

ST. JOSEPH'S R.C.
PRIMARY SCHOOL



'A great place for our children to be'
ofsted 2009

P R O S P E C T U S
2012-13

St. Joseph's R.C. Primary School
Musgrave Street
Hartlepool
TS24 7HT

Tel.: 01429 272747 Fax.: 01429 272747
e-mail: admin.stjosephs@school.hartlepool.gov.uk
website: www.sjpsh.org.uk

Dear Parents/Carers

Welcome to the extended family of St. Joseph's RC Primary school and thank you for entrusting your child's education to us.

I am very proud of our school, particularly of our children who are hardworking, polite and welcoming. St. Joseph's has an established, experienced staff who use their skills and commitment to help your child to develop in all areas of their life in school. We have supportive parents who will welcome you and your child. Another strength of the school is our excellent Governing Body which manages the school on behalf of the diocese.

We hope sincerely that this booklet will mark the beginning of a close and happy relationship between you and all of us here at St. Joseph's School and that it will serve as a useful reference.

I welcome parents who come with queries or concerns or complaints or who just wish to introduce themselves! The closer the links between school and home the better it will be for your child,

Yours sincerely,

Margaret M. Hodgson
Head Teacher



MISSION STATEMENT: our school's aims and objectives

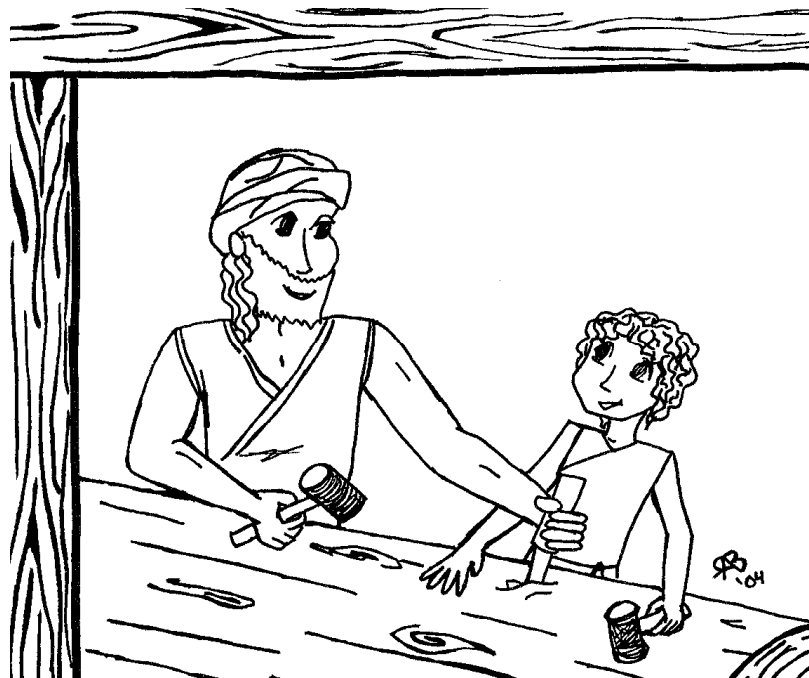
Our Aims and Objectives are:

- to make the Catholic Faith a real, living, educational experience and to promote a successful, rewarding development of faith of each individual in the school community;
- to develop the school so that it remains a happy, hard-working, caring and secure place for everyone who works in it and with it;
- to ensure all children develop the full range of learning skills, which will enable them to be successful in future stages of education through a Catholic, Christian curriculum;
- to provide a high quality education which will meet pupils' needs and prepare them for the opportunities, responsibilities and experiences of not only Secondary Education but also adult life;
- to create and enhance a positive and worthwhile relationship amongst the home, the parish, the Governors, the school, the community and other faiths, as well as other schools and industry;
- to respect and encourage every child's individuality and personal esteem and
- to value everyone and everyone's contribution to the school.

St. Joseph's School is a Voluntary Aided Roman Catholic Primary School in the Diocese of Hexham and Newcastle and provides education for 4-11 year olds, as well as for 3-5 year olds in our non-denominational Nursery.

Mission Statement for Children

We belong
to the family of
St. Joseph's School.



We love, live, learn
and celebrate together;
building God's Kingdom
with Jesus, Our Lord

St. Joseph's R.C. Primary School

Governing Body Membership

<u>Foundation Governors</u>	<u>Term of Office</u>
Father D. Coxon	01/09/2008 – 31/08/2012
Mr. K. McGrother (chair)	25/01/2011 – 25/01/2015
Sister J Grainger	14/10/2010 - 13/10/2014
Mrs. K.Cann (vice chair)	01/09/2008 – 31/08/2012
Mr. F. Recinto (parent)	24/10/2008 – 23/10/2012
Mrs. J. Mallinson (parent)	01/09/2008 – 31/08/2012
Mrs. T. Lee	29/01/2010 - 28/01/2014
<u>Parent Governor</u>	
vacancy	11/12/08 – 10/12/2012
<u>Staff Governors</u>	
Miss. M. M. Hodgson	
Mrs D. Boffy	11/3/2011 – 10/3/2015
Mrs. P.A. Maughan	04/02/09 – 04/02/09
<u>Local Authority Governors</u>	
vacancy	



Foundation Governors are appointed by the diocese

'Leadership and management are good due to strong leadership by the head teacher and a good working partnership with all staff and governors based around the school's vision of, 'We love, live, learn and celebrate together'. Ofsted '09

Who's who at St. Joseph's?

Staff: School Year 2011-2012

Head teacher	Miss M M Hodgson
Deputy Head teacher	Mr I Mason

Teachers

Mr M Holmes	Mrs T O'Shea
Mrs T Paterson	Mrs N Harding
Mr I Mason	Mrs A Hall
Miss J Faircloth	Miss S Robson
Miss Shkoukani	

Teaching and Learning Support Staff

Mrs P Maughan	Mrs S Crangle
Mrs D Boffy	Mrs S Simon
Mrs K Andrews	Mrs V. Brown (Family Link Worker)
Mrs J Dunning	Mrs A Siddell (lead chaplain)
Mrs L Rooney (chaplain)	Mrs A Manit (chaplain)
Mrs D Hurst	

Administration

Mrs B Tweddle	Mrs L Allan
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Site Supervisor	Mr I Robson
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Cook	Mrs J Barker
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Midday Assistants

Mrs C Wright	Mrs D Close
Mrs Hurst	Mrs Jorgensen

'Well qualified teaching assistants provide very good support to pupils in lessons ensuring they make good progress in their work.' Ofsted '09

SCHOOL HOURS

Morning school begins at 8.55 am and afternoon school ends at 3.15 p.m. for both key stages. Both Key Stages have a 15 minute break during the morning and KS1 children also have a 15 minute afternoon break. Lunch time for KS1 is from 12.00 - 1.10 and for KS2 from 12.15 - 1.10.

Parents are asked to ensure that their children **do not** arrive at school **before 8.40 a.m.** [as staff are not available for supervision before that time] and **not later than 8.55 a.m.** We ask parents to wait on the playground at the beginning and end of the school day and not to come into the building at those times, as the areas can get very congested.

To ensure every child's safety, a request to withdraw a child during a school session must be made either in writing or by a personal visit. We also ask you to fill in a 'signing out' book.

LATENESS

Punctuality is a key life skill and it is important that every child arrives at or before 8.55 am so lessons can start promptly. Children who are late will come into school through the reception area and need to sign in. Lateness is monitored and children who are persistently late have a letter sent home to parents. In extreme cases, parents will receive a visit from the Local Authority Attendance Officer. If you are experiencing problems please approach the school and speak to Mrs. Brown, our family link worker, to your child's class teacher or Miss Hodgson. We will all be more than happy to help.

ABSENCE

Reasons for any absence must be given by letter, telephone or a personal visit. If we do not hear by 9.30 am on the first day of absence the school will contact you. This is to make sure that no one gets lost on the way to school.

RATES OF ABSENCE (2010-2011)

Actual attendance 94.9%
 Authorised absence 5%
 Unauthorised absence 0.1%

<p>'Attendance is good' Ofsted 2009</p>
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Children are allowed ten school days absence for family holidays in any school year.

We appreciate that holidays can be more expensive in school holiday time but please do not arrange a holiday in September (children need the chance to settle in to their new class) or in May (all classes from Y2 upwards need to be in school for Key stage SATs and other assessments).



'Pupils are extremely polite and friendly and know what to do if they have a worry or concern. They are happy to approach any member of staff if they need help.'
Ofsted '09

KEEPING IN TOUCH

We often text parents with messages, so please keep us up to date with mobile numbers. We know how painful it is when families separate and how important it is that both parents are kept informed about what's happening at school. We can text two mobile numbers or email newsletters and our website is up dated regularly (www.sjpsh.org.uk).

We also need you to keep in touch with us and for you to let us know about your child - after all you are the expert on them! Please let a member of staff know if there are problems or concerns - we like to hear good news too (new babies, sports outside school, helping with charities etc).

SCHOOL ORGANISATION

Currently (March 2012) there are five classes in Key stages 1 and 2 and a 26-place morning Nursery. Due to the small number of children in the school children are sometimes taught in mixed age classes.

Class teachers are responsible for the organisation, planning and monitoring of work for their class. Teachers use a range of teaching styles and organisation in order to meet the needs of the children and the requirements of the curriculum.

We are fortunate to share the skills and expertise of teachers and coaches from outside the school e.g. Upper KS2 children are taught French by a teacher from English Martyrs' School. We also have a music teacher from Tees Valley Music Service who teaches percussion to two classes.

Your child's learning

High expectations, high achievements

The broad and balanced curriculum will stimulate and challenge your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child. In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

The National Curriculum Programmes of Study are divided into Key Stages:

The Foundation Stage

The Foundation Stage makes a crucial contribution to children's early development and learning.

We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.

The six areas of learning that make up the Foundation Stage curriculum are:

- Personal and social development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day. The nursery and reception classes have their own specially equipped outdoor area.

The teaching to achieve these early learning goals will be through firsthand experience and structured play.

The teacher and teaching assistants keep records on children's experiences and attainments. Assessments of development and learning needs will be ongoing throughout the school year. During the first half of the autumn term or on arrival into school, the teacher will carry out a baseline assessment for every child. This will establish where they are in aspects of their learning and development and help future planning.

The results of this early assessment will be shared with parents at the parents evening in the autumn term. By the end of the year the teacher will have built up an accurate profile of the each child's development.

We encourage children's reading, communication and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play.

Play is an important way of developing new skills and building up relationships with other children both individually and in groups.

Reading is taught through a structured reading and phonics schemes supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by hearing them read on a daily basis.

We are always pleased to discuss with parents ways in which they can help their child at each stage of their reading development.



Younger children learn about the world with Barnaby Bear.

Barnaby even visited Egypt with one of our governors – Here he is at the Pyramids.

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 consists of:

- English
- Mathematics
- Science
- Information Communication Technology (ICT)

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects.



- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education

Children are also taught Personal, Social, Health and Citizenship Education.

At the time of writing this prospectus we are waiting to learn the government's changes to the curriculum.

SCHOOL MEALS

Meals prepared on the premises are available. The cost of lunch is £1.85 a day, £9.25 a week (this cost may change in September 2011). Payment may be made by cheque, payable to Hartlepool Borough Council, or cash and must be sent to school every Monday morning in the envelope provided. Change can only be given out on a Monday.

Free school meals are supplied to some children, whose parents are in receipt of Income Support. If you think your child might be entitled to free meals, please contact the school clerk for details or see information in the welcome pack.

Those children who bring a packed lunch to school are not allowed to bring fizzy drinks, sweets or chocolate bars. Our policy is to encourage a very healthy diet, both at school and at home. We follow the guidelines from Healthy Schools and Every Child Matters.

PASTORAL CARE/DISCIPLINE

Pastoral Care is the responsibility of the whole staff, with the class teacher having particular responsibility for the children in his/her class.

- We all work constantly to provide a caring, Christian environment, where both adults and children show a genuine respect for one another.
- We believe that if St. Joseph's is to function effectively in providing a calm and positive learning atmosphere, a high standard of discipline must prevail.
- We operate a positive approach, rewarding effort and good behaviour.
- We encourage good manners, co-operation and the settling of disputes peacefully.
- We promote responsibility and self-discipline.

Collective disapproval of anti-social behaviour, as much as sanctions from adults, is often sufficiently effective to make further punishment unnecessary. However, if sanctions are to be made, they would only be such as those administered by a caring parent and always within the limitation of the Local Authority Policy.

Parents and Carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of its pupils. In cases where school staff have cause to be concerned that a pupil might be subject to ill-treatment, neglect or other forms of abuse, the Head teacher will follow Hartlepool Child Protection procedures and inform Social Services of the concern.

HOUSE SYSTEM/REWARDS

Once in the main school, each child is allocated one of four houses named after the Northern Saints: St. Hilda, St. Bede, St. Bega and St. Cuthbert.

As a member of a House, each child is encouraged to work for House Points, which are awarded for good work, good behaviour, courtesy and other achievements. The system is one which allows every child in the school an equal chance of earning House Points.

Achievement certificates are awarded at the end of each week and a shield to the winning House at the end of each year.

At the end of each term we also present 'Rainbow Cups' to a child in each class, who, in the opinion of the teacher, has made the most significant contribution to class life.

At the end of each year, we present certificates to those children with excellent or full attendance records.

Each week, the class achieving the best attendance and punctuality is presented with a cup and extra play time



Celebrating others' success

EXTRA-CURRICULAR ACTIVITIES are available at certain times throughout the year

School Council, Football, Netball, Cricket, Badminton, Science, Cycling Proficiency, Golf, KS1 Ball Skills, Playground Friends, Prayer Club, Fairtrade, Art, Drama, ICT, Gymnastics, Netball, Multi skills, Athletics, Rugby, choir (to name but a few!). The current list of after school clubs will be displayed in the parents notice board on the school yard and a letter is sent home to children with details of each club.



Gardening Club

HOMEWORK

Although homework is not compulsory, we ask you to support your child by making sure homework is done conscientiously and in the best conditions. All children are encouraged to read at home regularly and often, both on their own and with their family.

We encourage children to do homework to support their basic work, i.e. reading, writing, handwriting, spellings, tables and other Maths related to the four rules of number.

Class teachers set the homework carefully, usually every Tuesday and Friday, and we ask for the full support of all parents to make sure the work is done meaningfully, with care and consideration.

Homework is meant to support your child's learning, not to become a source of conflict or upset. If you have any problems or concerns about homework (or anything else) do contact your child's class teacher.





Samba Drumming with Tees Valley Music Service

HEALTH and SAFETY
EMERGENCIES

Should your child become ill at school, if necessary we will contact you [in the first instance] or one of the emergency contacts with which you have provided us.

Please inform us immediately of any change in these details.

We shall be grateful if you inform teachers of any medical conditions, which might affect your child whilst in school.

If your child needs to take medication during school hours, this should be left with the Head teacher. The medication must be one prescribed by a doctor and you, as Parents / carers, must fill in and sign a form requesting that it be administered by the Head teacher or another responsible adult.

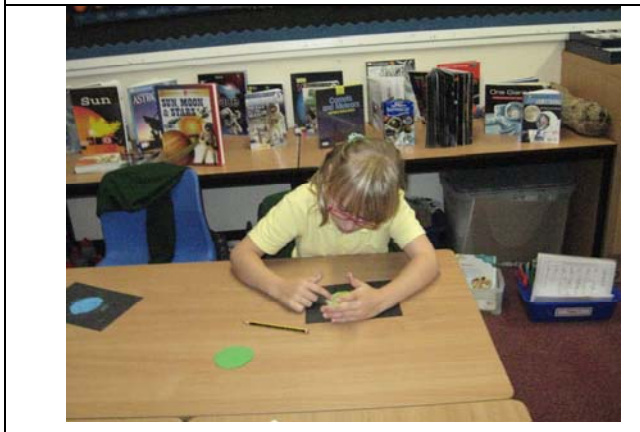
The school has been awarded the National Healthy Schools Standard [N.H.S.S.], the aim of which is to encourage and support schools in becoming health-promoting environments.

Sex Education

A Sex education Programme has been introduced within the PHSE Curriculum and addresses issues in a sensitive manner using characters from story books. The resources we currently use are 'All that I am' and 'Lucinda and Godfrey'.



Cycling Proficiency in KS2



DOCUMENTS AND INFORMATION

The school will make available to you certain documents and information such as: School Prospectus, Schemes of work used by Staff, Arrangements for the consideration of complaints, Relevant details relating to the National Curriculum, Any syllabus followed by the school, Any published reports referring expressly to the school and the Governing Body's Statement of curricular aims, The latest OFSTED Inspection Report summary and RE Inspection report summary was sent to all parents during the Spring Term 2009.

PARENTS, FAMILIES AND THE SCHOOL

By the time a child comes to school, he/she will have learned a great deal already, and we build upon this at school. Until this time parents have been the educators and this close involvement must continue. Our meetings with parents help us to know and understand the child better, and parents' visits to school help them to understand what we are trying to do.

Consultations are arranged twice during the year, in autumn and spring, when parents are invited to come to school and discuss the progress of their child with the class teacher. Parents are always welcome in school. It does help if we are able to arrange a mutually convenient time in advance, but any problems or anxieties, which might arise, should be brought to the school's attention immediately.

We are always grateful for parental help which supports the teaching we do in school. There are many ways in which parents can help their child and the school is always willing to discuss these with you. If parents would like to help in school in any way, they should contact the Head teacher.

When children first attend the school, parents are sent a Home-School Agreement, covering areas of school life and what is expected from the school, the pupil and those at home. We ask the parent or carer to go through the short document with the child and sign it on his/her behalf; if it is thought that the child is old/mature enough to understand fully the implications of the contents of the document, then the child him/her self might want to sign it.

EQUALITY

At St. Joseph's School we feel it is of the greatest importance to believe and understand that everyone has equal rights. We aim to curb and eradicate any form of social or cultural discrimination in basic, personal rights on the grounds of sex, race, colour, social conditions, language or religion or disability through example and practice in every area of school life.

All implications of these statements of basic equality are made clear to all and are lived out both in and through the daily life of St. Joseph's School.

CHILDREN WITH SPECIAL NEEDS

We believe that every child at St. Joseph's School should be allowed to develop the full range of learning skills to his/her full potential which will enable him/her to be successful in later stages of education.

Any child who needs extra support has access to a range of additional resources, both within the school and from outside agencies, such as the Learning Support and Psychological Services. Parents are consulted regularly and their permission is always obtained [and support asked for] before any approach is made to an outside agency.

The Governing Body has a duty to ensure that all necessary provision is made for pupils with Special Educational Needs and promote high standards relative to all pupils in the school, including those with S.E.N. The Governing Body will ensure that equality of opportunity is afforded all children with S.E.N. and will report to parents/carers on the implementation of the school's policy.

The school's Special Educational Needs Co-ordinator is Mr. I. Mason. The SEN policy is available on the website (www.sjpsh.org.uk).

'Pupils achieve well because teaching and learning are good.' Ofsted '09

'Their spiritual, moral, social and cultural development is outstanding. By the time they leave school they are well prepared for the future.' Ofsted '09

Pupils with disabilities

Pupils with disabilities are welcomed to the school on an equal basis with all other children. The Head and staff will work with you, your child and the Local Authority to identify the best provision and make accommodations in your child's best interests. All ground floor classrooms, the nursery, hall and ICT suite and the playground are accessible to wheelchairs. There are two disabled toilets available on the ground floor. In order to ensure that disabled children are not treated less favourably than other pupils we provide training for staff and regularly review children's experiences with the child, their parents or carers and staff in the school. Parents interested in the school are very welcome to come in to school to discuss the school's accessibility plan.

GENERAL COMPLAINTS PROCEDURE

From time to time parents, and others connected with school, will become aware of matters, which cause them concern. To encourage resolution of such situations, the governing Body has adopted a 'General Complaints Procedure'.

The procedure is devised with the intention that it will:

- usually be possible to resolve problems by informal means
- be simple to use and understand
- be non-adversarial
- provide confidentiality
- allow problems to be handled swiftly
- address all the points at issue and
- inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the school.



Local History and Geography

CLOTHING/UNIFORM



The children at St. Joseph's wear a school uniform, which contributes to the purposeful atmosphere of the school. This is not compulsory, but is strongly recommended [and is reasonably priced]. The uniform consists of: bottle-green cardigans, jumpers and sweatshirts and yellow/gold polo shirts (sweatshirts and polo shirts are available at the school, bearing the school logo) and smart grey trousers [not jogging bottoms or leggings] or skirts. In the summer months girls often wear green and white checked dresses.

For P.E. children should wear a yellow T-shirt [available at school] and black shorts. .

We also recommend that your child has a **school** book bag and PE bag. This is very helpful to us as space is limited.



All key stage 2 children who go swimming during the year require a swimming costume and swimming cap. (The caps are on sale at school).

It is important that the children wear NO JEWELLERY of any kind at school, as this can prove to be dangerous and cause problems. If your son or daughter is having their ears pierced, please make sure that this is done at the beginning of the summer holidays so the ears will have time to heal before they come back to school. Children are also not allowed to wear nail varnish and we would encourage parents/carers to ensure that children attend school wearing an appropriate hairstyle.

ST JOSEPH'S R.C. PRIMARY SCHOOL **HOLIDAYS DATES**

2012 - 2013

PD Day	Monday 3rd September 2012
Return to School:	Tuesday 4th September 2012
October Half Term: PD day	Break Up – Thursday 25 th October 2012 Friday 26 th October Return - Monday 5 th November 2012
Christmas Holidays:	Break Up – Friday 21st December 2012 Return – Monday 7th January 2013
February Half Term:	Break Up – Friday 15th February 2013 Return - Monday 25th February 2013
Easter Holidays:	Break Up – Thursday 28 th March 2013 Return - Monday 15th April 2013
May Day	Monday 6 th May 2013
Half Term:	Break Up – Friday 24 th May 2013 Return - Monday 3 rd June 2013
Break up for Summer:	Friday 19th July 2013

* * *



1 other PD day to be arranged at a later date

Local History and Art Project Y6



Jay's Animal Encounters



Healthy Teeth Science Project

ADDRESSES

The full postal address of the school is;

St. Joseph's R.C. Primary School
Tower Street
HARTLEPOOL
TS24 7HT
Telephone: 01429 272747

The address of the Director of Children and Adult Services is:

Mrs. N. Bailey
Civic Centre
Victoria Road
HARTLEPOOL
TS24 8AY

Telephone: 01429 266522

The School's Attendance Officers, The Psychological Service are located at:

Hartlepool Education Development Centre
Golden Flatts
HARTLEPOOL
TS25 1HN
Telephone: 01429 272222

The Child Health Centre, School Nurses and Speech Therapists are at:

Ground Floor
Hart Building
University of Hartlepool Hospital
TS249AH
Telephone: 01429 522712

Special Education Needs can be contacted at:

Aneurin Bevan House
35, Avenue Rd.,
Hartlepool
TS248HD
Telephone: 01429 523874

Why do families choose to send their children to St. Joseph's?

Quotes from application forms

- 'She has settled well in the nursery and made friends. She is learning well and regularly brings home 'homework' which she enthusiastically does. I have been in the school and like the way the children are taught. I value the respect and support for the children and feel my child would excel in that environment.'
- 'My child is happy and settled in nursery. St. Joseph's is a good school'.
- 'Small friendly school with high standards.'
- 'We are very happy with the staff and pupils who go to St. Joseph's school. The teachers are very loving and caring. They are also very easy to talk to if you have any problem.'
- My child 'much enjoys going to the nursery and is very settled. We feel she benefits for the discipline and learning at her own level at St. Joseph's RC which has excellent staff, Ofsted reports and smaller numbers of children in the classes. She has various friends as does my wife throughout the school. The new head teacher, who my wife has met on various occasions, is focused and raring to go. The SEAL programme has been introduced which we thoroughly approve of. The school is very welcoming and has a calm environment with strict discipline. Walking distance from home is excellent physical education.'



- 'St. Joseph's offers my son a strict education and strong catholic upbringing.'
- 'I think my daughter will get the best education'.
- 'My other child attends St. Joseph's and I am more than happy with their progress.'

ADMISSIONS POLICY

Admissions to Catholic Voluntary Aided Schools:

<u>School:</u>	<u>PAN:</u>	<u>Parish(es) Served</u>
Sacred Heart RC Primary School	60	St Joseph's, St Thomas More
St Bega's RC Primary School	20	Immaculate Conception (St Mary's)
St Cuthbert's RC Primary School	30	St Cuthbert's
St John Vianney RC Primary School	30	St John Vianney
St Joseph's RC Primary School	24	St Joseph's
St Teresa's RC Primary School	45	St Teresa's, St Patrick's

In each school listed above the Governing Body is the Admissions Authority for that school and is responsible for determining the school's admissions policy.

The Planned Admission Number (PAN) for each school is given in the above table.

The Admissions Policy Criteria will be applied on an Equal Preference basis.

How and when to apply - Applications must be made on the Local Authority Common Application Form. Parents applying to a Voluntary Aided Catholic school should also complete the supplementary information form. All forms must be returned by the closing date set by the Local Authority.

Allocation of places - Places will be allocated, in the first instance, to those children with a statement of special educational needs where the school is named in the statement.

Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

1. Catholic Children in the care of the Local Authority.
2. Catholic Children whose home address is within the parish(es) served by the school.
3. Catholic Children whose home address is outside the parish(es) served by the school.
4. Other Children in the care of the Local Authority.
5. Children, who are baptised or dedicated members of other Christian Churches as recognised by Churches Together in England (see note 4)
6. Children of other Faith traditions.
7. Other Children.

If applicants are seeking admission under any of criteria 5 and 6 above, they will be asked for a letter of support to confirm their church membership from their minister or Faith leader, or suitable equivalent.

Parents are asked to note that admission to the Nursery unit is no guarantee of entry into the main school.

Where there are places available for some, but not all applicants within a particular criterion, priority will be given in the following order:

- ☒ Those who will have older brothers or sisters attending the school in September 2012;
- ☒ Those whose home address is nearest to the school. (The distance will be measured by the shortest suitable walking route 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 closer to the school receiving the higher priority).

Additional Notes

1. **Definition of Catholic** - Children who have been baptised as Catholics or have been formally received into the Catholic Church. All applicants seeking admission under criteria 1, 2 or 3 will be asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice.
2. **Definition of Children in the care of a Local Authority** - A child, who is looked after by a Local Authority in accordance with Section 22 of the Children's Act 1989(b) at the time application for admission to the school is made and who the Local Authority can confirm, will still be looked after at time of admission to the school.
3. **Definition of Sibling** - 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. **Churches Together in England** - (See www.churches-together.org.uk for further details on membership)

The Baptist Union	British Antiochian Orthodox Church
Cherubim and Seraphim Council of Churches	The Church of England
Church of God Prophecy	Church of Scotland (in England)
Congregational Federation	Coptic Orthodox
Council of African and Caribbean Churches	Council of Oriental Orthodox Churches
Ichthus Christian Fellowship	Independent Methodist Churches
Joint Council for Anglo-Caribbean Churches	Lutheran Council of Great Britain
The Methodist Church	United Reform Church
Wesleyan Holiness Church	

Right of Appeal Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.

Home Address It is the parental address which will be used in applying the admission criteria. This means that, when stating your choice of school, you should give the parental/guardian address at the time of application. The address of childminders or other family members who may share in the care of your child should not be quoted as the home address.

Waiting List If your child has been refused admission, a waiting list is available where priority will be given according to the above criteria based on the information provided at the time of application.

Application Information It is very helpful to have an early indication of the number of children to be admitted to the Reception Class in the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place on the date determined by the Local Authority in their coordinated admissions procedure.



Skipping Workshop



Exploring the outside classroom



On the farm



Pirate Role Play



Down at the Beach

This document relates to the school year 2012-2013. Although the information and particulars were correct on the date of publication, it should not be assumed that there will be no subsequent changes affecting the contents.

We hope that you have found this prospectus useful. You are welcome to ask any questions or raise any concerns and we will help in any way we can.