

ST. PETER'S
PRIMARY
SCHOOL



St. Peter's Primary School Prospectus 2024-2025



Welcome from the Co-Heads

Dear Parent/Carer

Welcome to St Peter's Primary School. We are a diverse and inclusive school in the south of the London borough of Croydon. We are a happy and caring school where every child is encouraged to work to achieve their best. Our hard working and dedicated staff never stop looking for ways to enhance the experiences we offer our children. With around 420 pupils, we still have a close-knit family feel that nurtures all pupils and families and allows for a sense of belonging.

We are a Values based school and our six core values underpin everything that we do:

Care

Respect

Empathy

Aspiration

Tolerance

Equality

We strive to reach high standards, and this is further embedded through our successful relationships with parents and the local community. Education is best done in partnership between home and school, and we regard parents as an active partner in their child's education and value their interest and support.

We are part of Greenshaw Learning Trust, a Multi Academy Trust which aims to develop a family of schools who can all work together and put the best interests of young people in mind.

We are passionate about our school and work exceptionally hard to create a unique place of learning for our children.

If you would like to find out more, we would warmly welcome you for a visit.

Caroline Barriball & Samantha Sandle

Co-Headteachers



Mrs Caroline Barriball



Mrs Samantha Sandle

From the Chair of the Local Governing Board



The Local Governing Board of St Peter's Primary School is responsible for monitoring various important areas of the school's life, challenging where necessary, and reporting to the Greenshaw Learning Trust.

Members are appointed on the basis of their skills, knowledge and experience and are drawn from parents, staff and members of the community.

Some of the areas of school life monitored by the LGB include health and safety, safeguarding, outcomes of pupils, the quality of teaching and learning, special educational needs and provision for disadvantaged children.

The LGB works closely with the headship team and staff to drive improvements in standards and ensure that every child fulfils his or her potential.

For information about the current membership of the Local Governing Board, please see the Local Governing Board page of the school's website.

Peter Taylor (Chair of Local Governing Board)

From the Chair of the St. Peter's School Association (SPSA)

The SPSA exists to advance the education of St Peter's pupils by providing equipment and facilities not normally provided by the Trust or included in the school budget. All parents, guardians or carers of pupils attending the school and all members of staff of the school are members of the Association.

We achieve our aims by building relationships between parents and staff through social and fundraising events. These include the Christmas and summer fairs, school discos, second hand uniform sales, competitions, parent social nights, and much much more. All parents and carers are welcome at these events, which are very well supported by our local community. Our network of Class Representatives is a crucial support for these activities, helping to organise events and volunteers, and acting as a link between parents and school.

Every year we raise over £8K for annual commitments such as subsidising school trips and coach travel, music programmes like Sound Start, leavers' presents for Year 6 pupils and much more. In 2020, we bought 30 Chromebooks for the school and Now press play (an immersive audio resource that engages the children in their curriculum through emotion, imagination and movement) which helped virtually replace the school trips the children were unable to have due to Covid. Whilst in 2020 we bought new staging and much needed SEN resources. In previous years, the SPSA has funded a brand new ICT suite, the trim trail playground equipment, an allotment, outdoor play equipment for Reception class, books and other educational equipment. In 2023, the SPSA helped fund a new 'all weather' playing surface and the year previously they funded a new Trim Trail. All parents are invited to attend SPSA meetings and become part of our fundraising efforts.

Follow us at

<https://www.facebook.com/StPetersPrimarySchoolSPSA/> or

<https://twitter.com/stpetersspsa> or look out for our posters, newsletters and flyers in book bags or by email.

Nicola Jeffs Chair of the St Peter's School Association



Contents

General Information	1
Staff List	2-3
Aims of St. Peter's Primary	4
History of St. Peter's	5
Holiday Dates	6
School Uniform & Standards of Appearance	7
Equality Statement, Organisation & Inclusion	8
Special Educational & Disability Needs (SEND)	9
More Able Children, Child Protection & Sex and Relationship Education	10
Pupil Attendance	11
The School Curriculum	12-14
General Routine Information	15-19
Policies	
Behaviour	20
Parent Code of Conduct & Complaints Procedure	21
Child Protection	22
Teaching & Learning	22
Availability of other policies	22
Attainment Scores	
National Curriculum Test results 2024	23

General Information



Address	St. Peter's Primary School Normanton Road South Croydon Surrey CR2 7AR
Telephone	020 8688 5414
Web Address	www.st-petersprimary.co.uk
Email	admin@st-petersprimary.co.uk
Pupils on Roll	420
Type and Age Range	2-form entry infant and primary school, part of Greenshaw Learning Trust
Age Range	4-11
Co-Heads	Caroline Barriball (NPQH) Samantha Sandle (NPQH)
Chair of Governors	Peter Taylor
School Hours	08.50* - 15.20

* Pupils may enter school from 08.40 a.m. Lessons start at 08.50 and any child arriving after this time will be marked as late

Staff List



Co-Heads Caroline Barriball

Samantha Sandle

Assistant Head Darren Sonnar

SENDCo Shital Amin

Class Teachers

Paddington (reception) Nichola Mander

Laura Martin

Wimbledon (reception) Jennifer Scott

Joanne Sone

1AP Helen Adams

Debbie Pullen

1CM Hayley Corbishley

Verity McLagan

2J Joe Jagger

2MA Rebecca McDonald
Darren Sonnar (until Aimee
Ascott returns from maternity
leave)

3G Bryony Gaston-Horne

3SB Emma Smith

Emily Battle

4C Aimee Couch

4M Maja Majewska

5P Trishna Patel

5S Gabi Sachs

6G Molly Gould

6T Rebecca Tipton

Teaching Assistants

Patricia Askew

Margaret Brown

Louise Burrow

Vanessa Callus

Nina Coton

Ashleigh Gillingham

Sarah Harbert

Anitha Jeffers

Kelly Penston

Cevon Preddie

Wendy Stone

Sally Tiernan

Andrea Vojtkova

Joanna Wilson

Lisa Wilson

Hafsah Zamir

Staff List Continued

Lunchtime-Assistants			Mrs-Wendy-Stone-(Supervisor)
	Patricia-Askew	Louise-Burrow	
	Vanessa-Callus	Valerie-Compton	
	Nina-Coton	Maria-De-Araujo	
	Ashleigh-Gillingham	Sarah-Harbert	
	Pam-Hurlock-Richards	<u>Anitha-Jeffers</u>	
	<u>Kelly-Penston</u>	<u>Cevon-Preddie</u>	
	Malika-Uddin	<u>Andrea-Vojtkova</u>	
Breakfast-Club			Mrs-Wendy-Stone-(Manager)
	Patricia-Askew	Louise-Burrow	
Afterschool-Club			Kelly-Penston-(Manager)
	Valerie-Compton	Remi-Adeyemi	
	Pam-Hurlock-Richards	<u>Lisa-Hingert</u>	
	<u>Azra-Sohail</u>	<u>Cevon-Preddie</u>	
ASC-extra	Anitha-Jeffers	<u>Andrea-Vojtkova</u>	
Site-Manager	Marek-Cop		
Office-Staff			Teresa-Stace-(Office-Manager)
	Moira-O'Donnell-(Administration-Officer)		
	Barbora-Orlicka-(Finance/Admin-Assistant)		
	Rebecca-Gillespie-(SEND-Admin-Assistant)		



Aims of St. Peter's Primary School

To motivate, inspire and expect **all** children to achieve their potential in all areas of school life. Never to put a ceiling upon what we expect children to attain, but to help them to improve on their previous best.

To develop in all pupils a love of learning and the skill necessary to become life-long learners.

To enable pupils to establish positive relationships and to play a full and positive part in the school community and any other organisations to which they belong. To encourage care, consideration and respect for others and the school grounds, buildings and environment.

Through our Core Values, we will develop pupils' ethical intelligence and encourage children to take responsibility for themselves, their own actions and behaviour – to be self-disciplined, self-confident, make the right choices, be resilient and appreciate their own strengths and talents and those of others.

To help children acquire knowledge and skills relevant to life in a fast changing world through a broad, balanced and enriching curriculum; to leave the school well-prepared for life in secondary school, adulthood and the world of work.

To achieve these aims, we endeavour to: -

- develop children's ethical intelligence through the teaching and demonstration of our core values
- provide a safe, secure and stimulating environment;
- develop a co-operative working partnership between all staff, parents and local advisors – we are all working together for the benefit of our pupils.



The History of St. Peter's Primary School



1861	The original St Peter's school opened in Heathfield Road with about 8 children on roll. In those days it was a Church of England school.
1930	The school was re-organised and became a 'New County Primary School'.
1939 (September)	War begins and the children in the school were evacuated to Crowborough with their headteacher, Miss R. C. Freeman.
1940 (April)	The school re-opened in Croydon with an acting Headteacher, Miss Varley.
1941	The school was again evacuated but this time to Barnstaple. Miss Crofts, Headteacher of Archbishop Tennison's Girls' school, looked after the St. Peter's children who were left behind in Croydon.
1941 (July)	Miss Freeman moved with the children from Crowborough to Barnstaple.
1942 (September)	The evacuees returned to Croydon.
1944	On the night of March the 24 th or 25 th the school building was damaged by bombing and was no longer usable. The children moved to Howarth school until November 1944.
1947 (July)	The old building finally closed to be re-opened in September with temporary accommodation in Nottingham Road. The school finally closed in July 1951 with 144 children on roll. 32 transferred to Howarth 3 left and the rest transferred to the new school in Normanton Road.
1951 (September)	Miss Dorothea Hannay was Headteacher of the new school until April 1973 when she retired.
1973 - 1986	Mr Lawson became Headteacher of the school.
1986	Mr Lawson retires and Bob Edwards is appointed Headteacher.
1998	Mr. Edwards leaves St. Peter's to take up a new Headship in Bexley. From September 1998 until April 1999 Roger Hurrion (the Deputy Headteacher) is Acting Headteacher.
1999 (April)	Mrs Julie Harris is appointed Headteacher of St. Peter's Primary School.
2005 (April)	Mrs Harris leaves to become Headteacher at Elmwood Infant School. Ms Kate Sibley is appointed as Headteacher.
2011	Ms Sibley retires and Paul Thomas is appointed as the new Headteacher of St. Peter's.
(August/September)	
2013 (June)	Grand Opening of the new school building
2017 (April)	Joined the Folio Education Trust
2018 (April)	Mr Thomas leaves and Mrs Barriball and Mrs Sandle are appointed as Acting Co-Heads of School.
2019 (June)	Mrs Barriball and Mrs Sandle are appointed as Co-Heads of School.
2024 (1st July)	Joined Greenshaw Learning Trust



Holiday Dates 2024/2025

AUTUMN TERM 2024

Thursday 5th September – Friday 20th December
(September INSET days are 2nd, 3rd, 4th September)
 Inset Day: Friday 27th September
 Half term: Monday 21st October – Wednesday 30th October
 Inset Day: Friday 15th November
 Christmas Holidays: Friday 20th December to Friday 3rd January
 (return to school on Monday 6th January 2025)

SPRING TERM 2025

Monday 6th January – Friday 4th April
 Inset Day: Friday 24th January
 Half term: Monday 17th February – Monday 24th February
 Easter Holidays: Monday 7th April – Monday 21st April

SUMMER TERM 2025

Tuesday 22nd April to Tuesday 22nd July
 Bank Holiday: Monday 5th May
 Half Term: Monday 26th May – Friday 30th May
 Inset days: Friday 20th June
 Monday 23rd June
 Last Day of Summer Term: Tuesday 22nd July

Please do not plan your holidays during term time. Children should attend school for the maximum number of days possible as evidence shows that long or regular absences have a detrimental effect on learning and achievement. Children who do take holiday during term time will be marked with an unauthorised absence in the register for all days they have missed, unless the circumstances are deemed exceptional by the Co-Heads. Families who take unauthorised holidays during term time may be subject to a fine.

Our attendance rate for the academic year 2023-2024 was 95.18%; 0.99% sessions were missed through unauthorised absences.

School Uniform and Standards of Appearance



Uniform

White or gold polo shirt
Grey trousers or shorts (no tracksuit bottoms or shorts)
Bottle green school jumper, cardigan or sweatshirt
Green skirt or tunic (not grey)
Grey or white socks
Green and white striped or checked dress/skorts
Green tights
Sensible black school shoes or black shoe-type trainers (not boots or boot type trainers)

PE kit (unisex)

White T shirt and green shorts (not lycra cycling shorts or leggings)
Plimsolls for indoor PE (elastic fronted ones are helpful for infants)
Black trainers for outdoor games (not boot types)
Green, navy or black sweat shirts and track-suit bottoms

Jewellery

Wearing jewellery to school is not allowed – it sometimes gets lost or broken and can be dangerous. Exceptionally, if your child has pierced ears, then s/he may wear small gold or silver studs ONLY, and preferably none at all. Hoop earrings must definitely not be worn as these often get caught and ripped out. Children will be asked to remove any jewellery that does not conform to these standards. Necklaces should not be worn to school, as these may cause injury if they get caught.

Nail varnish should not be worn and any temporary tattoos should not be visible.

Hair

Long hair should be tied back in a ponytail or plait while in school. Hair accessories should be modest in size and in school colours. Children will be asked to remove any hair accessories that do not conform to these standards.

All pupils will be advised to wear weather-appropriate clothing. For hot temperatures, this includes wearing:

Tops that cover the shoulder area
Hats and sunscreen

For cold temperatures, this includes wearing:

Scarfs, gloves, coats and hats when outside.
Warm jumpers.
Trousers, or skirts and thick tights.

Please ensure that ALL items of uniform are marked with your child's name, as it is impossible to tell one green sweatshirt from another.

We have regular 2nd hand uniform sales which are organised by our parent's association. Please look in our school website calendar to find upcoming dates or keep an eye on our weekly newsletter, sent out every Friday.

Our school uniform supplier is Hewitt's of Croydon
www.hewittsofcroydon.com
45-51 Church Street, Croydon

You may of course purchase non branded items elsewhere.

Equal Opportunities, Diversity & Community Cohesion Summary



Equality Statement

At St Peter's Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socioeconomic background.

Through our core values (Care, Respect, Empathy, Aspiration, Tolerance & Equality), we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment, which champions respect for all. At St Peter's Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

To read our full Equality statement, please [click here](#).

Copies of our Behaviour, Anti-bullying, Race Equalities and Equal Opportunities policies are available for viewing via the school web site and can be obtained from the School Office on request. At St Peter's, we are a Values Based School and have 6 core values: Care, Respect, Empathy, Aspiration, Tolerance and Equality. All of the staff and governors would take very seriously any incidents that involves prejudice of any kind; be it racism, sexism, homophobia, transphobia or attacks on personal beliefs. Through multi-cultural education, the school does much to teach pupils to appreciate their own cultural traditions and the diversity and the richness of other cultures.

Organisation

Classes are arranged according to age and are of mixed ability. Within classes children sometimes work individually, sometimes with a partner, sometimes in a mixed ability group and at other times they are grouped according to their prior attainment and may work with children from the other class in the year group of a similar ability

Teaching assistants provide support to aid teaching and learning. Sometimes subjects such as music, art, PE and Spanish will be taught by a specialist teacher.

Inclusion

At St Peter's, we have a commitment to:

- setting suitable learning challenges for all children;
- responding to pupils' diverse learning needs and
- doing all we can to overcome potential barriers to learning and assessment for individuals and groups of children.

We aim to do this by using all the information available to us to identify children, or groups of children, who are at risk of underachieving and putting in place strategies to enable them to make progress and improve on their prior achievements.

Equal Opportunities, Diversity & Community Cohesion Summary



Special Educational & Disability Needs (SEND)

For some of our children, learning at school can be harder than for other children of a similar age. They may have difficulties which are: -

- specifically related to areas of language or mathematics;
- more general, covering some or all aspects of school work;
- connected with sight, hearing or speech;
- emotional or behavioural;
- of a physical nature.

Our belief at St. Peter's is that children with special educational needs have the same right as others to a good education with full access to the curriculum. We believe in everyone working together in the best interests of the child.

We try to address the needs of the child in a variety of appropriate ways according to the severity of the difficulty and the resources available. For many children, their needs will be met within the classroom setting and they may have an IEP Pupil Passport to support their learning and/or development. At this stage the class teacher or teaching assistant will probably provide any extra help that may be necessary. In some cases, children with learning difficulties of a specific or general nature may require further support. This will be provided in a small group situation in or out of the classroom after discussion with parents/carers.

We encourage parental involvement as children benefit from a strong home/school link. We always consult with parents/carers and keep them informed of progress or difficulties. In some circumstances it may be necessary to consult with outside agencies for advice, e.g. Educational Psychologist, Speech and Language Therapy, but always with prior parental permission. For a few children, an Educational Health Care Plan (EHCP) may need to be drawn up. We encourage parents/carers to keep the school informed of any changes or concerns they may have.

The School has devised a 'School Offer' for SEND and this is a part of the Local Authority 'Local Offer' in line with the SEND Code of Practice (September 2014). Our Local Offer is reviewed annually by the Local Governing Board.

Our Special Educational Needs Co-ordinator (SENDCo) is **Ms Shital Amin and her assistant is Rebecca Gillespie**. Along with other key members of staff, she will be working to ensure successful inclusion and access strategies for children having difficulty with their learning. If you have any concerns about special educational needs, Ms Amin will be very happy to discuss them with you.

Other needs

There will be other children who need specific support at stages in their education. Examples may be pupils for whom English is an additional language, pupils who seem to be making slow progress, pupils who are facing emotional problems. We regularly assess progress and other information to identify when personalised input may be needed for these children.

Equal Opportunities, Diversity & Community Cohesion Summary



More Able Children

We endeavour to recognise pupils' strengths in a variety of areas. This may be intellectually, but it may also be spiritually, emotionally, socially or physically. We recognise that praise and appreciation of each child's strengths can enable a child to feel valued as an individual and therefore able to build on success. Our aim at St. Peter's is to make appropriate provision for our higher attaining children who show exceptional ability or outstanding potential. The school's role is to identify and develop special talents and high attainment through a planned programme of recognition and support.

Child Protection

A designated member of the Senior Leadership Team, Mrs Caroline Barriball, is responsible for dealing with issues regarding child protection. She is the Designated Safeguarding Lead (DSL). She, and other members of staff have attended training courses to enable them to carry out their responsibilities. Teachers and other staff play an important part in protecting and safeguarding children. Any concerns which staff members have about a child, would be brought to the attention of the DSL. A parent may also approach any of the Senior Leadership Team with a concern. Once a concern has been brought to the attention of the DSL, she will use her professional judgement as to any action that might be needed. Staff may seek the advice of the Child Protection or Social Services from the Local Authority.

A referral to the Social Services department would be made if a child was thought to be at risk or if child abuse was alleged or suspected. The school works in partnership with the Educational Welfare Office, the school nurse, social services and other welfare agencies to promote the welfare of children and their families. A copy of the school's Child Protection Policy is available from the school office and via the school web site.

Designated Safeguarding Lead: **Mrs Caroline Barriball**

Deputy Designated Safeguarding Leads:
Mrs Samantha Sandle, Mr Darren Sonnar

Afterschool Club DSL:

Mrs Kelly Penston

Safeguarding Governor:

Peter Taylor

Relationships and Health Education (RHSE)

Our PHSE Policy may be found on the school website or [click here](#). It is recognised that appropriate and responsible SRE calls for sensitive and careful treatment in order to avoid causing personal hurt or giving unwitting offence to children or their parents. Parents will always be informed in advance about forthcoming SRE lessons and will be given the opportunity to view materials or study the content before the lesson is taught. Parents can request that their children do not attend the SRE lessons.

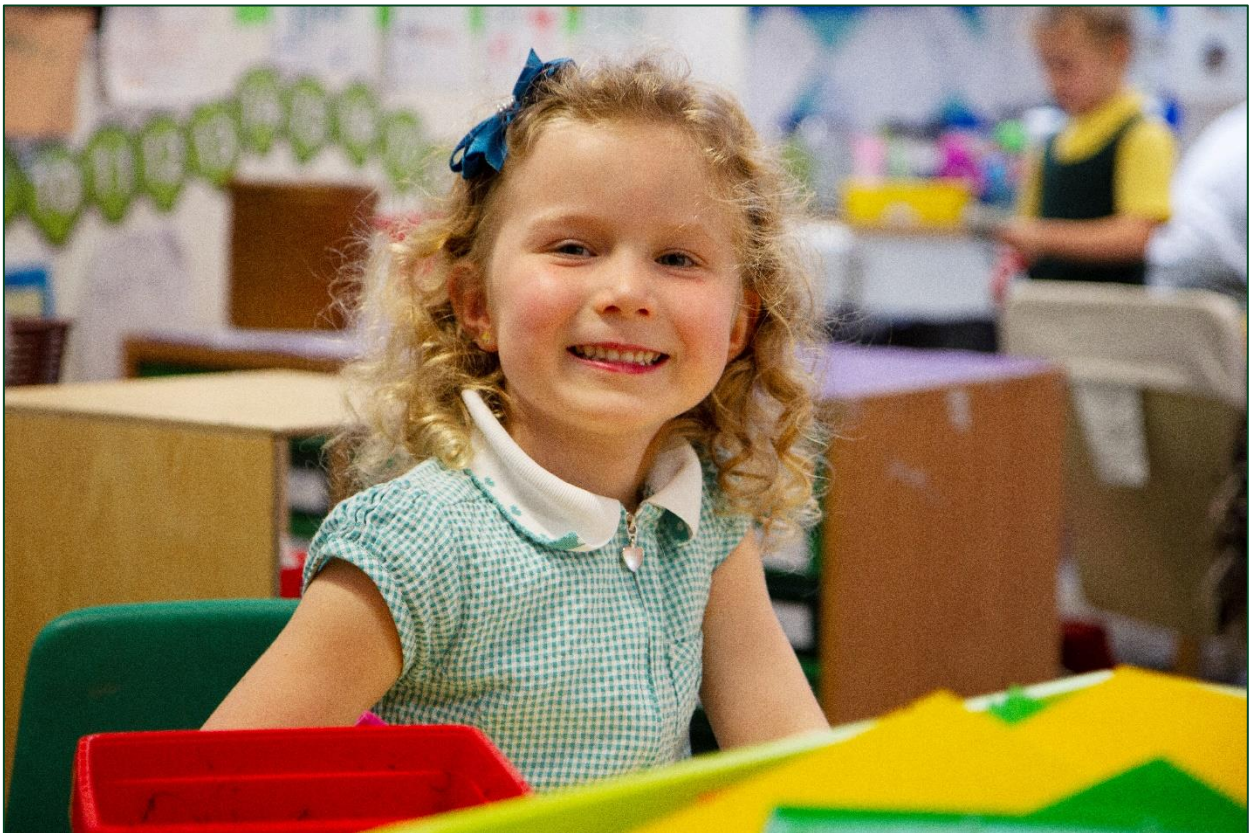
Pupil Attendance

St Peter's Primary School has a high level of pupil attendance and this continues to be a whole school aim. Our attendance for the academic year 2023-2024 was 95.18%. All children are expected to attend school regularly and to arrive on time. If a child is absent, parents are asked to telephone or email on the first day of absence. If they do not ring, we will try to contact them and would then expect a written explanation for the absence. Children should be in school by 8:50am. The rules for registering absence of pupils are laid down by the Department for Education.

For your information: -

1. All absences from school have to be accounted for by parents or guardians either by email (absence@st-petersprimary.co.uk) or a telephone call with the reason for the absence clearly stated. Any absence un-notified has to be recorded as unauthorised.
2. Only in exceptional circumstances can time out of term time be authorised, although these are rarely authorised.
3. If your child is going to be late for school, please either telephone the school or send a note to explain the reason. Calls should be made by 8:30am.

Children who are late should report to the office before going into class. Poor attendance or lateness have a severe effect on a child's education, as they will always miss something important, and the continuity of their learning will be interrupted. Please make every effort to ensure that your child attends school on a regular basis throughout the year and arrives on time. Please read the Attendance Policy for further details.





The School Curriculum

The National Curriculum 2014 comprises English, Mathematics, Science, Computing, Design and Technology, History and Geography, Art and Design, Physical Education, Foreign Languages and Music. PSHE (personal, social, health education) and SMSC (Spiritual, Moral, Social and Cultural) Education is an integral part of all learning across all areas of the curriculum. Religious Education is taught at St Peter's Primary School and follows the Local Authority 'Agreed Syllabus'.

Key Stage 1 - Years 1 and 2

Key Stage 2 - Years 3 to 6

The school provides a broad and balanced curriculum that fulfils the requirements of the National Curriculum and the EYFS Framework. Although the curriculum is described in terms of subjects, it allows for schools to teach in a variety of ways. It is possible to include important elements such as health education, aspects of personal and social education, environmental education and multi-cultural issues. Alongside the English and maths curriculum implemented in 2014, St Peter's Primary School offers an exciting, topic led approach to the National Curriculum which allows children to explore areas such as The Stone Age. In adopting this approach, our aim is to provide a curriculum which extends knowledge, skills and understanding, underpins our school values and responds to the changing world around us and the needs of our pupils. English and maths are largely taught separately, but where possible are linked with the topic theme. Art, design and technology, history, geography, international/society, science and computing routinely feature in topic lessons, and where possible, links are made with PE, RE and music, which are also taught separately. We have recently installed a computing suite which allows pupils to work on their own computer to learn valuable computing skills.

All children are taught in mixed ability classes but the work may be organised on a class, group or individual basis. A blend of whole class, group and individual teaching methods are used.

The Foundation Stage

Children in 'The Foundation Stage' (our reception classes) follow the Early Years Foundation Stage Curriculum and work towards the Early Learning Goals, whilst the rest of the school cover the programmes of study in the National Curriculum as well as plentiful other learning opportunities which teachers feel are relevant, meaningful and motivating for the pupils. Teachers plan a broad, balanced and stimulating curriculum for the children in their care.

The school curriculum, in its widest sense, can be thought of as having the following main components: -

- the basic curriculum, which consists of the subjects of the National Curriculum, together with religious education and a modern foreign language (Spanish), plus other relevant content. For the youngest children their curriculum is based on the six areas of learning in the Foundation Stage Curriculum. Each of these areas will have its own distinctive knowledge, skills and concepts;
- cross curricular themes and dimensions such as equal opportunities and personal and social education (these are aspects of work that are not confined to one subject area but can be covered in a variety of ways);



The School Curriculum

- overarching skills and attitudes such as posing questions; making connections and seeing relationships; the ability to face new challenges confidently; problem solving; critical reflection;
- extra-curricular activities such as clubs, additional music activities and attendance on residential trips.

Religious Education and Collective Worship

Pupils learn about the major world religions with Christianity being the main focus. The school follows Croydon's agreed syllabus for Religious Education, which provides themes for classwork and assemblies. Children learn about special festivals, home life, worship and celebration and the symbols and language of religions. The starting point for lessons is often the child's own personal feelings, experiences and questions.

The act of collective worship takes place during assembly times in the school hall or in individual classes. Children are given the opportunity to reflect upon the various themes and stories in assembly. They are occasionally invited to listen to a prayer, or to have their own quiet thoughts about the assembly. Assemblies are used to reinforce our Core Values.

Occasionally, visitors from the local community are invited to take part in our assemblies. Representatives from local churches regularly come to lead our assemblies. Assemblies are non-denominational but are broadly Christian in character. Parents have the right to withdraw their child from religious education lessons or the school's acts of worship. Staff respect parents' wishes in this matter and alternative arrangements are made for children who are withdrawn from R.E. Children may work or help in another class or in the reception area. Teachers also have the right to withdraw from the teaching of Religious Education.

Assessment

Assessment is a continuous process that takes place in all areas of school life. The emphasis of our on-going assessment is not only to build a complete picture of a child's development, but also to decide how best to help each child progress in their learning. Assessment can take place in many ways – such as through discussion and observation as well as marking children's work. At the end of Key Stage 1 when the children are 7, they are formally assessed in English (reading and writing; including handwriting, grammar, punctuation and spelling), mathematics and science. A typical 7-year-old is expected to achieve a standardised score of 100. At the end of Key Stage 2 when the children are 11, they will sit National Curriculum tests in English (reading, grammar punctuation and spelling), and mathematics. A teacher assessment is also determined for writing. A typical 11-year-old is expected to achieve a standardised score of 100. Year 1 children undertake a 'Phonics Screening Check' in the summer term of Year 1. Children who do not meet the standard of the test retake the test in the summer of Year 2.

Children who attain a scaled score of 110 and above may be considered as 'Most Able' in certain subjects.

All pupils have been taught the new National Curriculum for all subjects from September 2015.

We work with other schools and the Local Authority to moderate judgements regarding children's outcomes in reading, writing and mathematics to ensure judgements are consistent.

The School Curriculum

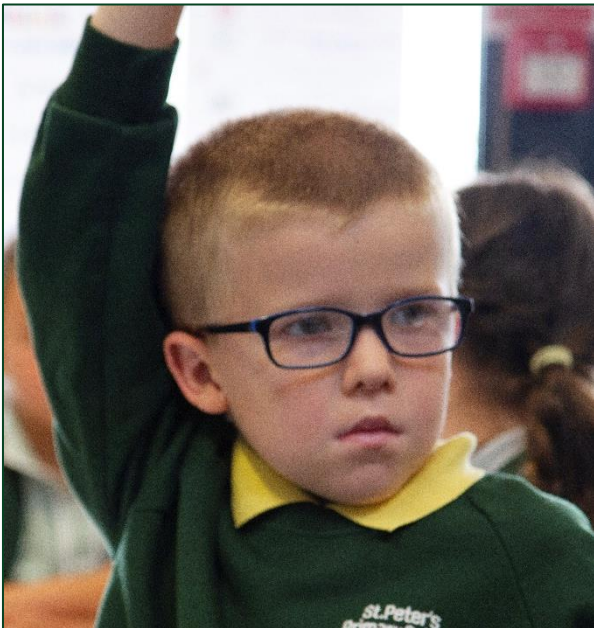
The government and local authority work on a model that identifies if children are working 'at expected standard', 'working towards the expected standard' or 'at a greater depth within the expected standard'.

Intervention Programmes and Support

The school uses data outcomes to identify a need for pupils to have targeted support via intervention programmes. Children may receive support within the class through additional adult help or through separate 'booster groups'.

We measure the impact of the support after any intervention programme.

If you have any concerns about your child's attainment or progress and would like to find out if an intervention group could help your child, please talk to your child's class teacher.





Routine Information

Please help us to ensure the smooth running of the school by noting the following information and routines: -

Communication Between Home and School



The School Office is staffed from 8.00 a.m. to 4.30 p.m. In the interest of the children's safety and security and because matters are initially dealt with by the administrative staff, all visitors and parents must visit the office first. Class teachers may be able to deal with brief urgent matters before 8.40 a.m. but, if a longer discussion is required, please arrange a convenient time with your child's teacher after school.

Arrangements are made for parents' evenings twice a year, in the autumn and spring term. Parents are given an individual consultation with their child's teacher to discuss their child's progress. The teacher will identify target areas for each child. Towards the end of the summer term, the children take home their end of year report. Parents are given the opportunity to discuss their child's report with the class teacher if they wish. They may arrange to see their child's teacher at other times throughout the year. The report will contain information about how much progress a child has made in reading, writing and mathematics. We do not report national curriculum attainment at St Peter's Primary School apart from those which are required to be reported e.g. at the end of the foundation stage (Reception), KS1 (Year 2) and KS2 (Year 6) as well as the Phonics Screening Check scores for Year 1.

Parents may also be invited into school for special events, e.g. Christmas Productions and the Carol Concert, Family Assemblies, Music assemblies, Drama Productions. Newsletters and other relevant school information are sent home via Teachers2parents. The school's Freedom of Information and other policies, development plans and other information are available on our school website.

Please make sure that you keep us informed of any changes to your address, telephone (landline), mobile telephone and email address. Please review this regularly with the School Office. Ideally we need two contacts for every child in the school.

Labelling

Please ensure that each item of clothing is clearly labelled – it is difficult to identify the owners of unlabelled sweat-shirts when, apart from the size, they all look the same!

Changes of Address and Telephone Number



It may happen that we need to contact parents quickly – sickness or accidents are examples. Once your child has been offered a place at the school, you will be sent a form on which to give us contact details. Please help us to keep these records accurate – if possible include the name of a friend or relative who can be contacted in the case of an emergency and please let us know of any changes in the details.



Routine Information

Times of the School Day



The compulsory school day begins at 8.50 a.m., although children may come into the classroom any time from 8.40 am onwards. Please note that we cannot take responsibility for pupils before this time.

The day finishes at 3.20 p.m. There is one short morning break for all children and then another break at lunch time. We do operate an early morning club which runs from 7.45 to 8.40am and costs £4.00 per session. If you wish your child to attend early morning club, please obtain a form from our extended schools administrator, Ms Orlicka (email: afterschoolclub@st-petersprimary.co.uk).

Extended Schools

Early Morning club and Afterschool Club every day during the term time (closed on inset days). Early Morning Club runs from 7.45am to 8.40am and costs £4.00 per child per session. Once your child is registered and you have paid, you can just turn up for these sessions. Please note, that your child must be signed in the adult in charge of them.

Our Afterschool Club runs from the end of the school day until 6.00pm. The cost is £15.00 per child per session and the children are given a dinner at 4.30pm. Spaces are limited to 70 for our Afterschool Club and **your child cannot attend unless you have booked a space.**

For more information on Early Morning and Afterschool Club please speak to a member of the school office or [click here](#) to download forms.

Punctuality and Attendance

Punctuality and regular attendance are very important and research has shown that there is a strong correlation between good attendance and high achievement. Please ensure that children attend school regularly and arrive at school on time. Children should always be collected promptly at 3.20pm (the school gates are shut at 3.30pm). We operate a late collection charge for parents who are more than 15 minutes late. If your child is going to be absent from school, please phone or otherwise contact us as soon as possible. We will make all reasonable attempts to contact you on the first day of your child's absence if we have not heard from you. Obviously, however, it will save us both time and money if we do not have to follow up absences in this way.

Lunchtime



Children from Reception to Year 2 are entitled to free school meals under the Infant Free School Meal Programme introduced by the government some years ago. For this academic year only all junior children are also entitled to a free school meal under the Mayor of London's UFSM scheme. However, if you are in receipt of benefits, for example, income support or family tax credit, you may be entitled to claim for a benefits related free school meal entitlement. Please ask at the office for more details as we want to ensure you register for your eligibility even if you decide not to take up this option. Your claim will be treated with complete confidentiality.

As an alternative to school dinners, you may decide to send your child(ren) to school with a packed lunch. If you choose this option, please ensure all lunch boxes are clearly labelled with your child(ren)'s name. At St. Peter's we believe in the importance of promoting healthy eating and we are working towards our Silver Healthy Schools' Award. Our school dinners are carefully planned to encourage healthy choices and we would urge parents to ensure that if your child brings a packed lunch to school then it only contains healthy options.



Routine Information

School Milk, Water & Fruit



Milk is available for children and has to be ordered on a termly basis. If you are eligible for benefit related free school meals, then milk is also available free for infant children – please contact the school office for further information and to register your child. We also encourage children to bring water to drink during the school day and fruit for their break times. Again, fruit is supplied free for our infant children.

Security

Every attempt is made by staff at the school to ensure the safety of your child. Measures such as CCTV, push button controls and exit-only doors have been introduced and visitors are required to register with the school office. If you wish to see your child's teacher very briefly at the start of the school day, we will try to accommodate this where possible but please remember that the member of staff has responsibility for all pupils in the class at this time. If your conversation may take a while, please make an appointment to see the teacher at another time. If you wish to enter the school for any reason, please report to the school office where we will ask you to sign in and issue you with a visitor's badge.

No child will be allowed to leave the school during the school day unless we have received a note in advance and they are picked up by a named adult.

At the end of the day, children should be collected from their classroom doors from years R-4. Children in Years 5 & 6 will be brought out to the top playground for collection.

Medicines in School Policy



In line with our policy, we do not administer medicines in school, unless these relate to an on-going, chronic condition, in which case a medical plan will be drawn up following a meeting with the school nurse.

If children are unwell, and if they are taking medicine, they should not be sent to school. They will not be able to work properly, they may pass the illness on to others and the best place for them is at home with you.

Sometimes the doctor may say your child can return to school even though your child is finishing a course of antibiotics. Depending when the medicine has to be taken, a dose can most probably be given before school and at the end of the school day. If another dose is due at lunchtime, please speak to the school office as a protocol for administering medicine will need to be signed. Please do not send your child into school with medicine in their bag.

Children who need to use an asthma inhaler may keep their inhaler on them to use when necessary, as long as they can independently self-administer the pump. If your child does suffer from asthma, please obtain an asthma card from the office to complete. All inhalers must be clearly labelled with the child's name, class and the proper dosage. A spare inhaler must be left with the class teacher in case of emergencies.

Details about allergies must be shared with the school before admission so that we can make sure the needs of your child are attended to.



Routine Information

Sometimes children become unwell in school and, if necessary, the parents/carers are contacted and asked to collect the sick child. Trained first-aiders will deal with minor injuries. In the case of anything serious, parents are always contacted and we may recommend that medical advice is sought.

Volunteers

At St Peter's, we welcome volunteers to work with our children. All volunteers are required to complete an application form and undertake a DBS check, which our school office will organise, before they undertake work in school. This help is a valuable contribution, both to the teacher and the children. Parents help in a number of different ways: listening to children read; assisting with mathematics and language work; working with groups in art, craft and cookery activities; escorting children on outings, sharing special interests and expertise appropriate to topic work. Please contact the school office if you are interested in volunteering.

Concerns/Complaints

If parents have questions about any aspect of their child's education, they should first of all speak to their child's teacher. Parents can approach the Co-Heads if they would like to discuss a concern or complaint following this initial discussion with the class teacher on a formal basis.

The Complaints Policy can be found on the school website or our school office will be happy to provide a paper copy if required. This outlines the process which is followed when dealing with formal complaints.

Extra-Curricular Activities

What is available varies depending on the interests and expertise of staff. Pre-Covid some of the clubs we have had are as follows:

Art Club	Cartoon Club	Crochet Club
Coding Club	Drama Club	Digital Leaders
DT Club	ECO Warriors club	Football Club
Gardening Club	Girls Football	Junior Choir
Keepie Uppie	Languages Club	Mathletics
Netball Club	Polish Club	Sewing Club
Spanish Club	TT Rockstars	Wellbeing Club

Some of these are run by teachers from within the school whilst others are run by outside providers. There may be a charge for some activities.

Charging Policy

We believe that every child has a right to take part in all activities taking place during the school day. We are committed to planning educational visits and activities, including both day trips and residential stays, to enrich the curriculum. Our Year 6 children go away for 4 nights. The Parents' Association donate from their fund-raising activities to subsidise the cost of our 'in school' curriculum enrichment activities.

Routine Information

In order not to make these curriculum enrichment activities a burden on any family we are committed to keeping the cost as low as possible. However, parents/carers are usually asked to make a voluntary contribution to help offset these costs. The continuation of these outings and activities depends on a sufficient number of families making voluntary contributions. If you are finding it difficult to pay for a curriculum enrichment activity, then please speak to the Office Manager, Teresa Stace rather than just not paying.

Some of our extra curricular activities for example, instrumental tuition, are chargeable. The school gives its facilities freely to these organisations and does not make a profit from the cost of these lessons.

Homework

At St Peter's we believe that homework can aid pupil's progress. Research suggests that homework can: -

- Encourage pupils to develop the practice of independent study;
- Develop perseverance and self-discipline;
- Allow practice, when it is needed, of skills learnt in the classroom;
- Permit more ground to be covered and more rapid progress to be made;
- Enable class work to concentrate on those activities requiring the teacher's presence and input;
- Open up areas of study and make possible the use of materials and sources of information not accessible in the classroom, and
- Involve parents (and other adults) in the pupils' work

The amount of homework set varies from 5- 10 minutes per day (reading with parents) for the youngest children to the equivalent of half an hour per day for Years 5 and 6. So that home and school can work together more effectively,

Homework is given out half termly and is based on a menu of activities which allows children to choose which homework is completed each week.



Policies

Policies for various aspects of school life are available from the school. A summary of some of the significant policies is given on the following pages.

Behaviour

Behaviour at St Peter's is excellent and we strive hard to maintain this standard. Every child at the school has the **right** to learn, to be safe, to be valued and to be as happy as possible and any behaviour which could detract from these rights will be challenged. Everyone has the **responsibility** to act in a way which upholds these rights.

We believe in the development of self-discipline so the reasons why particular actions are deemed unacceptable, and the need for rules, is discussed with the pupils. Assemblies form a regular and important forum for the discussion of behaviour and for the negotiation of solutions to issues. An awareness of the implications of unacceptable behaviour, and its effects on others, is considered both by the school as a whole and by individuals and classes through the PSHE curriculum and activities such as Circle Time. Ways of avoiding/dealing with conflict will also be discussed with pupils. In Years 2-6, we use a yellow/red card warning system in order to give children the opportunity to regulate their behaviour.

Good behaviour and effort are acknowledged and rewarded by praise and the granting of privileges.

If, however, unacceptable behaviour arises there is a clearly defined system of sanctions that will be applied in a way that is appropriate to the circumstances. Such action would include a reprimand from a teacher, missing breaks, attending Values Based Workshops, being put 'on report' or, in extreme cases, temporary or permanent exclusion.

Incidents will initially be dealt with by the class teacher but in the case of persistent misbehaviour or particularly serious occurrences the case may be referred to a senior member of staff.

Where behaviour gives cause for concern parents will be contacted, as, for the policy to be wholly effective, it is important that school and parents work in close partnership.

No form of bullying or discriminatory behaviour will be tolerated. Any allegations of such actions or comments will be thoroughly investigated and appropriate action taken. Accounts of these incidents are kept on file. Through the School Council, children have a continuous voice on the subject.

By upholding the principles outlined above, we are able to reinforce our commitment to a care of the environment, care for the quality of what we do and, above all, a care and respect for other people.

To view our full positive behaviour and anti-bullying policy, please [click here](#).

Policies

We expect that everyone:

- Is listened to and listens to others
- Will participate, share and do their very best
- Has someone they can talk to at school
- Will be respectful to one another and their personal possessions
- Has the opportunity to learn new skills whilst having fun and without any disruption
- Will take responsibility for themselves at school
- Feels safe in school and looks after one another
- Is well prepared for the future

Parent Code of Conduct

At St. Peter's Primary School, we are very fortunate to have a supportive and friendly parent community. Our parents recognise that educating a child is a process that involves families, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect the caring ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour especially when children are present.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their child's behaviour especially in public where it will otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as a threat to admonish children's behaviour.

To view the full Parent Code of Conduct, please [click here](#).

Policies

Child Protection Policy (Early Help & Safeguarding)

1. This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care.
2. In all the work we do, we see the rights, safety and welfare of children as paramount. This means that sometimes we have to take actions which some parents and carers could find threatening. In such cases we will work for a mutual understanding, we will explain our professional responsibilities and we will give every reassurance as to our motives, but we will always stress that, for us, the children's needs have to come first.
3. As part of the ethos of the school, the staff and local advisors are committed to: encouraging and supporting parents/carers/guardians and working together in partnership with them; listening to, relating effectively with and valuing each individual child or young person in our care; ensuring that all members of staff are properly trained and supported.
4. We recognise that some children and young people are the victims of neglect and /or physical, sexual or emotional abuse and that staff of the school, by virtue of their day to day contact with and knowledge of the children in their care, are well placed to identify such abuse and offer support in need.

Please [click here](#) to view the safeguarding page on the school website and to read our Safeguarding Policy.

Teaching and Learning Policy

At St Peter's Primary School, we believe that it is the responsibility of all staff to improve children's basic skills through good quality teaching and positive learning experiences.

Principles

Children learn best when:

- They are well motivated and interested in their work and learning and when they are positively supported, valued and encouraged. Getting things wrong is O.K. – their ideas and views are respected.
- They are expected to do their best and to improve on past achievements. High standards of work and behaviour are expected and they are given feedback on how they are doing.
- The work is matched to their prior attainment and they are well organised for effective learning.
- They have opportunities to use their learning skills to make choices, decisions and take some responsibility for their work and learning. They are encouraged to ask questions, think things through, solve problems and follow their own lines of enquiry.
- Classrooms and resources are organised so that children can be independent. The learning environment is rich and stimulating and displays are of a high quality demonstrating how teachers value children's work, whatever their prior attainment.
- Parents/carers are working in partnership with the school to support children's learning.
- They are given opportunities to evaluate and return to their work – to refine or to extend it.

Other Policies and Documentation

All our current policies that have been approved by the Local Governing Board (LGB) and are available on our school website. These will be updated on a regular basis.

St. Peter's Attainment Summer 2024

St. Peter's Attainment summer 2024

GLD-2024

Good Level of Development (GLD) - A measure of attainment at the end of the EYFS (Early Years Foundation Stage). Children are deemed to have achieved GLD if they have achieved the ELG (Early Learning Goals) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

	GLD (%)
cohort (60)	65

Phonics Screening Check (PSC) 2024

At the end of Y1, children sit a Phonics Screening Check. In 2023, the pass mark was 32/40 words correctly read.

	Y1 (%)	Y2 PSC retakes (%)
cohort	75	70

KS1 Results 2024

	School Expected Standards	National Expected Standards	School Greater Depth	National Greater Depth
Reading	75	71	17	16
Writing	67	63	5	16
Maths	80	68	25	16
R, W, M combined	65	55	3	16

National figures are from FFT and may not be representative of all schools nationally. DS not yet available.

Multiplication tables check (Y4)

	cohort	Average score	cohort
% full marks (25/25)	13%	22.1	

KS2 Results 2024

By the end of Key Stage 2 (Y6) children should have attained a standardised score of 100 or more to be at the 'expected' standard or above.

	Expected Standards	National Expected Standard (2023)	Greater Depth	National Greater Depth
Reading	92	75	38	28
Writing	80	73	8	13
Maths	92	75	45	25
R, W, M combined	77	62	8	8
GPS (grammar, punctuation & spelling)	88	73	47	33