



Dear Parent,

We welcome you and your family into our school, and we hope that this is the beginning of a long and happy friendship.

We trust that you will find this booklet both interesting and informative. It explains the procedures we have in school which help to make our organisation both efficient and effective.

In order to maintain our high standards, parents, teachers and children need to understand and support these systems. We ask for your co-operation and will consider any additional contributions you feel would be useful.

Some information about the curriculum is given in this booklet and more detailed documents are available in school. All the information given is correct at the time of printing (September 2016). School policies may change in accordance with new legislation and in L.E.A. procedure. We will inform you of any such alterations.

Please keep this booklet somewhere safe, so that additional information sheets may be added as and when necessary.

Yours sincerely,

J Tyers

Executive Headteacher (On behalf of the Governing Body of St. Paul's C.E. Primary School)

MISSION STATEMENT

“St. Paul’s School promotes Christian values in a caring environment where every individual is encouraged to reach their full academic and personal potential”

We aim to ensure:-

- ***That children enjoy their time in school and feel happy, safe and valued.***
- ***That children reach their potential in all areas of the curriculum and acquire appropriate and useful skills and knowledge which will prepare them to become independent learners.***
- ***That work is well planned and provides realistic challenges and targets for future progress.***
- ***That children grow throughout school to become responsible citizens who respect others and are becoming ready to take their place in future society.***
- ***That the Christian ethos provides a stimulating, supportive and purposeful environment.***

Introducing St. Paul's School

St. Paul's is a Voluntary Controlled Church of England School serving an established community. The original building on Moor Lane was replaced by the present building and opened by the late Mr. James Callaghan in 1976.

The environment of the school is both pleasant and well maintained. A large playing field and playground provide ample space for play and organised sporting activities. Lawns and flowerbeds provide an attractive setting and a variety of trees and shrubs add interest to the area. The addition of a nature trail provides additional resources for environmental studies and other curriculum subjects. A beautiful new outdoor classroom enhances continual outdoor provision for Early Years.

The school was formerly open-plan design. Partitions have now been added to improve teaching and learning conditions. The extension of the Year 4 and 5 classrooms this summer has made a huge impact on the teaching and learning environment in these areas. There are 8 classes, all made up of single year groups. The school has a library area for non-fiction and for fiction books.

We presently have four laptop trolleys for all children to use. All classes in have interactive whiteboard facilities. The multi-purpose hall provides facilities for physical education, dining, assemblies, concerts and community activities.

The Governing Body

Executive Headteacher	Mrs. J. Tyers
Diocesan Representative	Canon. L. Battye
Foundation Governor	Rev. M. Dyson
Chairman	Mrs A. Darlington
Foundation Governor	Miss. J. Wood
Vice Chair	Mrs. S. Hughes
L.E.A. Governor	Miss. J. Hargreaves
Staffing Governor	Mrs. D. Edwards
Community	Mr. D. Saunders
L.E.A Governor	Cllr AM Humphreys
Parent Governor	Mr. M. Caffery
Parent Governor	Mrs. J. Pickup

The Governing Body is responsible for ensuring that the Head Teacher and all the staff are provided with the help they need to run the school, by discussing and deciding on financial, curriculum, staffing and practical issues that arise.

Governors represent the interests of parents, staff, the Local Education Authority and St. Paul's Church - which founded the school and is now in the care of the LA. The Governing Body meets once a term. Sub-committees also meet to discuss current matters relating to Staffing, Curriculum, Finance and Building. A copy of the minutes and agenda of these meetings is available for inspection by the parents of any pupil at the school. You may contact any member of the Governing Body by writing to them at the school address.

Who's Who in School

Executive Headteacher	Mrs J Tyers
Deputy Head	Mrs G.C Taylor
Children and Families Officer	Mrs D Edwards
Executive Business Manager	Mrs T Kehoe
School Clerk	Mrs D Johnstone
SENCO	Mrs K Reid
Class Teachers - Nursery	Mrs L Cullen
Reception	Mrs M Thomas
Year 1	Miss E Bovingdon
Year 2	Miss G Abbot
Year 3	Miss C Deeney
Year 4	Mrs K Lavin - Assistant Headteacher
Year 5	Mrs J Sharam
Year 6	Mr B McGill

Foundation Stage Assistants	
	Mrs Kehoe
	Miss J Ashurst
Teaching Assistants	Mrs J Bowker,
	Miss M Kavanagh,
	Miss J Collins
	Miss M Lyons
	Miss H Tomlinson
	Miss Davies
Sports Coach	Mr R Hutson
Caretaker	Mrs S Pennington
Cleaner	Mrs L Dutton
School Cook	Mrs T Miley Barrett
School Cooks Assistants	Mrs S Pennington
	Miss E Watts
Welfare Assistants	Mrs L France
	Mrs P Sutcliffe
	Miss L Oldham
	Miss D Lenihan
	Mrs J Isted
	Miss K Buttle
Lunchtime Playleader	Mrs D Croxon

Admissions and Transfers

Parents who are considering sending their child(ren) to our school may contact the Headteacher and arrange a visit at a convenient time.

Admission to the Nursery

Children are admitted to the Nursery in the September following their third birthday. At present we are able to offer twenty-five full time places.

Parents must fill in an application form and send it to the LEA for administration to ensure consideration for a place. Birth certificates should be shown before admission and proof of address

If the school has a shortage of places, the Governing Body have adopted the L.A. criteria for admissions as follows:-

1. **Medical Reasons** (as determined by the L.A. and the Headteacher taking into account the advice of the Authority's Medical Adviser and the school's facility to accommodate all children's needs) and children whose statement of special educational needs stipulates that specific school. If claiming medical reasons, parents/guardians must provide evidence from their doctor that the child has a medical condition which means that admission to a particular school is essential.
2. **Children in Need** as defined by the Children Act (1989), i.e. those who are unlikely to achieve or maintain or to have the opportunity of achieving or maintaining a reasonable standard of health or development would be further impaired without provision services of the Local Authority.
3. **Older Brother or Sister** in attendance at the school at the date when the pupil is to be admitted.
4. **Distance from the School.** Priority is given to children who live nearest to school. The distance is measured, by computer, along a straight line between the home address and school.

Places are offered to parents at the start of the summer term prior to the child's admission. Later in the term they are invited into school with their children. They spend a morning in the Nursery joining in the activities and discussing with the staff arrangements for helping children to settle in happily and quickly. Parents are also given guidance notes.

Admission to the Reception Class

Children are admitted to reception the September following their fourth birthday. Our admission number is thirty full time places.

Applications will be considered from families who live in Salford and neighbouring authorities. Applications from children in the nursery will be considered alongside other applications. In the event of being over-subscribed places will be allocated according to the L.E.A. criteria admissions as above. Parents will be notified of places at the start of the summer term.

Children who have not attended our nursery are invited into school with their parents during the summer term when they will be able to join in activities and discuss arrangements for their admission.

In the summer term all the nursery children spend time in the reception class and follow a special programme to make sure that they are quite happy and secure about the transfer.

Admission to Other Classes

Applications for places in all other classes must be made through the Local Authority

Admission Team and not through school.

Transfer to High School

Parents receive information about all the high schools within the authority in which they reside. Each child is allocated a place at their local high school. Parents receive advice on how to proceed if they wish their child(ren) to go to a different high school.

This school has close links with The Albion High School and in recent years many of our children transfer to this school. In their final year children are invited to open evenings and to sample different areas of the curriculum.

Class Organisation

Nursery
Reception
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Absences

Habitual absence is very disruptive to a child's education. We always understand if a child is ill but request that you let us know on the first morning of absence. This is in the interest of your child's safety, particularly if they travel to school independently. If we do not hear from you, we will phone to find out the reason for the absence. On the first day of their return to school, please can you send in a note giving details of their absence, these are kept in the register in accordance with DfE guidelines. If the child has a clinic or hospital appointment, please let us see the appointment card prior to absence so that a permit can be issued and an appropriate mark can be put in the register. If we receive no message, then this will be considered an "unauthorised absence" and the Educational Welfare Officer may be alerted. Continual absence can result in parental prosecution and a fine imposed by the Educational Welfare Service.

Emergency Contact

At the beginning of each school year, parents are asked to complete a form providing us with information as to where and how we may contact you during school hours should the need arise.

It is essential that we have your address and the telephone number of home and work. Parents who are not on the telephone usually give us the telephone number of a relation or

neighbour who is willing to pass on a message to you.

Mid-morning Breaks

We expect parents to support our promotion of healthy eating in school.

In Key Stage 1, all children are entitled to a daily piece of fruit. This is provided through Government funding. Children higher up the school are encouraged to bring only healthy snacks if they need them.

To promote healthy eating and to avoid litter in school, we do not allow children to eat sweets, crisps or any other confectionary at breaktimes.

Lunch Time Arrangements

We are fortunate to have our own kitchen, and our canteen staff produce light meals with a choice of menu based on a cafeteria system. Each child collects a full meal on a tray and takes it to a convenient table. The cook provides healthy options daily.

Children are supervised at lunchtimes by Mrs Edwards and the Lunchtime Supervisors. Two supervisors are in the hall whilst the Foundation Stage and KS1 are eating. The Foundation Stage children are taken back to the unit for outdoor play at lunchtime. The Head or Deputy Head supervise in the hall whilst KS2 children are eating. Three lunchtime supervisors patrol the yard whilst the children play outside.

Wet playtimes operate in the same way in the hall but the play time aspect is supervised by the Lunchtime supervisors in the children's classrooms.

Dinners for all pupils

Payment can be made in two ways:-

1. Weekly on a Monday morning in an envelope marked with the child's name and class. The money is collected by the class teacher.
2. Half-termly in advance, by cheque on the first Monday of each half-term

We will notify you of any price changes in advance. All cheques should be made payable to "Citywide", NOT to the school.

All monies must be sent into school in separate envelopes marked with the child's name and class and enclosing the correct amounts. NO CHANGE can be given.

If you currently receive Income Support you will be entitled to free school meals. In order to claim this, you need to apply to:-

Pendleton Gateway
1 Broadwalk
Pendleton
M6 5FX
Drop in facility
Monday - Friday 8:00am - 10:00pm
Saturday - 8:30am - 1:00pm
Appointments to see an Advisor
Monday - Friday 9:00am - 3:30pm
0161 793 2500

Packed Lunches

You also have the option to send your child with a packed lunch. As we are a healthy school please only send in healthy food and do not send sweets, fizzy drinks or cans.

Mid-morning Milk

Milk is available free of charge to every child until the start of the week following his/her 5th birthday. From then on, milk is available at a cost calculated by the Education Authority. Parents will be advised of the cost in advance and payment for the next half-term must be paid by the end of the current half-term so that the correct amount of milk can be ordered from the dairy.

Money

If money is sent into school, please help us by putting it into a money bag or envelope clearly labelled with:-

- a. Your child's name;
- b. His or her class;
- c. The amount enclosed;
- d. What the money is for.

Unless otherwise stated, all cheques should be made payable to "**St. Paul's School Fund**".

Health and Welfare

Medical Information

It is quite normal for young children to suffer from a variety of childhood illnesses during their first few years in school. If they are unwell, we would ask you to adopt the safe course and keep them at home. Please contact school on the morning of the absence to inform us

that they will not be in.

If your child becomes unwell at school, we will contact you as soon as possible. **It is essential that we are notified of any changes in telephone numbers should these occur.**

Staff are instructed **not** to administer tablets and medicines to pupils unless prescribed by a doctor which needs to be administered four times a day, only then can school administer medication. Parents or guardians must complete a consent form obtained from the school office. For those parents who have an asthmatic child, the School Asthma Policy is enclosed with this Prospectus and will give you information on the procedures for dealing with asthma in school.

The school medical team are regular visitors to school. The role of the school nurse changed some time ago. Regular head checks are no longer made and so the diligence of parents in detecting and correcting head lice problems are relied upon. The medical team visits school to carry out routine health checks and assist the school doctor in completing the immunisation programme. You will receive forms to fill in and/or notification of appointments for your child in advance from the medical team via the class teacher. The medical team also contributes to the school's Health Education programme for children and parents.

Medical Appointments

If your child has a medical appointment eg. dentist, clinic or hospital during school time, it is important that the following steps are taken:-

1. Notify the teacher in advance, in writing or in person, so that he/she enters the correct mark in the register and so that he/she is prepared for your child's absence when the time arrives. A permit will be issued for you to have your child out of school in lesson time.
2. Arrange for your child to be collected from school by you or another specified adult. Only the Key Stage 2 children may be allowed to leave school premises alone by special arrangement made between the parent and the Headteacher.

School Hours

Morning Session	KS1	8.55am to 12.00 noon
	KS2	8.55 to 12.30pm
Afternoon Session	KS1	1.30pm to 3.30pm
	KS2	1.30pm to 3.30pm

We have a set time each day for registration at **8.55am**. Our doors open at 8.45am.

A collective act of worship will take place either at the beginning or the end of each school

day.

Infants are provided with 21 hours lesson-time per week

Juniors are provided with 23.5 hours lesson-time per week.

The time spent on statutory collective worship, registration and break-times is included as part of the total lesson times.

Punctuality

We regard punctuality as very important. It is good training for later life and shows courtesy. When a class is ready **at 8.55am**, it eases the administration of taking dinner monies and registration. This is a most important part of the school day when plans are made for the day's work. Persistent latecomers miss out on this significant period and also prevent other children receiving their full educational entitlement.

Parents of children who do oversleep or are unavoidably late are encouraged to bring them to school, no matter how late in the session it may be. A phone call to school before coming in late is a good idea.

Our Children and Families Officer, Mrs. Edwards, will work with families of children who have habitual absence or lateness in order to try to improve the situation.

Security and Safety

Although we always take care to ensure the safety of our children, we cannot accept responsibility for more than **ten minutes** before the start of the school day and for no more than **ten minutes** after finishing time.

If you normally collect your child and are delayed, please telephone the school to enable us to ensure the safety of your child.

The beginning and the end of the day are probably the most dangerous time for your children due to the fact that many of them have to cross roads outside school.

Please always ensure we have an up to date contact number for emergencies.

Parking

We do recognise that parking can be a problem for parents bringing and collecting their children outside school. However, we must remind parents that it is **both ILLEGAL and DANGEROUS** to children as well as to adults, for any vehicles (including taxis) to park or wait in the areas marked with yellow zigzag lines or on the pavement. Please do not use the school gate area as a turning point in your car.

The school has security entry locking systems on all external doors. An intercom with buzzer

connects all visitors at the main entrance with office staff who can then help with any queries or appointments. All visitors to school must sign in on the computer system, located by the office window and wear an official visitors badge.

The school is fully alarmed and the caretaker's bungalow is situated within the school grounds

Curriculum Overview

At St Paul's we follow the requirement of the National Curriculum 2014, in all subjects. This is a content based curriculum, where the expectation is that the children acquire factual knowledge and understanding as well as skills, especially in history, geography and science.

English

The English curriculum comprises of 3 sections, reading, writing and oracy. The content and coverage for each year group is laid out in detail in the National Curriculum Documentation.

Reading

The teaching of reading and fostering the love of reading are a main focus at St Paul's

The early teaching of reading focuses heavily on the teaching of phonics to decode words. At St Paul's we follow the Read Write Inc, pure sounds approach in phonics. Children will use phonic reading books to reinforce their learning. Please note children will not automatically progress to the next book and may be asked to reread a book to encourage fluency. However we will continue to use other reading strategies and reading books at St Paul's.

Reading in Key Stage 1 will focus on the understanding of texts. This will include being able to answer literal questions about the text and children will start to explore what the author is trying to say (inference).

By the time they reach Key Stage 2 most children will be able to decode unknown texts and be able to answer questions relating to it. Teaching in Key Stage 2 focuses on developing the comprehension skills of inference and deduction, understanding authorial intent and why authors use particular words or phrases.

Throughout school we aim to inspire children with a variety of great novels and develop in them a lifelong love of reading for pleasure. There will also be a greater emphasis on the reading and reciting of classic and modern poetry.

Writing

The focus in writing is two dimensional. Firstly we need to equip our children with the tools to write, i.e. the knowledge and understanding of correct grammar, punctuation, spelling and handwriting. Secondly the ability to compose, structure and articulate their ideas both in writing and orally.

The content for the teaching of grammar, spelling and punctuation is statutory and is laid out in detail for each year group in the Appendices of the National Curriculum documentation. At St. Paul's we have created our own Grammar and Punctuation Policies which outline in detail what is to be taught in each year group. These policies can be found on our website.

Oracy

Oracy is the art of being able to speak clearly and fluently with an increasing command of Standard English (correct grammar and punctuation). Children will be taught to listen attentively to both adults and their peers, ask relevant questions, justify their opinions, give well structured descriptions and explanations and be able to perform orally to an audience. Oracy will pervade all areas of the curriculum.

All staff will model good English and will actively encourage the children to do so.

Mathematics

The mathematics curriculum comprises 3 sections, number (counting, place value, addition, the 4 mathematical rules of subtraction, multiplication and division, fractions and measures); geometry (properties of shape, position and direction) and statistics (data handling). The content and coverage for each year group is laid out in detail in the National Curriculum Documentation.

At St. Paul's we have high expectations of all children. In mathematics we aim to ensure that all children become fluent in the fundamentals of mathematics so that they develop a good understanding of mathematical concepts and are able to recall and apply their knowledge rapidly and accurately; that they are able to use this knowledge to reason, justify, argue or prove mathematical statements using the correct vocabulary and are able to solve problems by breaking them down into a series of simpler steps.

Please see the appendices for detailed coverage of each year group and for St Paul's Calculation Progress Policy, which details the progression and strategies used for the teaching of the addition, subtraction, multiplication and division across school.

Science

The National Curriculum requirements for science are statutory. The curriculum content and coverage for each key stage is laid out in detail. The curriculum content has been subdivided into the three specific disciplines of science, Biology, Chemistry and Physics with the main emphasis for the Primary Curriculum being on Biology.

At St Paul's the teaching of science will be based on key knowledge and concepts. Children will develop a good understanding of the nature, processes and methods of scientific enquiry. They will be taught to understand the uses and implications of science today and in the future; to use technical terminology and specific vocabulary in both written and oral presentation and to apply mathematical skills to science.

History

The National Curriculum requirements for history are statutory. The curriculum content and coverage for each key stage is laid out in detail. At St Paul's we use PlanBee materials to support the planning, teaching and learning in history. These materials particularly support the delivery of content, and historical enquiry skills.

The purpose of teaching history is to give children a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to instill in children a knowledge and understanding of the history of Britain from the earliest times to the present day; to appreciate how individual people have shaped this nation and how Britain has influenced and been influenced by the wider world; to know and understand significant aspects of the wider world; the history of ancient civilizations including the rise and fall of past non European societies. We aim to develop the children's understanding of the historical concepts of continuity and change, cause and effect, similarity and difference, evidence and bias.

Geography

The National Curriculum requirements for geography are statutory; the curriculum content and coverage for each key stage is laid out in detail. At St Paul's we use PlanBee materials to support the planning, teaching and learning in geography. These materials particularly support the delivery of content and geographical enquiry skills.

The purpose of Geography is to teach children the knowledge of different, peoples, places, resources, natural and human environments and an understanding of the earth's key physical and human processes. It should deepen their understanding of the formation and use of landscapes and environments.

Art

All art and design technology topics are linked where possible, to history, geography and science and incorporate a comprehensive range of modern and traditional artists.

At KS1, children will learn to use a range of materials for design and make projects; experience a range of drawing, painting and sculpture techniques, incorporating colour, pattern, texture, line, form and space and will study the work of a range of artists and designers.

At KS2, children will learn to develop and refine all the skills and techniques above; record first hand observations in a sketch book and learn to revisit and refine their own work.

Design technology

The skills of design technology will be taught in the context of designing and making products for a purpose to solve real life problems. One of the principles aims of the design technology curriculum is that children understand the principles of good nutrition and learn how to cook. Food technology will be taught across both key stages. The skills and content coverage for design technology are laid out in the National Curriculum.

KS1

Key Stage 1 children will learn the basic skills of cutting, shaping, joining and finishing, to design and make a product and they will start to develop the basic skills of evaluating their work. They will be taught the basic principles of nutrition, where food comes from and how to cook simple food.

KS2

Children in key Stage 2 will be taught to design for a purpose using annotated sketches and diagrams and to develop the use of a wide range of tools and equipment, materials and components. Children will develop the skills of evaluation and study how previous inventions and products have shaped today's world. Over the course of KS2 they will develop the technical knowledge to be able to reinforce structures, use mechanical and electrical systems and use ICT to program, monitor and control. The children will develop their knowledge of nutrition, cooking techniques and learn about the seasonality of certain foods.

PE

At St. Paul's we aim to deliver high quality physical education to all our children to support physical fitness and promote health. We encourage all children to engage in healthy lifestyles; to choose from a wide variety of sporting activities; to strive to improve their personal performance and to engage in a range of competitive sports. We have an excellent sport coach who both teaches P.E lessons and after school clubs.

KS1

In Key Stage 1 children will learn the basic movements of running, jumping throwing and catching to extend their agility, balance and coordination. They will play team games and develop the basic skills of attack and defence. The children will learn to sequence simple movement patterns in dance.

KS2

The children will further develop and refine the skills learned in Key Stage 1 to enable them to take part in competitive games. In gymnastics, athletics and dance they will develop flexibility, strength, balance and control. All children must be able to confidently swim 25m, using a range of strokes, by the end of Key Stage 2.

Modern Foreign languages

The teaching of a modern foreign language is statutory in Key Stage 2. At St Paul's the children learn French using the online program Culturetheque, supported by the French Government. Each year group is delivered in 6 modules, one per half term. Each module contains 6 carefully planned lessons including Power Points to encourage correct pronunciation; geographical and cultural information and grammar teaching. Each module also contains assessment, songs, rhymes and resource materials.

Help your child learn French at www.Culturetheque.org.uk Learn

Computing

Today the vast majority children are confident users of information technology. The computer has become a regular part of the class room toolbox and children are confident in using it for research and to publish their work. Although this will remain the focus is now on computing or computer science. Children will be taught the principles of information technology, computing, how digital systems work, programming, creating programs and systems and online safety.

Music

The content of the music curriculum is statutory and is laid down in the national curriculum.

KS1 Music in Key Stage 1 consists of singing chants and rhymes; playing percussion instruments; listening to live and recorded music and creating their own music.

KS2 Musical skills are developed in Key Stage 2 to include playing and performing using voices and instruments; composing; using musical notation; listening to live and recorded music from a range of traditions, composers and musicians and developing an understanding of the history of music.

Please note - School can arrange for children to receive individual instrumental lessons through the School Music Service. Please note however, that this is a private arrangement and there will be a charge for this service.

R.E

Religious Education is a statutory requirement. At St Paul's we follow the revised syllabus for religious education (RE) for schools in Manchester, Salford, Stockport, Tameside and Trafford. R.E. is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and

wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity and of other world religions and traditions.

A Christian Ethos

Parents may choose to send their children to St. Paul's because they wish them to receive an education gained within a school whose ethos benefits from close links with a living Christian community. However, our Religious Education is not intended to impart a particular set of beliefs to children, but rather to provide them with the information and skills they need to make appropriate decisions about matters of faith. It remains the responsibility of parents to nurture their children in a chosen faith.

Assemblies

Our daily assemblies are of a broadly Christian nature, as is required by the Education Reform Act (1988). As with Religious Education, parents have the right to withdraw their child(ren) from assemblies and from Church visits, but again they must discuss this first with the Headteacher so that appropriate alternative arrangements can be made.

The school welcomes the opportunity to educate children of any or no particular religious persuasion, so as to prepare them for life in a multicultural society.

School celebrates Harvest, Christmas, Easter and the end of the year service at St Paul's church. Members of the church community are regular visitors to school and take whole school assembly every Tuesday morning.

Parents are very welcome to attend all our Church services and our regular Friday morning celebration assembly in school.

Sex Education

Following consultations with parents and Governors, it was decided to include Sex Education as part of the curriculum. This is delivered to Year 5 children by Mrs Edwards, the Children and Families Officer. If any changes in policy or provision are considered, parents will be consulted.

Discipline

Good discipline and acceptable behaviour has to be a high priority in a school. Without good discipline, effective teaching cannot take place. We believe this is best achieved when children develop self-discipline, together with understanding and respect for others.

We aim to provide our children with the opportunity to take responsibility for their school and the environment. We use positive approaches to promote self-discipline. However, from time to time, sanctions may also be necessary.

At the start of each school year, every class agrees a set of Class Rules with their teacher.

These rules are simple and relate to behaviour which is observable. Each parent receives a letter outlining these rules, along with the system of rewards and any sanctions if inappropriate behaviour occurs.

Our aim is to regularly inform parents of good behaviour. If we have concerns about a child's behaviour, then we will communicate this to parents and welcome your support.

A copy of our Behaviour and Discipline Policy is included in this brochure.

Parent - School Links

Parents' Evenings

In the first half of the Autumn Term, Parents Information Evenings are held for various year groups to inform parents of their child's curricular and learning opportunities. In the Spring Term, a Parents' Evening will be held to discuss your child's progress. Reports are sent out in the second half of the Summer term to share the results of testing and teachers' assessments. Parents are always welcome to make a separate appointment to discuss issues about their child's education.

Appointments with the Headteacher or Staff

There are occasions when teachers and parents feel a need to discuss a current concern - perhaps an issue relating to the child's welfare, education or behaviour. It is impossible for a teacher to talk to parents at length whilst he/she is teaching. Arrangements will be made for a teacher to be freed from his/her class responsibility for a short time if the need arises. Please telephone the school or call into the office to make an appointment so that appropriate and convenient arrangements can be made.

Meetings

Speakers from within and outside the Local Education Authority are from time to time invited to present information relating to the education and welfare of pupils. We appreciate your support at such meetings. Each year our School Profile is updated on line and are available to parents or can be accessed through the internet.

Special Educational Needs

It is not unusual for children to have special needs for learning or behaviour at some time in their primary school career. It may be that you identify a problem or your child's teacher may speak to you about a concern. In either case - don't panic. The first thing to do is talk the problem through with the teacher or headteacher and make plans to find the best way of dealing with it.

If the problem is likely to be long-term, the child may be put on the S.E.N. Register and more

formal procedures to help may be put in place. More information about S.E.N. will then be communicated to you.

Child Protection

It is our legal duty to ensure that your child is well and thriving. If anyone in school suspects or finds evidence that a child is being physically, emotionally or sexually abused, then we must report this to the appropriate authority.

Inspection Report

St. Paul's was last inspected in March 2017, when we were judged to be a good school in all areas. A copy of the latest inspection summary is available on the school website or from the school office. A full copy of the report may be seen in school or purchased at cost price of production.

SCHOOL UNIFORM

The staff, Governors and parents support the wearing of school uniform. Sweatshirts, polo shirts and P.E. kits can be ordered from school. All other items may be purchased from chain stores, etc. **All clothes should be labelled with your child's name.**

Winter Uniform	
Boys	School sweatshirt Blue or white shirt or polo shirt Short or long grey trousers Grey/white/black socks Sensible black footwear
Girls	School sweatshirt, Blue/white blouse or polo shirt Grey trousers/ skirt or pinafore dress Grey/white/black socks Sensible black footwear

Boys	Short sleeve white shirt or polo shirt Long grey trousers Grey shorts Grey/white socks Sensible black footwear
Girls	Blue/white polo shirt or blouse Grey shorts, trousers or skirt or blue and white dress (check/gingham/stripe)

	White socks Sensible black footwear
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P.E. Uniform

Children must have a white T-shirt or polo shirt, black shorts and a pair of simple pumps. Children must not wear trainers they have worn to school for indoor P.E. Expensive designer gear is not allowed in school. PE kits can be purchased from the school office.

Swimming

The National Curriculum states that all children must learn to swim 25m before the end of Primary school. If your child's class is going swimming they will require either a swimming costume or trunks, a towel and a swim cap. Children are not allowed to wear goggles unless we receive a Doctor's note recommending this because of an eye condition which may be affected by the water.

Lost Clothing

The importance of labelling your children's clothing cannot be stressed enough. With 205 children wearing similar clothing, it is very easy to mislay an item of clothing. If an item is lost, the first place to look is the cloakroom. If it still cannot be traced, please contact the office as soon as possible.

Jewellery

Children are not allowed to wear any jewellery in school, other than a wristwatch, for the following reasons:-

To avoid children being hurt - it can be very dangerous to wear jewellery for many activities in school.

To prevent the loss of valuable items - it can be very upsetting to lose valuable jewellery and the school can take no responsibility for such items.

Pierced Ears – Earrings must be removed for P.E./swimming or covered up by micro pore tape.

Toys and Other Personal Possessions

The school has a wide range of resources for directed "play" in the early years and "directed activities" at later stages.

Sometimes a child may be asked to bring into school something connected with a topic they are studying or a particular item they find interesting to show to the teacher and the class.

Please do not allow your child to bring "toys" into school. It is natural for children to select

“special” toys to show their friends, but if they are damaged or lost in school then the children become upset and we cannot be held responsible.

Charges for School Activities

We sometimes ask for voluntary contributions towards costs, on the understanding that a child will not be excluded from the activity if the parent has not made this voluntary contribution.

This policy, adopted by the Governing Body, is in line with the Charging and Remissions Policy as recommended by the L.E.A. The document relating to this policy is available to parents by asking at the school office. A copy of the school’s charging policy is available on request.

Many activities and trips are planned and many are at present subsidised to some degree from school funds. We hope parents will continue to contribute towards these activities, because without this financial assistance some of the events may have to be cancelled.

Complaints Procedure

Under the provision of the Education Reform Act (1988), the L.E.A. has agreed a complaints procedure in respect of the duties imposed by the Secretary of State for Education. The following matters may be the subject of complaint under this provision:-

- * Curriculum provision, R.E. and worship;
- * Implementation of the National Curriculum;
- * Exemptions or disapplication of National Curriculum delivery in the case of individual pupils;
- * Charging for school activities regulations and practice;
- * Provision of information.

A full copy of the arrangements may be inspected in school but all approaches should, in the first instance, be made to the Headteacher.

The process allows for sequential progress via the Headteacher to Governors, to the L.E.A. and ultimately to the Secretary of State. Matters concerning the conduct of individuals, teachers or the Headteacher, and issues such as discipline or admission, do not fall within the scope of this provision.

Information Available to Parents

Copies of the following are available on request:-

The School Development Plan
The School Prospectus
The L.E.A. and Governors statements of curriculum
Statutory orders and circulars about the curriculum
Details of the L.E.A. complaints procedures
Syllabuses and schemes of work in use at the school
The Manchester Diocese syllabus for R.E.
Latest Ofsted Inspection Report

If you wish to see any of these documents, please contact the Headteacher, who will arrange access to them at a convenient time.

Holidays

We specifically request that parents do not book family holidays in school time. This is particularly important at the beginning of the school year when children are settling in to their new classes. If an occasion does arise and you need to take your child out of school, a request must be made in writing to the Headteacher. Please ask for a form from the school office.

St. Paul's C.E. Primary School ~ Nevile Road

	CLOSE	RE-OPEN	DAYS CLOSED	DAYS OPEN
<u>2017</u>				
Summer		Tuesday 5 th September		
Mid- Term	Friday 20 th October	Monday 30 th October	5	34
Christmas	Thursday 21 st December		12	39
<u>2018</u>				
New Year		Tuesday, 9 th January		
Mid Term	Friday 16 th February	Monday 26 th February	5	29
Easter Holiday	Thursday 29 th March	Monday, 16 th April	11	24
Bank Holiday	Friday, 4 th May	Tuesday, 8 th May	1	29
Mid Term	Friday, 25 th May	Monday, 4 th June	5	35
Summer	Friday, 20 th July			
			39	190