

# St Paul's CE Primary School Prospectus

“Love to Learn and Learn to Love”

# A Letter from the Headteacher

ST PAUL'S CE PRIMARY SCHOOL  
Hindle Drive  
Royton  
Oldham  
OL2 5LU  
Tel: 0161 624 9019

## A message from Hilary Henderson, Headteacher.

Welcome to St. Paul's C E Primary School in Royton.

We are proud to share our Love of Learning within a caring and supportive community where the children always come first.

We aim to provide the best opportunities for everyone within our school, to recognise individual skills and abilities; to motivate, challenge and support each other within a structure that embeds itself as part of a nurturing school family.

Every member of our school is unique and deserves the right to be treated as individuals each with a special role to play at St. Paul's.

Our motto, 'Love to Learn and Learn to love' celebrates our Christian ethos to respect and love one another and form positive relationships in order to become confident, independent learners who have a desire to achieve well.

Thank you for taking an interest in learning more about St. Paul's.

Please do feel you can contact school for any further information.



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## The Background History of Our School

In 1833 the parish of St Paul's Royton opened its schools at the centre of the growing urban district. Like many large all-age schools, St Paul's had a 'mixed infants' and 'separate' Boys' and Girls' schools until 1945. As numbers living in the area grew so did the provision of places. The distinct infant department was established in the school hall in 1872 and later there followed a St Paul's extension, housed in a building on Oldham Edge.

1933 saw a further development when the infants moved across the road and became a distinct school with their own Headteacher. The building they moved into was originally the imposing residence of a local doctor, known as Downey House, indeed the name attached itself to the infant school community. This characterful building has now passed into parish use.

It was decided in the 1970's that the original school building was approaching the end of its useful life, and in 1977 the Junior School moved into new premises on Hindle Drive, at a much greater distance from its parish church. The original building was demolished and the site developed for housing. The Junior School operated as a voluntary controlled school for twenty years. In 1998 the Infant and Junior Schools amalgamated making a Church of England Voluntary Aided Primary School on Hindle Drive.

Both St Paul's Infant and Junior schools had hosted a LA provision for pupils with a statement of Special Education Need for Language and Communication. In 2012 extension work was carried out to create specific classrooms for this provision and to join nursery and reception classrooms.



## Our Mission Statement is;

to enable pupils to develop their potential for continuous lifelong learning through a skilled and enquiry based balanced education, to achieve fullness of life, firmly based on Christian principles.

### Our School Motto is

"LOVE TO LEARN - LEARN TO LOVE"

### Our Core Purpose is;

To empower children to LOVE TO LEARN and LEARN TO LOVE in equal measure.

### We understand LEARNING to be:

Acquiring knowledge and skills  
Building on experience  
Personal growth  
Developing the mind  
Developing the self  
Being proactive in self and collective evolution  
Developing skills to be an active part of present society and workforce  
Challenging ideas about present performance and potential



### We understand LOVING to be:

A positive internalised feeling of well being (delighting in, warm appreciation) which radiates to others. We believe this is developed through nurturing positive growth mindsets and emotions.

We are collectively committed to the vision of our children having the following qualities in order to realise our Core Purpose;

Good intrapersonal skills  
Respect for others, their beliefs and cultures  
Moving from ego centredness towards being a worthwhile member of society  
A sense of responsibility  
A positive self image  
Skilled for maximising their potential in today's society  
A positive self esteem  
Aware of their journey towards discovering their own potential and life purpose  
Aware of themselves as self motivated life long learners  
Open independent thinkers  
All the above within the context of Christian Gospel values.

### Our Vision is rooted in the faith that:

God's loving eternal presence empowers us through the example of Jesus Christ and the power of His Divine Spirit.

That is: The ability to aspire and to realise our potential comes through co operation with the Divine.

## The Ethos for St Paul's Primary School

The ethos is that our school is defined as a free from fear learning community, where we inspire the desire to learn and delight in all learning encompassing our motto: Love to Learn- Learn to Love. This is brought about through a common understanding of the process of good learning, in which preferred future focus, good feeling and conscious awareness of movements towards the preferred future, are practised at every level of the learning experience throughout the school community.

The vision is based on the cause and effect understanding that outcomes are a result of our behaviour, our behaviour is a result of our feelings, and our feelings are a result of our quality of thinking, thus the paramount importance of good positive thinking. The vision is founded on the Christian principles that our ultimate learning is to enable conditions within ourselves and our communities whereby we can access and radiate the love of God, through good positive thinking of hope and faith, in prayer and alignment with the constant loving eternal presence of the Divine, made possible through Jesus Christ.

## Our Distinctive Christian Nature

We believe that these aspirations are effectively realised through the teachings of the Christian Church, We focus particularly on the faith that:

- God is with me.
- God loves me.
- The Holy Spirit guides me into being happy.
- Jesus teaches me how to be happy.
- It is right and fitting to praise God for all things.
- I can be forgiven and be free from guilt.
- I can forgive and be free from bitterness and resentment.
- Through the Sacraments, I am continuously led in the presence of God.
- I am secure in the Christian family.
- I am part of the Communion of Saints, which brings together the past and the future.
- As all people, regardless of creed, race, gender or age, I am a small but significant part of God's Creation.
- I was born for a specific purpose.



## Admission Policy

to St Paul's CE Primary School for September 2016  
The school's Standard Number is 30

The governors are the admission authority of the school. The Admission Policy is agreed with the Local Authority and the Diocese of Manchester.

Governors will admit all children, who have a Statement of Educational Need in whose Statement the school is named. In the event of oversubscription for remaining places, places will be given in accordance with the following criteria in order. In the event of over subscription in any category, the subsequent criteria will be applied to those applications.

### Admission Criteria

#### 1. All children in public care and previously looked after 2. Church Affiliation

a) Children who with their parent can demonstrate regular\* worship at St Paul's, Royton.

b) Children who with their parent can demonstrate regular\* worship at another Anglican church.

c) Children who with their parent can demonstrate regular\* worship at another Trinitarian Church. The churches affiliated to the Greater Manchester Churches Together, to which this criteria applies, can be found at the Manchester Diocese website at [www.manchester.anglican.org](http://www.manchester.anglican.org)

#### \*Regular Worship

The Church's teaching is: every Sunday and major holy days. We will offer places to other applicants under Church Affiliation according to the closest match to the Church's teaching but not less than 40 times in the 12 months preceding application date for admission.

#### 3. Siblings

Children with siblings at the school at the time when the child will be attending school. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought, is living in the same family unit at the same address as that sibling.

#### 4. Children with Exceptional Medical or Social Need

Person applying on these grounds must submit relevant professional evidence from a G.P. or Social/ Children's Services stating why the child should attend this school rather than any other school.



#### 5. Any Other Child

In the event of over subscription in any category, places will be awarded to those living nearest to the school. Distance will be measured in a straight line from the front door of the child's home address to the main entrance of the school, using the Local Authority's computerised measuring system, with those living closest to the school receiving the highest priority.

In cases where there is shared parenting from different addresses, distance will be measured to the home where Child Benefit is received for that child.

#### Address of the pupil

The address used on the school's admission form must be the current one at the time of application. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, the current-at-the-time-of-application, normal address of the child will be used. This will normally be the one where the child wakes up for the majority of Monday to Friday mornings. Parents may be asked to show evidence of the claim that is being made for the address, eg utility bills of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties, eg. the child's GP. For children of UK Service personnel and other Crown servants returning to the area, proof of the posting is all that is required.

#### Twins

Where twins, triplets etc. or other children born in the same school year might be split when allocations take place, and there are too few places available at the school to accommodate them all, the governors will inform the Local Authority which may consult with the parent to consider whether all the siblings can be offered a place at the same alternative school ( which may not be a preference named on the CAF) or whether the parents can be offered places at two or more schools with a view to the parent deciding which child will take up which offered place. If this consultation fails to resolve the issue then the Admissions Committee will use random allocation to decide which of the children can be offered place.

#### Waiting List

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applications for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later, to have a higher priority than one who has been on the waiting list some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted. This waiting list will operate until the end of the Autumn term only.

#### Appeals

Where the governors are unable to offer a place because the school is oversubscribed, parents have the right to an independent appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. Parents should notify the clerk to the governors at the school within 14 days of receiving the letter refusing a place. Parents will have the opportunity to submit their case to the panel in writing and also attend in order to present their case.

#### Deferred Admissions

Children are eligible for a reception place from the beginning of the school year in which they become 5 years old. However they do not become compulsory school age until the start of the term after their fifth birthday. After a place has been allocated and

accepted, parents can request that a school place be deferred until later in the school year and if they do this the place will be held for the child. They cannot however, defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the school year for which the original application was accepted. Parents can also request that their child attends on a part time basis until the child reaches compulsory school age.

#### Non-routine admissions

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine admissions. Parents wishing their child to attend this school may arrange to visit the school. All applicants must use the Common Application Form and the Local Authority will co-ordinate the application for a place. The applicant indicates more than one preference and the LA makes an offer of a place at the highest preferred school available. If there is no place available in our school then the admission committee will inform the LA and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, eg. Exchange of contracts or tenancy agreement with rent book.

#### Fraudulent Applications

Where the governing body discovers that a child has been awarded a place as a result of an intentionally misleading application from a parent (for example a false claim to residence in the catchment area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of the place. The application will be considered afresh and a right of appeal offered if a place is refused.

#### Forms to be completed when applying:

1. Local Authority Common Application Form - to be sent back to the Local Authority by the date specified by the Local Authority.

2. St Paul's Supplementary Form – to be sent back to school by the date specified by the school.

A supplementary form is provided to help parents who wish to apply under "church affiliation" criteria. If this form is not completed it will not be possible for the governors to consider the Church Affiliation of the child and parent

#### Nursery Admissions

26 places are available in the Nursery for each morning session, 9.00am to 12.00 noon. A place in the nursery does not guarantee a place in the reception class the following year. A separate application must be made for a Nursery place directly through the school. The above criteria and rationale are followed for Nursery admissions.

#### Resourced Provision

The school includes a special resourced provision to support the learning of children with language and communication difficulties which may include autism.

Admission is through the Statutory Assessment team within the Local Authority who negotiate places for children with Education, Health and Care plans.

We are proud of the positive nature and response that such inclusion engenders throughout the school.

#### Disability and Access

Pupils with disabilities can be catered for at St Paul's CE Primary School as expected of all schools. Parents of pupils who have an Education Health and Care Plan may have preference of their first choice of school as required by law. Parents of children with Statements of Educational Need make such decisions with advice

of other professionals, Local Authority placement officers and the school, so as to secure the best possible provision for the child's needs to be met.

At St Paul's we have a medical room with disabled care facilities. We have a Sound Field System in the hall to aid those with hearing impairments. We are a single storey building and we have a continuous building development plan to improve and maintain accessibility to our school. We are proud of our high reputation for being an inclusive school.

Disabled pupils may access additional support through further adult support, intervention strategies or assisted technology. All curriculum staff receive regular training for assisting children with different special needs. Our Accessibility Plan is being implemented.

## The Governors

Position	Name	Term of Office Ends
Chairman of Governors	Mr. A. Wood	25/03/20
Foundation Governors	Mr. R. Fallows	21/09/20
	Mr. D. Mullin	21/09/20
	Mrs. J. Wright	23/09/20
	Mr J. Hamblin	29/06/18
LEA Governor	Mr. S. Wilcock	16/02/18
Parent Governors	Mrs. M. North	29/06/18
	Miss J. Robinson	29/06/18
Staff Governor	Mrs. J. Haigh	07/12/17
Headteacher Governor	Mrs. H. Henderson	Ex Officio

## School Staff as of May 2017

Headteacher	Mrs. H. Henderson
Deputy Headteacher	Mrs. H. Green
Lead Teacher	Mrs. M. Sileck-Ainsley
Lead Teacher	Mrs. H Hilditch
Class teacher	Ms S. Birkett
Class teacher	Mrs C. Haigh
Class teacher	Mr. W. Russell
Class teacher	Miss. R. Edge
Class teacher	Miss L. Chadderton
Class teacher	Miss V. Graham
Class teacher	Mrs M. Ward
Class teacher	Miss G. Woolley
<b>Teaching Support Staff</b>	
Mrs. G. Lutley	Mrs. L. Davy
Mrs. S. Pearce	Mrs. J. Haigh
Mrs. B. Ramadhin	Mrs. H. Howarth
Mrs L. Wood	Mrs. K. Heap
Mrs. A. Hamblin	
<b>HLTA - Mrs. P. Woodward</b>	
Office Manager	Mrs. S. Brown
Clerical Support	Mrs. C. Noble
Site Manager	Mr. S. Jenkinson

## Holiday Pattern for 2017/18

At St Paul's we follow a very tight curriculum. Any time taken out of school will affect the continuity of your child's learning. We expect family holidays to be taken during school holidays.

Absence for the purpose of holidays is not authorised and may incur a penalty fine. Parents may apply for authorised absence for an exceptional circumstance (see Attendance Policy).

<b>Autumn Term 2017</b>	
School Opens	Wednesday 6th September 2017
School Closes	Friday 21st October 2017

### Half Term

School Opens	Monday 6th November 2017
School Closes	Wednesday 20th December 2017

### Christmas

<b>Spring Term 2018</b>	
School Opens	Wednesday 3rd January 2018
School Closes	Friday 9th February 2018

### Half Term

School Opens	Monday 19th February 2018
School Closes	Thursday 29th March 2018

### Easter

<b>Summer Term 2018</b>	
School Opens	Monday 9th April 2018
School Closed for Polling Day	Thursday 3rd May 2018
School Closed for Pupils	Friday 4th May 2018
Bank Holiday	Monday 7th May 2018
School Closes	Friday 18th May 2018

### Half Term

School Opens	Monday 4th June 2018
School Closes	Friday 20th July 2018

### Summer

## School Hours

### Foundation Stage

**Nursery**  
Morning Session  
9.00am - 12.00 noon

### Reception

8.55am - 12.00 noon  
1.00pm - 3.15pm

### Key Stage 1 (Years 1/2)

8.55am - 12.00 noon  
1.00pm - 3.15pm

### Key Stage 2 (Years 3/4/5/6)

8.55am - 12.15pm  
1.15pm - 3.15pm

## Bringing and Collecting Children

When bringing your child to school, please wait on the playground with him/her. The doors of the Foundation Stage and KS1 departments will be opened at 8.50am to meet teachers. Children come in to school independently at 8.55am and are supported by teachers and teaching assistants. If you have a message for your child's teacher, please give a written note to the Teaching Assistant. At the end of the day, children are dismissed into your care from their class doors. Please ensure that you arrive in good time to pick up your child at 3.15pm. Infant children will stay in the care of the teacher until a responsible adult has arrived to collect them.



To develop further independence, Key Stage 2 pupils may be left at the gates to make their own way into their playground, using the paths. Key Stage 2 children must be made aware that they must come back to the school office if the adult collecting them has not arrived.

We recommend that no child walks home alone.

Carers collecting children from school must be over the age of 16.

Parents must not use the school drive or car parks during the school day (8.30am - 4.00pm), and must keep a clear access to the school. Parents may apply for a St Paul's Car Park Access Permit for very exceptional circumstances.

We strongly encourage parents to walk with their child to school, both for exercise, which stimulates effective learning, and to reduce traffic congestion.

Please be aware that the drive is used by authorised personnel in transporting very vulnerable pupils in our Resourced Classes, thus children must be taught to use pathways only.

If you need to collect your child at any other time, please ensure that the teacher is aware in advance and, on arrival, call at the school office so that the collection of your child is officially authorised. This is done to safeguard your child.



## Attendance

It is a legal requirement for children to be in school according to the dates and times previously specified. Lateness and non-attendance is strictly monitored and where necessary followed up by the Pupil Welfare Service. Please ensure that routine medical appointments are made out of school hours.

When a child needs to be absent, on the grounds of illness, then the school must receive a telephone call by 10.00am on the first day of absence.

If communication has not been received, a phone call will be made and letters may be sent asking for a reason for your child's absence. Copies of letters sent to parents are kept on file in order to target and eradicate non-compliance with school attendance laws. Any absence from school without an acceptable reason from parents will be considered an UNAUTHORISED ABSENCE and will be forwarded to the Pupil Welfare Service, pending penalty notices being issued as necessary.

Absence for the purpose of holidays is not authorised and may incur a penalty fine. Parents may apply for authorised absence for an exceptional circumstance (see Attendance Policy).

## Essential Information Regarding Your Child

It is important that our records of pupil details are always accurate. Please notify the school of any changes to your telephone numbers, address, named contacts or medical conditions. Each year you will receive a "Medical Form" and "Emergency Contact Sheet". Please complete the details on this form and return to school as soon as possible.

Don't forget changes to mobile numbers!!

Parents sometimes request that a child be known by a different surname, following changes in family circumstances. Please note that legally the name which appears on the child's birth certificate must be the name which appears in our registers. However we may add a preferred name in brackets with the abbreviations for "Known as", and may accommodate such wishes when speaking personally to the child.

## Consent Forms

On admission to St Paul's, you will be asked to provide information on your child's ethnicity and cultural background and how your child travels to school. You will also be asked to complete a number of consent forms that include:

- Photograph and Prospectus consent
- Video conferencing consent
- Local walks consent
- Home-School Agreement
- Asthma awareness

You may be asked to reaffirm your consent periodically throughout your child's stay at St Paul's. Throughout the year you may be asked to give your consent for your child to participate in school trips and other events as they arise.



## Uniform/Jewellery/Lost Property

### Our school uniform is as follows:

- Red sweatshirt or cardigan (available from Monkhouse, Oldham)
- White shirt, blouse or T-shirt with collar
- Grey shorts, trousers, skirt or pinafore dress (not black)
- Red and white check summer dress
- White or grey socks
- Black shoes (not trainers)

School uniform is available from Monkhouse at 27 Union Street, Oldham OL1 1XS. Telephone 0161 627 0417.

All items of clothing should be clearly marked with the child's name.

Pupils must not wear make up, nail varnish, jewellery or tattoos.

Jewellery is not permitted in school on safety grounds. This includes earrings. Pupils who arrive in school wearing jewellery will be asked to remove it. If a child is unable to remove the jewellery, a parent will be contacted and asked to come into school to remove the jewellery for the child. Where a child removes the jewellery, it will be kept secure in the school office until the end of the day. A wrist watch may be worn.

### PE

No specialist clothing is required for PE in Nursery except for a pair of pumps, clearly marked with the child's name. These will need to be kept in a simple drawstring pump bag (available from school), also clearly marked with the child's name. Nursery children may do PE in their underwear for ease of movement and dressing. In addition, it helps us monitor the physical well being for this most vulnerable age of children.

Children from Reception require a gold/yellow polo T-shirt with the school logo (available from Monkhouse), black shorts and pumps for indoor use. From Year 2, children also need a sweatshirt, tracksuit top or warm jumper and training shoes for outdoor games. A drawstring bag is needed to keep indoor kit in. Due to lack of storage space and the need to maintain a safe environment, large bags must not be brought into school.

If your child is unable to do PE for whatever reason, an explanatory note is required.

The school makes every effort to reclaim lost property, but is not responsible for the loss of personal property. Please remember there are at least 50 identical sweatshirts in each size worn by children in school. Unless they are clearly marked it is not possible to identify which one belongs to your child!

The school is not responsible for the personal property of any individual.

### Optional Nursery Uniform

Grey sweatshirt with St Paul's logo and grey jogging pants.

## Medicines

All children who suffer from asthma must have two inhalers in school in case of emergency. Foundation and Key Stage One children must give their inhaler to the class teacher who can keep them in a safe yet easily accessible place. Key Stage Two children should keep their inhalers with them in their pockets or trays.

The school can only administer medicines when a complete care plan has been agreed with parents. Please call in to school if you need this provision.

In extreme long term cases, where medical professionals have advised, appropriate school staff will receive specific training to administer medication.

## Charging Policy

All activities/tuition considered to be part of the child's National Curriculum entitlement will be free of charge at all times. During the year the school or individual classes may arrange additional activities, which may be financed by voluntary contributions from parents or from the school's delegated budget. Any charge levied for such activities will not exceed the cost. If the overall level of parental contribution is insufficient, the school may deem it necessary to withdraw the activity. In cases of financial difficulties in making such contributions, please see the Headteacher to discuss possible alternative solutions. Please ask if you wish to see the full charging policy.



## Homework

We expect a good standard of learning and achievement from our pupils and will encourage independent learning through providing homework. Please support your child's learning by ensuring that any homework given is carried out on time and taken back to school as appropriate.

Each child will receive a reading book to read with you at home. Please ensure that these books are returned to school each day. Please refer to our Homework Policy (see attached).

Each term you will receive a Curriculum Newsletter identifying areas of learning for that term. Please support your child with the recommended reinforcing activities.

Our school website provides appropriate links to good learning sites.

## Book Bags

Due to a limited amount of storage space and health & safety compliance, pupils must use a St Paul's Book Bag which are purchased through the school office only, for carrying homework and letters.



## What we ask of you

### School Meals

Midday meals are cooked and served from our own kitchen. They are freshly cooked, free from storage hazards, nutritionally balanced, very good value for money and convenient for you to manage. We strongly recommend that children take a school meal rather than bring packed lunches.

Meals cost £2.10 per meal at time of printing (£10.50 per week) from September 2016, payable in advance. The price is subject to change.

We accept cash and cheques. Cheques can be made for a week's payment or several weeks at a time. Cheques should be made payable to "OMBC". Payment for dinners must be brought on a Monday in an envelope clearly marked with the child's name and class. The money must be received at the time of registration on Monday mornings. We are in the process of moving to electronic payments via Parentmail. The School Office will provide updates.

Under the Universal Free School Meals Scheme, all Reception, year 1 and year 2 pupils are entitled to a free school meal. If you are entitled to free school meals under the old scheme, ie you are in receipt of Income support; income based job seekers allowance; income related employment and support allowance (the school can provide details of other allowances that may entitle you), it is important that you still notify the Local Authority that you are eligible for Free School Meals as this affects funding our school. Pupils on Free School Meals whose parents receive support as above, attract further funding for the school to support their child. The school office can provide further information for you or contact the Local Authority on: 0161 770 6688.

Children bringing packed lunches should bring their meal in a lunch box marked with their name. Please note that sweets are not allowed in school even in packed lunches. Following our Healthy Schools Policy, please ensure that a healthy and balanced packed lunch is provided. A packed lunch should include a freshly prepared sandwich, a piece of fruit and a dessert. Please avoid convenience, processed food (see attached policy). In the warmer months, it is advisable to wrap sandwiches in a plastic bag before putting them in the lunch box, using an ice pack. Water is offered at dinnertime as the most effective liquid for nourishing and aiding digestion and the active thinking of the brain. Pupils are encouraged to drink water throughout the day and will need a water bottle for use in class.



### Changing Meal Arrangements

Food prepared on the premises is freshly prepared and cooked each day according to the specific number of children on the dinner roll. If you wish your child to change his/her dinner arrangements (packed lunches to school dinner or vice versa), you must give two school weeks' notice to the Office Manager as food is ordered in advance.

### St Paul's Friends and Supporters

Different groups of parents organise social events for individual year groups. If you would like to arrange a class social event please contact the Head Teacher.

*Thank you for your co-operation in these matters that help us ensure smooth development of your child's education.*



## What you can expect of us

### Curriculum Statement

Our curriculum aim, from Nursery to Year 6, is to build firm foundations for our children to grow into strong lifelong learners. It is our intention that they see learning not only as a means to an end but also as an enjoyable, challenging and uplifting activity in itself. We want children to see themselves as:

- Resilient - whereby they have the emotional strength to pursue and persevere with learning;
- Resourceful - whereby they have skills and strategies to continuously learn anew;
- Reflective - whereby they appreciate their own learning journey and anticipate next steps;
- Reciprocal - whereby they acknowledge, appreciate and contribute to the learning of others (based on the Building Learning Power model).

Teachers and Teaching Assistants are fully engaged in the process of learning for each child as well as their achievements.

We deliver our curriculum in a way that engages and includes all pupils. We personalise learning to challenge all learners. A dialogue between the teacher and pupil enables a mutual understanding of attainment and next steps; this develops independence and a love for their own learning. Constant building on this allows children to develop an awareness of how to be successful and make progress.

Other words which reflect our intentions:

- |                           |                                      |
|---------------------------|--------------------------------------|
| ● Enable learning         | ● Responsibility                     |
| ● Empower                 | ● Love for own learning              |
| ● Curiosity               | ● Developing                         |
| ● Explore and discover    | ● Independence                       |
| ● Enquiry                 | ● Relevant                           |
| ● Engages and includes    | ● Questioning                        |
| ● Interest                | ● Mutual understanding of attainment |
| ● Dialogue                | ● Challenges                         |
| ● Inspires                | ● Learn from experience              |
| ● Self motivated learners | ● Local and global                   |
| ● Practical               | ● Personalised                       |
| ● Ownership               | ● Success and progress               |
| ● Accountable             |                                      |
| ● Achieve                 |                                      |

Our Curriculum content is built on the New National Curriculum 2014. Our different academic subjects include: English, Maths, Science, Art and Design, Computing, Design and Technology, Geography, History, Spanish, Music, Physical Education.





### Curriculum in Early Years

The children in the Foundation Stage (Nursery and Reception Classes) learn in an environment set up for a high level of exploration, self learning and discovery through play. Their teachers directly follow the national Early Years Foundation Stage Curriculum.

### Worship and Religious Understanding

We follow the new Manchester Diocese Syllabus for Religious Education. Through this syllabus pupils are encouraged to link their own life experiences and thoughts to the themes presented to them. The focus themes are divided into two aspects; 1, Learning about Religion and 2, Learning from Religion.

Within each focus theme, children are invited to develop the Christian values of Courage, Peace, Trust, Forgiveness, Justice, Thankfulness, Compassion, Friendship, Hope, Responsibility, Love, Truthfulness, Humility, Generosity, Respect and Reverence, Wisdom, Service, Faith, Perseverance and Creativity.

Children's awareness develops in stages from "recognising and talking about religion" to "explaining the impact of Religion and expressing their own views of Religious questions".

We also follow a secure pattern of collective worship with familiar school prayers, assemblies, school Masses and a meditation practice.

Collective Worship is determined by the School's Governing Body and reflects the Mission Statement. The Trust Deed of the school makes it clear that Collective Worship is based upon the practices and principles of the Church of England. Withdrawal arrangements operate under Section 25 of the 1994 Education Act. Individual requests for a child to withdraw, should be made to the Headteacher.



### Assessment

Teacher assessments are continuously carried out for each child and recorded summatively during each term, in a range of curriculum areas including reading, writing and maths. The school used Assertive Mentoring Scheme to assist and monitor progress. Pupils in KS 1&2 have individual pathway graphs recording their progress journey and expected attainment. In KS2 this information is shared with pupils in one-to-one conversations to help foster drive, enthusiasm and responsibility for learning. Assessments give the teacher information for planning the following term's work and enables the school to ensure that each child is reaching expected targets. Pupils in Y2 and Y6 carry out formal summative assessments in May. These assessments provide teachers with further information about a child's independent learning in a formal situation and help the school to measure progress between key stages.

Children are taught to be actively involved in assessing and evaluating their own work and that of their peers against specific criteria and thus becoming more empowered as learners.

### Extended Sports Provision

Throughout their time at St Paul's, the pupils will gain skills in; gymnastics, dance, competitive games, swimming and athletics. Our football and netball teams play in local matches and rallies. In the summer season, arrangements are made to participate in a range of other sporting events. St Paul's is part of the Schools Sport Partnership in Oldham and enjoys an excellent reputation for achievement and sportsmanship.

### Sex Education

The school's policy on sex education provides for an integrated curriculum that considers aspects of physical and social development at levels appropriate to the children's stage of maturity. Growth, myself and maturity are explored through the wellbeing curriculum with school nurses providing talks on puberty for those in years 5 and 6 as appropriate. Other matters are dealt with when they arise naturally through the children's questions. As questions arise over more specific sexual issues, parents will be invited to share the approach the school takes, as long as this does not contravene any child protection concerns. As a primary school we respect the child's need to enjoy childhood and to foster good relationships between genders. Parents have the right to withdraw pupils from all or part of any sex education offered. Copies of the Sex Education Policy are available in school.



### Provision for Pupils with Additional Needs

School staff or parents may recognise that a child is learning at a different rate to his/her peer group. Differentiated support through lessons is provided as necessary. However, a child may present with a specific learning disability in which he/she needs further intervention to aid his/her continuous learning. Children who are recognised as needing further support may access a range of different intervention strategies to help them overcome identified difficulties. Parents and teachers work together to identify particular needs. Interventions are chosen and adapted to address the needs of each child. The school keeps a running record of the interventions and strategies used to support a child who needs further support. If the school is finding it difficult to address a child's individual needs with a known strategy, assessments may be sought from advisors with particular expertise in Special Needs. This may result in a family accessing an Education, Health and Care Plan (replacing Statements of Educational Need) in which family, school and other professionals discuss together the best ways to overcome difficulties and find solutions. This is in line with the new Code of Practice for Disabilities and Special Educational Need (2014).

Our Resourced Provision is one of the Local Authority's offers to address specific and complex communication needs of some children from across the borough with Education, Health and Care Plans.



### Teaching Acceptable Behaviour

At St Paul's we expect respectful, polite and caring behaviour at all times.

Each child is rewarded for showing such positive behaviour. Our school expectations are;

- We speak in a friendly way
- We co-operate with each other
- We do our best
- We respect ourselves, each other and the school
- We choose safe behaviour
- We express our feelings appropriately

It is our aim to teach all pupils to live and work peacefully in themselves and with others.

We are most successful where pupils, staff and parents can talk calmly, openly and honestly about behaviour difficulties, with a common intention to work for the well being of each person.

We encourage children to focus on feelings which result in action; and thoughts which affect feelings (see Education for Peace on the school website).

## What you can expect of us



### Drinks and Food in School

At St Paul's we strongly encourage Healthy Eating and Dental Health.

In keeping with this commitment:

- All pupils are encouraged to drink water.
- Only fresh fruit is eaten at break times (not snack bars).
- School meals are selected to provide a nutritionally balanced and varied diet.
- Children from Nursery to Year 2 receive milk and a piece of fruit daily.
- We praise children for their healthy packed lunches.
- We continuously improve our recognised HEALTHY SCHOOL status and proudly celebrate our PLATINUM AWARD for being TOOTH FRIENDLY

### Birthday Treats and Healthy Schools Awards

We celebrate birthdays and achievements with non edible rewards. We do not allow sweets and lollipops in school to celebrate children's birthdays. We welcome parents to celebrate a child's birthday in school by sponsoring a book, which will become part of our Birthday Celebrations Section in our libraries and enjoyed in class and by many other children for years to come. The child's birthday is remembered each time the book is read.



### Clubs

All of our teachers continue to work hard after the school day to provide a rich variety of extra curricular activities which are highly valued by children. These activities are currently:

- Lego Club
- Netball
- Maths Club
- Science Club
- Football
- Athletics Club
- Recorder Club
- Choir Club
- Chess Club

Other clubs are supported by Oldham Athletic. Children are invited to join clubs appropriate to their age group at the beginning of each year.

### Partnership with Beez Neez/Jack in a Box

We enjoy good wraparound care provision through our partnership with Beez Neez Before and After School Club (Jack in a Box provides childcare for 2 and 3 year olds). The school is part of a Learning Network developing Learning Skills across the curriculum and the Royton and Shaw Primary Schools' Area Collaborative.

St Paul's has a major role in developing the United Nation's World Peace Flag Ceremonies across Oldham as its contribution towards Community Cohesion. Children take this initiative forward to other schools across the borough and engage with other schools globally who are committed to such activities.

*Thank you for giving us the privilege to work and learn with your child. It is our delight to see your child learn and grow in attainment and wisdom.*



### Child Protection

Schools have an important part to play in the detection and prevention of child abuse. Parents should be aware therefore that where a member of staff has reason to believe that a child may have been abused, the school is required to report the matter to Social Services. The Headteacher will inform parents if this action has been taken. Please let the school know if your child has had a genuine accident which school staff may consider as suspect. In the case of suspected sexual abuse, Social Services may be contacted without the knowledge of the parents. This is to act in the child's best interests and safety.

Staff may at times ask how an injury was incurred. This is part of our Health & Safety Policy. Please be open and honest. You will be honestly and discreetly informed if matters become a cause for concern. It is our best intention to work with parents to support each child's wellbeing. The child's wellbeing will always remain our first concern.

### Health and Accidents

The school nurse regularly visits the school to monitor the general health, sight and hearing of all pupils. The school dentist also gives regular check ups and will inform parents if treatment is necessary.

Parents are informed by the school if there is a particular outbreak of head-lice but this is relatively rare, thanks to the vigilance of parents. Information for treatment is sent to parents at regular intervals. Further advice should be sought from your doctor or chemist.

All members of staff are suitably qualified to deal with minor bumps, cuts and bruises.

If the accident is a little more serious, your child will receive first aid by one of our qualified First Aiders and a memo will be sent to you via the class teacher. If the accident is serious then you will be informed immediately through our Emergency Contact List.

It is vital that you inform us of any changes of phone numbers and/or addresses of any of your contacts.



## Helping Your Child

We believe that enabling your child to become a confident life long learner is a three way process involving child, parent and school. Consequently, we are committed to developing an open and productive partnership based upon mutual trust, understanding and a drive for continuous learning.

You can help your child in a variety of ways;

### Encourage and value good conversation

Spend time listening to your child, encouraging him/her to talk about the school day and in particular, new things he/she has learnt. Ask "What was the best thing you learnt today?" rather than "What did you do today?".

Take an interest in what your child is learning at school. Say, "That sounds really good. Tell me more about it" thus encourage further dialogue.

Show interest in the work and activities your child brings home. Read with your child regularly, letting him/her follow as you read with fluency and relevant information. Talk about the story and enjoy the humour of the book together.

Encourage the enjoyment of reading.

Encourage your child to talk about the homework he/she is doing. Ask your child his/her opinion on a shared experience (e.g. an issue presented through watching a television programme). Let him/her accept different opinions but know that sharing opinions and views is always good.

Encourage your child to talk and listen and to gradually respond to what has been said, developing enjoyable conversation without other distractions.

With older children, encourage valued judgements. "What did you think about that?", "Why do you think that?", "I think this...Can you appreciate my point of view?"

Turn the television/Playstation/X Box off sometimes and allow your child to enjoy peace, quiet and a short-term lack of constant stimulation for the sake of mental wellbeing.

### Encourage and value extensive reading

Young children learn to speak through hearing language spoken to them. Children hear words being modelled to them and copy in order to be understood. The same is so with reading. Children learn to read through seeing others reading, reading with others and being part of a family which enjoys reading. Please encourage your child's love of reading by letting him/her see you read; by reading alongside him/her; reading to him/her and from witnessing your fascination for the wealth of information, imagination and creativity that can be found in any literature. Please ensure your child belongs to the local library and has access to a wide range of books. School reading books should be a very small part of a child's reading experience, just as talking in school is a very small part of his/her talking experience.

### Teach behaviour which helps everyone

Support the school in maintaining good standards of behaviour. Let your child know security within the behaviour boundaries you set.

Let your child feel the comfort of knowing that you as parents are in control and that he/she makes choices within your boundaries.

### Become part of the school and local community

Attend parents' evenings where you will have the opportunity to discuss your child's progress and wellbeing at school.

Attend informal meetings, workshops and open days which give

you the opportunity to find out about what happens in school and keep you informed of current practice in education. Support any special services and events we have at St Paul's. Support Parent's Support functions which may help in getting to know other parents and finding support in their friendship.

### Share your concerns

If you are anxious or have a concern about anything school related, it is important that you share this with us so that we can solve problems together. Problems and anxieties left unresolved can have a negative impact on your child's wellbeing and rate of learning. We always aim to make problem solving or solution finding as smooth and as effective as possible.

## The School Website

Our website address is; [www.stpauls-school.co.uk](http://www.stpauls-school.co.uk)

The website features a homepage gives links to a variety of school information sites and links to virtual learning sites. Just click on a pencil!

We hope that this website will keep you updated with the different events at school. We will also use this site to inform you of emergency school closures, such as in the event of heavy snow.

On the website you will also see our Pupil Premium Statement, Sports Funding Statement and E-Safety Regulations.

## ParentMail

The school operates ParentMail to make urgent communications to parents through text and/or email. If you would wish to receive information in this way, please request the relevant form from the school office. This facility will eventually allow for electronic payments to be made to the school.

## Access to School

### Parents and Governors

Our elected Parent Governors are Mrs. M. North and Miss J. Robinson. You may contact the Governors through them, via the school or through the Chairperson, via the school. School Governors have an important role in working with the Headteacher to manage and lead the school. School Governors meet at least every half term to discuss, support and challenge the progress of the school.



## Parents and Teachers

The teaching staff hold two meetings for you to share and discuss your child's progress on an individual basis. Past experience and research show that children are highly motivated by their parents' interest and involvement in their school life. You are welcome to talk with the Headteacher at any mutually convenient time. Class teachers are usually available to talk about day-to-day issues as you collect your child at 3.15pm. It is usually more convenient for you to make an appointment as teachers run after school clubs and attend a variety of liaison meetings.

### Access to Documents

As a parent you have a right to view our curricular documents and your own child's progress files through appointment with the Headteacher.

We hope that the information in this prospectus is useful to you. The information is correct at the time of publishing but it should not be assumed that no changes will take place. Parents will be notified of any changes to the above information.

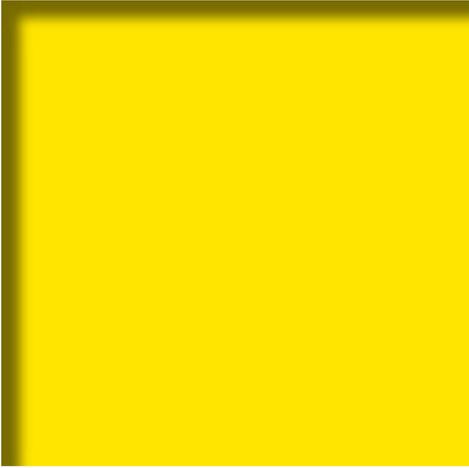
*We are delighted to have your family with us and we hope you will be happy in our school community.*

## The Aims of St Paul's CE Primary School

We aim to Love to Learn and Learn to Love through;

1. Developing an appreciation of God's world, which includes the potential for continuous growth and learning given to each person, through the teachings of the Christian Faith;
2. Providing an environment for high quality learning through high quality teaching, curriculum structure, language and attitudes;
3. Ensuring that our children become highly motivated and skilled learners in each area of the curriculum, and compare favourably with national standards in relation to age and ability;
4. Providing a safe and secure atmosphere in which each person's learning journey is developed;
5. Upholding the work of the school by effective solution focussed management of the curriculum, resources, personnel, administration and finance;
6. Working in partnership with parents, the parish and the wider local and global community to create a happy and successful school.





# St Paul's CE Primary School

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