



St. Joseph's R.C. Primary School

School Prospectus

September 2016 – July 2017

School Data Sept 2016 - July 2017

School Address St. Joseph's.R.C. V.A Primary School
St. Joseph's Way,
Hedworth
Jarrow.
NE32 4PJ

Telephone 0191 536 4311

E-mail office@stjosephsjarrow.co.uk

Web Site www.stjosephsjarrow.co.uk

Local Authority Borough of South Tyneside
Education Department,
Town Hall,
South Shields.
NE33 2RL

Governors

Chairperson

Mrs A. Gibson c/o School

Local Authority Governor

Coun. A Smith

Foundation Governors

Rev. A. Dixon
Mrs C Dolphin
Mr I Fairweather
Mrs J McQuade
Mrs E Scott

Parent Governor

Mr N Armstrong

Staff Governor

Mrs C Toward

Head Teacher Governor

Mrs E A Seagrove

Staff

Head Teacher

Mrs E A Seagrove

B. Ed. (Hons) CTC NPQH

Deputy Head Teacher

Mr P Craig

B.A (Hons) PGCE

Teachers

Ms G Armstrong

B. Ed (Hons) MA Ed

Mr R Baulf

B.A. (Hons) GTP

Mrs K Bertram

B. A.(Hons)Primary Education

Mrs M Jordan

B.A. (Hons) PGCE

Miss E McCrimmon

B. Sc PGCE

Mrs McMillin

B. Ed. (Hons)

Mrs A Vedhara

B. Ed. (Hons)

Mrs Whalen

B. Sc PGCE CCRS

Teaching Assistants

Mrs J Armour

Mrs S Arthur

Mrs P Burns

Mrs M Cavanagh

Mrs R Jones

Mrs N Pearson

Mrs A Storey

Mrs C Toward

Secretary

Mrs M Lloyd

Caretaker

Ms E James

Cook

Mrs S Mc Cormack

Lunchtime Supervisors

Mrs S Caudron

Mrs E Eglinton-Bibby

Mrs I Conville

Mrs K Godridge

Mrs J Keelan

Mrs D. Kulinich

Mrs A Storey

School Building

St. Joseph's School is a Voluntary Aided Roman Catholic School situated on the borders of the Fellgate and Hedworth Estates.

The school consists of eight areas used as classrooms, two of which are situated in the brick-built annexe and our Nursery in its own bespoke building. Each class, the library and the ICT Suite have interactive whiteboards. Some of these have been replaced by plasma 'C-Touch' screens. In addition, we have an impressive ICT Suite with sufficient PCs to accommodate a full class. Our library provides a quality environment for reading and learning. There is a large hall used for liturgies, assemblies, PE and drama. A section of the hall is also used for school meals/packed lunches. The building and grounds are always kept in good repair due to a rolling programme of improvements. Examples of recent work include: resurfaced paths and playgrounds; access ramp to the main entrance; new windows; outdoor area for Reception Class; outdoor tyre park and agility climbing frame for all children. The school has two large playgrounds and extensive fields that are used for games and other outdoor activities. The school has recently developed an environmental area with a pond and outdoor classroom as well as a wildflower area with 'Bug Hotels'.

PRIMARY ADMISSION POLICY SOUTH TYNESIDE 2016-17

This admissions policy has been formally adopted by the governing body of St Joseph's RC Primary School, Jarrow. The governing body is the Admissions Authority and is responsible for determining the school's admissions arrangements.

The Published Admission Number (PAN) for the school is 30.

St Joseph's RC Primary School serves the parish of St Joseph's, Jarrow.

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

How and When to apply

Applications must be made on the South Tyneside Council's common application form (CAF). All forms must be returned by the closing date set by South Tyneside Council.

Late Applications

Any applications received after the closing date will be accepted but considered only after those received by the closing date.

Children with an Education, Health and Care plan or a statement of Special Educational Need

Children who have an Education, Health and Care (EHC) plan or a statement of Special Educational Need where the school is named as the most appropriate educational setting for the child will be admitted.

Oversubscription Criteria

If the school is oversubscribed, priority for admission will be given to those children who meet the criteria set out below, in order:

(First priority in categories 2 and 3 will be given to children who will have older siblings attending the school in September 2016).

1. Looked after Catholic children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order.
2. Catholic Children whose home address is within the parish served by the school.
3. Catholic Children whose home address is outside of the parish served by the school.
4. Looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order.
5. Children who will have an older sibling attending the school in September 2016.
6. Children of a member of school staff who has been employed at the school for two or more years at the time at which application for admission to the school is made.
7. Children, who are baptised or dedicated members of other Christian Churches.
8. Children of other faith traditions.
9. Other children.

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 2 or 3 must 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 a Looked After Child

A **looked after child** is a child who is (a) in the care of a Local Authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22 (1) of the Children Act 1989):

An **adoption order** is an order under section 46 of the Adoption and Children Act 2002.

A **child arrangements order** is an order outlining the arrangements as to the person with whom the child will live under section 12 of the Children and Families Act 2014.

A **special guardianship order** is an order appointing one or more individuals to be a child's special guardian or guardians.

3. Definition of Sibling

Sibling refers to brother or sister and includes half sibling, adopted sibling, foster sibling, step sibling 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. Other Christian Churches

If applicants are seeking admission under criteria 7, they must provide a baptismal certificate or a letter confirming their church membership from their minister or faith leader.

5. Children of Other Faiths

If applicants are seeking admission under criteria 8, they must provide a letter of support to confirm their faith membership from their minister or faith leader.

6. Definition of Staff

A member of staff includes all school staff who are under the direct employment of the governing body of St Joseph's RC Primary School.

7. Tie-breaker

Where there are not enough places to admit all the children falling within a particular criterion a distance measurement will also be used as a tiebreaker. Shortest distance measured as a straight line, from the Ordnance Survey coordinates for the parental home residence (including flats) to the school main entrance, using South Tyneside Council's Geographic Information System (GIS), with those living closer to the school receiving higher priority.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made to help the parent to find a place in a suitable alternative school. 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 primary 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 Lists

If your child has been refused admission, you can request that your child's name be placed on the school's waiting list. If places become available, we will consider all relevant applications based on the waiting list which will be maintained until 31 December 2016.

Catchment Area

The catchment area for the school is the parish boundaries of St. Joseph's, Jarrow.

Application Information

Places will be allocated by strict application of the above criteria, with no reference to the date of application (but please see earlier, “Late Applications”). Parents will be notified as to whether or not their child has been allocated a place on 16 April 2016.

Please note: This policy should be read in conjunction with South Tyneside Council’s School Admission Guide for Parents which can be found at www.southtyneside.info or by telephoning 0191 424 7706.

Aims of our School.

The Governing Body’s Statement of Curriculum Aims which reflect the school’s ethos and values are:

- ✦ To work towards a caring developing community which reflects God’s love for us by looking after the needs of each individual.
- ✦ To create a happy atmosphere so that everyone wants to come to school to do their best for themselves and everyone around them.
- ✦ To help children to develop lively and enquiring minds with the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- ✦ To present a curriculum which contains breadth, balance and a variety of work suited to the individual needs of the pupils.
- ✦ To help pupils acquire the morality, knowledge and skills to prepare them for adult life.
- ✦ To foster a situation in which parents, children, teachers and governors may work together with mutual co-operation, respect and trust.

School Times

Nursery

Morning Session 8.45am – 11.45am

Afternoon Session 12.30 – 3.30pm

Morning Session 9.00 a.m. - 12 noon (Key Stage 1 & 2)

9.00 a.m. – 11.45 am (Reception Class)

Afternoon Session 1.00 p.m. - 3.15 p.m. (All Classes)

Teaching Time / Week

22 hours 30 mins – Reception

23 hours 15 mins – KS 1

25 hours – KS 2

The Curriculum.

The curriculum is delivered through Religious Education and the other subjects of the National Curriculum and wherever possible cross-curricular links are established to allow children to see the relevance of what they are learning. The school believes that the curriculum and extracurricular activities should promote the development of the whole child, enabling them to accept the responsibilities and opportunities open to them as they grow. The curriculum also encompasses Moral, Spiritual, Cultural and Social Development. A full programme of study meeting the requirements of the Personal, Social, Health Education and Citizenship curriculum is also fully in place.

Religious Education

Our primary aim in religious education is to help the children become aware of God's presence in their lives and prepare them to live their faith in a changing world. The school follows the 'Come and See' scheme of work which is supplemented by other books and productions. It must be stressed that the overlying tone of the school is Roman Catholic and that our beliefs are often taught through other subjects as well as religious education. Whilst parents have the right to withdraw their children from religious worship and education, we remind them that the school exists to give a Catholic education and parents should, therefore, support its aims and objectives.

Spiritual, Moral, Social and Cultural Development

We strive to ensure that the children of St Joseph's are given the opportunity to develop their spiritual, moral, social and cultural attitudes within the framework of the Catholic Church. Great emphasis is placed upon the spiritual development of the children and one of the aims in our RE Policy is to 'increase the children's knowledge and appreciation of the Christian tradition.'

Our Collective Worship Policy also states that the school will 'make prayer central to our school life.'

We endeavour to promote in the children a healthy attitude to the views and beliefs of others and to appreciate the diversity of the cultures which they will meet in their lives.

Through our Positive Behaviour Policy we strive to enable the children to develop a suitable moral code which promotes the understanding of right and wrong.

We encourage children to take responsibility for their own actions appropriate to their age and maturity.

The children's are also encouraged to support several charities eg CAFOD, Operation Christmas Child, Water Aid etc. This helps to develop the children's sensitivity, generosity and sense of responsibility towards their neighbours in Christ.

We endeavour to help our children to learn about living in society and in community both through formal structures and the organisation of class or team activities and also through the content of the curriculum.

We aim to foster children's cultural development by valuing and encouraging their own interests and achievements and by enriching and broadening their experiences of all aspects of culture, whether artistic, literary, technological, musical, scientific, political, economic or religious.

English

Speaking and Listening

Children are encouraged to verbalise their thoughts. They are given opportunities to speak and listen to teachers, pupils and other adults in a variety of situations. They are encouraged to enter into discussion in all subject areas. Drama, school productions, class assemblies and participation in collective and corporate worship are also important elements of the speaking and listening programme.

Reading

The school's main reading programme is The Oxford Reading Tree. A Home/School reading policy is in place. Each child has a home/school reading diary and careful records are kept. Children are encouraged to read widely and for interest and comprehension.

The school library is also used as a resource to further develop and encourage children's reading.

Writing

In writing we aim to enable the child to express themselves imaginatively and with thought and care. We also aim to teach children the rules of grammar and punctuation. Spelling is taught alongside the phonic approach to reading.

Handwriting is taught from the reception class. Correct letter formations and spacing will be essential and when printing has been mastered, a joined style will be introduced.

Mathematics

Mathematics is taught through direct teaching of new concepts and then the application of this knowledge in a using and applying/problem solving context.

The curriculum is broken down into the following areas:

- Number (number and place value, calculations, fractions, decimals and percentages).
- Measures
- Geometry – properties of shape and position and direction
- Statistics
- Ratio and Proportion
- Algebra

Opportunities for children to apply their mathematical skills in other curriculum areas are also planned.

Science

The science curriculum is covered through the following strands:

- Scientific enquiry
- Life processes and living things
- Materials and their properties
- Physical properties
- Breadth of study (knowledge and understanding, communication, health and safety)

As well as acquiring subject knowledge, children are given the opportunity to develop scientific thinking and the skills to undertake simple investigations.

History

At both key stages pupils benefit from the full range of experiences to support their understanding life in the past. The history curriculum is enhanced by regular educational visits to a variety of places, for example Beamish Museum and Eden Camp.

Geography

At both key stages pupils benefit from the full range of experiences as stated in the National Curriculum. Beginning in Reception Class, children are introduced to the local area such as local farms and then gradually work towards knowledge and comparison of a variety of places across the world as well as learning facts and geographical skills.

We encourage the children to appreciate and protect the environment- the starting point being the classroom.

Design Technology

At both key stages children design and make simple models and artefacts. They are also encouraged to evaluate these and see how they could be further improved. Each year the children work on a given topic, which is tied to another curriculum area for the DT focus. Throughout the year aspects of DT are incorporated into all areas of the school curriculum, such as the making of pop up books, cards for different occasions and food technology.

Computing

The school is well equipped with computers all of which have a wide range of software. As well as developing ICT skills, computers are also used to develop other areas of the curriculum. We have an ICT suite and all classrooms are fitted with inter-active whiteboards.

Physical Education

Our school has been awarded the Active Mark– this acknowledges the quality of our PE curriculum.

All required PE skills in gymnastics, dance, athletics, games and swimming are incorporated in our scheme of work.

Children in Years 5 and 6 are also able to take advantage of a visit to an Outdoor Education Centre where they experience activities such as canoeing, rock climbing, orienteering, hill walking and abseiling.

The school has a long tradition of sporting participation and our aim is to allow all children to find enjoyment in physical exercise and to realise that it is the 'taking part' rather than the winning which is the most important.

Music

The National Curriculum requirements in music are taught through singing, instrument playing and using CDs. Older children have the opportunity to work with visiting peripatetic teachers to learn how to play instruments such as the Penny Whistle and ukulele. There are lunch time guitar, recorder and choir clubs.

Art

Children are given the opportunity to investigate all elements of art through a variety of different media and approaches. These include painting, drawing, and model making, using fabrics and also looking at the work of famous artists. Art plays a very important role in the primary curriculum and stimulates imagination and creativity. Children are introduced to a range of traditional and contemporary artists and art forms, which foster interest and allow them to reflect upon their own work.

French

Children in Key Stage Two are taught French. These lessons follow the national curriculum...

Education for Personal Relationships

Education for personal relationships will be delivered annually in the summer term within the general context and moral attitudes of the school and the Catholic Church. Recommended schemes are used. The school nurse also works with the children during their last term in Year 6.

Special Educational Needs

The school has a Special Educational Needs Co-ordinator who ensures that the requirements of the Special Needs Code of Practice are fully in place.

A sound system of monitoring and diagnostic testing is in place and strong links have been forged with outside agencies that will also give advice and support.

Provision for the More Able Pupil in St. Joseph's

As a school we are committed to promoting achievement and raising standards, to providing an environment, which encourages all pupils to develop his or her talents and abilities to the

full. We aim to provide a rich education for pupils of all abilities, and take pride in and celebrate their success. We recognise the need to promote appropriate opportunities to cater for the most able in our community, including those pupils with an additional need. Our approach is inclusive, recognising a child's right to a broad and balanced curriculum.

We believe that the role of the school is to provide a wide range of challenging learning opportunities which will enable each individual, including those with exceptional abilities and particular difficulties to realise their potential.

Pastoral Care

Great emphasis is placed upon the pastoral care of the children. All adults in the school have a role to play in this area and children are encouraged to discuss issues that may be worrying them or that they are unsure about or if they need advice.

Reception class children are partnered with children from Year 6 who help them to settle into school.

Older children work with younger pupils during lunchtime reading sessions.

The House group meetings which are held each half term foster a feeling of belonging and give children further support.

The School Council members are given opportunities to air their views and make suggestions about things they would like to change or improve.

There is also an Eco Council.

Extra Curricular Activities

The Curriculum of the school is very much enhanced by a wide range of extracurricular activities including;

- Football
- Multi Games Skills
- Guitar Lessons
- Computer Club
- Recorder Club
- Choir
- Gardening

Homework

The children are encouraged to take their reading books home each night and parents are asked to regularly listen to the children reading. Children will be also given spellings to learn, arithmetic and tables work and written tasks. With older pupils, extension of work being covered in the classroom will also be set as homework.

Homework will be set throughout the week. It is expected to be completed and returned on time. It is the responsibility of the parents to ensure that children complete and return homework on time- research has shown that where parents and school work together, children benefit greatly.

SATs

Children will take part in the formal end of key stage assessment in Y2 and Y6. These will be in the core subjects of English and maths for Y2 and Y6. Parents are informed of their children's results in their end of year report. The Year 1 will undertake a phonic Screening Test.

Pupils' Progress

Open evenings are held twice yearly in October and February. Parents are invited into school to discuss their child's progress and to look at the workbooks and classroom displays.

Reports are issued annually and are in full compliance with legal obligations.

The school also believes that parents should feel free to come to school at any time to discuss their child's progress - the Head Teacher will be pleased to make an appointment for any parent to meet with the teacher concerned.

Child Protection and Health Issues.

The school has a very detailed child protection policy, a designated child protection officer, a deputy officer and a named governor. Parents should be aware that the school will take all reasonable action to ensure the safety of all pupils. In cases where the school has reasons to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, the child protection officer will follow Child Protection procedures and inform Social services of their concerns.

Any child, who is required to take regular medication, including inhalers, must have a Care Plan and this will be organised with a member of the Medical Management Team prior to your child starting school. This also applies to children who take medicine at home. This is to conform with government guidelines in the event of a child needing medical treatment during school hours, whereby, we would need to notify health professionals of any medicine taken by a child.

If a child is prescribed medication for a short illness, we will only administer the medicine if it has been prescribed four times a day.

A form detailing medicines must be completed by parent/carer and accepted by the Head Teacher prior to medicines being kept on school premises.

Complaints Procedure

Thankfully, in St Joseph's we have very few complaints and those that are brought to the attention of a member of staff are usually very easily resolved. As a school we believe firmly in working in partnership with parents for the benefit of all of the children in our care.

Any parent wishing to make a complaint should first see the class teacher who will be happy to talk through any problems - most issues are usually resolved at this level. If necessary a meeting will be arranged to discuss the issues.

If the issue still remains unresolved, parents will be invited to put their complaint in writing to the Head Teacher. If after this the complainant is still dissatisfied, they may refer their

complaint to the Chair of Governors. If at this point the issue still remains unresolved the parents will be invited to meet with the appropriate Governors' subcommittee.

Jewellery

For safety reasons the wearing of jewellery, apart from wristwatches, is not allowed. We ask parents to co-operate with this at all times.

Uniform

We are very proud of our school uniform and would ask parents to support us in ensuring that children wear their full uniform. JK Clothing in Jarrow supplies our uniform and parents will be given a clothing list when their children enrol for school. Footwear should be black, flat and sensible. Trainers must not be worn with the school uniform.

For PE parents are asked to provide their child with a simple red T-shirt, blue shorts and black, elasticised gym shoes. These are all available at our uniform shop. Nail varnish should not be worn to school.

Discipline

The school's Behaviour and Anti-Bullying Policy outlines our expectations and procedures with the emphasis being on a positive approach to discipline - all parents are provided with a copy and it is vital that all parents support these policies.

We acknowledge positive good work and behaviour by awarding certificates, house points and entries into The Gold Book. Each week class teachers select a child as the 'Pupil of the Week' to acknowledge the children's efforts. Good work assemblies are also used to encourage the children and to raise their self esteem.

There are simple clear rules of expected behaviour in all areas of school life. These rules are displayed in the main entrance, the hall and the classrooms and all staff regularly discuss the need to comply with our school rules. For major difficulties or consistent minor offences parents will be invited into school to discuss the matter in order to reach a solution.

House System

There are eight houses named after prominent people from the Old Testament with three or four children from each class in each house. There is a teacher in charge of each house and meetings are held every half term. As emphasised above children are awarded house points for good work, behaviour and manners. The house points are totalled each week and the winning house is rewarded. Staff also selects a Head Boy and Head Girl each term.

School Meals

An excellent two-course meal is provided daily and there is always a wide choice of menu. The school actively encourages children to have school meals rather than packed lunches.

Our meals are of a very high standard and excellent value for money. The cost is currently £10.50 per week. School meals will be provided free of charge for all Reception, Year 1 and Year 2 pupils.

The governors have decided that all children in Reception class and KS 1 will have school meals during their time at St Joseph's.

Dinner money is collected each **Monday**. All money must be placed in the dinner money envelope provided by school.

Milk is provided for all children if they wish to take it. The cost is currently £27.30 per year which is payable during the first week on return to school in September. Families in receipt of Income Support are provided with free milk.

Free Meals

The Local Education Authority issue Free Meals based on income. Please do not hesitate to contact the Head Teacher if you feel you may be eligible for this grant.

Communications

From school to parents:

Parents will be kept informed of current events, news and other information by regular newsletters, texts and the school web site. Dates of events over the course of the year are available and parents are also given a list of dates of events at the beginning of each term. Homework timetables are sent home at the beginning of the year. At the start of each term, a curriculum overview is sent to parents and carers.

From parents to school

Any absence from school should be reported on the first day of absence. Any absence that is unaccounted for must be marked in the register as an unauthorised absence. Parents are expected to write a note with the reason for absence on their child's return to school.

If your child has to visit the dentist or doctor etc. during school hours please inform the school and arrange to collect your child at the appropriate time – we do not allow children to leave school unaccompanied.

It is vital that our children's contact sheets are kept up to date and we ask that all parents provide a minimum of three emergency contact numbers.

Visitors to School

For security reasons all visitors, including parents, must report to the office before entering school. All visitors to school are required to 'sign in' and wear a Visitors Badge.

Bringing Children into School

From their very first day at school children will line up with their class on the path outside the class door. School begins at 9am but doors are open from 8.55am. We encourage punctuality as this ensures a prompt and orderly start to the school day. Children should not be brought to

school before 8.50 am. Children who are late should be brought to the main entrance. In the event of bad weather children may go into the classroom at 8.50 am.

Health Care/Welfare

Various Local Authority Services are available to pupils. These include Educational Psychologists, Education Welfare Officers, School Doctors and Nurses.

Absence from School

Schools are obliged to report on the percentage of authorised and unauthorised absences occurring over the academic year. It should be pointed out that unauthorised absence occurs when children are kept away from school with no reasonable explanation from parents. Holidays during term time cannot be authorised unless there are exceptional circumstances. The procedures for holiday requests are clearly set in our Attendance Policy. Request should not be less than four weeks before the absence is due to start.

Attendance last year 96.79%.

SAT Results 2015

The tables below show the percentages of eligible children at the end of the Key Stage 1 and 2 achieving each level in the school year 2014 - 2015.

Key Stage 1 (Year 2)

		L2+	L2b+	L3
Mathematics	School %	100	97	27
	National (2015 prov.%)	93	82	26
Reading	School	97	93	23
	National(2015 prov.%)	91	82	32
Writing	School	97	93	23
	National (2015 prov.%)	88	72	18

Key Stage 2 (Year 6)

		L4+	L4b+	L5	L6
Mathematics	School %	93	83	52	10
	National (2015 prov.%)	87	77	41	9
Reading	School %	90	76	59	0
	National(2015 prov.%)	89	80	48	0
Writing	School %	93	NA	45	3
	National(2015 prov.%)	87	NA	36	2
Grammar, Punctuation + Spelling	School %	86	76	62	3
	National(2015 prov.%)	80	73	55	2

Progress in Reading

School % Achieving Expected Progress	National % Achieving Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
93%	91%	41%	33%

Progress in Writing

School % Achieving Expected Progress	National % Achieving Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
100%	94%	45%	36%

Progress in Mathematics

School % Achieving Expected Progress	National % Achieving Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
97%	90%	45%	34%

Please note that information relating to the Foundation Stage (Reception Class) curriculum is contained in the ‘New Starters Parent’s Information Booklet’ available from school.

Disclaimer

The information in this Brochure was prepared and published in May 2016. Details were correct at the time of publication.