

St Aidan's R.C. Primary School



Prospectus

INTRODUCTION

"Relationships are a strength of the school. Pupils display exemplary behaviour for learning."

OFSTED January 2017

This prospectus aims to tell you something of the work of St. Aidan's, your Catholic Primary School, and to answer some of the questions that are likely to be uppermost in your mind. It contains information that the 1988 Education Act and successive Acts of Parliament require to be made available to you as a prospective parent. Information concerning the general arrangements in Northumberland is given separately in the Northumberland County Council Admissions Handbook. A copy of our most recent Ofsted Report is available on our school website.

www.st-aidans.northumberland.sch.uk

However if after reading this prospectus you have any further queries - please do not hesitate to contact Samantha Leslie, Head teacher.

Children from the school usually transfer at the age of 11+ to St. Benet Biscop's Catholic Academy, Bedlington.

THE MISSION OF ST. AIDAN'S SCHOOL

"In the love and truth of Jesus we grow".

OUR SHARED VISION

St Aidan's is a faith centred school that recognises that everyone is unique made in the image of God. We are an inclusive school that cares and supports everyone.

We have high expectations of our pupils and we like to celebrate their successes. We encourage all to achieve their best and aim to help them do this by providing a challenging and creative curriculum.

We encourage our pupils to care for each other and others in the wider community by living out the Gospel values.

We cherish the trust that you as parents have placed in us and aim for the very best for your child. It is essential that the school and home work together in partnership.

At St Aidan's, "Every Child Matters" - we strive to enable our pupils to:

Be healthy;
Stay Safe;
Enjoy and Achieve;
Make a positive contribution and
Achieve economic well-being.

GENERAL INFORMATION

ST. AIDAN'S ROMAN CATHOLIC PRIMARY SCHOOL
MOORHOUSE LANE, ASHINGTON, NORTHUMBERLAND NE63 9LR
TELEPHONE : 01670 813308

Admin@st-aidans.northumberland.sch.uk

www.st-aidans.northumberland.sch.uk

<u>Head teacher:</u>	Mrs Samantha Leslie
<u>Deputy Head teacher:</u>	Mr Michael Moran
<u>Chairperson of Governors:</u>	Miss Ann Howe
<u>Local Education Authority:</u>	Northumberland County Council County Hall Morpeth Northumberland NE61 2EF

Classification of School

St. Aidan's is a Roman Catholic Voluntary Aided Primary School with Nursery

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School Staff

Mrs Leslie	Head teacher – Designated Safeguarding, Assessment & Data, & Music Leader
Mr Moran	Deputy Headteacher/Y6 Teacher – RE Co-ordinator, Mathematics Leader & Deputy DSL
Mrs Hooper	EYFS & KS1 (Phonics) Leader, SENDCO/Nursery Teacher & Deputy DSL
Mrs Teer	KS2 Leader/Y6/5 Teacher - Humanities & Creative Curriculum (Art & D & T) Leader & Deputy DSL
Miss Marshall	Reception Teacher - Creative Curriculum (Music /Art/Design & Technology) Leader Maternity leave
Miss Hellawell	Reception Teacher - NQT
Mrs Traba	Y1 Teacher/ PE & House System Leader
Miss Givens	Year 2 Teacher/English Leader
Miss Murray	Y3/2 Teacher & Science Leader & Creative Curriculum (Art & D & T)
Mrs Jewell	Year 3/4 Teacher/PE Leader
Miss Killoran	Year 3/4 Teacher PSHE Leader
Miss Carrie	Year 4/5 Teacher/ICT/House System Leader
Mrs Johnson	KS2 MFL Teacher (Mondays St Benet Biscop – Pax Christi Academy)
Mrs Neill	Higher Level Teaching Assistant (PPA)
Miss Armstrong	Teaching Assistant
Mrs Dodds	Teaching Assistant
Mrs Gibson	Teaching Assistant
Mrs Milburn	Teaching Assistant
Mrs Pountney	Teaching Assistant
Mrs Robertson	Teaching Assistant/Sunshine Club Manager
Mrs Waggott	Teaching Assistant
Miss Wright	Teaching Assistant
Mrs Shortt	Senior Admin Manager
Mrs Skinner	Senior Admin Manager
Mr Trewick	Caretaker
Vacancy	Cleaner
Vacancy	Cleaner
Mrs Bailes	Unit Manager
Mrs Boyd	Kitchen Assistant/Cleaner
Vacancy	Kitchen Assistant
Miss Chambers	Senior Lunchtime Supervisor
Vacancy	Lunchtime Supervisor
Miss Wight	Lunchtime Supervisor
Mrs Wright	Lunchtime Supervisor
Mrs Tait	Lunchtime Supervisor
Mrs Young	Lunchtime Supervisor

<u>School Session Times</u>					Curriculum Hours
EYFS	Nursery	Morning Sessions : 8.30am - 11.30am Afternoon Sessions : 12.30pm-3.30pm			15
		Morning Session	Afternoon Session	Breaks	Curriculum Hours
EYFS	Reception	8.50am-12 noon	1.00pm -3.15pm	10.30am-10.50am 12.00pm-1.00pm	25
KS1	Y1 & Y2				
KS2	Y3 - Y6				

THE SCHOOL GOVERNORS

As a Catholic Voluntary Aided Primary School St. Aidan's has a Governing Body which is made up of representatives of the Church, parents, teachers and local government. The function of school governors is an important one. They determine the framework of aims which give direction to its day to day running; they appoint staff and ensure that the quality of education provided by the school is of a satisfactory standard and complies with the requirements of the Law. They also ensure that the school is adequately equipped.

The Governors are required by law to meet each term - although the weight of business, including the need to respond to recent educational initiatives means that, in practice, meetings take place more frequently than this. During full meetings of the Governors, the headteacher gives a Report on the work of the school, any current developments are discussed and new projects being undertaken are outlined. Sub-committees also have important tasks - for example, they review the arrangements for the admission of pupils and check that spending is consistent with the school's budget as well as ensuring that the school building is well maintained as an attractive, clean and safe environment for teaching and learning. They monitor delivery of the curriculum and ensure that children who have special educational needs receive appropriate teaching.

The Governors have an important role in determining the school curriculum (subject to official requirements) although its day to day implementation is usually left to the head and staff.

St. Aidan's Governors take a keen interest in the school, make frequent visits and give their support.

MEMBERSHIP OF THE GOVERNING BODY

<u>Category</u>	<u>Name</u>	<u>End Date</u>
Foundation	Miss A Howe	31/8/2021
Foundation	Mrs H Beeson	31/12/2022
Foundation	Mr R Norris	31/8/2021
Foundation	Miss D Shearer	31/8/2021
Foundation	Rev S Purdy	31/8/2021
Foundation	Rev S Watson	31/8/2021
Foundation	Mrs M Lewicki	31/3/2022
LA	Mrs K Vout	7/1/2023
Parent	Mr A Hewitt	13/2/2023
Parent	Mrs S Sawyer	31/8/2021
Staff HT	Mrs S Leslie	
Staff	Mr M Moran	31/12/2021

**ST AIDAN'S RC PRIMARY SCHOOL (ASHINGTON)
ADMISSION POLICY 2019-20**

St Aidan's RC Primary School was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government, and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The admission policy criteria will be dealt with on an equal preference basis.

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the coordination of admission arrangements during the normal admission round for reception year admission in September.

Parishes served by the school

The school serves the parish of St Aidan's, Ashington.

Published Admission Number

The governing body has set its published admission number (PAN) at 30 pupils to be admitted to [the reception year] in the school year which begins in September 2019.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round (not in-year applications), a Common Application Form (CAF) must be completed. This is available from the local authority in which the child lives.

The parent will be advised of the outcome of the application on 16 April or the next working day, by the local authority. If the application is unsuccessful (unless the child gained a place at a school the parent ranked higher) the parent will be informed of the decision, related to the oversubscription criteria listed above, and has the right of appeal to an independent appeal panel.

If the parent is required to provide supplemental evidence to support the application (e.g. a baptismal certificate), this evidence should be provided at the time of application. If not provided, evidence may be sought by the governing body following the closing date for applications. This information must have been correct at the date of closing for applications.

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 15 January 2019.

Pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs (see note 1)

The admission of pupils with an Education, Health and Care Plan or a Statement of Educational Needs is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan or a Statement of Special Educational Needs that names the school must be admitted. Where this takes place before the

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allocation of places under these arrangements this will reduce the number of places available to other children.

Late Applications

Late applications will be administered in accordance with the home local authority Primary Coordinated Admissions Scheme. Parents are advised to ensure that the application is submitted before the closing date.

Admission of Children below Compulsory School Age and Deferred Entry

A child is entitled to a full-time place in the September following their fourth birthday. A child's parents may defer the date at which their child, below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age, or beyond the beginning of the final term of the school year for which an offer was made. A child may take up a part-time place until later in the school year, but not beyond the point at which the child reaches compulsory school age. Upon receipt of the offer of a place a parent should notify the school in writing, as soon as possible, that they wish to either defer their child's entry to the school or take up a part-time place.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to the headteacher of the school. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

Summer Born Children

The parents of a summer born child, i.e. a child born between 1 April and 31 August, may request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that that the child will remain in this cohort as they progress through school.

Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request and in addition it should be made in writing to the headteacher of the school. The local authority will liaise with the governing body that will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher, who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed by the governing body, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year.

One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools.

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Waiting Lists

In addition to their right of appeal, applicants will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out below and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term. Inclusion on the school's waiting list does not mean that a place will eventually become available.

Infant Class Size Regulations

Infant classes may not, by law, contain more than 30 pupils with a single qualified teacher (subject to the provisions in the School Admissions Code for 'excepted children'). Parents do have a right of appeal in accordance with the infant class size regulations if the school is oversubscribed and their child is refused a place.

The governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's PAN.

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. For information on making an in-year application, parents should contact the local authority admissions team at School Admissions, Northumberland County Council, County Hall, Morpeth, Northumberland, NE61 2EF on 01670 624889 or by email at schooladmissions@northumberland.gov.uk. Parents will be advised of the outcome of their application in writing.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied. If there are no places available, a request can be made that the child is added to the waiting list (see above).

The parent has the right of appeal to an independent appeal panel if refused a place.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made by the local authority 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.

Fair Access Protocol

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the diocese and the governing body for the current school year. The governing body has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).

Nursery

For children attending the school's nursery, application to the reception class of the school must be made in the normal way, to the home local authority. Attendance at the school's nursery does not automatically guarantee that a place will be offered at the school.

False evidence

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The governing body reserves the right to withdraw the offer of a place or, where a child is already attending the school, the place itself, where it is satisfied that the offer or place was obtained by deception.

Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

First priority in each category will be given to children who will have an older sibling attending the school in September 2019.

1. Catholic looked after and previously looked after children. (see notes 2&3)
2. Catholic children who are resident in the parish of **St Aidan's, Ashington**. (see note 3)
3. Other Catholic children. (see note 3)
4. Other looked after and previously looked after children. (see note 2)
5. Catechumens and members of an Eastern Christian Church. (see notes 4&5)
6. Children of other Christian denominations whose membership is evidenced by a minister or faith leader. (see note 6)
7. Children of other faiths whose membership is evidenced by a minister or faith leader. (see note 7)
8. Any other children.

Tie Breaker

Where there are places available for some, but not all applicants within a particular criterion priority will be given to children living closest to the school determined by the shortest distance. Distance will be measured in a straight line (as the crow flies) from the front door of the child's address (including flats) to the main entrance of the school, (using the Local Authority's computerised measuring system) with those living closer to the school receiving the higher priority.

In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out in a public place and supervised by a person independent of the school.

Notes and definitions

1. A **Statement of Special Educational Needs** is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. An **Education, Health and Care Plan** is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
2. A **looked after child** has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A **previously looked after child** is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order or special guardianship order.

3. **Catholic** means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

4. **Catechumen** means a member of the catechumenate of a Catholic Church. For the purposes of admissions this refers to the child on whose behalf the application is being made. This will normally be evidenced by a certificate of reception into the order of catechumens.
5. **Eastern Christian Church** includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church. Those who have difficulty obtaining written evidence of baptism or reception should contact the Diocese who will decide how the question of baptism or reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
6. **Children of other Christian denominations** means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

Applicants must provide a baptismal certificate or where child baptism is not practised, a letter confirming their church membership from their minister or faith leader.

7. **Children of other faiths** means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 6 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:
- A religion which involves belief in more than one God, and
 - A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

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Applicants must provide a letter of support to confirm their faith membership from their minister or faith leader.

8. **Home address** is the primary parental address which will be used in applying the admission criteria. This means that, when stating the choice of school, the parental address at the time of application should be given. The address of childminders or other family members who may share in the care of the child must not be used as the home address. Documentary evidence may be requested.
9. **Sibling** includes:
- (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
 - (ii) the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same address as the applicant.
10. A **parent** means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child (having care of a child means that the child lives with and is looked after by that person).

This policy should be read in conjunction with the local authority's admission guidance for parents.

Class Organisation

All classes are of mixed ability. Classes may sometimes consist of split year groups.

Curriculum Content

In common with all schools in England and Wales, St. Aidan's is required to teach the National Curriculum.

General Overview

Age of Child:	Year Groups	Key Stage
3 - 5 years	Nursery, Reception	Foundation
5 - 7 years	1, 2	1
7 - 11 years	3, 4, 5, 6	2

Teaching throughout the school follows the following guidelines.

- Curriculum Guidance for the Early Years Foundation Stage
- National Curriculum
- Come & See Religious Education Scheme
- Excellence and Enjoyment - A Strategy For Primary Schools
- Social and Emotional Aspects of Learning

Reference:

Copies of all of the above are available in school. St Aidan's RC Primary School operates a Publication Scheme on information available under the Freedom of Information Act 2000. Please contact, Mrs Leslie, Head teacher for further details.

Religious Education

As a Catholic School one of our key aims is to support parents in handing on their faith to their children. We view the whole curriculum as possessing a religious dimension. Religious Education is also an important timetabled activity. The school uses 'Come & See', a resource recommended by our Bishop. Acts of Collective Worship provide an important focus for the prayer life of the school and an opportunity for celebration and reflection. Mass is celebrated frequently and parents are always welcome to join their children. The sacraments of First Communion and Reconciliation are celebrated in Year 4 and the school works in close partnership with parents and parish in preparing children for them. Gathering together in collective worship is central to our school mission. However parent/carers do reserve the right to withdraw his/her child from any act of collective worship and should put his/her wishes in writing to Samantha Leslie, Head teacher.

Early Years Foundation Stage

AIMS

Through our policy and practice in early years we wish to:

- Produce happy, confident, enquiring children interested in life and enthusiastic about the challenges they encounter.
- Promote the children's social, emotional, cognitive, physical and cultural development.
- Provide an exciting, stimulating and carefully structured environment, which facilitates the acquisition and development of knowledge, skills, concepts and positive attitudes.
- Provide a foundation for future life in school by developing children's self esteem so that they can gain sufficient confidence to undertake new and demanding experiences and challenges.
- Provide an environment which promotes equal opportunities where cultural diversity is valued.
- Encourage parents to continue to play a vital part in their children's learning.

Early Years Foundation Stage Curriculum

Each child enters the Early Years Foundation Stage with different requirements and different levels of learning.

Through a wide range of carefully planned activities and valuable experiences in a friendly atmosphere we hope to develop each child's potential.

The Early Years Foundation Stage team plans carefully to cover each of the following six areas of learning, thus laying the foundations for later achievement within the national curriculum:

Personal, Social and Emotional Development

This area focuses on children learning how to work, play, co-operate with others and function in a group beyond the family. It covers important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and of others.

Opportunities to develop personal and social skills are presented in a number of ways:-

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- Activities are arranged so that children can often choose for themselves; equipment is accessible to the children and they learn to be independent by; putting on aprons, changing for P.E., and taking responsibility for tidying up and for their own things.
- Our children will be encouraged to co-operate with one another, to share, to take turns, to help and respect one another, establishing effective relationships with other children and adults.
- They will learn the difference between right and wrong by example, through stories and talking. They will always be treated with respect by the staff.
- We will encourage them to grow in confidence as they develop their concentration and perseverance skills.

Communication, Language and Literacy

Here we cover important aspects of language development and provide the foundation for literacy. We focus on children's developing competence in talking and listening, and in preparing them for reading and writing.

Opportunities to develop language and literacy skills are presented in the following ways:-

- Children are encouraged to use books appropriately in our library corners and to borrow books to share with their parent/carers at home.
- A fully resourced mark making/writing area is set up where children develop skills necessary for writing. Pencil control is taught as the children are ready.
- Your child is helped to develop all the necessary skills to become a successful reader. Our primary approach to teaching reading is through 'Synthetic Phonics'.
- Every session has a story time when children are encouraged to listen to and join in with stories, poems and rhymes.
- We have regular news or show and tell sessions where the children listen to their friend's stories or they recite rhymes and sing songs for one another.

Problem Solving, Reasoning and Numeracy

Here we lay the foundation for mathematics focusing on achievement through practical activities and on using and understanding mathematical language.

A vast range of practical maths activities take place in the Reception Class where the children will be given experience of early mathematics skills:-

- They will be taught the language of shape, volume, size, money, time, measuring and weighing.
- The children will experience colour, sorting, matching, pattern and practical problem solving through games.
- We will introduce our children to counting and number recognition leading to simple addition and subtraction.

Knowledge and Understanding of the World

Here our focus is on the children's developing understanding of their own environment, other people and features of the wider world. We provide a foundation for historical, geographical, scientific and technological learning. We approach this in a variety of ways:-

- Through topic work and visits the children will learn about the area in which they live, the environment and their families as well as past and present events in their own lives.
- Our children will learn to use scissors, glue, and other tools safely and appropriately. They will be encouraged to explore, experience and select materials and equipment and to use skills such as cutting, folding, joining and building for a variety of purposes.
- The children are introduced to the basics of Information Technology using;

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- tape recorders, cameras, interactive whiteboard, laptop computers and programmable toys.
- Through sand and water play and through baking activities, the children will be introduced to the basics of science, being encouraged to observe similarities and differences, as well as patterns and change.

Creative Development

This area of the curriculum focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. We encourage the children to develop and explore their imaginative skills through:-

- Music where they are taught a variety of songs and learn to accompany them with simple instruments/percussion/body percussion. They are also taught to distinguish between high/low, loud/quiet sounds.
- Dance and drama where the children learn to express their own ideas through movement.
- Art and craft where our children are encouraged to use a wide range of suitable tools, materials and other resources to communicate feelings and develop individual talents and interests.

Physical Development

These outcomes focus on developing the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy and active lifestyle.

Our children will experience:-

- Physical education where early gymnastics and games skills will be introduced through apparatus and movement work in the hall and ball activities outdoors.
- Daily outdoor play where they will have the opportunity to develop their gross motor skills sometimes through the use of our large outdoor toys. (Whatever the weather - therefore warm, waterproof clothes are needed in the winter months and sunscreen is a must in the Summer!)
- A variety of construction materials for building and imaginary play.
- A wide range of tabletop constructional activities, jigsaws, threading beads, sewing cards, cutting and sticking to develop fine motor skills.

KEY STAGES 1 AND 2

English

At St. Aidan's we place emphasis on cultivating the ability to listen 'actively', speak with clarity and courtesy, read fluently and with understanding and to express ideas cogently in writing. We regard accuracy in spelling, in the use of grammar and punctuation as highly important in the writing of effective English. Parents rightly regard learning to read as perhaps the key skill to be acquired in the early years of education. St. Aidan's uses a variety of methods, including 'Letters and Sounds' and the 'Jolly Phonics' programme to promote high standards in reading and in presenting books as a source of pleasure and excitement. Reading at home is encouraged, and parents are invited to work with teachers as partners. Children regularly take home their reading books and parents enthusiastically support them in learning to read. The National Curriculum for English is used from Foundation Stage - Year 6.

Mathematics

We regard Mathematics as being concerned with real things in the real world. Through Mathematics, children acquire a powerful tool that, with practice, may be used confidently in a variety of situations.

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We aim to promote positive attitudes towards the subject; there is no reason why the learning of basic arithmetical processes – including multiplication tables should not be enjoyable. Calculators are used in school – but are presented to give an enhanced awareness of the structure of number rather than as presenting an easy way of 'doing sums'. There is a strong emphasis upon teaching skills in mental calculation from the earliest years. The National Curriculum for Mathematics is used from Foundation Stage – Year 6.

Science

The National Curriculum Programmes of Study emphasise the importance of children carrying out experiments and observing, deducing and recording what they have experienced and understood. The school makes full use of its site in studying Science.

Technology

Children follow the programmes of study for Design and Technology and are taught to use the knowledge and skills they have acquired in other subjects such as Mathematics, Science and Art in supporting the design and construction of functional objects. Information Technology is well resourced. Competence in the use of the computer is acquired and used to support other areas of the curriculum. Pupils are also taught how to use the internet safely.

History

Studies begin with the child and his/her own experience and that of family and friends. Work then progresses to cultures more remote in time such as 'The Ancient Greeks' and 'The Tudors'. Themes are considered in terms of the insight that the past can give about present developments.

Geography

The journey begins in the Early Years Foundation Stage, where pupils are introduced to Barnaby Bear and his exciting travels. The school and its locality are used as a valuable learning resource. The emphasis is upon how human beings have sought to acquire control over their environments and continue to do so. The positive (and sometimes negative) implications of this might be illustrated in, for example, a topic focused upon the seashore.

Music

We aim to provide musical experiences which enrich and enhance the childrens' time here. As a faith school, music forms an integral part of life at St. Aidan's. It plays a central role within our religious celebrations, both at church and in school.

Music is used to enhance all areas of the curriculum. All children have the opportunity to listen to a wide range of music in class lessons and performances from visiting musicians. This enables them to talk in detail about what they have heard and make their own judgements.

When pupils are in Y3 they have the the opportunity to learn a musical instrument facilitated by Music Partnership North.

Art

Children are taught to observe closely and to select, interpret and record what they see, think, feel and know. They learn to do so in a wide variety of two and three dimensional media. All pupils are introduced to the work of artists and sculptors and helped to understand the function of the visual arts (including photography) in enhancing life.

Physical Education

National Curriculum Programmes of Study are followed. The school hall is equipped for gymnastics and the school's spacious site offers scope for a wide range of outdoor work, including problem solving activities. Swimming is taught in KS2 to a level which complies with statutory requirements for Key Stage 2.

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We aim to provide equal opportunities for all pupils within an inclusive framework. This enables pupils to improve a range of skills and forms an introduction to the concept of fair competition where an individual competes against his/her own best performance or against opponents in a variety of team games, whether improvised or adapted small sided versions of traditional games.

The school benefits from specialist PE coaches and Ashington Sports Partnership membership, funded by the DFE Primary & Sports grant.

Modern Foreign Languages

At St Aidan's we recognise the importance of being introduced to a Modern Foreign Language from an early age, the language we focus upon is French. We begin in EYFS by introducing the children to the spoken language through songs, rhymes and simple stories and continue this throughout KS1. By the time the children reach KS2 they are becoming more confident to speak in French and ready to develop their written skills. KS2 pupils are taught by a MFL specialist teacher from St Benet Biscop Academy.

Sex Education

Education in sexual matters will be given where appropriate, in a suitable context, and within the general religious and moral attitudes of the school. The governors and staff have worked together in constructing a Sex Education Policy for the school. The school follows the guidelines of the Hexham and Newcastle Diocesan Document : Education for Love and Relationships.

Social and Emotional Aspects of Learning

All pupils are given the opportunity to develop their social and emotional skills. The school utilises the D.F.E. scheme which promotes the development of the social and emotional aspects of learning, alongside the Hexham and Newcastle Personal, Social and Health Education scheme of work.

Special Educational Needs

Staff at St. Aidan's take their professional responsibility very seriously. All children are considered as individuals and their needs identified. Teachers monitor and assess children's progress regularly. They plan lessons tailored to meet the needs of all learners. If during this process the teacher feels a child needs additional support, procedures are put into place based on the Special Educational Needs Code of Practice. Their permission is then required to place their child on the school's SEN register, which enables staff to track progress, monitor the support, and adapt it when appropriate. It is important to note, that if a child is receiving additional support from any outside agency, for example, speech therapy, initiated by eg parents or GP, the child is automatically placed on the register for the reasons stated. Parental involvement is crucial to this process and takes the form of information sharing and joint meetings to discuss strategies and progress. When planning the support targeted at the specific needs of the child, teachers employ different strategies, use a range of resources, and have access to professional expertise. Support may be given individually, in small groups withdrawn from class, or in class. Additional support is not only allocated to areas of the curriculum, but also includes behavioural, social, emotional and physical aspects of a child's development.

Homework

All children from Reception to Year 6 are expected to read their school reading book at home. Parent/carers are asked to make comments in the Reading Record Book provided. Children will also bring home topic related homework in the form of a leaflet of activities to be completed with parent/carers. Keystage One and Two pupils will also receive regular English and Mathematics homework which will include practice of recently taught skills.

Extra- curricular activities

The school currently offers a range of clubs after school, such as STEM, football and cookery clubs. Further details are available from school.

For some clubs it is necessary to charge a nominal fee, depending on staffing costs and access to funding.

Sunshine Club

St Aidan's also offers during term-time a before and after school club for working parent/carers, which runs from 7.30am until 8.50am and 3.15pm-5.30pm. There is a charge for this service and advance bookings must be made, further information is available from the school office.

Parent/Carer Responsibility

Unless supported by copies of legal documentation to inform us otherwise, the school will assume that both parent/carers have responsibility and equal access rights. Parent/carers who are separated are asked to put the needs of their child/ren first and always co-operate in the best interests of their child/ren. Please share information, school letters etc, come along to parent/carers consultations together and ensure that each parent/carers has the opportunity to attend school events such as Christmas productions etc. Parent/carers in this situation should provide us with an e-mail address and regularly check the school website www.st-aidans.northumberland.sch.uk . Duplicates of all school documentation are available from the school office if necessary.

Reporting to Parent/Carers

Each child receives a written progress report during the Summer Term. Parent/carers requiring an additional copy in circumstances where a pupil's parent/carers reside at different addresses, should put their request in writing to Mrs Leslie, Head teacher.

Open Evenings take place in November and March with an open afternoon in July. However we are always happy to speak to parent/carers at any point during the school year - please telephone school to make an appointment at your convenience.

Exchange of Information Policy

It is our aim to ensure that parent/carers are kept informed at all times and sometimes it is necessary to speak with parent/carers at the end of the school day. If you are unable to collect your child at the end of the school day and would prefer that any messages be given to you directly, (which may mean a delay of important information) —could you please put your wishes in writing to Mrs Leslie. Your request will then be put on file for future reference.

Complaints Procedure

If you are concerned about your child's progress at school you should, in the first instance, contact the head teacher. A copy of the procedure is available on the school website.

School Meals

Freshly cooked meals are prepared in the school's kitchen and cost **£2.10** per day(**£11.00 per week**). These can be ordered online via Live Kitchen - parent/carers will be given appropriate access. Money can be sent in an envelope or purse bearing the child's name each Monday or payments can be made online direct. (Money envelopes are available from the school office.) If a child is absent during the week, the money is not refunded but is carried over and credited the following week. Alternatively, parent/carers may provide a packed lunch for their child which may be eaten in the dining room under supervision. Glass bottles and containers are not permitted for reasons of safety.

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Parents are asked to give one full week's notice of any intended change between their child taking a packed lunch or a cooked meal. This is to facilitate the menu planning of the kitchen staff.

If you think you may be entitled to apply for free school meals for your child you should enquire at the school. A claim form will be provided on request. Currently all Reception, Year 1 and Year 2 pupils are entitled to a free school meals in line with the Government 'Universal School Meal Offer' initiative.

Our delicious school meals strictly comply to new legal requirements in relation to the Food Based Standards. This legislation has been introduced to promote healthy eating and help prevent health problems in later life.

If you choose to supply a packed lunch for your child could we please ask that you consider the Food Based Standards and do your utmost to provide a healthy packed lunch for your child.

School Milk

A bottle of milk is available each day at a cost of **£12.50** per term. If your child is entitled to free school meals, then milk can be ordered free of charge. Children under 5 do not need to pay until the term of their fifth birthday. Orders are taken by the end of the previous term. It is important that all orders are received by the deadline, so that the order can be processed in time for the new term.

Absence from School

If your child is absent, you are asked to inform the school by telephone on the first day of absence, and to supplement this with a brief note upon return to school. Late arrival is recorded in the attendance register and may be passed on to the Educational Welfare Officer, together with details of any unauthorised absences. You may be contacted by the school on your child's first day of absence.

Leave of Absence from School: Time away from school may adversely affect a pupil's performance and for this reason we request that children are not taken away during term time unless it is an exceptional circumstance. It is a legal requirement that permission be obtained from the head teacher in advance, and authorisation is at the discretion of the Head teacher.

School Security

Governors and staff are at all times very concerned about the safety of all our children. All school doors and the playground gates are locked at 8.55a.m. We ask that parents and visitors during the day, report to the main entrance, if they wish to communicate with children or staff. The main door has a "buzzer entry system". If you are late in arriving please bring your child around to the main entrance and complete a "late slip".

All school staff wear identification badges.

All visitors to the school **MUST** "sign in" and leave their car registration number in the School Visitors book. Visitors are also expected to wear a badge in order that staff and pupils can identify them as an official visitor.

The school is fully committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Please refer to our Safeguarding Policy for further details.

All staff and volunteers must successfully receive clearance to work in school via an Enhanced Disclosure Check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from school or by visiting: www.gov.uk/government/organisations/disclosure-and-barring-service

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We are grateful to parent/carers for their support in making the school a safe place for the children to learn.

School Photographs

During the course of the school year, photographs of our pupils may be taken at any time. The photographs may then be used for publication by the press, Northumberland County Council or school for informative purposes. If you do not wish photographs of your child to be used in this way, please inform Mrs Leslie, Head teacher in writing.

Medical Information

If your child has any medical condition that may need monitoring or which may affect his/her school performance or behaviour, the headteacher should be informed. It is important that the school is kept up to date with any changes in medication and with names and telephone number of doctors etc., for contact in an emergency.

The Site First Aider is prepared to administer medicines (if a dosage **MUST** be administered during school hours) that have been obtained **on a doctor's prescription.** This is strictly on the condition that they are to be handed in to the First Aider or School Administration Officer and retrieved at the end of the day by an adult. A consent form must be completed by a parent prior to administration. It should be noted that this requirement also applies to children who travel to school by bus. If the medicine has not been prescribed by a G.P. please administer it at home - **DO NOT** send it into school with your child.

General Data Protection Regulations

The school at all times ensures that it remains fully GDPR compliant to ensure that any essential data we collect is kept safe. Please click on the link below for full details:

http://www.st-aidans.northumberland.sch.uk/website/gdpr_privacy_notices/334371

Charges

With reference to the Education Reform Act of 1988, the Governors reserve the right to invite **voluntary** contributions towards the cost of an activity planned by the school in the interests of providing a broader curriculum.

Parent/carers are also asked to consider contributing a weekly **voluntary** contribution of £1.00 every Monday to support and enhance pupil learning.

No child would ever be deprived of participating in any such activity through a parental inability to pay.

School Bus

The Education Committee of Northumberland County Council has a policy of providing free transport to and from school for Catholic children attending schools of their own religious denomination.

Catholic children qualify for free transport if aged under 8 years and living more than 2 miles from the school by the shortest available route. Pupils from the age of 9 years qualify if living more than 3 miles away. Parent/carers should contact the School Transport Department for further details.

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School Uniform

Blue polo shirt

Royal Blue Sweatshirt

(Polo shirts/sweatshirts bearing the school logo may be ordered through the school.)

Grey trousers or skirts.

(A pale blue gingham dress may be worn in the summer.)

In the interests of safety, sensible footwear (i.e. flat black school shoes) must be worn at all times. In case of inclement weather boots may be worn for outdoors, but your child will require his/her school shoes to wear indoors.

Your child will need black plimsoles with shorts, vest and socks for indoor PE activities. Tracksuit bottoms and trainers will also be required for outdoor games. Blue PE shirts and shorts are available from the school office. Appropriate kit will also be needed when he/she participates in football. Shin pads are strongly recommended. Swimming lessons take place in KS2 at various points during the school year. Your child will require a towel and one piece swimsuit or swim trunks. In most cases, P.E. kit should be brought into school on Mondays and taken home on Fridays.

Extreme haircuts such as 'strings/beaded braids', steps, tram-lines, dyes, coloured streaks, tips, tints and fringes inhibiting clear vision are not acceptable. Long hair must be tied back during PE, games and practical lessons.

Make-up and nail varnish are not permitted

Children's Possessions

The loss of possessions can be expensive for parent/carers and searching for them time consuming for staff. Therefore we do ask parent/carers to clearly label all items of clothing with the child's name. Children are not required to bring toys etc to school. Occasionally the teacher as part of the curriculum may request your child to bring in an item from home. You will receive written confirmation to confirm any such request.

Please note that the school cannot accept responsibility for items that are lost or damaged at school or during the journey to and from school.

Pupils should also not bring MOBILE PHONES or any device which allows access to the internet into school. Pupils in Year 5 and Year 6 who have been given written parent/carer consent to walk to/from school unaccompanied, may bring in a mobile phone. However it must be switched off prior to entering the school grounds and handed in at the school office. Please refer to the E-Safety policy and Acceptable Use Agreement for further details.

The school is able to provide a plastic bag for safe keeping of PE clothing at a cost of £4.00. Children are encouraged to choose a school library book to take home to read with their parent/carers. A bag is available at the price of £4.00 to help protect books.

Jewellery

Jewellery should not be worn to school, this also includes all types of earrings. Items such as earrings, necklaces, rings, bracelets etc. can cause injury to your child and the other children. It is also very upsetting for pupils if these items become lost or broken.

Healthy School

We actively promote making healthy choices for life. Pupils are encouraged to bring in a water bottle to so they can have unlimited access to fresh drinking water throughout the day. The bottle should be

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taken home at night, washed, and refilled ready for the next day. The National Fruit Scheme (National Lottery funded) provides a free piece of fruit each day for pupils in the Nursery, Reception, Years 1 and 2.

KS2 pupils may also bring in fruit to be consumed at break-time but **not** any other form of snack, such as biscuits or sweets.

Food Standards

From September 2007, in addition to the Food Standards which apply to School lunches there are also standards which relate to all other food available to pupils during the school day.

In order that we comply with the legislation (further details available from www.schoolfoodtrust.org.uk) - could we please ask that you do not send in birthday cakes to share with your child's class. Confectionary must not be available to the children throughout the school day. If you wish your child to bring in 'sweets' to share with his/her class—please ensure they are in small bags—so that the pupils can take them home at the end of the day. The children must then wait until they get home and check with their parent/carers when it is the best time to have their 'treat'. Packed lunches provided by parent/carers are currently not subject to this legislation, but we ask parent/carers to carefully consider the long-term benefits of providing healthy options in their children's packed lunches.

St Aidan's Parent Teacher Association

The P.T.A. has been formed with the aim to enhance the educational provision for the pupils of St Aidan's by raising much needed funds for school. All parents, carers, grandparents and staff are very much part of our organisation.

Regular P.T.A. meetings are held to plan events. Our aim is to run enjoyable fund raising events that everyone feels they can be a part of and will not cause any one individual to become too overburdened.

We hope that all parent/carers feel that they can contribute in what ever way they feel able. Each contribution will be valued—whether it be helping at an event or donating. Please feel that you can become involved whenever you have the time.

Parent/carers are encouraged to help on a more individual basis by accompanying classes on educational visits and by sharing their skills, experience and time in supporting many areas of the curriculum. Prior to helping in school all parent volunteers must have have undergone clearance through the Disclosure and Barring Service. Further details are available from Samantha Leslie, Head teacher.

Attendance

During the academic year 2017/2018 the attendance rate was 95.32%.

Bad Weather

If the weather conditions worsen at any point during the school year the school will only close due to Health and Safety reasons. Notices of any school closures will be posted at www.northumberland.gov.uk; www.st-aidans.northumberland.sch.uk or on our school facebook page. The pupils will be allowed to access the school building from 8.40am in the case of heavy rain, snow or extreme cold. They will be directed through the KS1 & KS2 cloakrooms access by a member of staff.

Car Parking

Parent/carers are requested to not cause traffic congestion outside of school in the mornings and at the end of the day. Please park with consideration for our neighbours, many of whom require 24 hour access to their homes. Please do not double park or park on the zig-zag lines. This type of action puts the safety of our children, their families and our neighbours at serious risk. Northumbria Police

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regularly monitor the situation and take any necessary action. Your co-operation in parking and driving safely is very much appreciated.

We are very sorry but there is not sufficient space in the staff car park for parent/carers' vehicles. If the pupil or parent/carer has a Disabled Parking Permit - you are most welcome to use the disabled designated parking area. Please put your request in writing to Mrs Leslie, Head teacher.

ST AIDAN'S RC PRIMARY SCHOOL **SCHEDULE OF SCHOOL HOLIDAYS AND CLOSURES FOR SCHOOL YEARS** **2018-2019 & 2019-2020**

HOLIDAY OR OCCASION OF CLOSURE	DATE ON WHICH SCHOOL WILL CLOSE	DATE ON WHICH SCHOOL WILL REASSEMBLE
Summer 2018	Friday 20 July 2018	Tuesday 4 September 2018
TEACHER TRAINING DAY	Monday 3 September 2018	
October Mid-term 2018	Friday 26 October 2018	Monday 5 November 2018
TEACHER TRAINING DAY	Friday 2 November 2018	
Christmas/New Year 2018/2019	Friday 21 December 2018	Monday 7 January 2019
Spring Mid-term 2019	Friday 15 February 2019	Monday 25 February 2019
TEACHER TRAINING DAY	Friday 22 February 2019	
Easter 2019	Friday 5 April 2019	Wednesday 24 April 2019
TEACHER TRAINING DAY	Tuesday 23 April 2019	
May Day 2019	Monday 6 May 2019	
Summer Mid-term 2019	Friday 24 May 2019	Monday 3 June 2019
TEACHER TRAINING DAY	Friday 5 July 2019	
Summer 2019	Friday 19 July 2019	Tuesday 3 September 2019
TEACHER TRAINING DAY	Monday 2 September 2019	
October Mid-term 2019	Friday 25 October 2019	Tuesday 5 November 2019
TEACHER TRAINING DAY	Monday 4 November 2019	
Christmas/New Year 2019/2020	Friday 20 December 2019	Tuesday 7 January 2020
TEACHER TRAINING DAY	Monday 6 January 2020	
Spring Mid-term 2020	Friday 14 February 2020	Monday 24 February 2020
TEACHER TRAINING DAY	Friday 21 February 2020	
Easter 2020	Friday 3 April 2020	Tuesday 21 April 2020
TEACHER TRAINING DAY	Monday 20 April 2020	
May Day 2020	Monday 4 May 2020	
Summer Mid-term 2020	Friday 22 May 2020	Monday 1 June 2020
Summer 2020	Friday 17 July 2020	Wednesday 2 September 2020
TEACHER TRAINING DAY	Tuesday 1 September 2020	

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Performance Data

	12/13	13/14	14/15	15/16	16/17	17/18
END OF RECEPTION GLD	50	36	55	78.9	91.67	73.33
NATIONAL			60	66	70.7	71

	12/13	13/14	14/15	15/16	16/17	17/18
Y1 Phonics	60	58	78	84	92.11	94%
NATIONAL	69	74	77	80	81	83

KS1	READING					
	2015/2016		2016/2017		2017/2018	
	School	National	School	National	School	National
Exp	89	74	89	76	78.9	76
GDS	22	24	33	25	21.1	26
	WRITING					
Exp	70	65	78	68	71.1	70
GDS	16	13	19	16	10.5	16
	MATHEMATICS					
Exp	81	73	81	75	78.9	76
GDS	19	18	31	21	21.1	22

Y6 TA	Reading				Writing				Mathematics			
	2016/2017*		2017/2018		2016/2017*		2017/2018		2016/2017*		2017/2018	
Exp+	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	61.8	71	76	75	82.4	76	71	78	67.6	75	63	76
GDS			24	28			18	20			11	24

Y6 Exp + Combined Reading, Writing & Mathematics							
2016/2017*				2017/2018			
School		National		School		National	
47.1		61		58		64	

KS2		
Reading avg progress	Writing avg progress	Maths avg progress
+1.07	+0.45	-0.56

Average Scores:

Reading	Mathematics
104.5	102.1

*St Benedict's RC Middle School performance.

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Disclaimer

This information is correct at the time of printing. Alterations to policies or in personnel may take place subsequently. Parents will be informed of these in writing.

Alternative Formats

This document is available in alternative formats on request.