

St Alphonsus' RC Primary School



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School Brochure

CONTENTS

- Welcome
- Mission Statement
- The Life of St Alphonsus
- Religious Ethos of the School
- Religious Education
- Pastoral Care
- The School Badge
- Admissions Policy
- Additional Notes
 - Special Medical or Social Needs
 - Tie-Breaker
 - Right of Appeal
 - Home Address
 - Waiting Lists
 - Application Information
- Governing Body
- Additional Information
- Classification of the School
- School Staff
- School Security
- School Uniform
- Jewellery
- PE Kit
- School Meals
- School Times
- Nursery Times
- Breakfast Club
- Attendance Guidelines
 - Purpose and Aims of Guidelines
 - Authorised and Unauthorised Absence
 - Parents/Carers
 - School
 - Holidays in Term Time
 - Early Years Foundation Stage
 - Attendance Figures
 - Legal Action for Unsatisfactory Attendance
- Procedures for Illness
- School Nurse
- Head Lice
- Contact Numbers
- House System
- Help from Parents and Others
- Volunteers in School
- Extra-Curricular Activities
- Partnership with Parents
- Sports Teams
- School Visits, In-School Performances and Representative Teams
- Charges Policy
- Water Bottles



School Brochure

- Community Involvement
- Links with Other Schools
- Inspection of Documents
- If You Have a Problem – Complaints Procedure
- Creative Curriculum
 - English
 - Science
 - Mathematics
 - Music
 - History
 - Geography
 - Design Technology
 - Information Technology
 - Art
 - Physical Education
- Special Educational Needs
- Assessment
- Behaviour
- Homework
- Home-School Diary
- Sex Education
- Term Dates
- Child Protection Policy
 - What the School will do if there are concerns about a Child's Welfare
- SATs



School Brochure

Dear Parents,

Welcome to St Alphonsus' RC Primary School

The sign above the main entrance reads, "Welcome to St. Alphonsus' R.C. Primary School" and indeed, a warm welcome is, I hope, what your children and you will always experience here over the coming years.

The school aims to contribute to developing your child to his/her full potential. Such development will best take place in a spirit of partnership, cooperation and respect between home and school.

In our school, this relationship has a third partner, our parish. Together, we work as a strong team, in support of our children's intellectual, social and religious development.

I look forward to my staff and myself playing a positive and developing role to benefit your child, who is a precious individual, by sowing the seeds during these important, formative years that will reap a good harvest in the years to come. As teachers, we are indeed aware of the privilege and the importance of our actions and example: **"To teach is to touch a life forever"**. The same expression can also be applied to you, as parents.

Yours sincerely

Head Teacher



MISSION STATEMENT

The school and the parish aims to create a dynamic action between school, home and parish to ensure the best spiritual, moral, personal and academic development for each child in our care. To achieve this aim, the school will try to:

- ensure that the curriculum provides a Catholic/Christian setting
- make prayer and worship an integral part of school activity
- the school aims to show concern, which looks to the example of Christ, for the complete development of the individual
- ensure that pupils understand relationships
- invite parents into school for meetings, to develop their understanding of the curriculum
- invite people to in-school events
- publicise school activities and successes
- involve parishioners as catechists and prayer partners in the preparation for First Confession and First Holy Communion
- support the parish priest and parents for both First Confession and First Holy Communion programmes
- initiate visits prior to a child's admission to school
- develop inter-school worship
- participate in parish religious celebrations, both in church and in school
- recruit parents, grandparents and parishioners to help in school
- sustain the existing system of reports and consultation process and the open, welcoming atmosphere
- sustain the present contribution to the CAUSE Christmas Hamper Campaign
- communicate the school's homework policy to parents
- share the expectations of the school with parents

These aims will be co-ordinated by:

- Head Teacher
- Senior Staff
- Foundation Stage Manager
- R.E. Subject Leader
- Parish Priest/School Chaplain
- Other appropriate staff
- Governing Body



School Brochure

THE LIFE OF SAINT ALPHONSUS

Alphonsus Liguori was born in 1696, near Naples. He was a rising young barrister until, having lost an important case; he left the practice of law and became a priest in 1723. His missionary work centred around Naples and he organised a group of missionaries, the Redemptorists, intended especially to work in the country area.

In 1748 Alphonsus published his work on moral theology and many other writings followed. In 1762 he was appointed Bishop of Sant' Agata dei Goti, a small but difficult diocese.

Alphonsus always insisted on simple preaching, a dignified and unhurried celebration of the Eucharist and the firm handling of obstinate wrongdoers. He tried to win back sinners by patience and moderation, rather than to repel them by severity and fear. For the last twenty years of his life, he had to contend with chronic ill health, resulting in a permanent deformity, attacks on his teaching and with the troubles of the Redemptorist congregation. For eighteen months he was afflicted with acute spiritual trials and temptations but he was able to overcome them and he died peacefully, in retirement, in 1787.

His many devotional writings were very "flowery" in expression and had a wide influence: "The Glories of Mary" is perhaps the best remembered of them.

St. Alphonsus was canonised in 1839 and his feast day is celebrated on August 1st.

RELIGIOUS ETHOS OF THE SCHOOL

Ethos can be described as the values upon which a school is established. The ethos of a Catholic school is centred around loving God and loving our neighbour: Jesus' commands. When we refer to the atmosphere of a school, we relate to the ways in which this ethos is sensed by all who are involved in the life of the school and very importantly, by visitors and even strangers. Warm, caring and friendly relationships at all levels, good examples from everyone and a community that prays and worships together, are the chief means of creating a positive religious ethos.

Catholic schools are inspired by the values of the Gospel. We expect to find these values actively expressed in every aspect of school life. High standards of good behaviour and discipline are a constant expectation.

Religious Education is not, in this school, one subject among many but the very centre of the educational process. Our beliefs and values will be seen in every aspect of school life. Religious Education is an integral part of the school curriculum and provides a basic understanding of The Faith.

Where a school, its governors and staff, can share beliefs, values and a vision with pupils and parents, it is an excellent foundation for building and belonging to, a true and loving community.



School Brochure

RELIGIOUS EDUCATION

Our Religious Education programme is based on the national project, “Come and See”, as well as other supporting materials. The children also participate in ‘Godly Play’ which helps to teach and experience the Holy Scriptures. In addition to this, children follow the Church’s year through weekly Liturgy assemblies.

The Parish Priest, supported by the relevant class teachers, teaching assistants and volunteers, leads preparation for the Sacraments of First Holy Communion and Reconciliation. This preparation is for Year 4 children and their parents.

Every school day begins and ends with shared prayer: spoken or sung. Participation in parish Services and activities is viewed as a fundamental aspect of school life. Indeed, a number of the parish Services and Celebrations are prepared and led by, the school and its pupils. The children are strongly encouraged to attend Sunday and family Masses with their parents.

PASTORAL CARE

The Parish Priest is the Chaplain of the school. In this role, he celebrates Mass and assembly and shares a pastoral responsibility with the staff. Full recognition is given to the declaration of the Second Vatican Council: “Parents are the first and foremost educators of their children in the ways of the Faith”. The school wholeheartedly endorses this message.

THE SCHOOL BADGE

The badge itself is circular. A circle has neither a beginning nor an end, just like Christ’s love for us. The Cross on which our Saviour died, to save us from our sins, represents this love, again, this is found on our badge.

The areas between the arms of the cross are used to show symbols, telling us a little of the life of St. Alphonsus. The book represents his career as a brilliant lawyer. Moving clockwise, the stole represents Alphonsus’ rejection of his career, in order to become a priest. The mitre reminds us that he became a bishop and the host and the chalice reflect his love of the Eucharist. The book then takes on a second meaning: this time as evidence of Alphonsus’ great ability as a theological writer. Finally, one of his teachings is summarised in our motto: “Prayer and the Eucharist feed the soul”.

ADMISSIONS POLICY

The Governing Body of St Alphonsus’ Catholic Primary School is the Admissions Authority for this school.

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

The Governing Body intends to admit up to 30 pupils to the Reception class each September. This number will apply to the Reception Year and to every other year in Key Stage 1.

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



School Brochure

1. Catholic Children who are Looked after Children (Children in the care of the Local Authority).
2. Catholic Children whose home address is within the parish boundaries of St. Alphonsus' Parish.
3. Catholic Children whose home address is outside of the parish boundaries of St. Alphonsus' Parish, but who regularly worship in the Church of St. Alphonsus' Parish.
4. Catholic Children whose home address is outside of the parish boundaries of St. Alphonsus' Parish with a brother or sister already attending the school at the time of admission.
5. Catholic Children whose home address is outside of the parish boundaries of St. Alphonsus' Parish who do not have a brother or sister already attending the school at the time of admission.
6. Non-Catholic Children who are Looked after Children (Children in the care of the Local Authority).
7. Children of other Christian denominations who have a brother or sister already attending the school at the time of admission.
8. Children of other Faith traditions who have a brother or sister already attending the school at the time of admission.
9. Children of other Christian denominations who do not have a brother or sister at the school.
10. Children of other Faith traditions who do not have a brother or sister at the school.
11. Other children.

ADDITIONAL NOTES

Catholic children are children who have been baptised as Catholics or have been formally received into the Catholic Church. All applicants seeking admission under these criteria will be asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church.

If applicants are seeking admission under any of criteria 7, 8, 9 or 10 above, they will be asked for a letter of support from their minister or Faith leader, or suitable equivalent. For Christian applicants a baptismal certificate should be provided.

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

Special Medical or Social Needs

Children who have a statement of Special Educational Need which names our school will be admitted to the school.

We will consider individual applications involving medical or social needs. This kind of application must be supported in writing by relevant professional agencies i.e. a doctor or social worker. This supporting evidence should set out the



School Brochure

particular reasons why the school is most suitable and the difficulties that would be caused if the child had to attend another school.

If your child has Special Educational Needs but does not have a "statement" of need then your application will be considered on the basis of the school's admission criterion.

If you believe your child's special needs are relevant to the reasons for applying to our school, for example on medical or social grounds, then you should tell us about this on your application form including why you want your child to attend our school and what difficulties it would cause should they not be accepted. In these circumstances you must also provide supporting evidence, in writing, from a professional i.e. a doctor or a social worker.

In exceptional circumstances we will determine if it is appropriate to allocate your child a place.

Tie-breaker

Where there are places available for some, but not all applicants within a particular criterion, distance from home address to the school entrance will be the deciding factor, with preference being given to those whose home address is nearest to the school, when measured by the way the crow flies.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.

Home Address

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

Waiting Lists

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

Application Information

It is very helpful to have an early indication of the number of children to be admitted to the Reception class in the following September. However, it must be stressed that formal written applications for admission must be made on the form



School Brochure

provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place prior to the new academic year

This policy was ratified by the Governing Body on October 13th 2008 and is reviewed annually.



School Brochure

ST. ALPHONSUS SCHOOL – GOVERNING BODY

Chairperson of Governors: Mrs J Wordsworth
c/o St Alphonsus' RC Primary School
Cadogan Street, North Ormesby
Middlesbrough
TS3 6PX Tel: 01642 243400

Foundation Governors: Mrs E Smith
Mrs J Wilson
Mrs M Trevor

L.A. Representative: Mrs J McGee

Parent Governor:

Staff Governors: Mrs N Lawrie
Mrs C Davies

Head Teacher Miss A McCann

ADDITIONAL INFORMATION

Director of Children, Family and Learning: Education Offices
Middlesbrough
Tel: 01642 245432

CLASSIFICATION OF THE SCHOOL

St. Alphonsus' School is a Voluntary Aided Primary School under the control of the Trustees of the Roman Catholic Diocese of Middlesbrough, which appoints the Foundation Governors, from whom the Chairperson is elected. The school works in close partnership with Middlesbrough Borough Council through its Children, Family and Learning Department. The school receives services and advice from both the Diocese of Middlesbrough and Middlesbrough Borough council and expresses its gratitude for this support.

SCHOOL STAFF

Head Teacher Miss A McCann

Teachers
Miss K Gouldsbrough
Miss H Grant
Mrs N Lawrie
Miss S Rennie
Miss S Tucker
Mrs A Woods



School Brochure

Higher Level Teaching Assistant	Mrs C Davies Miss L Hammersley
Teaching Assistants	Mrs S Bell Miss D Miller Miss L Betts Miss C Finn Mr J Charlton Miss N Heatley Ms A Del Gaiso Pilling Mr A Charville Mrs R Fitzgerald
Parents Support Adviser	Mrs M Wyatt
Administrator/Bursar	Mrs J McGee
Administration Assistant	Mrs P Peirse Mrs N Pickthall
Site Manager	Mrs J Pierre
Cleaners	Mrs S O'Neil Mrs L Toogood
Supervisory Assistants	Mrs A Lincoln – Senior Assistant Mrs B Brown Mrs P Charville Mrs S Conley Mrs C Lincoln
School Cook Assistant Cook Kitchen Staff	Mrs K Walker Mrs V Jinks Mrs B Banks Ms M Harrison Mrs D James

SCHOOL SECURITY

Entry for all adults is via the main doors. **All** adults must report to the Reception Desk before entering any other area of the school. All our visitors are requested to sign the Visitor's Book both on arrival and before leaving and to wear a school visitor's badge.

The Visitor's book is used as a fire register, if there is an emergency. Fire exits are clearly marked and regular fire drills, involving both adults and pupils, take place to ensure that everyone in our school is familiar with the routine.

If your child is taken out of school, during school time, you are required to sign out your child in the Pupil Fire Register which is always available at the Reception Desk. If your child comes into school after registration, you are required to sign



School Brochure

your child present in this book too. This book serves as a useful source of information for the security of pupils and also as a fire register.

Our school is a safe, orderly place, where relationships between staff and parents/carers are based on mutual respect.

SCHOOL UNIFORM

The school uniform is designed to be smart, practical and inexpensive. Pullovers, jumpers, sweatshirts, cardigans must be **plain emerald green, with the embroidered school badge** (not bottle green).

Trousers or skirts must be plain grey and shirts, blouses or polo shirts must be white.

Plain black shoes are to be worn by all pupils including Nursery.

Socks must be plain white or grey (no frills).

Tights must be plain grey or bottle green to be worn only in winter (**no brightly coloured tights**).

During the warmer weather, girls may wear green and white gingham dresses.

The following items of school uniform, embroidered with the school badge, are available from Lollipops, Norfolk Place, Berwick Hills:

- sweatshirts,
- polo shirts,
- cardigans
- reversible jackets/fleeces (which are of a high quality, yet very reasonably priced)
- PE Kits

It is the expectation that all children should wear the school reversible fleece jackets. These are both smart, practical and with the school badge, reinforce a sense of belonging to St. Alphonse's. The efforts of parents in sending children to school in full uniform are very much appreciated by both governors and staff. Visitors to the school often readily comment upon the smartness of the children.

The school requests that parents label clearly all items of the children's uniform. Lost items of uniform can be returned quickly upon identification.

The Governing Body views certain modes of dress as inappropriate. These would include:

- severe shaven hair
- shaved patterns, including shaving on the side of the head,
- dyed hair
- other extreme or outlandish styles.
- False hair pieces,
- coloured braids or beading.



School Brochure

- make up,
- nail varnish/polish,
- false nails,
- tattoos,
- fake tans.

We aim for smartness and excellence.

JEWELLERY

Pupils are not allowed to wear earrings, including stud earrings, or any other types of jewellery.

This is a policy decision of the Governing Body, made for reasons of health and safety and is strictly adhered to.

The immediate beginning of the summer holidays is the appropriate time for ears to be pierced, in order to allow the necessary healing time before returning to school, at which time, earrings and studs must be removed. Watches may be worn in school but must be removed for any P.E. activity. The watch remains the pupil's responsibility at all times.

PE KIT

Children are required to change into a white short sleeved tee shirt and navy or dark blue shorts for P.E. They are also required to wear suitable PE shoes e.g. plimsolls.

All PE kits should be kept in a draw string bag which sits very well on small coat pegs.

SCHOOL MEALS

St. Alphonsus' School promotes healthy eating, both for school meals and packed lunches. The School Meals Service provides nourishing, hot meals and also the choice of an excellent salad bar. The children have a choice of both main and dessert courses. There is also a vegetarian dish available. Classes take turns to go into lunch first on a rota basis.

Pupils are only allowed to change their meal status at the beginning of each half term; so, if you choose a school meal status, then you must have a school meal for the rest of the half term.

Dinner money, is £1.90 per day - £9.50 per week for KS2 pupils **and should be sent to school on the first working day of each week.** The Local Education Authority provides special envelopes free of charge for this purpose. School meals are not allowed to be in arrears.

Reception Class and KS1 children are entitled to Universal Free School Meals.

If arrears necessitate three reminder letters in one half term, then a parent will be asked to provide a packed lunch for their child the following half term and beyond.



School Brochure

Free meals are a right if the family's income is at a certain level. Please ask at Reception for an application form if you wish to apply for these meals.

No distinction is ever made, in any way, between children who pay or children who receive a free meal.

A further point of information lies in the fact that the school's budget benefits if the number of free school meals increase. Hence, if your child is entitled to a free school meal but prefers a packed lunch, it is beneficial to the school if the parent still applies for a free school meal status.

Parents are regularly informed by letter of the criteria for free school meal eligibility.

We encourage parents of children who bring a packed lunch, to ensure that the meal is nourishing and healthy. We advise that fruit is contained in a child's lunch box rather than chocolate or biscuit bars and crisps.

Children are expected to behave well when being looked after by the Mid-day Supervisory Staff. Good manners at the table and respectful behaviour are expected at all times during the lunch hour. It is the right of the school to send pupils' home during the lunch hour for non-cooperation or bad behaviour.

SCHOOL TIMES

Session times are as follows:

- Morning 8.50 am – 12.00 noon
- Afternoon 12.45 p.m. – 3.00 p.m.

NURSERY TIMES

Session times are as follows:

- Morning 8.00 am – 11.00 am
- Afternoon 12.00 pm – 3.00 pm

BREAKFAST CLUB

Breakfast club will now run from 7.45 am – 8.45 am

ATTENDANCE GUIDELINES

The Governing Body of St Alphonse's RC Primary School has adopted the Middlesbrough Council Local Authority Attendance Procedures and Good Practice Guidelines for Schools. The school's Attendance Guidelines are consistent with Local Education Authority procedures.

Purpose and Aims of Guidelines

Full attendance and punctuality are of prime importance in enabling children to access the curriculum and to make the most of their educational opportunities. If a



School Brochure

child has poor attendance, they are likely to have difficulty in keeping up with schoolwork, gaps will develop in their knowledge and there is limited time in a busy school day to make up missed work on their return. Poor attendance may also affect children's social development. Learning to socialise and cooperate with other children and forming friendships are an important part of a child's primary education.

Persistent lateness can be disruptive for the child concerned and affect the whole class, especially as the first few minutes of input is so vital to the rest of the lesson. Establishing good attendance patterns in primary school will help children in their secondary education and in their future studies or employment.

Parents/carers have a legal duty under the Education Act 1996 to ensure that their children receive suitable full time education. Schools have a legal responsibility to monitor attendance and to report poor attendance to the Local Education Authority.

Records of absence and lateness can help with early identification of issues relating to a child's welfare, for example: truancy; health problems; neglect or abuse; special educational needs; problems in school, such as bullying; or problems at home, which are affecting a child's educational development, such as caring for other family members.

Achieving the aims of the Attendance Guidelines requires a relationship of mutual support, cooperation and respect between home and school.

Authorised and Unauthorised Absence

Only the Head Teacher can decide whether an absence should be authorised.

Authorised absence is defined as absence where the school has given approval in advance for a pupil to be away, or the school has accepted an explanation offered afterwards by the parent/carer as satisfactory justification.

Authorised absences are: illness, exclusion, medical or dental appointments, days set aside for religious observance by the parent's religious faith, or traveller children travelling. It is within the discretion of the Head Teacher to authorise absence in other situations, such as bereavement, exceptional special circumstances. All other absences must be treated as unauthorised.

Unauthorised absences could be: shopping, looking after brothers and sisters, odd days out (e.g. birthdays) or absences for which no explanation has been given.

St Alphonse's RC Primary School is committed to ensuring that all absences are authorised and will follow up with parents/carers when there are problems identified with absence or lateness. Poor attendance or persistent lateness will be discussed with parents/carers and will be referred to the Attendance Officer or Education Social Worker. It is possible, in certain cases that legal action may be taken regarding non-attendance and poor punctuality.



School Brochure

Parents/Carers

In order to achieve the aims of the Attendance Guidelines, parents/carers are asked to:

- ensure that their children attend school regularly, unless they are ill
- ensure that their children arrive in school approx five minutes before the session is due to begin i.e. at 8.45 am and 12.40 pm. **(N.B. The school cannot take responsibility for supervising children in the playground before 8.45 am)**
- encourage their children to be punctual, if they do not escort them to school
- encourage their children to come directly from home to school and not to go to shops, call for friends, or wander to other places where they might be at risk
- ensure that, if children are late, they come first to the office, so staff are aware of their arrival for fire safety reasons and can monitor dinner numbers
- notify the school of any absence and the reason for the child's absence on the first morning, so that the absence can be authorised, if appropriate
- notify the school in advance of any health/dental appointments, which their child is required to attend during the school day
- avoid making routine appointments for dental/optical check ups etc during school time, where possible
- avoid keeping children off school for social reasons e.g. birthdays
- avoid taking children on holiday during the school term
- we also ask parents/carers to collect children punctually and to inform the school if there are changes to the arrangements for collection e.g. if a child is not to be collected by a specific person

School

In order to achieve the aims of the Attendance Guidelines, St Alphonse's RC Primary School will:

- register attendance in the morning and afternoon sessions
- maintain a "late book" in the office for fire safety reasons and to monitor lunch numbers
- record absence and late arrivals at school in the register
- maintain a signing in and out book for children leaving the school premises with a parent/carer during the school day, in order to meet fire safety regulations
- if the parent/carer does not contact the school to explain their child's absence, the school will contact the parent/carer, by text message, home visit, or letter, to obtain reasons for the absence and to authorise the absence, if appropriate. This is usually done within the first morning of absence
- regularly check pupil attendance to monitor absence and lateness
- include attendance and lateness percentages in half-termly, termly and end of year pupil reports



School Brochure

- involve parents/carers in discussion at the earliest stage, if there are concerns about attendance or persistent lateness
- support children and parents/carers in trying to resolve issues affecting attendance and punctuality
- refer cases of poor attendance or persistent lateness, which give cause for concern, to the Attendance Officer or Education Social Worker
- notify the LA of continuous absences, without authorisation, of 10 or more school days
- notify the Social Services Department of any unexplained absence of more than two days of a child, whose name is on the Child Protection Register.
- feature attendance / punctuality in the weekly achievement assembly

Holidays in Term Time

Holidays in term time are discouraged, as missing school will always have an impact on a child's education. Parents/carers are particularly asked to discuss any plans to take a holiday with the school and to consider the likely impact on their own child. In a push to improve pupil attendance levels across the country, new government legislation from 1 September 2013 means that headteachers are no longer able to authorise any requests for children to be taken out of school to go on holiday during term time unless there are exceptional circumstances. Leave of absence is authorised at the discretion of the Head Teacher and parents/carers are asked to submit their requests at the earliest possible date. Application for Holiday Absence forms are available from the school office. If parents/carers do not request leave of absence or have not had leave of absence authorised, their child's absence will be recorded as unauthorised. Leave of absence for Year 6 children, during SAT's week, will not be authorised and is strongly discouraged.

Early Years Foundation Stage

The EYFS incorporates both Nursery and Reception classes. The setting provides high quality education and care in a safe, challenging learning environment. Nursery offers the full extended 15 hours a week for each child, with the morning session running from 8.00 am until 11.00 am and the afternoon session running from 12.00 noon until 3.00 pm.

For security purposes, parent/guardians/carers are requested to both sign in and sign out their nursery child on a daily basis.

Attendance Figures

For the 2013-2014 academic year the average percentage of termly authorised absence was 4.9% and the average percentage of termly unauthorised absence was 2.1%.

Legal Action for Unsatisfactory Attendance

Recent legislation allows the LA to issue fixed penalty fines, to parents of pupils whose attendance is unsatisfactory. The school will inform the LA of those pupils whose attendance is considered to be unacceptable or whose absences are not authorised. Fixed penalty fines may be followed by court appearances.



School Brochure

PROCEDURES FOR ILLNESS

The Board of Governors and staff of St Alphonse's RC Primary School wish to ensure that pupils with medication needs receive appropriate care and support at school. The Head Teacher will accept responsibility in principle for members of the school staff giving or supervising pupils taking prescribed medication during the school day where those members of staff have volunteered to do so.

Please note that parents should keep their children at home if acutely unwell or infectious.

Parents are responsible for providing the Head Teacher with comprehensive information regarding the pupil's condition and medication.

Prescribed medication will not be accepted in school without a completed 'Consent to Administer Medication' form.

Staff will not give a non-prescribed medicine to a child unless there are exceptional circumstances with specific prior written permission from the parents.

Asthma sufferers should always have an inhaler in school, clearly marked with the child's name, the appropriate dosage for the school day and any other relevant information. The inhaler should be given to the class teacher for safekeeping. Ideally, your child should be able to use the inhaler on his/her own. It is vitally important that inhalers are not "out of date."

If your child is ill during the day, the school will ring you on the contact numbers you have given us, in order that your child can be collected and taken home.

SCHOOL NURSE

The School Nurse visits the school on a regular basis. Parents will be contacted if the School Nurse has any concerns regarding their children. If you wish to meet with the School Nurse, please make an appointment with the School Office. Every child has a school medical examination, conducted by the nurse during their Reception Year; this includes vision and hearing tests and again at Year 6.

A dental examination is carried out, normally on an annual basis.

HEAD LICE

Regular examinations for head lice are no longer carried out. However, parents are requested to check their children's hair regularly and take the necessary steps to eradicate any lice found.

If an adult member of the staff sees what appear to be head lice in any child's hair, the parent will be contacted and asked to have the child's hair treated. Remember, head lice prefer clean hair and there is no shame attached to head lice being found.

Letters to parents regularly contain information regarding the treatment and eradication of head lice.



School Brochure

CONTACT NUMBERS

These numbers are recorded in school in case of your child taking ill or in the event of your child sustaining an injury. It is **vital** that these telephone numbers are accurate and are kept up to date. On rare occasions, ringing inaccurate or changed numbers has lost precious time. If you, or any of your contacts, change telephone numbers, please remember to inform the school.

HOUSE SYSTEM

A House system operates in school, based upon the Patron Saints of the countries of the British Isles:

- St Andrew - Blue
- St David - Yellow
- St George - Red
- St Patrick - Green

Class points are awarded for any activity that has been done well, for good effort, for good behaviour and for the display of such qualities as co-operation, thoughtfulness or politeness. These points are totalled on a weekly basis and the “winning house” is announced during assembly.

When a child has earned 10 house points, he/she is especially mentioned and applauded during our school assembly. 10 class points earn the recipient 1 house point. Any child, who earns 10 house points during the year, is presented with a special certificate at the end of the year achievement assembly. A trophy is presented to the winning team for most house points. Another trophy is presented to the team, which accumulates the most points on Sports Day.

HELP FROM PARENTS AND OTHERS!

The school is indeed appreciative of those parents, grandparents and parishioners, who generously and regularly help pupils and teachers in many ways in the classroom. If you can offer the school any free time you may have, please let the teacher or the school office know. The children benefit enormously from this extra help.

VOLUNTEERS IN SCHOOL

Volunteers who offer their services or placement students are not admitted into the working environment without an enhanced DBS (Disclosure and Barring Service) check. The school maintains the diocesan policy on the vetting of volunteers and students. The school also inspects the DBS certificates.

If we ask you to apply for a DBS disclosure, the process will be explained to you. There is no charge for a Disclosure for volunteers.

It is hoped that everyone understands the need to vet closely, everyone who works with children. We are duty bound to ensure the safety and well-being of all our pupils.



School Brochure

EXTRA-CURRICULAR ACTIVITIES

These activities are provided, to enrich the children's experience and enhance the ethos of the school. Please encourage your children to participate in these activities, as they are important aspects of school life and help to develop academic, sport or life skills.

It is of paramount importance that parents and children cooperate fully, with all the arrangements made for collecting children at the end of an activity. Without this co-operation, the child's place may be withdrawn. It is essential that you collect your child at the end of an after-school activity or make arrangements for your child to be collected by a responsible adult (over 16 years of age).

Your child's opportunity to participate in such activities may be withdrawn, if their behaviour during school lessons or during extra-curricular sessions is unacceptable.

PARTNERSHIP WITH PARENTS

Parents' evenings normally take place termly. The first meeting, in the autumn term, is usually intended to provide you with information for target setting for the forthcoming year. This information, from the previous summer report, is a basis for the discussion. Meetings in the spring term are directed towards parents perusing their children's work and discussing progress with the class teacher.

These meetings normally take place over a choice of two evenings and are operated on an appointment system. The school endeavours to accommodate parents on the night and at the time of their choice, however in the event of over demand, preference is given to parents who need to visit more than one classroom.

Late in the summer term, each child in full time education receives a progress report.

Your co-operation in returning promptly the appointment forms is much appreciated. These forms always state a particular day for return, at which point, the school prepares timetabled appointments, which are designed to limit waiting time. Any forms returned late cause administrative problems and reduce your opportunity to have the desired date and time.

St. Alphonsus' RC Primary School endeavours, at all times, to build a positive working relationship with parents and carers. Our school aims to contribute to children developing their full potential and we believe that this can be achieved in a spirit of partnership, co-operation and respect between home, school and parish. Parents and carers are always welcome in school to discuss their children's needs and academic progress and/or any other concerns they may have about their children's welfare.

SPORTS TEAMS

Your child may, at some time, be asked to represent the school as a member of the football or netball team. This is considered





School Brochure

to be a privilege, which, other than merely having a talent, has to be earned. It is expected that team members always conduct themselves in a proper manner en route to and from fixtures and especially on the pitch. Their behaviour should always be deemed to be a good example to others.

The school provides team strips. School teams wear the school's uniform colours of green and gold. Appropriate footwear is the responsibility of the parents.

SCHOOL VISITS, IN-SCHOOL PERFORMANCES AND REPRESENTATIVE TEAMS

During the year, the school tries to arrange all the above activities to enrich the experiences of the children. When a pupil is admitted into school, parents are asked to sign a form, giving consent for your child to participate in visits or sports team's fixtures. This form covers activities until your child leaves the school.



CHARGES POLICY

Usually, parents are asked to make a voluntary contribution towards the costs of these activities and performances. The school fund always endeavours to subsidise visits and activities together with fundraising activities. However, if such contributions do not make the trip etc, financially viable, the school has the right to cancel. Currently, there is no charge for swimming lessons or the transport involved, during school time.

The school always reserves the right to exclude pupils from these activities and outings on the grounds of unacceptable behaviour.

WATER BOTTLES

All pupils should bring a plastic water bottle to school each day, marked with their name. They are allowed to keep it in the classroom. Parents can purchase bottles from the school at a cost of £1.00.

COMMUNITY INVOLVEMENT

The school's immediate community involvement is with St. Alphonsus' parish and to this end; many liturgical celebrations are developed jointly between school and parish. On a practical level, school and parish co-operate by helping to support each other's events and by sharing equipment and facilities.



Links are developed locally in many different spheres. To give a brief summary: the school has supported several local, national and international charities, entertained the residents of local Aged Person Homes and has been involved in projects with North Ormesby Library, local industry, the University of Teesside and the Evening Gazette, Cycling Proficiency, Tees-Valley Music Services and Road Safety.

LINKS WITH OTHER SCHOOLS

Children and staff regularly meet pupils and colleagues from many other local schools, to work together, to share ideas or sometimes to compete. The school is



School Brochure

part of the Middlesbrough Catholic Schools Partnership, working together with all 12 Catholic schools in Middlesbrough. We are currently working towards Academy status as part of a Multi-Academy Trust with 11 of these schools. Liaison activities are particularly well developed with the Catholic Secondary Schools to which our pupils transfer at the age of eleven.

INSPECTION OF DOCUMENTS

There are a number of documents, relevant to this school, which are available for your information by request. A small charge will be made to cover the cost of photocopying such documents.

IF YOU HAVE A PROBLEM - COMPLAINTS PROCEDURE

Please do not hesitate to make an appointment to see your child's teacher if there is a problem that needs addressing. If necessary, please contact the Head Teacher, who will always endeavour to meet with you. Immediate appointments are not always possible; therefore, the school would be appreciative of both your patience and understanding.

It is hoped that these procedures will be sufficient to resolve any problems. However, if this is not the case, please contact the Chair of Governors, c/o the school. If attempts to solve a difficulty fail at this stage, please contact the school for a copy of the official complaints procedure.

CREATIVE CURRICULUM

At St. Alphonsus' RC Primary School we are passionate about education. We use the 'Cornerstones' creative curriculum to help us design and develop lessons which make children thrive in their learning environment and so that they can look forward to coming to school, each and every day.

Our teachers and support staff aim to provide innovative teaching opportunities for children using a range of rich teaching resources that support the national curriculum and ensure children receive motivating, diverse learning experiences.

The Cornerstones philosophy is built on years of experience and underpins a four-stage teaching process.

- Engage
- Develop
- Innovate
- Express

Engage Stage - children gain memorable experiences, develop an insight into their new topic and begin to research and explore.

Develop Stage - children improve their new found knowledge and build on their learning experiences. They have opportunities to practice skills and to compose, build, do, explore and investigate.

Innovate Stage - children apply their skills in real-life contexts, such as writing letters or solving problems. They become inspired learners by applying their skills to the outside world.

Express Stage - children consolidate their learning throughout the topic through evaluation activities. Children can then share their learning experiences with others both at home and in school to celebrate their achievements!



School Brochure

ENGLISH

The subject is split into three main elements by the National Curriculum: Speaking and Listening, Reading and Writing.

Speaking and Listening

We attach great importance to this element of the subject and aim to provide children with a wide variety of experiences and opportunities to develop their skills and understanding. These include emphasis on Talk for Writing, discussions, debates, presentations and school performances etc. In the early stages, children are encouraged to speak clearly, choose their words carefully, wait their turn and listen to others. As they move through school they learn more about talking in different situations. At Key Stage 2 children build up a wider vocabulary and become aware of the differences between spoken and written English.

At St Alphonus' we teach synthetic phonics, using Letters and Sounds, in daily structured sessions lasting 20 minutes. Children progress through the six phases of Letters and Sounds, starting with Phase One in Nursery and ending with Phase Six in Year Two.

Letters and Sounds provides fun and fast-paced games and resources to support our teaching of phonics. It aims to build pupils' speaking and listening skills, as well as prepare pupils to learn to read, by developing their phonic knowledge and skills. It sets out a detailed programme for teaching phonic skills, with the aim of pupils becoming fluent readers by age seven. Jolly Phonics actions, songs and rhymes are used in EYFS to help our children learn the 44 phonemes (sounds). We use a multi-sensory approach, recognising that all children have different learning styles; teaching in Year 1 includes nonsense words using all phonemes to help prepare our children for the Phonics Screening in Summer Term. Children are assessed at the end of each phase and are moved accordingly.

In our school, we use Project X guided and independent reading books, as well as Project X Code for small-group interventions and upper Key Stage 1 guided reading. This is an exciting reading programme; it consists of fiction and non-fiction texts and uses imaginative stories and action adventures set in a micro-world with visually stimulating illustrations.

We are also using the Reciprocal Reading strategy as our main approach to child-led guided reading; this encourages independence, and develops thinking, questioning and comprehension skills, whilst improving confidence, fluency and expression. To further promote independent reading, we also use Rainbow Reading, a scheme which focuses on comprehension and developing understanding. This is used across both key stages, within class and as part of small-group intervention.

Writing

We encourage all pupils to see writing as having a purpose and an audience. As a school we use the Talk for Writing process which enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing. Writing is a process which is often an individual experience, but can also be shared, drafted, and re-drafted before its completion. Children's written work is valued and often displayed to be shared with friends and parents.



School Brochure

From an early age children are taught to write for a variety of audiences: they are taught to plan their work, improve their first attempt, to check for spelling and punctuation errors and understand more fully the grammar of English.

We teach and develop handwriting through the Spectrum handwriting scheme. The children use pencil initially but as handwriting skills develop the use of pens are introduced in Key Stage 2.

English is also taught as part of other subjects in cross curricular themes where appropriate.

SCIENCE

Science is a core subject of the National Curriculum and is taught as an independent subject with short science based programmes of study.

Science is taught:

- as a process - understanding the methods and procedures of science
- as a body of knowledge - understanding conceptual structures.

We have identified a variety of skills which we teach throughout our science curriculum:

- Observing
- Predicting
- Forming and answering questions
- Collecting information using all the senses
- Experimenting and testing
- Interpreting and evaluating
- Recording and communicating
- Organising
- Applying knowledge

MATHEMATICS

The National Curriculum outlines what each year group should be taught in Mathematics. The latest revision of the National Curriculum for mathematics puts greater emphasis on the teaching of numeracy. Numeracy is given special attention because it is an essential basis for all other maths.

Maths skills are used across the whole curriculum. As well as learning to do calculations, in their maths lessons children are taught to reason logically, solve problems and handle data. They learn to apply their knowledge of maths to other subjects such as science and geography and to everyday life.

Maths is taught using a range of methods and materials. Children in the lower age groups will sometimes be involved in more topic based activities where appropriate, while older children are normally taught Maths as a separate subject. Opportunities are taken to link maths learning with the other curriculum areas and with activities in the real world.



School Brochure

MUSIC

Music is an essential part of school life and makes a valued contribution towards our celebration and liturgies both in and out of school. Children are given opportunities to explore and make sense of sounds. Listening and appreciation skills are developed using live and recorded music. Key Stage 2 children may also learn to play the recorder. Across the school children will be given the opportunity to have specialist tuition from the Tees Valley Music Service on a range of the musical themes. They also provide brass lessons in school.

HISTORY

Our aim is to introduce “the past” in an interesting and exciting manner.

At Key Stage 1 children explore their immediate past. Children are encouraged to draw on immediate family history and to explore the historical background and way of life of people in the past beyond living memory. Lives of famous men and women will be taught.

Key Stage 2 History introduces children to British history and that of Ancient Civilisations.

Information is gleaned by visits to museums, castles and National Trust properties, and use of artefacts, photographs, video programmes, books and films.

GEOGRAPHY

An investigative approach is used in geography, with children exploring the interaction between human and physical forces in the environment, from local to global scale.

In this subject children learn about people and places as well as geographical skills. Skills such as following direction, map reading and map making are covered. Pupils are given first hand experience from an early age by undertaking fieldwork activities.

Environmental education is an essential part of study. Work includes the local area and beyond to encompass Europe and the wider world. Children are encouraged to consider similarities and differences between individuals, groups and communities.

DESIGN TECHNOLOGY

Design Technology aims to give children the skills to design and make objects and to find solutions to practical or sometimes imaginary situations. Tasks are linked to other areas of the curriculum. We ensure progression through the increased complexity of design challenge and the resources the children have at their disposal.

The process consists of:

- Identifying needs
- Designing and planning
- Making
- Evaluating



School Brochure

Children use a variety of skills and techniques and also use a wide range of materials, e.g. wood, metal, plastic, food and paper.

COMPUTING

Computing is taught as a core subject of the National Curriculum and used as a tool to support many areas of the curriculum. Through this use the children develop many technological skills. Each class has timetabled sessions to use the available technology. Work is carefully planned so that the best use of resources both hardware and software is made. The children use these resources to communicate information, handle data, simulate real life experiences and control movement. They have the opportunity to use the Internet under supervision and guidance from the teacher. Our E Safety policy is linked to our Child Protection Policy and all children are taught age appropriate safety skills. E-safety literature is shared with parents at open evening.

ART

The Art curriculum encourages children to express themselves creatively by exploring an extensive range of media, skills and techniques. In addition, children are introduced to the work of other artists and given opportunities to compare and appraise their work. They build on their understanding and appreciation of art in a variety of forms and style and from a variety of cultures.



The children are given a range of opportunities to develop skills in art. They work individually, in groups and as a whole class. Children are encouraged to observe natural sources to develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials. Some materials that children work with are fabric, paint, charcoal, crayon, ink, pastel, wood and clay. Art is taught in its own right and as part of topic work.

PHYSICAL EDUCATION

Each child is given the opportunity to participate in all areas of PE as stated in the National Curriculum requirements. This area of the curriculum creates a positive attitude towards a healthy lifestyle, co-ordination and body control. Participation in all physical education activities helps children to develop self-esteem and interpersonal skills. Individuals and teams are encouraged to excel in their chosen sports and are praised for achievement and demonstration of team spirit. Fair play and good sporting manners are developed from a very early age.

Children are encouraged to share their personal achievements with the rest of the school during termly Sports Achievement Assembly.

The subject also contributes to:

- The development of inter personal skills
- The forging of links between the school and the wider community



School Brochure

SPECIAL EDUCATIONAL NEEDS

The school's Special Needs Co-ordinator, works with parents, class teachers and with outside agencies such as the Psychological Service, to produce an individually structured programme of tasks to help to address the child's needs.

Progress is monitored on a regular basis and parents are informed of the school's strategies and progress. Parents are also given the opportunity to share in this strategy and also to voice their own concerns. This is indeed a process of partnership. The full SEND Policy is available on the schools website.

ASSESSMENT

The ongoing assessment of pupil's work informs teachers' planning relating to classroom activities and next steps in learning. These assessments help to build up a clear picture of the child's progress and future needs.

Baseline Assessment is carried out in the first term that a child starts their Nursery education. The results are discussed at Open Evenings with parents. In line with DFE guidance at the end of the final year of the Foundation Stage each child's development is assessed in relation to the Early Learning Goals. The assessments are made on the basis of the teacher accumulating observations and knowledge of the whole child. The assessment is carried out in the summer term as the children leave the Reception class ready to move into Year 1. Parents from Foundation Stage are encouraged to share their children's learning through the computer using 'Orbit early Years.' Orbit Early Years is an assessment based technology that allows the sharing of information between home and school. Parents are encouraged to communicate by sending pictures and photographs of their achievements and little steps in learning.

Additionally, the school is legally required to carry out statutory assessments on every pupil at the end of Early Years / Foundation Stage, Key Stage 1 and Key Stage 2.

School targets are set and agreed within the school, based on prior attainment.

The school uses a tracking system, which ensures that all children's progress is carefully monitored against national expectations and the individual child's targets on a half-termly basis.

BEHAVIOUR

The school has high expectations of behaviour by all members of the school family as outlined in the Behaviour Policy. The school follows the 'Hand for Behaviour' model.

HOMEWORK

Teachers may ask parents to help their children with work at home. All children are expected to read 5 times per week at home to an adult and to complete homework tasks on a weekly basis. Each year group is provided with a homework grid at the beginning of each half-term based on their current unit of work. They complete



School Brochure

tasks to earn points. Your co-operation in assisting with children's learning will be greatly appreciated.

HOME-SCHOOL DIARY

As a method of regular communication, each Key Stage 1 and 2 child is issued with a Home-School diary. This gives all involved; pupil, parent and teacher, the opportunity to express their views and to make comments. Parents are requested to participate in this method of communication for the benefit of the children.

SEX EDUCATION

Sex Education in this school is taught in accordance with National Curriculum guidelines and the established teaching of the Roman Catholic Church. Parents are informed by letter, prior to the delivery of these lessons and are given the opportunity to inspect and comment upon the material being used with our pupils. Parents do have the right to withdraw their child from this programme. However, you are asked to inform the Head Teacher, prior to the programme being delivered, if you wish to exercise the right to withdraw your child.

TERM DATES

The school sends out to parents, the school term and holiday dates in advance of the academic year. The advance notice enables parents to plan holidays for periods when pupils are off school. These dates are also available on the schools website.

CHILD PROTECTION AND SAFEGUARDING

We have the children's welfare at the heart of all our actions and should a member of staff have cause to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff will inform the Designated Person within the school and established Child Protection Procedures will be followed.

The Governing Body have established stringent and far reaching safeguarding procedures when recruiting and appointing staff. All new members of staff and regular volunteers are subject to enhanced Disclosure and Barring Service checks.

NO SMOKING SITE

St Alphonse's RC School operates a no smoking policy on site. This applies in and out of school hours.

FIRE DRILLS

These are carried out on a regular basis in order that all children and adults in St Alphonse's RC School are familiar with emergency evacuation procedures. The outcome of these drills are reported to Governors on a termly basis.



School Brochure

SAT's

KEY STAGE 1 SCHOOL RESULTS for 2014

	No. of Y2 pupils taking test	No. achieving Level 2+	No. achieving Level 2b+	No. achieving Level 3
Reading	24	83.3%	62.05%	20.8%
Writing	24	70.8%	54.2%	4.2%
Mathematics	24	79.2%	62.5%	8.3%
Science Assessment	24	69%	-	

KEY STAGE 2 SCHOOL RESULTS for 2014

	No. of pupils taking tests	% School Level 4+	%School Level 5+
Reading	17	94.4%	38.9%
Writing (TA)	17	77.8%	22.2%
SPAG	18	61.1%	38.9%
Mathematics	17	88.9%	38.9%

KEY STAGE 1 SCHOOL RESULTS for 2013

	No. of Y2 pupils taking test	No. achieving Level 2+	No. achieving Level 2b+	No. achieving Level 3+
Reading	31	83.9%	83.9%	22.6%
Writing	31	80.6%	61.3%	3.2%
Mathematics	31	83.9%	80.6%	12.9%
Science Assessment	31	93.5%	-	

KEY STAGE 2 SCHOOL RESULTS for 2013

	No. of pupils taking tests	% School Level 4+	%School Level 5+
Reading	29	72.4%	37.9%
Writing (TA)	29	72.4%	17.2%
SPAG	29	75.9%	34.5%
Mathematics	29	89.7%	24.1%