

St Peter's Catholic Primary School



Learning together,
Loving God,
Becoming the best I can



Information for Parents 2021-22

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WELCOME

Firstly, may I take this opportunity to welcome you and your child to St. Peter's Catholic School. We hope that the next seven years will prove to be a profitable and fulfilling period for all concerned.

Our school aims are clear, you will find them later in this brochure; achieving them necessitates having your help and support. This is very important to us at St. Peter's; close relations between school and home can only benefit your child. We want to know that you are happy with our work and, conversely, we want to know when you are not.

This will give us the vital opportunity to improve our already high standards.

We have a strong teaching team with excellent support staff, both of whom are committed and enthusiastic. The school is spacious, inviting and friendly. We think that St. Peter's is an exciting place to be and provides a stimulating learning environment.

St. Peter's future is your child's future; we will work together over the next seven years to make both of them rewarding and successful.

Mrs D Beirne

Head Teacher

Mission Statement

**Learning together,
Loving God,
Becoming the best I can**

COMPOSITION OF THE GOVERNING BODY

Name	Designation
Mr A Mealey - Chair	Foundation
Mrs K Yardley - Vice Chair	Foundation
Fr Doran	Foundation
Mrs D Beirne	Head Teacher
Mrs J Burrows	Elected Staff Governor
Mr B Howell	Foundation
Mrs J Wyborn	Local Authority Appointed
Mrs M Ballett	Parent Governor
Mrs L Adams	Parent Governor
Mrs S Parker	Foundation

TEACHING STAFF

Name	Designation	Areas of Responsibility
Mrs D Beirne	Head Teacher	Overall management of the School's Curriculum and Assessment
Mrs J Burrows	Deputy Head Teacher	SENCO
Mrs F Korbely	Nursery Teacher/Early Years Manager	Science
Mrs S Beardon	Reception Teacher	Computing
Mrs E Robinson	Year 1 Teacher	History/Geography/Phonics Manager
Mr J Walford	Year 2 Teacher	Literacy
Mrs K Lewis-Carthy	Year 3 Teacher	Numeracy
Mrs P Hurley	Year 4 Teacher	MFL/Art/DT
Miss Kyle	Year 5 Teacher	RE/Music
Miss R Crowley	Year 6 Teacher	PSHE/RSE
Miss H Savage	PPA cover	

TEACHING ASSISTANTS AND OTHER SCHOOL STAFF

Mrs M Faraci	Teaching Assistant – Nursery
Mrs L Rowley	Teaching Assistant - Nursery
Mrs A Morgan	Teaching Assistant - Reception
Miss C Parrish	Teaching Assistants - Year 1
Miss B Ryder	Teaching Assistant - Year 2
Miss S Merrett	Teaching Assistant - Year 3
Miss K Horney	Teaching Assistant – Year 4
Mrs S Harper	Teaching Assistant – Year 5
Mrs J Wyborn	Teaching Assistant – Year 6

Office Staff

Mrs A Cherrington	School Business Manager
Mrs L Wootton	School Administrator
Mrs S Tibbott	Parent Support Worker

Linus Club Staff

Mrs S Tibbott

Manager/Club Co-ordinator

Caretaker

Mr John Lewis

School Catering Service

Mrs L Tamilio

Catering Manager

Mrs A Horsley

Catering Assistant

Ms P Kinsella

Catering Assistant

Lunchtime Supervisors

Mrs M Faraci

Lunchtime Supervisor

Mrs A Tamilio

Lunchtime Supervisor

Mrs S Tibbott

Lunchtime Supervisor

Miss C Parrish

Lunchtime Supervisor

Mrs S Harper

Lunchtime Supervisor

Miss K Horney

Lunchtime Supervisor

Miss C Horney

Lunchtime Supervisor

Ms Clift

Lunchtime Supervisor

Mr D Kenderdine

Lunchtime Supervisor



St Peter's Catholic Primary School



Admission Arrangements for the academic year 2021/2022

The admissions process for St Peter's Catholic Primary School is part of the Walsall Local Authority co-ordinated admissions scheme. To apply for a place at St Peter's Catholic Primary School in the normal admissions round, an application must be made using the school admission application process of the local authority in which you live naming St Peter's Catholic Primary School on the application. Applications need to be made by 12th January 2021. A Supplementary Information Form (SIF) must also be completed and returned directly to the school by the same date (see Note 2).

All applications which are submitted on time will be considered at the same time, after the closing date.

You will be advised of the outcome of your application on **16th April 2021**, or the next working day, by the local authority on behalf of the school.

Please note that throughout this policy, the term parent relates to any individual with responsibility for a child for whom an application is being made.

The ethos of this school is Catholic. The 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. As 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. All parents are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of a parent who is not of the faith to apply for a place for their child at the school.

The governing body is the admissions authority and has responsibility for admissions to this school. The governing body has set its admission number at 30 pupils to be admitted to the Reception class in the school year which begins in September 2020. (See Note 1 below)

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority. If there is oversubscription within a category, the Governing Body will give priority to children living closest to the school determined by the shortest distance (see Note 5).

A map of the parish boundary is available at the school and parish or by post on request.

Oversubscription Criteria

Baptised Catholic children (see Note 2 below) who are looked after or previously looked after (See Note 3 below).

Baptised Catholic children (see Note 2 below) living in the parish of St Peter's Bloxwich or St Mary's Willenhall who have a brother or sister (see Note 4 below) attending St Peter's Catholic Primary School at the time of admission.

Baptised Catholic children (see Note 2 below) living in the parish of St Peter's Bloxwich or St Mary's Willenhall

Other Baptised Catholic children (see Note 2 below) who have a brother or sister (see Note 4 below) attending St Peter's Catholic Primary School at the time of admission.

Other Baptised Catholic children (see note 2 below).

Non-Catholic children who are looked after or previously looked after (See Note 3 below).

Non-Catholic children who have a brother or sister (see Note 4 below) attending St Peter's Catholic Primary School at the time of admission.

Note 1 - Children with an Education, Health and Care (EHC) Plan that names the school **MUST** be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

Note 2 - In all categories, for a child to be considered as Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic, see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism or Reception into the Church should contact their Parish Priest.

Parents making an application for a Catholic child should also complete a Supplementary Information Form (SIF) **which should be returned directly to the school**. If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, this is likely to affect your child's chance of being offered a place at this school.

Note 3 - 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 the local authority or (b) being provided with accommodation by them in the exercise of their social services functions (eg children with foster parents) at the time of making the application to the school. A "previously looked after child" is a child who immediately moved on from that status after becoming subject to an adoption, child arrangement order or special guardianship order.

Note 4 - For all applicants the definition of a brother or sister is:

A brother or sister sharing the same parents

A half-brother or half-sister, where two children share one common parent

A step-brother or step-sister, where two children are related by a parents' marriage or where they are unrelated but their parents are living as partners. Adopted or fostered children

The children must be living permanently in the same household

Note 5 - Distance will be measured in a straight line from the centre point of the home address to the centre point of the school address using the Local Authority's computerised measuring system with those living closer to the school receiving the higher priority.

In a very small number of cases, where the school is oversubscribed, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and the school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both, or all, of the children would cause the Published Admission Number for the child's year group to be exceeded the Governing Body will randomly select the child to be offered the final place.

The governing body will, where possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's published admission number.

A child's home address is considered to be a residential property that is the child's only or main permanent residence and is either:

- Owned by the child's parent(s);
- Leased to or rented by the child's parent(s) under lease or written rental agreement of not less than twelve months duration.
- Evidence of ownership or rental agreement may be required, plus proof of permanent residence at the property concerned.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week, then the main residence will be determined as the address where the child lives for the majority of the week. Parents may be requested to supply documentary evidence to satisfy the Governing Body that the child lives at the address put forward by the parents.

If a place in the school is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address, then that place is liable to be withdrawn.

SCHOOL ENTRY

Parents must, by law, ensure that their child is receiving suitable full time education from the beginning of the term following the child's fifth birthday, when they will have begun to be of compulsory school age.

Where a place is offered in the school, the pupil will be entitled to take up that place, on a full-time basis in the September following their fourth birthday.

A child's parents 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 and not beyond the first day of the summer term 2021.

A child may take up a part-time place until later in the school year, but not beyond the point at which the child reached 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.

The parent of a child whose fifth birthday falls during the summer term who wishes to defer their child's admission until the beginning of the following academic year (when the child will have begun to be of compulsory school age) will therefore need to make a separate in-year application for a place in Year 1 at the school. Any reception class place offered following an application made for the 2020/2021 admission round will be withdrawn if the child does not take up that place by the first day of the summer term 2021.

APPLICATIONS FOR CHILDREN TO BE ADMITTED INTO A CLASS OUTSIDE OF THEIR NORMAL AGE GROUP

Parents have the right to request, but not insist, that their child be considered for admission to a class outside of their normal age group. This could be the case, for example, if a child is gifted and talented, has experienced problems such as ill health, or that the child is summer born, i.e. a child born between 1st April and 31st August. Parents who wish for their child to be considered for admission to a class outside of their normal age group must make an application for the normal age group in the first instance. Parents must then submit a formal

request to the Governing Body for the child to be considered for a different age group class instead. This request should be in the form of a written letter of application outlining the reasons why they wish for their child to be considered to be admitted into a class outside of their normal age group and enclosing any supportive evidence and documentation that they wish to be taken into account as part of that request.

The Governing Body will consider requests submitted for a child to be admitted into a class outside of their normal age group and advise parents of the outcome of that request before national offer day, having taken into account the information provided by the parents, the child's best interests and the views of the Head Teacher.

If the request is refused, the original application for the normal age group class will progress through the Local Authority co-ordinated admissions scheme, be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is a current year group in the school, then the application will be considered by the Governing Body and the parents advised of the outcome.

If the request is agreed and the year group for which the parents have requested a place is for a future year group, i.e. Reception in September 2020, then the original application is withdrawn and the parents must submit a fresh application for Reception 2020 when applications open in the autumn term of 2019. Please note that parents only have the right to re-apply for a place. Where the Governing Body agrees to consider an application for Reception the following year, that application is considered alongside all other applications received and parents will be advised of the outcome of that application on national offer day. No place is reserved or held for the child in advance.

If parents are considering submitting an application for their child to be admitted into a class outside of their normal age group, it is strongly recommended that they also read the DFE guidance which can be found at:

<https://www.gov.uk/government/publications/summer-born-children-school-admission>

APPLICATIONS FROM CHILDREN CURRENTLY ATTENDING ST PETER'S NURSERY

Attendance at St Peter's Nursery does not automatically guarantee that a place will be offered in the Reception class of St Peter's Catholic Primary School. Parents must apply for a Reception place in exactly the same way as parents of children not attending the Nursery. All applications will be considered against the oversubscription criteria by the Governing Body in the same way regardless of whether the child does or does not attend the Nursery at the time of application.

APPEALS

Parents who wish to appeal against the decision of the Governing Body to refuse their child a place in the school should make that appeal request in writing to the Chair of Governors at the school address. Appeals will be heard by an independent panel.

Please note that parents do not have the right to appeal if their request for their children to be admitted to a class outside of their normal year group has been refused, but the Governing Body have offered a place in the normal age group instead.

REPEAT APPLICATIONS

Any parent can apply for a place for their child at any time outside of the normal admissions round. Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the Governing Body has accepted a second application from the parent because of a significant and material change in the circumstances of the parent, child or school, but have still refused admission.

LATE APPLICATIONS

Late applications will be dealt with in accordance with the Local Authority's co-ordinated admissions scheme. This states that all applications received after the closing date of 12th January 2021 will be classed as late applications.

Applications received between 12th January 2021 and 16th February 2022 may be considered as on time but only where there are exceptional circumstances, for example:

- Where the family was unable to complete the on-line form by the closing date because they moved into the borough of Walsall after the closing date of 12th January 2021.
- The family was unable to comply with the admission timetable because of exceptional circumstances which prevented the on-line form being submitted on time.
- When a lone parent has been ill for some time.

In these cases the circumstances must be given in writing at the time of application and attached to the Late Preference Form. They will then be verified by the Executive Director of Children's Services, Walsall Council.

Applications received between 16th February 2021 and 14th April 2021 will be considered only after all other applications received on time.

Please note that any change in preference after the closing date will be regarded as a late application and will be considered under the above policy.

You are encouraged to ensure that your application is received on time.

CHANGE IN PREFERENCE

Once parents have submitted their preference, they will not be allowed to change them without an exceptional change in their circumstances, for example, if the family has recently moved address or an older sibling has changed schools. All requests to change preferences should be made in writing to the Local Authority to whom the parents submitted the original application. Where a change of preference is submitted for an oversubscribed school, without an exceptional change in circumstances, then the application will be refused.

WAITING LIST

Children who have not been offered a place at St Peter's Catholic Primary School but were offered a school that was ranked as a lower preference on their application form will be added to a waiting list. The waiting list will be maintained until 31st December 2020 and will then be discarded. Parents may apply to St Peter's Catholic Primary School for their child's name to

remain on the waiting list until the end of the academic year 2020/2021 when it will be discarded.

A child's position on a waiting list is not fixed. When a new child joins the waiting list, all applicants on that waiting list will be re-ranked to ensure that the list is always maintained in oversubscription criteria order. This means that a child's position on the waiting list could go up or down during the time that it is on the list. Any late applications accepted will be added to the waiting list in accordance with the oversubscription criteria.

Inclusion on the waiting list does not mean that a place will eventually become available. It may be that those already offered places may accept them, thereby filling all available places.

Children who are the subject of a direction by the Local Authority to admit or who are allocated to a school in accordance with the Fair Access Protocol take precedence over those on a waiting list.

IN YEAR FAIR ACCESS PROTOCOL

The Governing Body of St Peter's Catholic Primary 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 governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The Governing Body has this power, even when admitting the child would mean exceeding the published admission number subject to the infant class size exceptions.

APPLICATIONS OTHER THAN THE NORMAL INTAKE TO RECEPTION CLASS (IN-YEAR ADMISSIONS)

An application can be made for a place for a child at any time outside the normal admission round.

Applications should be made to the school by contacting the school office at St Peter's Catholic Primary School. Where there are places available but more applications than places, the published oversubscription criteria, as set out for the normal round of admissions, will be applied. If there are no places available, the child will be added to the waiting list (see above).

Parents will be advised of the outcome of their application in writing and, where the Governing Body's decision is to refuse their child a place, have the right to appeal to an independent appeal panel.

There is no charge or cost related to the admission of a child to this school.

APPENDIX

DEFINITION OF A "BAPTISED CATHOLIC"

A "Baptised Catholic" is one who:

Has been baptised into full communion (Cf. Catechism of the Catholic Church, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome. Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place (Cf. Code of Canon Law, 877 & 878).

Or

Has been validly baptised in a separated ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their baptism and reception into full communion with the Catholic

Church can be obtained by recourse to the Register of Receptions, or in some cases, a subsection of the Baptismal Registers of the church in which the Rite of Reception took place (Cf. Rite of Christian Initiation, 399).

WRITTEN EVIDENCE OF BAPTISM

The Governing bodies of Catholic schools and Boards of Directors of Catholic Academies will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of "Baptised Catholics". A Certificate of Baptism or Reception is to include: the full name, date of birth, date of Baptism or Reception, and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of Baptism or Reception.

Those who would have difficulty obtaining written evidence of Catholic Baptism/Reception for a good reason, may still be considered as Baptised Catholics but only after they have been referred to their parish priest who, after consulting the Vicar General, will decide how the question of Baptism/Reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept.

Governors and Boards of Directors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not.)

ADMISSION POLICY FOR ENTRY INTO THE NURSERY DURING THE ACADEMIC YEAR 2020/2021

The Nursery Admission Policy of the Governors of St. Peter's Catholic Primary School is as follows:

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. 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 Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

The maximum number of places available in the Nursery is 26 part time places with a maximum of 13 children attending in the morning and a maximum of 13 children attending in

the afternoon. The number of places available during the academic year 2020/2021 will be dependent on the number of children staying in the Nursery class in September of 2020 and not transferring to a Reception class.

If the number of applications exceeds the number of places available, the governors will give priority to applications in accordance with the criteria listed below, provided that the governors are made aware of that application before decisions on admissions are made (see Note 1 below). A map of the parish boundary is available at the school and parish church.

1. Baptised Catholic children who will have a brother or sister in the school at the time of admission.
2. Baptised Catholic children.
3. Non-Catholic children who will have a brother or sister in the school at the time of admission.
4. Non-Catholic children.

OVER-SUBSCRIPTION

If there is over-subscription within a criterion, the Governors will give priority to children living closest to the school determined by shortest distance. Distances are calculated on the basis of a straight-line measurement between the applicant's home address and the front door of the school. The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supply the co-ordinates that are used to plot an applicant's home address within this system (See Note 4).

In a very small number of cases it may not be possible to decide between the applications of those pupils who are qualifiers for a place, when applying the published admission criteria. For example, this may occur when children in the same year group live at the same address, or where there are twins, or if the distance between the home and school is exactly the same. If there is no other way of separating the application according to the admissions criteria and to admit both or all of the children would cause the legal limit to be exceeded, the local authority

on behalf of the governing body will draw lots to randomly select the child to be offered the final place. In case of blocks of flats priority will be given to the lower flat.

Note 1 - Children with an Education Health Care Plan that names the school must be admitted. This will reduce the number of places available to other applicants.

Note 2 - In all categories, for a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic see the Appendix. Those who face difficulties in producing written evidence of baptism should contact their Parish Priest.

Note 3 - The definition of a brother or sister is:

- A brother or sister sharing the same parents;
- Half-brother or half-sister, where two children share one common parent; Step-brother or step-sister, where two children are related by a parent's marriage;
- Step-brother or step-sister, where two children are not related but the parents are living as partners;
- Adopted or fostered children

The children must be living permanently in the same household

Note 4 - The home address of a pupil is considered to be the permanent residence of a child. The address must be the child's only or main residence for the majority of the school week. Documentary evidence may be required. Where care is split equally between mother and father, parents must name which address is to be used for the purpose of allocating a school place

APPEALS

Please note that there is NO right of appeal against the refusal of a place in the Nursery.

LATE APPLICATIONS

Late applications will normally be dealt with after the governors have considered all applications that were submitted on time.

WAITING LISTS

Parents whose children have been refused a place in the Nursery class will be given the opportunity to have their name placed on a waiting list and their application be reconsidered in the event of a place becoming available. The waiting list will be kept in admission criteria order. A child's name may move up or down the list.

There is no charge or cost related to the admission of a child to this school.

See Appendix on page 16 for definitions of and evidence of Baptism.

Anti-Radicalisation Statement

St Peter's Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At St Peter's Catholic Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this statement, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Pupils are encouraged to adopt and live out Gospel Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.

The school's Prevent Officer is Mrs J Burrows, with Mrs D Beirne as the deputy.

British Values Statement

At St. Peter's Catholic Primary School we are committed to serving our community and local area. In doing so we reinforce British values, which are taught in line with Gospel values.

Democracy:

Democratic values are an explicit part of the ethos at St. Peter's. All adults listen to the views of the pupils and value their opinions. Pupils have further opportunity to have their voices heard through our School Council and Pupil Voice interviews etc.

The Rule of Law:

The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws - that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used.

Individual Liberty:

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All pupils are keen to support charities, whether local, national or global. They are taught consideration for others through our Religious Education curriculum and PSHE lessons in particular as well as through the Catholic Life of our school.

Mutual Respect:

Our school's ethos and behaviour policy are based on Gospel values, with the important commandment being, 'Love one another as I have loved you'. Assemblies constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honest and open communication with others and fair play. Pupils work collaboratively and value others' opinions.

Tolerance of those of Different Faiths and Beliefs:

As a Catholic worshipping community, pupils are reminded of their place in a culturally diverse society. This is achieved through our Religious Education curriculum and the spiritual life of the school. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Visits to different places of worship and teaching of other faiths underpin this teaching.

Child Safeguarding

The school takes the protection of each child seriously. Mrs Beirne as Head Teacher has overall Responsibility as Safeguarding lead. Mrs Burrows, Mrs Tibbott and Mr Walford are deputy designated staff. There is also an appointed governor for Child Safeguarding (Mr Mealey). Diocesan Guidelines and Statutory requirements are strictly adhered to. The school Child Safeguarding Policy and guidelines are reviewed each year. Staff and Governors receive appropriate training in order to raise awareness, update on procedure information and ensure the safety of each child in the school.

This school recognises its legal duty to work with other agencies in protecting children from harm and in responding to abuse. All adults working in school with children are DBS cleared.

The staff seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Staff hope that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. Child safeguarding issues will be addressed through the curriculum as appropriate, in RE, PSHE and school assemblies.

The school adheres to local authority and government guidelines concerning data protection. The school's Data Protection Officer is Mr Paul Withers, Walsall Council.

ORGANISATION AND PASTORAL CARE

The school day begins when the bell rings at 9.05 a.m. and continues at 9.15am with collective worship either as a class or a larger group. Whole school and key stage assemblies are held at particular times each week. Mass is celebrated every Thursday morning in the school hall. Parents are welcome to attend class assemblies, Friday morning assembly and Mass.

The principal aim of the school is the Christian growth of the children, not simply growth in our own faith, but their growing awareness as maturing Christians of their role in life.

It is, therefore, difficult to envisage the withdrawal of children from specific periods of the timetable. If, however, parents wish to withdraw from RE or Health Education, then arrangements will be made in accordance with legal requirements.

Children are taught in classes in the care of their own class teacher.

The length of the school day is from 9.05am to 3.30pm.

- Morning Nursery – 9.00am to 12.00 noon
- Afternoon Nursery – 12.30pm to 3.30pm
- Key Stage One - 9.05am to 12.00 noon 12.45pm to 3.30pm
- Lower Key Stage Two - 9.05am to 12.45 noon 1.30pm to 3.30pm
- Key Stage Two - 9.05am to 12.15pm 1.00pm to 3.30pm

The school can only be responsible for the children for 10 minutes before and after school.

Appointments to see staff

The Head Teacher can usually be seen before or after school without an appointment. If a matter requires considerable discussion an appointment can be made.

Parents are welcome to speak with the teacher informally after school. but a more formal discussion would require an appointment. This can be made through the school office.

Parents are reminded that when the bell goes at 9.05am it is important that the teacher is not approached. At this point their responsibility is to their class who need to be brought into school quickly.

HOLIDAYS IN TERM TIME

St. Peter's School is committed to all children achieving their academic potential. In order for this to happen it is vital that children attend school every day unless illness prevents this. In line with DfES guidelines the governors of St. Peter's do not approve holidays during term time and therefore if your child is taken out on holiday, the parents will receive a fixed penalty notice in line with current guidelines. Currently, the penalty is £60.00 per child, per parent to be paid within 28 days of issue. If not paid within 28 days, the penalty is doubled.

LINUS CLUB

The Linus Club offers child care provision before or after school for children who attend the school. The morning session runs from 7.45 – 9.00 a.m. and the afternoon session, 3.30 – 5.30 p.m.

Parents book the required sessions for their children one week in advance.

The current charges for using the club are:

Morning Session per child £5.00

Afternoon Session per child £6.00

All pupils who attend St Peter's school are registered to attend Linus.

THE NURSERY

The Nursery consists of 26 morning places. We aim to help the children to become happy, confident and independent individuals, able to deal with everyday situations. We want to encourage the children's talk, play and work with their peers and adults, so that they are aware of the feelings of others. We hope to instil in every child a sense of living, caring and sharing in a Catholic community which cares for others.

Play and Stay sessions are organised for parents of new Nursery children the term prior to your child joining the Nursery.

Milk and Fruit

Pupils in Nursery and Reception (Early Years) receive milk and fruit daily. There is no charge for these.

ARRANGEMENTS FOR NEW PARENTS

Meetings are held for parents of those children who have been offered a place in our Reception class for the following academic year. These meetings enable parents to look around the school, meet their child's teacher and gain further information about the school.

SCHOOL RULES AND DISCIPLINE

Discipline within the school is seen as part of the school's essential Catholic philosophy. The purpose is to foster the child's awareness of reconciliation, self-discipline, sense of responsibility, self respect and care for others.

For the safety and protection of the children and with the above in mind, we have regulations which must be observed, but they are neither numerous or complicated. These are explained to the children, who are regularly reminded and given the chance to discuss their responsibilities in this regard.

Complaints Procedure

We aim to promote an open and honest dialogue between staff and parents. If there is a concern in respect of the child's welfare or progress, parents are advised to follow the procedures outlined below: Contact the class teacher and make an appointment with them to discuss the matter. If after a period of time the class teacher or parent feels that the matter is not resolved it should be referred to the Head Teacher who will make recommendations to rectify the concern. A formal complaints procedure is available from the school office if required.

It is not acceptable for parents to contact other parents or children.

Out of School Activities

We have a 2 day residential trip in year 5 and year 6 enjoy a 3 day residential trip. Our children enjoy a range of outdoor activities whilst on these trips. All classes have a school trip each year to support their learning.

School Clubs

We have various after school clubs available to our children from Reception through to Year 6.

Liaison with Secondary Schools

St Thomas More Catholic school is our secondary feeder school. We have close links with this school and attend a variety of activities. Our Year 6 pupils transfer mainly to St Thomas More, St Francis, Walsall Academy.

Medicines

In line with our medicine policy, school will administer prescribed medicines only. Parents should bring all medicines to the office and complete a permission form. If your child has an inhaler, you will be invited annually to update an asthma care plan for your child.

Healthy Eating

We maintain a policy of healthy eating. During morning break children in Key Stage Two are encouraged to bring fresh or dried fruit, raw vegetables or two plain biscuits. The children in Key Stage One are provided with fresh fruit. Sweets, crisps and chocolate are not permitted.

Dinners and snacks

Dinner money is paid directly to the kitchen via our ParentMail app and menu forms submitted by the Monday. The cost of a school meal is £2.30 per day.

Parent's may wish to pay for toast at break time at a cost of £1 a week. Also payable on a Monday.

In line with government legislation pupils in Reception, Year1 and Year2 will be provided with a meal for no cost.

Toys

The bringing of toys and other distracting possessions to school often ends in unhappiness. We request that, except in special circumstances, only equipment necessary for the school curriculum is brought into school.

Behaviour

We believe that respect for others is the foundation of good discipline. We also expect politeness and caring for others. We expect all pupils to:

- respect all adults and other children.
- do as adults say.
- ignore naughty or silly behaviour.
- try their best in all their work.
- always be ready to work.
- act in a responsible way

We enjoy support and co-operation of parents in this important aspect of school life. In accordance with the Education Act 1986, Corporal Punishment will not be administered in school. Although we would not use any physical punishment on a child, in an extreme situation, in order to avoid injury to pupils, it may be necessary to use physical restraint, but this would be a very rare occurrence and only used by staff who have Team Teach Training.

Good behaviour is rewarded and loss of privileges can occur for poor behaviour, although usually a reprimand is all that is needed. Where serious irregularities occur, parents will be invited into school to discuss the problem with the Deputy Head Teacher.

In the case of disruptive pupils, the class teacher and Head Teacher meet to discuss the problem and find a solution. Early contact with parents helps to solve the problem promptly.

As a community, we acknowledge that sound discipline involves all children. To this end, we have a variety of rewards systems acknowledging long and short term achievement in social and academic matters. Each Friday morning during assembly, children receive Certificates for Achievements both inside and outside of school. Parents are encouraged to attend this assembly.

SCHOOL UNIFORM

All pupils are expected to wear the simple, but distinctive and attractive, school uniform.

The school colours are Green, Grey, Yellow and White.

Boys

Grey trousers, white shirt, green and gold school tie, green jumper, green blazer (optional), grey socks and strong black walking shoes (not trainers).

Girls

Green skirt or pinafore dress, white blouse, green and gold school tie, green jumper or cardigan, white socks or green or black tights, green blazer (optional), strong black shoes (no high heels or ankle straps).

Summer Uniform: Boys

Grey trousers or shorts, long or short sleeved white shirt, with a school tie. Shoes as above.

Summer Uniform: Girls

Long or short sleeved blouse and skirt with a school tie, or a green and white checked or striped dress. Shoes as above.

Nursery Uniform

Nursery children are required to wear the same school uniform as listed above with the exception of wearing a polo shirt and no tie.

Further information on school uniform stockists can be obtained from the school office.

PE Clothing

Please note that during the current pandemic pupils are asked to come in school in suitable clothes for outdoor PE e.g. trainers, joggers, jumper. Parents are notified of their child's PE day at the beginning of term.

Foundation Stage and Key Stage One

Children must have green PE shorts, a plain white T-Shirt and for outside P.E., black school plimsolls. These items should be kept in school in a suitable bag and must be clearly marked.

Key Stage Two

For PE all Key Stage Two children need:

Black or white school plimsolls or **UNBRANDED** black or white trainers, white T-Shirt or top and green shorts or PE skirt.

A track suit is allowed for outside activities during the Winter providing that it is in school colours.

Swimming

Children also attend swimming lessons on a rota and will therefore need a swimming kit.

Girls require a one piece swimming costume (not two piece or bikini).

Boys require fitted swimming trunks or shorts, not loose swim shorts.

Swimming hats are required by all children.

All pupils are expected to wear school uniform and to have the appropriate kit for PE games, swimming etc.

Pupils are expected to take reasonable care of the equipment provided by the Authority, or that are purchased from voluntary funds. Any items lost or damaged must be replaced, or paid for by the parents.

Neither the school, nor the LEA can accept responsibility for the loss of personal property, including money, although every effort will be made to assist pupils in safeguarding such property.

PLEASE ENSURE THAT ALL OF YOUR CHILD'S UNIFORM IS CLEARLY MARKED WITH THEIR NAME

Jewellery

NO jewellery, other than wristwatches, is allowed in school and children with pierced ears may wear a maximum of one pair of stud ear-rings only – these are only to be in the ear lobe. These must be removed during P.E., games and swimming periods. Staff are not responsible for their safe-keeping or their removal. (Governors cannot accept responsibility for any injuries resulting from children having pierced ears).

Hairstyles

Haircuts must be appropriate. All children's hair needs to be cut above their eye line. Where girl's hair touches their shoulder, it must be tied back. Boys' hair needs to be cut above the height of the top of their collars. Lines, wedges, grooves etc. are not permitted and hair braids are not acceptable. All children must retain their natural hair colour.

Hair bands, grips, slides etc. must be green, white, yellow or black.

Make Up

Children are not permitted to wear any make up in school, including on non-uniform days. Nail varnish is not allowed and we ask that if this is worn at home during holiday and weekends that it is removed before the child next comes into school.

Dogs

Dogs are not permitted on the school playground.

Newsletter

A newsletter is distributed to parents on a Friday. Please make sure that you receive it. In the case of siblings the eldest child will receive it.

Photographs

School photographs are taken in the Autumn Term.

There may be times during the year that you may wish to take a photograph of your child receiving an award or taking part in a school activity. This must be by agreement with the head teacher.

It is essential that no other child is part of the photograph. Photographs must not be published on any social media.

Neither the school, nor the LEA can accept responsibility for the loss of personal property, including money, although every effort will be made to assist pupils in safeguarding such property.

ARRANGEMENTS FOR PARENTAL VISITS

Parents who are considering sending their child to St. Peter's should contact the Head Teacher. Completed online applications are processed by the Education Authority but you will need to complete a supplementary form for our school too. Along with this, a copy of your child's Baptismal Certificate would be required if they are baptised catholic. After processing, Governors will offer places in line with the relevant admissions criteria.

*Parents will be invited to attend an open morning or afternoon when there will be the opportunity to discuss the admission of their child.

Children are admitted to school on a full-time basis in the Autumn Term following their fourth birthday.

***Please note changes due to the current pandemic.**

Although we appreciate that parents wish to visit our school we are in fact discouraging actual visits to safeguard our pupils and staff. Instead we have a video tour of our school which you can access on our website.

BUILDING FUND

As one of the Birmingham Diocese schools, our school is owned by our parish and not the Local Education Authority. We must fund part of the repair and building costs ourselves as this is funded independently of the school budget. Governors are able to access a grant to cover 90% of any school building and repair work but we have to find the other 10% from another source. Therefore, the Diocese have asked us, as with all other Catholic Schools, to request

parental contributions in order to ensure that their children's schools are maintained to the highest standard and provide the best learning environment possible.

SUPPORT OF CHARITABLE ORGANISATIONS

As a school, we work extremely hard to support many charitable organisations, whose aims are in accordance with the teaching of the Catholic Church, and we are very successful in their efforts.

OUR CURRICULUM

The first aim of the school, through the very nature of our Catholic community, is to give every child the opportunity to develop an increasing awareness of Christian values as understood through the teachings of the Catholic Church, and thus grow, as confident and caring Christians, nearer to God.

We aim, at the same time, to offer a curriculum which is broad, balanced, relevant, coherent and meets the requirements of the new primary curriculum.

Our curriculum will be exciting and will inspire children to nurture a passion for learning.

Our curriculum will be based on a thematic approach to learning and many of the topics change regularly to excite and stimulate the children. A skills-based approach is followed to ensure that the children make progress with their learning as they move through the school.

The curriculum will be taught with the consideration of the needs of all learners.

HOMEWORK

Homework is given in line with the school's Homework policy.

HOME / SCHOOL AGREEMENT

This is an agreement between the school and parents. A signature is asked for on the contact information booklet which is given when your child first joins our school.

Special Educational Needs.

For pupils identified with special educational needs, there are termly meetings with the SENCO to look at the child's progress. For further information please see the SEN information report and policy on our website.

Religious Education

As a school we follow the Diocesan scheme of work ('Learning & Growing as the People of God.').

The Strategy is divided into a number of units which cover four main areas of study. Religious Education lessons account for at least 10% of curriculum time. Respect for other faiths and

cultures is also part of our mission. As part of the strategy the children learn about what it is to live as Christians today, how the Church is organised from global to parish level and also the opportunities which exist for them to participate in the life of the Church.

It is through the construction of a spiral curriculum that children's knowledge and understanding is developed.

The children learn about the Liturgical Seasons of the Church's year. They find out about the significance of each season, its particular signs and symbols and the different liturgies celebrated in each season.

The children also study both Old Testament and New Testament Scripture in order to give them familiarity and knowledge of Scripture as well as allowing them to explore and understand how our Catholic beliefs are rooted in what Scripture reveals to us.

There is a strong Sacramental focus in each year group. In particular the content of the Y3 and Y6 books fully prepares the children to receive the Sacraments of Reconciliation and Eucharist in Y3 and Confirmation in Y6.

School Masses, daily prayers and assemblies are central to our worship and deepen the children's experience of Almighty God through regular prayer and the development of a spiritual life. The school is an integral part of the Parish Community. Throughout the liturgical year we come together to celebrate important feasts. All of our parents and children are most welcome to share our various masses and services.

Father David visits school each Thursday to say Mass. All pupils attend Mass.

Family Life Education

At St Peter's we see sex education as part of the wider educational experience rather than sex instruction and it is taught in the context of family life.

The school uses the sex and religious education (RSE) policy published by the diocese for use in all catholic schools. In year 6 the organisation 'Life' show a video and teach the children about the growth of the baby in the womb before birth. There is an opportunity for discussion, questions and answers.

Maths

Maths is taught daily at St Peter's. Each lesson is taught in line with the new Curriculum objectives. Maths lessons build upon skills in Number, Shape, Space and Measures, Data Handling and Using and Applying Maths. Problem solving is a key feature of lessons so that the children understand the relevance of Maths in the context of everyday life experiences.

To develop mental Maths skills and strategies Big Maths is part of our daily Maths lessons. All pupils will undertake a CLIC session at the beginning of every Maths lesson in ability groups.

The CLIC session:

Counting: Children learn to count forwards and backwards (progressing from whole numbers to ten through to counting in decimals and fractions) and to 'count on' from any number.

Learn Its: Recalling basic number facts including all four operations (addition, subtraction, multiplication and division)

It's Nothing New: Children apply what they have learned to acquire new skills in a simple manner. E.g. if they know $4 + 3 = 7$, then 'its nothing new' to learn that $4p + 3p = 7p$.

Calculation: Children use and apply facts and knowledge from CLI to all four operation calculation methods (addition, subtraction, multiplication and division).

CLIC test

These are used as assessment tools that allow teachers to see exactly what the children know and what they don't know. They also provide children with a fun and motivational way to track their own progress and set their own targets for numeracy.

The CLIC test is a set of 10 questions involving numbers.

E.g. The four operations, doubling/halving, multiplying by 10/100, using decimals. Each child works on a CLIC test of a level appropriate to them and when they have achieved full marks for three consecutive weeks will move on to a higher level test, regardless of age or year group.

The Big Maths Beat That test (BMBT): The BMBT test is based on the children's weekly Learn Its. It is a timed test where the children are constantly challenged to increase their own score (literally..."Beat That!", where 'that' is their best ever score).

Literacy

Literacy at St. Peter's combines the vital life skills of reading, writing and speaking and listening. The three elements work alongside each other to enable children to make sense of the world around them and understand the way language is used to communicate. At St. Peter's we want every child to be confident and fluent in expressing themselves through a variety of different means and develop literacy skills for life, as well as fostering an enjoyment of language, literature and communication.

Phonics and Reading

Children begin to learn to read through the teaching of phonics. In Early Years and Key Stage 1 children are taught phonics daily using Jolly Phonics. Jolly Phonics is a comprehensive programme, based on a proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. For the past five years St. Peter's phonic results in the national phonics screening check have been above national average and some years in the top 5% of all primary schools.

Once children have developed their phonic skills sufficiently they begin reading books from the Jolly Phonics and Oxford Reading Tree schemes. As a child's reading skills progress they are moved onto Accelerated Reading books which help to develop their comprehension skills, independence and fluency as well as promoting reading for pleasure. Children are given the freedom to choose their own books from a large range of engaging, quality books appropriate for their reading age.

Writing

Teachers plan rich and varied writing tasks, linked either to the topic that children are currently studying or a quality text. At St. Peter's we encourage children to think of themselves as writers as soon as they enter the school. Children begin their writing experiences by being encouraged to mark make and write using a variety of writing resources

in a purposeful manner. They develop to become confident writers who can adapt their style to write for a number of purposes. We strive to provide children with the skills required to write to inform, to entertain, to discuss and to persuade.

Speaking and Listening

Speaking and listening skills permeate every element of school life. Our aim is to provide children with the skills to speak with fluency, confidence and understanding. As well as daily opportunities to speak in front of their peers, children are also given regular opportunities to perform in front of audiences, particularly during prayer services, school council meetings, phase assemblies and also whole-school assemblies which parents can attend.

Foundation subjects

In September 2014, we decided to adopt the Cornerstones Curriculum which is based on a four-stage philosophy: Engage, Develop, Innovate, Express.

At the '**Engage**' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school.
- enjoy 'WOW' experiences.
- get an exciting introduction to a topic or theme.
- begin researching and setting enquiry questions. •get lots of opportunities to make observations.
- develop spoken language skills.
- take part in sensory activities.
- have lots of fun to fully 'engage' with their new topic.

At the '**Develop**' stage, children:

- improve their knowledge and understanding of the topic.
- develop and practice their new skills.

- compose, make, do, build, investigate, explore, write for different purposes and read across the Curriculum.

- research their own questions and those set by others.

- follow new pathways of enquiry based on their interests.

- complete homework activities that support their learning.

At the '**Innovate**' stage, children:

- apply skills, knowledge and understanding in real-life contexts.

- solve real or imagined problems using everything they've learnt.

- get inspired by imaginative and creative opportunities.

- revisit anything not fully grasped at the 'Develop' stage.