St Patrick's RC Primary School

School Prospectus
2026 – 2027



ST TERESA of CALCUTTA
Catholic Academy Trust

Welcome

At St Patrick's we are very proud of our children and their achievements. We are committed to serving your children and supporting the whole family as well as St Patrick's Parish community. Pupils feel safe and valued within our Catholic Christian atmosphere. Our curriculum has been carefully designed to ensure that each child reaches their full potential.

Mission Statement:

Together through love and Service we will come to know God and grow to be the individuals we were created to be.

Our school's Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and at St Patrick's we endeavour to provide strong pastoral support for our pupils and families. Furthermore, we strive to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop positive, caring and sensitive attitudes. We enable our children to become healthy, independent and responsible members of a diverse multicultural society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed, ensuring that they experience the process of democracy within school, learning about rights and responsibilities. We want St Patrick's pupils to gain in confidence and to develop aspirations for their futures, so that they are well-prepared for their transition to high school – and ready to move forward with positive experiences in their journeys through life.

Our Catholic School:

We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) and the foundation of the entire educational process.

At St. Patrick's, our mission is guided by the belief that each child can flourish through love, service, and a deep connection to God. Inspired by our Mission Statement, "Together through love and service, we will come to know God and grow to be the individuals we were created to be," we foster a community rooted in faith, kindness, and a dedication to helping others. We encourage every children to grow in knowledge, show compassion, and embrace service with humility and joy.

Love, service, and respect are at the core of life at St. Patrick's. Love, demonstrated through empathy and care, creates a nurturing environment where each child feels valued and supported. Service, grounded in our Catholic ethos, inspires students to actively seek ways to make a positive impact in their community. Respect, for both ourselves and others, fosters a sense of belonging

and responsibility. Through these values, our students learn to embody the teachings of Jesus, growing into thoughtful and compassionate individuals.

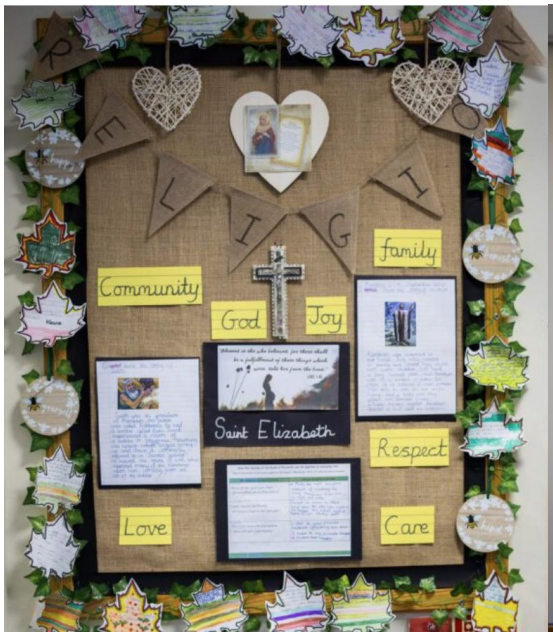
Our Catholic identity is central to everything we do at St. Patrick's. Through prayer, worship, and Religious Education, students are given opportunities to deepen their relationship with God and develop strong moral foundations. Guided by Jesus and inspired by the example of St. Patrick, we help children grow in faith and integrity. Service is embraced not as a duty but as a joyful expression of love, helping students understand that true greatness lies in helping others.

At St. Patrick's, we are committed to embedding love, service, and respect into every aspect of school life. Love fosters kindness and mutual care in all relationships, while respect promotes understanding and dignity for all. Service naturally follows, encouraging students to contribute meaningfully to society. By living out these values daily, we nurture a sense of responsibility and purpose in our students, preparing them to be compassionate, active members of the wider world.

Our approach to education integrates faith and values into every learning experience. We encourage students to view their achievements not only as personal successes but as opportunities to serve others. Through teamwork, community service, and acts of kindness, they learn that their talents are gifts meant to benefit the world around them. At St. Patrick's, learning is not only about academic growth but also about cultivating a spirit of generosity and care.

Spiritually, love, service, and respect are foundational to our faith. Through prayer, reflection, and charitable works, students discover that their relationship with God is reflected in how they treat others. We encourage them to follow the example of Jesus by practicing selfless love and care for those in need. At St. Patrick's, these values are not just taught—they are lived, shaping students into compassionate leaders within their communities.

With love, service, and respect at the heart of our mission, St. Patrick's empowers students to grow in faith, knowledge, and character. Inspired by Jesus and guided by our mission statement, we help them lead lives of purpose, compassion, and generosity, ready to make a meaningful difference in the world.





Our Trust Mission and Values:

Make Christ known, Making Lives Better

	**One of Hope** Inspired by St Teresa of Calcutta, we are people of hope. We have a complete belief in the future we will build together. By offering our children, staff and schools' opportunities to grow and flourish, we make aspiration and ambition a reality. Our people, just like St Teresa are relentless and fiercely ambitious. We will always reach for that which seems to be just out of our grasp.
	**One of Courage** As modelled for us by St Teresa of Calcutta, we will have the courage to do what is right. As a community, we will not shy away from making decisions that ensure our communities thrive. We will be brave in our actions. As a truly Catholic organisation this courage will be most apparent in how we collectively support the most vulnerable.
	**One of Innovation** St Teresa of Calcutta changed the world. Together, we will always be pursuing new ideas and best practice in all areas of our work. We will prepare our children and young people for the world that awaits them. A world which they will shape and change.

Staffing:

Senior Leadership Team	
Head Teacher:	Mrs Bishop
Deputy Headteacher:	Mr Lomax (Mon-Tues), Mrs Hill (Wed-Fri)
Other Senior Leaders:	Mr Lomax (Deputy Head Teacher/Assistant Head Teacher)
	Mr Mooney (Assistant Head Teacher/Inclusion/SEND)
	Mrs Oldham (Assistant Head Teacher- Maternity Leave)
	Mrs Matthew (TLR)
Unit 1 Team:	Mr Hind (Class Teacher – Maternity Cover)
(Reception)	Mrs Wallace (Class Teacher)
	Mrs McCarthy (Teaching Assistant)
	Mrs Drake (Teaching Assistant)
Unit 2 Team:	Mrs Matthew (Class Teacher/ Unit Leader)
(Year 1 & Year 2)	Miss Donaghy (Class Teacher – Maternity Cover)
	Miss Cowen (Class Teacher)
	Mrs Jordan (Autism Champion)
	Mrs Ajmal (Teaching Assistant)
	Mrs Honey (Teaching Assistant)
Unit 3 Team:	Mr Mooney (Unit Leader)
(Year 3 & Year 4)	Mrs Rushton (Class Teacher)
	Miss Lynch (Class Teacher)
	Miss Weall (Class Teacher)
	Mrs Ashworth (Teaching Assistant)
	Mrs Kilby (Teaching Assistant)
	Mrs Balausiak (Teaching Assistant)
	Miss Jolly (Teaching Assistant)
Unit 4 Team:	Mr Lomax (Class Teacher/Unit Leader)
(Year 5 & Year 6)	Mr Magee (Class Teacher)
	Mr Pilling (Class Teacher)
	Miss Iannaccone (Class Teacher)
	Mrs Poole (Teaching Assistant)
	Mrs Clay (Teaching Assistant)
	Mrs Dziobek (Teaching Assistant)
	Mrs Healey (Teaching Assistant)
Office Manager:	Awaiting Appointment
Finance Officer:	Mrs Ronan
Children's Welfare Officer	Mrs Vinden (Maternity Cover)
Pastoral Manager:	Mrs Barrowclough

Concerns and Complaints:

We endeavour to work collaboratively with all of our stakeholders and a good relationship between home and school is paramount. We encourage open and honest communication between staff, pupils and parents. We understand that at times parents may have a concern or a complaint that they would like to raise.

The difference between a concern and a complaint identified in our Complaints Policy is:

- A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.
- A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

Should you have any concerns regarding your child or the school, **please contact your child's class teacher in the first instance,** who will be very pleased to address any issues you may have. If you would like to speak to a senior leader about a concern, please speak with the Unit Leader responsible for your child's department. Mr Lomax, the Interim Deputy Headteacher is also available if any concerns remain unresolved. Should your concern remain unresolved then you are welcome to make an appointment to speak to Mrs Bishop, the Headteacher via the school office.

Further details regarding how to raise a concern or make a complaint are contained with the school's Complaints Policy. A digital copy can be found on the school website Key Information/Policies or a paper copy can be requested from the school office (a charge may be necessary).

Conduct:

We understand that at times parents may have strong emotions regarding a situation. However, it is paramount that adult behaviour models what we expect from children. Therefore, all aggressive and/or threatening behaviour is unacceptable whether in person or via telephone/email. We will always work to try to resolve a situation but where inappropriate behaviour is persistent of a significant dangerous nature a parent can be issued with a premises and/or communication ban as a last resort. This is to ensure the safety of all pupils, staff and visitors under our duty of care.

Safeguarding:

At St Patrick's we take our Safeguarding responsibilities very seriously. As such we have a team of experienced Safeguarding Leads and work closely with of Trust Head of Safeguarding and those at the Local Authority.

Designated Safeguarding Lead:	Mrs Bishop (Headteacher)
Deputy Safeguarding Lead:	Mrs Hill (Deputy Headteacher) Mr Lomax (Deputy Headteacher – Assistant Head Teacher) Miss Collins (Children's Welfare Officer – Maternity Leave) Mrs Vinden (Children's Welfare Officer – Maternity Cover) Mrs Barrowclough (Pastoral Manager) Mr Mooney (Assistant Head teacher/SENCO) Mrs Oldham (Assistant Head teacher/ EYFS Leader) Mrs Matthew (Unit 2 Lead)
Prevent Lead:	Mrs Bishop (Headteacher)
Look After Children Designated Teacher:	Mrs Bishop (Headteacher)
Mental Health and Wellbeing Officers:	Mrs Amy Oldham (Assistant Head teacher/ EYFS Leader)
Mental Health First Aid	Mrs Barrowclough (Pastoral Manager)
Attendance Leader:	Mrs Vinden (Children's Welfare Officer – Maternity Cover)
Operation Encompass Lead	Mrs Bishop (Headteacher)
Local Governor of Safeguarding	Mrs Birtwistle (Chair of Local Governors)
Local Governor for Looked After Children	Mrs Birtwistle (Chair of Local Governors)
Local Governor for Prevent	Mrs Birtwistle (Chair of Local Governors)
Trust Head of Safeguarding	Mrs Baker (St Teresa of Calcutta CMAT)
Local Authority Safeguarding Officer	Mrs Reynolds
Local Authority Designated Officer	Mrs Hurst

At St Patrick's we ensure that we are fully compliant with statutory documentation including; Keeping Children Safe in Education and Working Together to Safeguard Children. Our Child Protection and Safeguarding Policy fully explains how we ensure that children are kept safe from harm.

Promoting the welfare of the children in our care is everyone's responsibility. All staff are expected to be professionally curious and report any concerns. All our staff are trained to understand the definitions, signs and symptoms of abuse, neglect and exploitation. We work with parents and other agencies to promote the well-being of children and protect children from maltreatment and harm.

If you have any concerns about a child, please ask to speak to a Designated Safeguarding Lead who will listen to your concerns and take the appropriate action. This also includes concerns around children being exposed to extremist views or ideologies, if your concern is around this area please ask to speak to Mrs Bishop, the Prevent lead.

Attendance is part of the Safeguarding remit, as a school we have strict statutory procedures that we must follow to ensure the safety and well-being of children. Further details around attendance procedures are included in the attendance section of this prospectus.

Behaviour:

At St Patrick's we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of St Patrick's life. We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the St Patrick's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. St Patrick's acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), St Patrick's aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. St Patrick's aims to promote resilience as part of a whole-school approach.

The school's behaviour policy outlines how the school supports and manages behavioural incidents. Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention- losing time from break or lunch time.

Where a pupil's misbehaviour is causing continued disruption or is deemed serious enough by a staff member, the Unit leader investigates the incident and decides whether it constitutes unacceptable behaviour and consider the appropriate sanction.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the matter will be investigated and the pupil may be spoken to by the headteacher or, in the headteacher's absence, the most senior member of staff. Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the leadership will determine the period the pupil will be removed from the classroom, as well as any sanction. Parent's will be kept informed.

Should there be repeated incident or a significantly serious enough incident a suspension or exclusion may be issued by the headteacher. The Behaviour Policy and the Suspension and Exclusion policy provides further information.

St Patrick's may whether necessary use Reasonable Force in line with the Department for Education guidance. Further information can be obtained from the Physical Intervention Policy.

St Patrick's is a connect to communicate school and implements many strategies to support pupils regulate their emotions whilst in school. Our curriculum is also designed to support pupils' social, emotional and mental health especially our PSHE curriculum. Through Religious Education, pupils are taught morals and values based on the Gospel.

We would urge any parents who have concerns regarding their own child or another child's behaviour to bring this to the attention of your child's class teacher or the Unit Leader responsible of the year group.

Bullying:

St Patrick's RC Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

There is a zero-tolerance policy for any kind of bullying at St Patrick's.

It is important that the term bullying is used accurately to describe the behaviour. Bullying is defined as **repetitive, with intent, targeting and with an imbalance of power**. At times incidents can occur between children, informing school is important so that incidents can be investigated. Not all incidents between children are bullying even if the same children are falling out repeatedly.

Please be assured that all potential incidents are investigated thoroughly. The procedures in our Anti-Bullying Policy and the Behaviour Policy will be followed.

Attendance:

At St Patrick's we foster good attendance though our warm welcoming and safe environment where children feel heard and respected. We develop good relationships with our parents to support and promote attendance. Our approach to managing attendance is based on prevention, early intervention and targeted support. The Department for Education produced statutory guidance regarding attendance in August 2024 that schools must abide with, this guidance is based on legislation. We understand that non-attendance at school is a complex issue and there can be many root causes. We aim to work with families in partnership to remove obstacles and ensure that all pupils have access to the full-time education to which they are entitled.

We have high expectations for attendance, we expect pupils to have at least 97% attendance each academic year. This is because, research has found, pupils with good attendance achieve better academically.

Registration is taken daily at 8:45am and 1pm by the class teacher, this marks the start of the morning and afternoon sessions. The mark in the register must be one of the specified codes (Attendance Policy Appendix 1).

Parents/Carers are expected to:

- Ensure their child attends school every day and every session on time.
- Maintain effective routines at home to support good attendance.
- Contact the school to report their child's absence before 8:45 am on the first day of the absence, and each subsequent day of absence, advising school when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Inform school of any change in circumstances that may impact on their child's attendance.
- Support school by being involved in their child's education, acknowledging the value of education and the importance of children receiving the same messages from home and school.
- Work with school to address any barriers to attendance for their child, including attending all meeting requests to discuss attendance issues.
- Adhere to any attendance contracts that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, the attendance lead and pastoral manager, who can be contacted via the school office.

Pupils are expected to:

- Attend school every day on time and be ready to learn.
- Speak to a member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Follow school procedures if they arrive late to school.

Unplanned absence:

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8:45am or as soon as practically possible, by calling the school office staff, who can be contacted via 01706 648089 or the Arbor app. We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

Planned absence:

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the school in advance of the appointment and can provide an appointment card or other form of evidence. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. (Attendance Policy Section 5). **As a leave of absence will only be granted in exceptional circumstances, it is highly unlikely a leave of absence will be granted for the purposes of a family holiday.**

Lateness and punctuality:

Arriving at school on time is very important as it sets the tone for the rest of the day and allows learning to start straight away. There is an expectation for all pupils to arrive to school on time every day.

A pupil who arrives late:
Before the register has closed will be marked as late, using the appropriate code 'L'
After the register has closed will be marked as absent, using the appropriate code 'U'

We define persistent punctuality issues as meaning, arriving to school late on more than three occasions. Due to the age of the children, adults' responsible must attend the office and sign their child in. Where an older child has arrived at school unaccompanied, parents are contacted and notified that their child was late. We review the reasons given by parents as entered on Inventry or Arbor to understand any underlying causes and use these as the basis of our discussions with parents. We seek to find solutions to remove the barrier to poor punctuality and agree an action plan and a review period.

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Activate first day calling procedures after the registers have closed by phoning and sending a text

- notification to the pupil's parent/carer to ascertain the reason for absence.
- If there remains no contact, then a further telephone call will be made later that morning to the parent/carer and, if no response, a call will be made to all other emergency contacts.
- If the school cannot make any contact and are concerned about the pupil, then a home visit may be carried out. If the family is supported by a social worker, then the social worker will be informed of the absence.
- Home visits to be made on the 3rd day of absence and every 3 days thereafter should the absence continue
- A wellbeing visit must be made weekly for pupils with long term absence
- Liaison with the school safeguarding team and/or external support agencies if the pupil is deemed a vulnerable learner. This includes pupils with a social worker and/or youth offending team officer.
- Call the parent/carer on each day that the absence continues without explanation, to ensure the correct safeguarding action is taken where necessary. If absence continues, the school will consider involving external services to support with a welfare check.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, the school will issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as deemed appropriate.
- If school have concerns around a pupil's safety, they may also visit the home of the pupil or request a welfare check to be made by the police.
- Contact home if a pupil leaves school without permission.

Sanctions

School will always adopt a 'support first', 'relentless' approach, providing gradual and continual support to families before resorting to legal sanctions. School will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis. Further information regarding Penalty Notices can be found in Section 5 of the Attendance Policy.

Penalty notices & Notice Improve

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice. If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued. If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support

Holiday Dates 2026/27

Pupils and Family Holidays in Term Time

It is a legal requirement for parents/carers to obtain the permission of the Headteacher before removing their child from school in order to take any leave in term time. **Parents do not have an automatic right to take their children out of school for leave during term time and may be issues with a Penalty Notice (£160 per parent per child) if they do so without prior arrangement with the Headteacher.** This is Governor Policy, following guidelines from the Department of Education, and governors may use their discretion to issue a penalty notice.

Calendar 2026/27

Autumn Term		
Term	**School Closes**	**School Opens**
Term Begins		Wed, 2nd September 2026
Half Term	Fri, 23rd October 2026	Mon, 2nd November 2026
Christmas	Fri, 18th December 2026	
Spring Term		
Term	**School Closes**	**School Opens**
Term Begins		Tue, 5th January 2027
Half Term	Fri, 12th February 2027	Mon, 22nd February 2027
Easter	Thurs, 25th March 2027	
Summer Term		
Term	**School Closes**	**School Opens**
Term Begins		Mon, 5th April 2027
May Day	Fri, 30th April 2027	Tue, 4th May 2027
Half Term	Fri, 21st May 2027	Mon, 7th June 2027
Summer	Fri, 16th July 2027	

If you are planning on taking your child out of school for any reason e.g. holiday, wedding, graduation ceremony etc. then please call into the school office to collect a Pupil Leave of Absence form. These forms need to be completed **before** a child is off. Any absences that have not had one completed are automatically unauthorised. Forms that are completed will be reviewed and a decision made in line with the attendance policy.

Policy Statement

For a child to achieve his/her full potential the staff and governors of St. Patrick's RC Primary School expect the support of all parents/carers in ensuring their child's attendance at school.

Food and Drink

Healthy School

At St Patrick's Primary School, we aim to create a Healthy School by promoting the health and well-being of our pupils and staff. We educate children on how to make informed choices about the food they eat. During class time children have access to drinking water, we ask pupils to bring their water bottle each day filled. Children can only drink water in school (with the exception of lunch time).

Fruit and Milk

The government has a National School Fruit Scheme. School children aged 4 to 6yrs are entitled to a free piece of fruit each school day, this varies with the season. **Please encourage your child to try the different fruit each day.** A carton of milk is given to every child under 5 years old and free school meal children in KS1. You can purchase milk via cool milk if your child is in KS1, please speak to the office for more information. In EYFS, there is a rolling snack area which means your child can access their fruit and milk at a time when they are hungry. Our rolling snack area will have a variety of snacks at different points through the week for your child to practise preparing themselves, such as jam and crackers.

Lunch

You may be aware that the government offer free school meals to every child up to the age of 7, these are called Universal Free School Meals. Your child will be offered a wide selection of healthy meals, both hot and cold. If you have any dietary concerns, please speak to the school office so that your child's needs are catered for. You can order your child's meal via the School Gateway app. We encourage all parents to order your child's lunch option, you know your child best and what they will like to eat, this avoids any distress at lunch time.

Packed Lunches

Restricted items

To ensure consistency and keep packed lunches in line with food standards for school meals, packed lunches should not contain the following:

- Fizzy/Sugary drinks in cartons, bottles or cans (this includes fizzy flavoured water) / energy drinks or cordial
- Full size chocolate bars
- Sweets
- Chocolate spread/peanut butter as a filling for sandwiches
- Chewing gum
- Take away meals e.g. subway/McDonalds
- No nuts or products containing nuts (this includes Nutella bars)

NB: St Patrick's is a nut free school. This is because we have a number of pupils and staff with sever nut allergies. Please help to keep everyone safe by ensuring that items sent into school are nut free.

Lunchtime

Lunchtime is from 11.30am to 12.30pm in EYFS. The children in EYFS eat their lunches in the hall. Foundation stage staff, alongside welfare assistants, will help your child cut up their food and become accustomed to the routines.

School Uniform

Please ensure that all items of clothing are labelled clearly with your child's name.

The School uniform is as follows:

- School sweatshirt / School cardigan with school logo
- Blue polo shirt with school logo
- Grey trousers or tartan skirt (Grey shorts or green gingham summer dress in hot weather)
- School book bag with school logo for foundation/KS1 (optional and available from the school office).
- Small backpack for KS2 children.
- Black or grey socks
- Dark grey/navy/black tights white socks for girls
- Black school shoes

The summer uniform is as follows:

- School sweatshirt / School cardigan with school logo
- Blue polo shirt with school logo
- Grey school shorts
- Green gingham summer dress



Optional bookbag:



The PE Kit is as follows:

- School Green T Shirt (with school logo optional)
- School Navy blue shorts
- Navy blue shorts, jogging bottoms or leggings
- Trainers **(PE day only)**



Optional:



PE Clothing: Children will come to school wearing their PE kit on your child's class PE day, this will be communicated to you when your child starts school. Children must wear their usual school jumper/cardigan with their PE kits and not a hoodie/jacket of any kind.

Uniform is important: it provides an identity and sets the tone of the school, one which we hope you and your child will be proud to be a part of.

Coats

Please make sure that these are waterproof and washable and are in school every day.

Wellington boots and waterproof suits (Reception)

We do have a large selection of wellington boots for children to access, as well as fully waterproof suits in a range of sizes for children to wear outdoors. Should you wish for your child to have their own suit or wellington boots, they are more than welcome to bring this to keep in school.

Hair styles

We ask that you refrain from sending your child to school with an extreme haircut; this is defined as shaving of a part or the whole of the head. As a guideline we say nothing less than a number 2. We ask that children have natural colour hair, hair should not be dyed in an extreme colour e.g. blue, pink etc. We encourage children with longer hair to tie it back so that it doesn't pose a distraction or become tangled or trapped in equipment. It also prevents headlice moving from one child to another. Large bows, headbands and large beads are not permitted.

Headlice

These appear from time to time, and are part of school life. Please check your child's hair at least weekly for any signs of head lice. **If you do find any eggs at all please treat the whole family.**
If staff notice live lice, parents/carers will be contacted so they can collect their child and treat their hair. Pupils can be in school with eggs as these do not transfer from host to host easily but must still be treated during this period.

Jewellery

Children are not permitted to wear jewellery in school, with the exception of small studs.
Although children with pierced ears are permitted to wear small studs, we **would recommend that your child wears no jewellery at all for school,** as it can be dangerous when worn and is easy to lose when removed. Hoop, dangling or large stud earrings are not permitted. **Jewellery must not be worn for P.E.** Watches are discouraged until the child is able to tell the time (smart watches are not permitted).

Please only pierce your child's ears at the start of the summer holiday. This will ensure earrings can be removed for PE days.

Lost Property

Items of lost property are firstly kept in the classroom then in the caretaker's room. Please note that it can take a few days for items to be located so do keep asking your child's class teacher. Lost property is taken to the charity shop if uncollected.

Toys

Please discourage your child from bringing toys to school. From time to time children may be asked to bring things in from home as part of their topic of work to use during class discussion, this is acceptable. Any other items must remain at home.

Occasionally your child may arrive home with a toy or piece of equipment that belongs to school. Please ensure that this is returned to school the following day and explain to your child that it is important that all of the children are able to use this resource.

Curriculum

Our Living Faith

As a Catholic School, we have an active partnership with St Patrick's Church. Your child will regularly attend Mass, both in church and at school, and we hope that you will share in these celebrations with us. All baptised children, and their parents, will be involved in the Sacramental Programme when they are in Year 3. If you would like information about how your child can be received into the church through the Sacrament of Baptism, please ask at the school office.

We are blessed in St Patrick's that our Parish Priest, Fr Robert, is committed to the development of the whole community. St Patrick's is a friendly church where everyone is made to feel welcome. Every Sunday, at 9.30am Mass in St Patrick's Church, there is a special liturgy for children, you are all welcome and encouraged to attend.

Religious Education

At St Patrick's, we teach Religious Education in line with the Curriculum Directory. From Foundation Stage to Year 6 we currently follow the Diocesan approved scheme 'Come and See'. We are in the process of moving to a new scheme 'Lighting the Path'. Our units follow the liturgical year as well as teaching about each of the Sacraments and the Church, all at an age appropriate level. Detailed information about the curriculum is available on the school website.

EYFS

In the Early Years Foundation Stage at St Patrick's, we: play, learn, explore and grow together as friends in God's love. We continuously strive for our pupils to become independent, curious, creative and resilient learners who show respect for each other, their communities and the wider world. We believe in providing a secure foundation for future learning and development for our pupils, giving them the best possible start to their education in which Catholic values are fostered. Through our personalised and skilled teaching and learning approach, we are able to offer children a platform to be expressive, to feel valued and to feel empowered. As well as following the children's interests, our creative thematic curriculum is specifically planned for our pupils with a careful balance of whole class teaching, group work and child-initiated play, to support children to reach their full potential. By establishing effective, trustworthy and supportive relationships with our pupils, children enjoy their learning whilst achieving the Early Learning Goals. We have high expectations for all our children and encourage them to develop as confident learners with high aspirations, who know how to make a positive difference and succeed in an ever-changing world.

Teaching in our EYFS setting at St Patrick's is delivered in accordance with the Government's updated Statutory Framework for the Early Years Foundation Stage' (January 2024). The Statutory Framework is used in conjunction with Development Matters (published 2017, revised 2021) to ensure that our provision is well matched to each child's needs.

Our EYFS curriculum is based on loose themes and an observation of children's needs, interests and stages of development. Personalised activities in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

Prime areas:

- Communication & Language: Listening attention & understanding, Speaking
- Personal Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships
- Physical Development: Gross motor skills, Fine motor skills

Specific areas:

- Literacy: Comprehension, Word reading, Writing
- Mathematics: Number, Numerical patterns
- Understanding the world: Past and present, People culture and communities, Natural world
- Expressive Arts and Design: Creating with materials, Being imaginative and expressive

At St Patrick's we have adopted Development Matters 2021, our curriculum is based upon this. To view our full EYFS long term curriculum plan and EYFS specific polices, please see the school website.

Learning through play Reception and Key Stage 1

Play is essential to pupils' cognitive, imaginative, creative, emotional and social development. We aim to provide play experiences which have a balance between adult-led and child-initiated play. This allows pupils to explore their own ideas and apply what they have learnt in different situations.

Year 1 to Year 6

At St Patrick's we have mixed aged classes and therefore implement a mixed age curriculum. We teach the full breadth of the National Curriculum. SMSC is interwoven throughout our curriculum to ensure a child's personal development is at the forefront of the education they receive.

Core Subjects:

Religious Education (Religious Education Directory)
English
Maths
Science

Foundation Subjects:

Computing
Physical Education
Art and Design
Design Technology

Music
History
Geography
Personal, Social, Health Education including Relationships and Sex Education
Modern Foreign Language (Spanish taught in KS2 only)

Full details of curriculum planning including progression mapping for knowledge and skills are available on the school website: www.stpatricksprimary.stoccat.org.uk

Assessment

Assessment plays an important part in helping our school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development via two formal parental meetings per year and a detailed end of year report.

When children enter our school, ongoing formative assessments are used to assess the day-to-day learning of children. We will use this information to shape learning for each child. Recorded observations in EYFS will document significant moments of progress and 'wow!' moments of children, showing evidence of their own personal progress. They will be collated in each child's own personal Learning Journey. Pupils in Year 1 to 6 are assessed through formative (day to day) assessments this includes marking, verbal feedback and observations. This information informs teachers planning to maximise the amount of progress your child can make. Periodically your child will be asked to complete quizzes, summative tests or diagnostic tests that will ascertain their attainment and progress between periods of time. Teachers can also use this information to adapt teaching for your child.

The school complies with the Department for Education's request for pupils to complete end of key stage statutory tests (Year 6), Multiplication Check (Year 4), Phonics Screen Check (Year 1), EYFS Baseline and End of Year Profile (Reception). In addition, the school complies with St Teresa of Calcutta CMAT Testing requirements completing written tests in English and Maths. In RE, teachers assess each child's ability in each unit and use this information to make a teacher assessment.

The school is required to submit pupil data to the Multi-Academy Trust, Local Authority and the Department of Education. Please see the school's Privacy Notices to understand how your child's data is processed.

School Visits and Visitors

From time to time the children will visit places in the locality or invite visitors into school that incur a cost. This will enhance a topic of work we are doing and not replace the core curriculum offer. In order to do this, we may ask you for a 'voluntary contribution'. This covers the cost incurred by the school for your child. You will not be asked to pay for a core curriculum offer, a staff member or another child. Without sufficient voluntary contributions we will not be able to offer curriculum enhancements and therefore reserve the right to cancel a visit or visitor if sufficient contributions have not been received, this would result in a refund for those who had contributed. We do not run 'end of year' trips, all trips and visits have an educational purpose (with the exception of the Year 6 leaver's party).

Home Learning

Reception
At the start of the school year, one picture book will be sent home for you and your child to begin talking about stories and to encourage their imagination and communication skills. As well as this a 'reading for pleasure' book will be sent home for you to enjoy together.

Later, once your child has begun the phonics programme, a phonics book will be sent home for them to enjoy. The phonics book will match the phonic stage your child is working at.

Alongside their reading books, your child will come home with one piece of homework, this may be a fine motor, maths or phonics-based activity. We will also send home phonics cards to support at different stages.

Year 1 & Year 2: Occasional Collaborative Project, Phonics reading book from last week, Phonics Book Bag Book, Story book to share with an adult for pleasure, spellings, Maths

Year 3, Year 4 & Year 5: Occasional Collaborative Project, Reading Book, Spellings, Century Tech (4 nuggets Maths and English: min 70% score).

Year 6: Occasional Collaborative Project, Reading Book, Spellings, Century Tech (4 nuggets Maths and English: min 70% score) plus additional work in preparation for SATs tests.

Please hear your child read their book each night and practise their work which is sent home.
There is a reading diary for you to make a comment in when your child has read to you at home.

Book bags need to be brought into school every day.

Homework and reading books are **collected in on Mondays and are given out on Tuesdays.**

The purpose of homework is to reinforce work that they have been doing in the classroom and this gives you another opportunity to gain an insight into how we approach learning.

Class Assemblies with Parents
During the year, you will be invited to watch your child's class perform an assembly. This will often reflect both the work that they have been doing in their classroom and our mission as a Catholic School.

Open Days – Parent Afternoon
From time to time, there will be opportunities for parents to come into school during the school day to see particular aspects of the curriculum in action. We will communicate times and dates via the weekly newsletter.

Parents as Partners in Education
Today you have entered into a partnership with school and you have expectations that the school will give your child the best education possible. It is essential that there is on-going dialogue between school and home. Throughout your child's educational career there will be many opportunities for you to be involved in curriculum workshops and consultation meetings relating

to curriculum development. Please make every effort to attend these events – your presence in school gives positive messages to the children about the value of their education.

Parents Evenings

During the course of the year, you will be given the opportunity to make an appointment to see your child's teacher on a more formal basis. During the first term, you will be able to discuss how they have settled into their new class, and subsequent meetings will be to discuss your child's progress.

Please do not wait until Parents' Evening if there is something on your mind – we are always here to help.

Communication

Arbor App

The Arbor app is a free app you can download to your phone. We will send push notifications and email communications via the app (please note that Arbor can go into your junk email box). Parents can contact school via the app free of charge. Please adjust your settings on your mobile so that you get notifications when we send you a text or email.

Through the app you will be able to book and pay for any Wrap Around Care places, pay for school dinners, trips, or anything else relating to money. All payments to school must be paid through the app as we are unable to take cash in the office.

Wrap Around Care

We run Before and After School Club care facilities from 7.30am to 5.45pm. This is a popular facility, if you would like your child to attend, details are available from Mrs Gauld at the school office.

Weekly Newsletter & Wednesday Word

Each week we send out a Newsletter via email. This contains diary dates such as school trips, class assemblies and non-uniform days. In addition to the key dates, we also communicate curriculum enrichment and general notices to keep parents informed of what is happening in school.

The Wednesday Word is a gift to families because of their connection with a Catholic school. Wednesday Word Family Time presents an opportunity for even the busiest of parents to enrich relationships with their children through spending a very special 10 minutes together each week.

Every Wednesday a 'word', inspired by the coming Sunday's Gospel, will be suggested for families to talk about in the home. We have structured The Wednesday Word around the Sunday Gospel, because evidence shows that Gospel values really do help family relationships to thrive.

Curriculum Newsletters & Knowledge Organisers

Each half term you will receive, via email, a curriculum newsletter. This provides the details of what your child will be learning in school. The knowledge organiser you receive is a sample of the ones we use in school, which contain key vocabulary and facts. Further information can be found on your child's class page on the school website.

Social Media for Communication

Each class currently has a Twitter account. This is updated weekly and is the best way to see the exciting things that are happening in your child's class. Twitter accounts will be shared in

September. Please follow your child's page, as well as the St Patrick's main account. **@stpatsrochdale**

We are exploring alternative platforms and may move to an alternative platform in the near future. We will communicate this once we know more.