



We follow in Christ's footsteps

**ST. PATRICK'S
PRIMARY SCHOOL, DIPTON**

SCHOOL PROSPECTUS

2019 - 2020

St. Patrick's R.C. Primary School is located in North West Durham in a small semi-rural community serving an area of approximately three miles in radius.

The school is a Voluntary Aided school for children between the ages of four and eleven years. Built in 1907, the school combines some of the enduring past with the best in modern methods.

OUR SCHOOL MISSION STATEMENT: *We follow in Christ's footsteps.*

At St Patrick's School our mission is to foster a caring and creative environment where each child can reach their full potential, spiritually, socially, emotionally, intellectually and physically, that each child may lead a healthy, productive and meaningful life.

We focus on 7 rainbow learning qualities:

Showing God's love

Respect

Inquisitiveness

Ambition

Independence

Perseverance

Resilience

SCHOOL ORGANISATION

Academic Year 2019-2020

TEACHING STAFF

Head Teacher	Mrs J Burgess
Deputy Head Teacher	Mrs L Gardner
Reception	Mrs K Bajrami
Year 1	Mrs J Evans
Year 2	Mrs L Gardner
Year 3	Mrs K Bevan/Miss J Clish
Year 4	Mrs A Brotherston
Year 5	Mrs J Murray
Year 6	Miss E Parry
Reading Recovery Teacher	Mrs L Langley
Support Teacher	Mrs A Oswald

TEACHING ASSISTANTS

Mrs K Hodgson
Mrs S Huddleston
Mrs L Moore
Miss C Drummond

NON-TEACHING STAFF

School Business Manager	Mrs C Charlton
School Admin Officer	Mrs J Clarke
Caretaker	Mr J March
Ancillary staff	Mr K Greener
Ancillary staff	Mrs M Greener
Kitchen Manager	Mrs A Miller
Kitchen Assistant/School Crossing Patrol Officer	Miss M Dwyer
Breakfast club	Mrs A Miller
Breakfast club/Lunchtime Supervisory Assistant	Mrs N Hague
Lunchtime Supervisory Assistant	Mrs A Barwick
Lunchtime Supervisory Assistant	Mrs W Lumley
Lunchtime Supervisory Assistant	Mrs M Doggett
Lunchtime Supervisory Assistant	Mrs H McGrady
Education Development Partner	Mrs P Monaghan
School Nurse	Mrs A Johnson
Attendance Officer	Mrs L Sabourn
School Counsellor	Mrs S Howard
	Miss L Howard

THE GOVERNING BODY OF THE SCHOOL

Current Governors

Mrs K Plunkett	Foundation Governor (Chairperson)
Mr M Shiels	Foundation Governor
Mrs K Hodgson	Foundation Governor
Vacancy	Foundation Governor
Mrs P Dooley	Foundation Governor (Vice chairperson)
Mrs C O'Sullivan	Foundation Governor
Ms S Walker	Foundation Governor
Ms K Campbell	Parent Governor
Mr T Lawrence	Parent Governor
Mrs J Carr	Local Authority Governor
Mrs L Gardner	Teaching Governor
Mrs J Burgess	Headteacher Governor

THE SCHOOL DAY

Start	8.55 (school open from 8.45 am)
Morning break	10.30 - 10.45
Lunch	12.00 - 12.55 - KS2 11.45 - 12.55 - KS1 /Foundation Stage
End of school day	3.10 KS1/Foundation Stage To allow younger children to be collected before older children leave
End of school day	3.15 KS2

Children should not be left unsupervised before 8.45 am.

Class Prayers - the beginning and end of each morning and afternoon session.

Registration - the beginning of each morning and afternoon session.

ASSEMBLIES

Whole school collective worship twice weekly/class collective worship twice weekly

Friday - School Assembly - celebration of work and recognition of effort.

Whole School/Year Group Masses arranged on a termly basis.

Services/Masses will be arranged throughout the year.

A diary of events will be sent out to parents/carers at the beginning of each term and will also be added to the school website.



St Patrick's RC Primary School, Dipton

SCHOOL HOLIDAYS 2019 - 2020

Holiday	Closing Date	Date Re-open for Teaching Purposes
Summer 2019	Thursday 18 th July 2019	Tuesday 3 rd September 2019
Autumn Half Term 2019	Friday 25 th October 2019	Monday 4 th November 2019
Christmas 2019	Thursday 19 th December 2019	Monday 6 th January 2020
Spring Half Term 2020	Friday 14 th February 2020	Monday 24 th February 2020
Easter 2020	Friday 3 rd April 2020	Monday 20 th April 2020
Bank Holiday	Thursday 7 th May 2020	Monday 11 th May 2020
Summer Half Term 2020	Friday 22 nd May 2020	Monday 1 st June 2020
Summer 2020	Thursday 16 th July 2020	To be determined

Professional development days (children not in school)

Monday 2nd September 2019

Friday 20th December 2019

Friday 17th July 2020

Staff twilight sessions to be arranged

SATs week for Y6 Week beginning 11th May 2020.

Phonics screening for Y1 and Y2 retakes week beginning 8th June 2020.

HOLIDAYS IN TERM TIME:

We ask that parents/carers avoid holidays in term time, wherever possible, as this disrupts the educational provision offered to pupils. If, in exceptional circumstances, a parent/carer wishes to take a holiday in term time, a request must be supplied, in advance, to the Headteacher using the correct form which is downloadable from our school website. Additional information may be required.

SAFEGUARDING AND CHILD PROTECTION

The safeguarding of children remains our first priority and we will always put the needs of our pupils first. We view the protection and safeguarding of pupils as the responsibility of all governors and staff and, as such, we have a number of policies and protocols in place (which can be viewed on our school website). These ensure every possible precaution is taken to allow pupils to flourish in a safe environment.

The designated members of staff for child protection are Mrs J Burgess (Headteacher) and the deputy designated members of staff are Mrs L Gardner (Deputy Headteacher) and Mrs C Charlton (School Business Manager). The governor responsible for child protection matters is Mrs K Plunkett. All staff and governors participate in regular training. If anyone has any concerns regarding any child or any school procedures, we ask that you contact Mrs Burgess without hesitation.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

All pupils follow the curriculum at a level and pace suitable for their ability. Our philosophy places pupils with SEND at the heart of personalised learning and our curriculum is tailored to meet individual pupil need. All activities, inside and outside the classroom, are fully inclusive in order to promote the highest level of achievement.

Mrs A Brotherston is responsible for overseeing the well-being, progress and attainment of pupils with SEND and she is available to meet with parents/carers to discuss any successes, concerns or queries.

LOOKED AFTER CHILDREN

Mrs L Gardner is responsible for the well-being, progress and attainment of our looked after pupils. The governor responsible for matters relating to our looked after pupils is Mrs K Hodgson.

SCHOOL UNIFORM

Our pupils are frequently complimented on their standards of appearance and parents are asked to co-operate in ensuring that those standards are maintained. The wearing of, what we believe is, a very attractive uniform is of the greatest importance. The school also stresses that excessively short/shaved hair, as well as any form of patterned cut/patterned beaded hairstyle or hair colouring is not acceptable. Hair should always be tied back once it approaches shoulder length. Pupils should use only discrete, plain bobbles and hairbands with school uniform colours. For reasons of safety and security, the wearing of jewellery is not allowed.

School Uniform comprises:

School Tie

White Shirt

Grey/Black School Trousers/Skirt/Pinafore

Bottle Green Pullover

White/Grey socks - not trainer socks

Black Shoes – not trainer style

An optional summer uniform of green checked gingham dress would also be acceptable.

P.E. uniform is compulsory

Games/P.E. Kit comprises:

Green Shorts
Yellow T-shirt
Training Shoes

School jumpers, cardigans, book bags and PE tops bearing the school logo can be ordered online from Tesco.

School ties can be purchased from school.

All items of clothing should be marked with the name of the pupil. Sew in/iron on labels are much more effective.

For pupils forgetting ties, a supply of spare ties is available for a one-day loan.

BEHAVIOUR/DISCIPLINE

All staff have the highest expectations regarding the behaviour of our pupils as we want to impress upon our children, from an early age, that St Patrick's has an ethos of mutual respect. Our mission, devised by pupils themselves, 'We follow in Christ's footsteps' underpins all we do. This statement emphasises that St Patrick's staff will always deal with pupils and their parents/carers, with respect and courtesy and would expect the same in return. Where there is an issue regarding pupil behaviour, school will follow the Behaviour Policy available on school website or through school office.

THE CURRICULUM

Pupils will have access to a broad, balanced and relevant curriculum giving them the opportunity to develop the knowledge, concepts, skills and attitudes necessary for their own development and to equip them to play a full role in society in their future lives as adults.

The curriculum is developed as a continuous process from Foundation Stage to Year 6. It includes all elements of the National Curriculum and the development of personal and social education, health, citizenship, and environmental, economic and industrial awareness.

Underpinning everything we do, are our core learning qualities:

Showing God's love, respect, inquisitiveness, ambition, independence, perseverance and resilience

SUBJECTS

The basic curriculum covers all areas as defined by the National Curriculum: English, mathematics, science, computing, citizenship, history, geography, music, art and design, design technology, physical education, and languages. The Foundation Stage curriculum covers communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding of the world and creative and expressive arts. Where possible, the wide variety of subjects contained within the National Curriculum and Foundation Stage, will be introduced through a 'creative curriculum' approach. The creative curriculum focuses on the development of key skills whilst forming meaningful links across subject areas. Further information is available via the school's website.

This year, we are looking to enhance a number of areas of teaching and learning and are delighted to be involved in the Durham and Sunderland Primary Writing Project. In maths we are also looking to develop our pupils' reasoning and problem-solving skills. In order to do this, we are adopting the exciting approach of 'Convince Me Maths' which is based on pupils' practical application and explanation of concepts.

Foundation Stage/Key Stage One

Children in Reception operate within the Foundation Stage leading to Programmes of Study for Key Stage One during Year 1 and Year 2. In Reception, the starting point is the individual child and his/her needs. Work is carried out in varied situations allowing the children to develop by making meaningful choices, sharing responsibilities and learning through first hand experiences. The school places great value on the development of the basic skills of reading, writing, mathematics and personal and social skills. Children are encouraged to become competent in using these skills in problem solving situations.

Key Stage Two

Within Key Stage Two, the curriculum continues to be implemented as at Key Stage One with specific emphasis on the development of English, mathematics, science, computing and religious education. Pupils become increasingly aware of the world in which they live and the development of civilisation through opportunities to study aspects of citizenship, languages, history and geography. Within the creative arts, pupils are provided with a wide range of learning experiences designed to foster and develop their imagination.

Religious Education is at the heart of our school curriculum. It is present in all aspects of school life. The theories explored in the religious education lessons reflect this attitude and are a basis for work in other curriculum areas. Our religious education programme is based on the national scheme for Catholic primary schools, *'Come and See'*.

This year, school is moving away from statements to live by to focus on linking our learning qualities with positive behaviour in and around school. The weekly learning quality is illustrated through an appropriate Bible story. To further embed children's understanding of Bible stories, we have embarked on an initiative called 'Open the Book' led by local volunteers who visit school every fortnight to lead a whole school gathering.

THE PROCESS OF ASSESSMENT

FOUNDATION STAGE ASSESSMENT

Assessment in the Foundation Stage is ongoing and informal. It is recorded at the end of the Reception year in the form of a Foundation Stage Profile.

The purpose of assessment is to:

- identify the child's strengths and learning needs;
- enable the teacher to plan appropriate teaching and learning activities to meet the child's needs;
- identify the child's individual learning needs including special educational needs;
- provide information that will inform discussion with parents about their child's learning and progress.

Assessment is intended to:

- assist with curriculum and resource planning;
- form part of a 'value-added' measure, that is, show how far each child has progressed from his/her starting point;
- aid accountability.

Early Learning Goals

The Foundation Stage Profile encompasses 17 Early Learning Goals organised into 7 areas of learning which establish expectations for most children to reach by the end of the Foundation Stage.

These provide the basis for assessment throughout the Foundation Stage, so providing a secure base on which to build future learning. By the end of the Foundation Stage, some children will have exceeded the goals. Other children will be working towards some or all of the goals.

THE PROCESS OF STATUTORY NATIONAL CURRICULUM ASSESSMENT- KEY STAGE ONE/KEY STAGE TWO

This process of National Curriculum assessment is made up of:

- teacher assessment, which is evidence of achievement gathered during the normal teaching programme over the key stage as a whole;
- standard assessment, which is evidence of achievement gathered through the application of standard assessment tasks e.g. in Year 6 and Year 2.
- a phonics screening test which is carried out towards the end of Year 1. This test is carried out again towards the end of Year 2 for those pupils who did not pass the test in Year 1.

The full assessment of a child's achievements is a combination of teacher assessment and standard assessment information. Standard Assessment Tasks (SATs) only measure achievements against a sample of attainment targets.

In every year group, on-going teacher assessment provides data against all attainment targets.

THE PROCESS OF RELIGIOUS EDUCATION CURRICULUM ASSESSMENT

In line with diocesan recommendations, children's skills and knowledge are assessed during each term. There are two attainment targets:

- learning about religion - to assess children's knowledge understanding and the ability to evaluate;
- learning from religion - assessing children's ability to reflect upon meaning.

PLANNING FOR ASSESSMENT

At St. Patrick's R.C. Primary School, planning for assessment is in three stages: long, medium and short term. This ensures that each teacher is clearly aware of their individual curriculum commitment. Curriculum continuity and progression exist within the school. Pupil progress is tracked rigorously to ensure appropriate progress is being made.

RELATIONSHIP AND SEX EDUCATION

Relationship and Sex Education, as such, is not a subject in itself within the curriculum but is developed through a spiralling programme of Health and Personal and Social Education which links with the R.E. 'Come and See' programme and science and health education topics. This includes teaching in matters of human relationships, the functions of the human body and an understanding of God's creative love as, embodied in human reproduction, at a level suitable to the growing child at various stages of development.

Parents may withdraw their child from this provision but not from the biological aspects of human reproduction which the school is required to cover at Key Stage Two under the National Curriculum.

CLASSROOM ORGANISATION

Class teachers use a variety of means by which they organise their classrooms to accommodate the individual needs of the child. Grouping is flexible. The main objective for teachers is to provide a range of teaching and learning experiences which will enable as many pupils as possible to reach age related expectations.

Pairing children, to encourage talk and share learning experiences is also seen as a valuable means of developing children's confidence and success, especially in problem solving tasks, investigation and reading.

REPORTING TO PARENTS

Throughout the year, parents or teachers may request times to discuss the progress of children. This will be welcomed as part of our "open door" philosophy which encourages the development of successful communicative relationships between parents and staff.

Specific opportunities to report to parents will take place three times a year (once a term). Reporting in the first term will be based upon an invitation to discuss informally any initial problems whilst the following meetings will be of a more formal and specific nature. Pupils in Key Stage 2 (Years 3 – 6) will be involved in parents' evening and will be expected to talk through their work and also any targets set.

HOMEWORK POLICY

Homework enhances and builds upon the work done in the classroom. We have recently reviewed our policy after feedback from pupils, staff and parents. We now focus on the key skills of reading and basic number skills. Pupils are expected to read at least 3 times per week with comments recorded in individual planners. Guidance is available on our school website regarding year group expectations.

Foundation Stage

In the Reception class, homework tasks are largely based around games or reading. These tasks could be exploring letter sounds work or shared reading. In addition, some children may be asked to do some handwriting practice when this is considered necessary.

Key Stage One (KS1)

In KS1, children are asked to take their reading books home and to participate in the school home reading scheme. They are also given weekly spellings to learn and are asked to practise number work. Teachers provide parents with a summary of topics covered and provide ideas for games and activities to support and extend this learning at home.

Key Stage Two (KS2)

In Key Stage 2, children are asked to take their reading books home and to participate in the school home reading scheme. They are given weekly spellings and times tables to learn at home. Mathematics, English or curriculum tasks are allocated on a weekly/half-termly basis. Children may be asked to undertake investigative work relating to topics.

An on-line 'Reading Bug Club' is available to pupils in Foundation Stage, Key Stage 1 and Key Stage 2.

Pupils flourish when teachers and parents/carers work together.

HOSPITAL AND CLINIC APPOINTMENTS

It is necessary to sign your child out of school and also to indicate the time of return if applicable.

If your child has an appointment for either of the above during school time, please inform the teacher beforehand and a parent, or responsible adult, should collect and return the child. School will need to view a letter or appointment card as confirmation.

If the parent requests anyone else to collect the child other than the person usually responsible, the school must be contacted in advance. In the interests of safety, no child may leave the premises, unaccompanied, during school time.

HEALTH CARE

Should it be necessary for a child to be absent from school, it is essential that the reason for the absence be relayed to the school, in the first instance by telephone as soon as possible. When you phone school to report absence, we ask that you do so before 9.00am. This is in order that the school may comply with the legal obligation to publish unauthorised absences.

In the event of extended or frequent unexplained absences, the Educational Welfare

Officer, Mrs L Sabourn, may contact you or call at your home.

A small number of parents find it necessary each year to supply the school with information about the health of their children. This knowledge can be very important if a child is ever ill or in need of treatment while at school. **Please ensure that the form regarding this information is returned to school and updated when appropriate.** In the interest of safety, if ever it is necessary for prescribed medication to be brought to school, it must be handed in to the school office. It will then be passed to the named first aider, who will administer and record the dosage in the Medical Book. A letter stating the reason, dosage and time of administration must accompany medication. **Medicines can only be administered at school if the dosage is 4 times a day.**

EMERGENCY AND ACCIDENTS

Parents are asked to give a **telephone number** or address at which they can be contacted in the event of an **emergency**. Please give an alternative number in case you are not available. **If this information changes, please inform the school secretary.** A number of staff are trained in first aid and deal with minor injuries and illness in the school. If your child is involved in an accident which we feel requires hospital treatment, you will be contacted immediately. A record of written permission to take your child to hospital if emergency contact cannot be made is essential.

To ensure pupil safety, we have prohibited access into school for parents/carers during the morning 'drop off' and evening 'pick up'. We ask that parents park cars courteously outside school, paying attention to road markings, and walk into school with their child/children.

AFTERNOON EXIT:

- Parents are asked to leave all cars outside the school/church premises;
- The parents of Foundation/Key Stage 1 children are asked to collect their child from the KS1 outdoor area at 3.10pm and walk them off the premises;
- Key Stage 2 children will exit at 3.15pm.

Parents are encouraged to wait inside the school yard when collecting on an evening as this is safer than standing on the pavement outside as space is limited.

Pupils can bring bikes/scooters to school as long as they wear appropriate protection. Bikes and scooters should be stored in the bike shed which is secured at approximately 9.10am each day. Pupils must enter and exit the school site on foot, however, and are not permitted to ride either scooters or bikes in the school yard.

PARENTS/CARERS SHOULD NOT ENTER THE SCHOOL GROUNDS IN VEHICLES TO COLLECT PUPILS WHO HAVE BEEN ATTENDING AFTER SCHOOL CLUBS AS THIS IS HIGHLY DANGEROUS.

PAYMENT SCHOOL ALL SCHOOL ACTIVITIES

All parents/carers are asked to pay for school activities e.g. breakfast club, lunch, clubs or visits through the ParentPay system. Each parent/carer is given unique log on details. If you have any queries please contact Mrs Clarke in the school office.

BREAKFAST CLUB

We have a breakfast club 'Paddy's Breakfast Bar' which operates Monday to Friday 8.00 - 8.45 and costs £2.00 per day. Family breakfasts also take place during the school year.

AFTER SCHOOL CLUBS

We also have a full range of extracurricular activities which take place after school. These clubs may change on a termly basis as we take feedback from children and parents.

HEALTHY SCHOOLS

St Patrick's promotes healthy lifestyles and healthy choices. Foundation Stage and Key Stage 1 children are given fruit each day in school. We ask that all other playtime snacks sent in from home are fruit or vegetables only. To provide balance for pupils, we allow the purchase of a small 'treat' from the Fairtrade stall on Fridays.

SCHOOL MEALS

We encourage all parents to take up the option of a school lunch for their child/children, which are free for Reception, Year One and Year Two pupils and reasonably priced, at £2.05, for pupils in Key Stage 2. Menus are sent home in advance and children can select their preferred meal. School lunches are monitored very carefully and must comply with stringent nutritional guidelines. If any child suffers from food allergies, we ask that you contact school as soon as possible so that medical information can be collected and suitable menus can be arranged.

PACKED LUNCHES

All children who have packed lunch must ensure that their packed lunch is stored in a safe, secure airtight box to avoid any damage to their food. To comply with Health and Safety regulations, no glass bottles or hot drinks/liquids are allowed. Again, we strongly recommend parents to take up the option of a school lunch. However, if parents wish to prepare packed lunches, we ask that only healthy options be included. Please refer to our Packed Lunch Policy on our school website.

INFORMATION ABOUT SPORT

St. Patrick's R.C. has always maintained a keen interest in sport and encourages pupils to participate in a range of sporting activities both within lesson time and outside of the curriculum. These activities offer children the opportunities to develop co-ordinated control as well as promoting social skills, a sense of working together as a team and the enjoyment of the sports themselves. Within P.E. lessons, children develop and explore a range of skills and techniques involved in games, gymnastics, dance athletics and swimming. Throughout the year we offer the opportunity for pupils to participate in various coaching schemes as well as many competitions.

The school has a tarmac outdoor area suitable for netball and small games activities as well as a playing field suitable for larger team games and athletics. During P.E. lessons pupils are expected to wear the designated school P.E. kit. Tracksuit/jogging bottoms are permitted in colder weather.

UNAVOIDABLE CLOSURE

On occasions, due to circumstances beyond our control, it may be necessary to close the school. In times of severe weather, heating breakdowns etc., there may be very little notice of such closure. We also have a texting system which allows school to contact parents directly through mobile phones. It is therefore imperative that we have an up to date key contact number. Parents or emergency contact will always be informed before a child is sent home.

SECONDARY LIAISON

Pupils usually transfer to St. Bede's R.C. Comprehensive School in Lanchester at the end of Year 6. We have an excellent relationship with St. Bede's and pupils are given varied opportunities, particularly in Year 4, Year 5 and Year 6, to meet staff and visit the school.

VOLUNTEERS IN SCHOOL

We appreciate parents/carers have many skills to share. If you wish to volunteer in school, please contact the school office. All volunteers must be willing to agree to our volunteer code and to undergo a Disclosure and Barring Service (DBS) enhanced check. Safeguarding pupils is always our first concern.

FRIENDS OF ST PATRICK'S

We are delighted that we have a group of parents/carers, extended family members and staff involved in fundraising activities for our school. If you wish to be part of this group please see Mrs Charlton in the school office or access the school website for more information.

PARISH LINKS

We have close links with all the neighbouring parishes of St. Patrick's, Dipton. With Forward Together in Hope, we are constantly looking forward to new and exciting ways to enhance these positive relationships further. He is a frequent visitor to school and would be happy to with any parent/carer if you have any questions, concerns or good ideas to share.

GUIDANCE AND PROCEDURES FOR DEALING WITH SCHOOL COMPLAINTS

We have procedures in place to deal with complaints relating to the school and to any community facilities or services that the school provides. If you have any concerns, please do not hesitate to contact either the class teacher or, if you prefer, Mrs Burgess directly. We will make every effort to deal with your concern promptly and positively. Please consult our policy on the school website for guidance or collect a copy from the school office. If your concern regards Mrs Burgess, please contact Mrs K Plunkett, Chair of Governors.

WEBSITE

Our school website contains a wealth of information regarding our school and how we operate. It is updated weekly with photographs to give parents/carers a flavour of on-going events. It also includes, for example, information on holidays, a calendar of activities updated each term and a range of policies. You can also find out about our governing body, school improvement priorities and data regarding past performance. We would encourage all parents to use this as a reference point.