newsletters and other relevant school information are sent home via Teachers2parents. The school's Freedom of Information and other policies, development plans and other information are available via the School Office for parents to read or borrow.

Please make sure that you keep us informed of any changes to your address, telephone (landline), mobile telephone and email address. Please review this regularly with the School Office.

Labelling

Please ensure that each item of clothing is clearly labelled – it is difficult to identify the owners of unlabelled sweat-shirts when, apart from the size, they all look the same!

Changes of Address and Telephone Number



It may happen that we need to contact parents quickly – sickness or accidents are examples. Once your child has been offered a place at the school, you will be sent a form on which to give us contact details. Please help us to keep these records accurate – if possible include the name of a friend or relative who can be contacted in the case of an emergency and please let us know of any changes in the details.



Routine Information

Times of the School Day



The compulsory school day begins at 8.55 a.m., although children may come into the classroom any time from 8.40 am onwards. Please note that we cannot take responsibility for pupils before this time.

The day finishes at 3.20 p.m. There is one short morning break for all children and lunch time is from: 12.00pm-1.20pm (Reception) 12.15 p.m. until 1.15 p.m. (Key Stage 1) or 12.30pm until 1.30 p.m. (Key Stage 2). We do operate a breakfast club which runs from 7.45 to 8.40am and costs £2.50 per session. If you wish your child to attend breakfast club, please obtain a form from the school office.

Extended Schools

We run a Breakfast Club and Afterschool Club every day during the term time (closed on inset days). Breakfast Club runs from 7.45am to 8.40am and costs £2.50 per child per session.

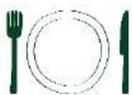
Our Afterschool Club runs from the end of the school day until 6.00pm. The cost is £12.00 per child per session and the children are given a dinner at 4.30pm.

For more information on Breakfast and Afterschool Club please speak to a member of the school office or [click here](#) to download forms.

Punctuality and Attendance

Punctuality and regular attendance are very important and research has shown that there is a strong correlation between good attendance and high achievement. Please ensure that children attend school regularly and arrive at school on time. Children should always be collected promptly from the playground at 3.20pm (3.15pm for Reception children). If your child is going to be absent from school, please phone or otherwise contact us as soon as possible. We will make all reasonable attempts to contact you on the first day of your child's absence if we have not heard from you. Obviously, however, it will save us both time and money if we do not have to follow up absences in this way.

Lunchtime



The cost of a school meal is £2.30 per day although your child's account can be credited for as much as you like. If you are in receipt of benefits, for example, income support or family tax credit, you may be entitled to claim for free school meals. Please ask at the office for more details as we want to ensure you register for your eligibility even if you decide not to take up this option. Your claim will be treated with complete confidentiality. The school has a 'no debt' policy to ensure that all parents are clear about what is expected of them in regard to the payment of school meals and the methods the school will employ to recover outstanding debts.

As an alternative to school dinners, you may decide to send your child(ren) to school with a packed lunch. If you choose this option, please ensure all lunch boxes are clearly labelled with your child(ren)'s name. At St. Peter's we believe in the importance of promoting healthy eating and we are working towards our Silver Healthy Schools' Award. Our school dinners are carefully planned to encourage healthy choices and we would urge parents to ensure that if your child brings a packed lunch to school then it only contains healthy options.

Routine Information

School Milk, Water & Fruit



Milk is available for children and has to be ordered on a termly basis. If you are eligible for free school meals, then milk is also available free for infant children – please contact the school office for further information and to register your child. We also encourage children to bring water to drink during the school day and fruit for their break times. Again, fruit is supplied free for our infant children.

Security

Every attempt is made by staff at the school to ensure the safety of your child. Measures such as CCTV, push button controls and exit-only doors have been introduced and visitors are required to register with the school office. If you wish to see your child's teacher very briefly at the start of the school day, we will try to accommodate this where possible but please remember that the member of staff has responsibility for all pupils in the class at this time. If your conversation may take a while, please make an appointment to see the teacher at another time. If you wish to enter the school for any reason, please report to the school office where we will ask you to sign in and issue you with a visitor's badge.

No child will be allowed to leave the school during the school day unless we have received a note in advance and they are picked up by a named adult.

At the end of the day, children should be collected from their classroom doors from years R-4. Children in Years 5 & 6 will be brought out to the top playground for collection.

Medicines in School Policy



In line with our policy, we do not administer medicines in school, unless these relate to an on-going, chronic condition, in which case a medical plan will be drawn up following a meeting with the school nurse.

If children are unwell, and if they are taking medicine, they should not be sent to school. They will not be able to work properly, they may pass the illness on to others and the best place for them is at home with you.

Sometimes the doctor may say your child can return to school even though your child is finishing a course of antibiotics. Depending when the medicine has to be taken, a dose can most probably be given before school and at the end of the school day. If another dose is due at lunchtime, please speak to the school as a protocol for administering medicine will need to be signed.

Children who need to use an asthma inhaler may keep their inhaler on them to use when necessary, as long as they can independently self-administer the pump. If your child does suffer from asthma, please obtain an asthma card from the office to complete. All inhalers must be clearly labelled with the child's name, class and the proper dosage. A spare inhaler must be left with the class teacher in case of emergencies.

Details about allergies must be shared with the school before admission so that we can make sure the needs of your child are attended to.

Routine Information

Sometimes children become unwell in school and, if necessary, the parents/carers are contacted and asked to collect the sick child. Trained first-aiders will deal with minor injuries. In the case of anything serious, parents are always contacted and we may recommend that medical advice is sought.

Volunteers

At St Peter's, we welcome volunteers to work with our children. All volunteers are required to undertake a DBS check and a brief interview, which our school office will organise, before they undertake work in school. This help is a valuable contribution, both to the teacher and the children. Parents help in a number of different ways: listening to children read; assisting with mathematics and language work; working with groups in art, craft and cookery activities; escorting children on outings, sharing special interests and expertise appropriate to topic work.

Complaints

If parents have questions about any aspect of their child's education, they should first of all speak to their child's teacher. Parents can approach the Assistant Head or Co-Heads if they would like to discuss a concern or complaint following this initial discussion with the class teacher on a formal basis.

The Folio Complaints Policy can be found on the school website or our school office will be happy to provide a paper copy if required. This outlines the process which is followed when dealing with formal complaints.

Extra-Curricular Activities

What is available varies depending on the interests and expertise of staff. During the past year we have had:

Football Club	Homework Club
Junior Choir	Mathletics
Chess Club	Art Club
Tennis Club	Spanish Club
Girls Football	Dance Club
Keepie Uppie	Drama Club
Netball Club	Korfball
Cricket Club	

Some of these are run by teachers from within the school whilst others are run by outside providers. There may be a charge for some activities.

Charging Policy

We believe that every child has a right to take part in all activities taking place during the school day. We are committed to planning educational visits and activities, including both day trips and residential stays, to enrich the curriculum. Our Y2 children have a sleepover at school for one night in the summer term. Our Y4 children go to Felden Lodge in Hemel Hempstead for 2 nights and our Y6 go to the Isle of Wight for 4 nights. The Parents' Association donate from their fund-raising activities to subsidise the cost of our 'in school' curriculum enrichment activities.

Routine Information

In order not to make these curriculum enrichment activities a burden on any family we are committed to keeping the cost as low as possible. However, parents/carers are usually asked to make a voluntary contribution to help offset these costs. The continuation of these outings and activities depends on a sufficient number of families making voluntary contributions. Children who are in receipt of free school meals due to low income, will not be asked to contribute and the school will meet the cost of those children attending any trips/ extra-curricular activities.

Some of our extra curricular activities for example, instrumental tuition, are chargeable. The school gives its facilities freely to these organisations and does not make a profit from the cost of these lessons.

Homework

At St Peter's we believe that homework can aid pupil's progress. Research suggests that homework can: -

- Encourage pupils to develop the practice of independent study;
- Develop perseverance and self-discipline;
- Allow practice, when it is needed, of skills learnt in the classroom;
- Permit more ground to be covered and more rapid progress to be made;
- Enable class work to concentrate on those activities requiring the teacher's presence and input;
- Open up areas of study and make possible the use of materials and sources of information not accessible in the classroom, and
- Involve parents (and other adults) in the pupils' work

The amount of homework set varies from 5- 10 minutes per day (reading with parents) for the youngest children to the equivalent of half an hour per day for Years 5 and 6. So that home and school can work together more effectively,

Homework is given out half termly and is based on a menu of activities which allows children to choose which homework is completed each week.



Policies

Policies for various aspects of school life are available from the school. A summary of some of the significant policies is given on the following pages.

Behaviour

Behaviour at St Peter's is good and we strive hard to maintain this standard. Every child at the school has the **right** to learn, to be safe, to be valued and to be as happy as possible and any behaviour which could detract from these rights will be challenged. Everyone has the **responsibility** to act in a way which upholds these rights.

We believe in the development of self-discipline so the reasons why particular actions are deemed unacceptable, and the need for rules, is discussed with the pupils. Assemblies form a regular and important forum for the discussion of behaviour and for the negotiation of solutions to issues. An awareness of the implications of unacceptable behaviour, and its effects on others, is considered both by the school as a whole and by individuals and classes through the PSHE curriculum and activities such as Circle Time. Ways of avoiding/dealing with conflict will also be discussed with pupils. In Years 2-6, we use a yellow/red card warning system in order to give children the opportunity to regulate their behaviour.

Good behaviour and effort are acknowledged and rewarded by praise and the granting of privileges.

If, however, unacceptable behaviour arises there is a clearly defined system of sanctions that will be applied in a way that is appropriate to the circumstances. Such action would include a reprimand from a teacher, missing breaks, attending Values Based Workshops, being put 'on report' or, in extreme cases, temporary or permanent exclusion.

Incidents will initially be dealt with by the class teacher but in the case of persistent misbehaviour or particularly serious occurrences the case may be referred to a senior member of staff.

Where behaviour gives cause for concern parents will be contacted, as, for the policy to be wholly effective, it is important that school and parents work in close partnership.

No form of bullying or discriminatory behaviour will be tolerated. Any allegations of such actions or comments will be thoroughly investigated and appropriate action taken. Accounts of these incidents are kept on file. Through the School Council, children have a continuous voice on the subject.

By upholding the principles outlined above, we are able to reinforce our commitment to a care of the environment, care for the quality of what we do and, above all, a care and respect for other people.

To view our full behaviour and anti-bullying policy, please [click here](#).

Policies

We expect that everyone:

- Is listened to and listens to others
- Will participate, share and do their very best
- Has someone they can talk to at school
- Will be respectful to one another and their personal possessions
- Has the opportunity to learn new skills whilst having fun and without any disruption
- Will take responsibility for themselves at school
- Feels safe in school and looks after one another
- Is well prepared for the future

Parent Code of Conduct

At St. Peter's Primary School, we are very fortunate to have a supportive and friendly parent community. Our parents recognise that educating a child is a process that involves families, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect the caring ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour especially when children are present.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their child's behaviour especially in public where it will otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as a threat to admonish children's behaviour.

To view the full Parent Code of Conduct, please [click here](#).

Complaints Procedure

It is hoped that most concerns can be discussed and resolved by means of an informal conversation between the parents and an appropriate member of staff. If you have any concerns do please contact the school and, if you cannot be seen immediately, an appointment will be made as soon as possible. A copy of our full complaints procedure can be found on the school website.

Policies

Child Protection Policy

1. This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care.
2. In all the work we do, we see the rights, safety and welfare of children as paramount. This means that sometimes we have to take actions which some parents and carers could find threatening. In such cases we will work for a mutual understanding, we will explain our professional responsibilities and we will give every reassurance as to our motives, but we will always stress that, for us, the children's needs have to come first.
3. As part of the ethos of the school, the staff and local advisors are committed to: encouraging and supporting parents/carers/guardians and working together in partnership with them; listening to, relating effectively with and valuing each individual child or young person in our care; ensuring that all members of staff are properly trained and supported.
4. We recognise that some children and young people are the victims of neglect and /or physical, sexual or emotional abuse and that staff of the school, by virtue of their day to day contact with and knowledge of the children in their care, are well placed to identify such abuse and offer support in need.

Please [click here](#) to view the safeguarding page on the school website and to read our Early Help & Safeguarding Policy.

Teaching and Learning Policy

At St Peter's Primary School, we believe that it is the responsibility of all staff to improve children's basic skills through good quality teaching and positive learning experiences.

Principles

Children learn best when:

- They are well motivated and interested in their work and learning and when they are positively supported, valued and encouraged. Getting things wrong is O.K. – their ideas and views are respected.
- They are expected to do their best and to improve on past achievements. High standards of work and behaviour are expected and they are given feedback on how they are doing.
- The work is matched to their prior attainment and they are well organised for effective learning.
- They have opportunities to use their learning skills to make choices, decisions and take some responsibility for their work and learning. They are encouraged to ask questions, think things through, solve problems and follow their own lines of enquiry.
- Classrooms and resources are organised so that children can be independent. The learning environment is rich and stimulating and displays are of a high quality demonstrating how teachers value children's work, whatever their prior attainment.
- Parents/carers are working in partnership with the school to support children's learning.
- They are given opportunities to evaluate and return to their work – to refine or to extend it.

Other Policies and Documentation

All our current policies that have been approved by the Local Advisory Board (LAB) and are available on our school website. These will be updated on a regular basis.

St. Peter's Attainment Summer 2019

GLD 2019

Good Level of Development (GLD). A measure of attainment at the end of the EYFS (Early Years Foundation Stage). Children are deemed to have achieved GLD if they have achieved the ELG (Early Learning Goals) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

GLD- 82% of children achieved the GLD

Y1 Phonics Screening Check (PSC)

At the end of Y1, children sit a Phonics Screening Check. In the 2013-2019 period the pass mark was 32/40 words correctly read.

PSC- 82% of children achieved at least 32/40

KS1 Results

At the end of Key Stage 1 (Y2) children should attain a standardised score of 100 or more to be at the 'expected' standard or above

	School Expected Standard	National Expected Standard	School Greater Depth	National Greater Depth
Reading	85%	75%	23%	25%
Writing	83%	69%	18%	15%
Maths	87%	76%	27%	21%
R,W,M combined	83%	65%	17%	11%

KS2 Results

By the end of Key Stage 2 (Y6) children should have attained a standardised score of 100 or more to be at the 'expected' standard or above.

The percentages below include pupils who may not have sat the tests due to their needs, meaning they are working below the level of the test.

	Expected Standard	National Expected Standard	Greater Depth	National Greater Depth	*Progress measure	Confidence Interval	School average scaled score	National average scaled score
Reading	64%	72%	27%	27%	-0.39	+/-1.80	103.5	104.4
Writing	73%	78%	15%	20%	-1.08	+/-1.63	N/A	N/A
Maths	85%	79%	27%	26%	+1.11	+/- 1.58	105.4	105
R,W,M combined	59%	65%	8%		N/A	N/A	N/A	N/A
GPS (grammar, punctuation & spelling)	83%	78%	32%		N/A	N/A	106.5	106.3