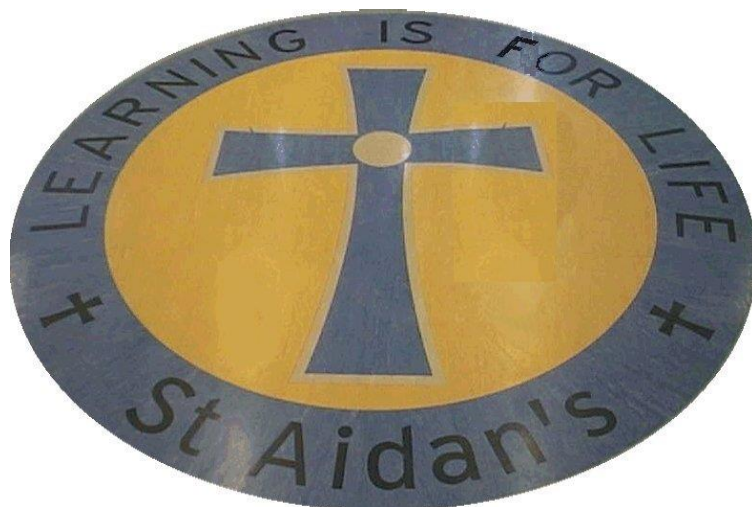


# St Aidan's R.C. First School



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

Prospectus  
2015/2016

## **INTRODUCTION**

*"Relationships are strong throughout school, which is reflected in the welcoming and friendly atmosphere in which pupils are confident to tackle new areas in their learning."*

*"Pupils enjoy school and show positive attitudes to learning.  
They say they feel safe and that they are well taken care of at school."*

OFSTED July 2013

This prospectus aims to tell you something of the work of St. Aidan's, your Catholic First 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](http://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 9+ to St. Benedict's RC Middle School, Ashington, and then at the age of 13+ to St. Benet Biscop's High School, 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 FIRST SCHOOL  
NORHAM ROAD, ASHINGTON, NORTHUMBERLAND NE63 0LF

TELEPHONE : 01670 813308

Fax : 01670 851200

[Admin@st-aidans.northumberland.sch.uk](mailto:Admin@st-aidans.northumberland.sch.uk)

[www.st-aidans.northumberland.sch.uk](http://www.st-aidans.northumberland.sch.uk)

**Head teacher:** Mrs Samantha Leslie

**Deputy Head teacher:** Mrs Helen Bruce

**Chairperson of Governors:** Mrs Louise Myerscough

**Local Education Authority:** Northumberland County Council  
County Hall  
Morpeth  
Northumberland  
NE61 2EF

**Classification of School**

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

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**School Staff**

Miss	L	Armstrong	Teaching Assistant
Mrs	D	Bailes	Kitchen Unit Manager/P.P.A. Cover
Mrs	S	Brown	Teaching Assistant
Miss	A	Bates	EYFS/KS1 Teacher
Mrs	H	Bruce	Deputy Headteacher/KS2 Teacher
Miss	L	Chambers	Lunchtime Supervisor
Miss	R	Clark	Kitchen Assistant
Miss	E	Coulter	Teaching Assistant
Miss	S	Devitt	Early Years Foundation Stage Teacher
Mrs	M	Dixon	Teaching Assistant
Mrs	L	Dodds	Higher Level Teaching Assistant
Mr	B	Etterley	Inclusion Mentor/Teaching Assistant
Mrs	A	Fairbairn	Teaching Assistant
Mrs	L	Gibson	Teaching Assistant
Miss	N	Givens	KS1 Teacher
Mrs	P	Harland	Kitchen Assistant/Cleaner
Mrs	S	Hooper	EYFS Leader/ SENCO/EYFS Teacher
Mrs	C	Jewell	KS2 Teacher
Mr	A	Johnson	Caretaker
Miss	J	Killoran	KS2 Teacher
Mrs	S	Leslie	Head teacher
Miss	S	Marshall	KS1 Teacher
Mrs	S	Milburn	Teaching Assistant
Miss	R	Murray	KS2 Teacher
Mrs	A	Roberson	Teaching Assistant
Miss	K	Robson	Teaching Assistant
Mrs	S	Robertson	Teaching Assistant
Mrs	W	Short	P.P.A. Cover
Mrs	J	Shortt	School Clerk / Lunchtime Supervisor
Mrs	V	Waggott	Teaching Assistant /Lunchtime Supervisor
Miss	J	Wight	Lunchtime Supervisor
Mrs	R	Wright	Lunchtime Supervisor

<b><u>School Session Times</u></b>					<b>Curriculum Hours</b>
<b>EYFS</b>	Nursery	Morning Sessions : 8.45am - 11.45am Afternoon Sessions : 12.30pm-3.30pm			15
		<b>Morning Session</b>	<b>Afternoon Session</b>	<b>Breaks</b>	<b>Curriculum Hours</b>
<b>EYFS</b>	Reception	9.00a.m. - 12.00p.m.	1.10p.m. - 3.15p.m.	10.40am-11.00am	23.75
<b>KS1</b>	Y1 & Y2			12.00pm-1.10pm	
<b>KS2</b>	Y3 & Y4	9.00am - 12.10pm	1.10p.m. - 3.15p.m.	10.40am-11.00am 12.10pm-1.10pm	24.5

### **THE SCHOOL GOVERNORS**

As a Catholic Voluntary Aided First School St. Aidan's has a joint Governing Body with St Benedict's RC VA Middle School 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	Mrs Mary Laux	13/9/2019
Foundation	Mrs Louise Myerscough (Chair)	8/9/2019
Foundation	Mr Robert Norris	17/9/2019
Foundation	Miss Deborah Shearer	8/9/2019
Foundation	Mr Con Todd	17/9/2019
Foundation	Rev Stephen Watson	8/9/2019
Foundation	Vacancy	
Foundation	Miss Ann Howe	28/1/20
Foundation	Mr Anthony Barber	21/12/19
LA	Mr Michael Ferrigon (Vice-Chair)	31/8/2019
Parent	Mrs Kay Vout (St Aidan's)	31/8/2019
Parent	Ms Nicky Walton (St Benedict's)	31/8/2019
Staff HT	Miss Carolyn Duffy (St Benedict's)	
Staff HT	Mrs Sam Leslie (St Aidan's)	
Staff	Mrs Helen Bruce (St Aidan's)	31/8/2019
Co-opted Staff	Mrs Jackie Bambrick (St Benedict's)	31/8/2019

**ST AIDAN'S RC FIRST SCHOOL ADMISSION POLICY  
2016-17**

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

The Published Admission Number (PAN) for the school is 36.

St Aidan's RC First School serves the parish(es) of St. Aidan's, Ashington (*St Aidan's Parish i.e. living in Ashington, Newbiggin, Ellington, Lynemouth, Cresswell, Linton and Widdrington.*)

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

**How and When to apply**

Applications must be made on the Northumberland County Council's common application form (CAF). All forms must be returned by the closing date set by Northumberland County Council. The supplementary form attached to this policy must be completed and returned to St Aidan's RC First School by this date.

**Late Applications**

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

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

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

**Oversubscription Criteria**

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

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

1. Looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order.
2. Catholic Children whose home address is within the parish(es) served by the school.
3. Catholic Children whose home address is outside of the parish(es) served by the school.
4. Children who will have an older sibling attending the school in September 2016.
5. Children, who are baptised or dedicated members of other Christian Churches.
6. Children of other faith traditions.
7. Other children.

## **ADDITIONAL NOTES**

### **1. Definition of Catholic**

Children who have been baptised as Catholics or have been formally received into the Catholic Church.

All applicants seeking admission under criteria 2 or 3 must provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice.

### **2. Definition of a Looked After Child**

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

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

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

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

### **3. Definition of Sibling**

Sibling refers to brother or sister and includes half sibling, adopted sibling, foster sibling, step sibling or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

### **4. Other Christian Churches**

If applicants are seeking admission under criteria 5, they must provide a baptismal certificate or a letter confirming their church membership from their minister or faith leader.

### **5. Children of Other Faiths**

If applicants are seeking admission under criteria 7, they must provide a letter of support to confirm their faith membership from their minister or faith leader.

### **6. Tie-breaker**

Should it prove necessary, because places are limited, to distinguish between pupils in any given category priority will be given to those who live nearest to the school, measured in a direct line ('as the crow flies') from the front door of the home to the main gate of the school. The distance checker is contained within the EMS school admissions software using GIS data. Distance checking is an integral function within the school admissions software ensuring consistency in measurement.

## **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.

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### **Home Address**

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

### **Waiting Lists**

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

### **Catchment Area**

The catchment area for the school is the parish boundaries of St. Aidan's, Ashington (*St Aidan's Parish i.e. living in Ashington, Newbiggin, Ellington, Lynemouth, Cresswell, Linton and Widdrington.*)

### **Application Information**

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

Please note: This policy should be read in conjunction with Northumberland County Council's School Admission Guide for Parents which can be found at [www.northumberland.gov.uk](http://www.northumberland.gov.uk) or by telephoning 0845 600 6400.

### **Class Organisation**

All classes are of mixed ability. Classes may sometimes consist of split year groups. In KS1 and KS2 pupils are sometimes taught in groups for English and Mathematics - this enables us to meet their individual learner needs.

### **Curriculum Content**

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

### **General Overview**

<b>Age of Child:</b>	<b>Year Groups</b>	<b>Key Stage</b>
3 - 5 years	Nursery, Reception	Foundation
5 - 7 years	1, 2	1
7 - 9 years	3, 4	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 First 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 3 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, Executive Headteacher.

**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;

## ***St Aidan's RC First School Prospectus 2015/2016***

- 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 4.

### **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 4.

### **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.

KS2 children also participate in special music projects to develop their skills further.

### **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 languages we focus upon are French and Spanish. We begin in Reception Class by introducing the children to the spoken language through songs, rhymes and simple stories. Throughout KS1 we continue with stories, songs and rhymes as well as introducing the children to new vocabulary linked to our topic work, or Maths (count in French, say the days of the week and the months of the year), or through P.E. (following simple commands). The children become familiar with written French as they see it on displays and later on in activities where they are required to read. By the time children reach KS2 they are becoming more confident to speak in French and the topics we cover give them ample opportunity to do this, here we use the Northumberland scheme of work which teaches modern foreign languages through fairy tales and we supplement this with our own scheme covering a variety of relevant topics such as 'Myself', 'My Family', 'Where I Live' etc. Throughout school we place emphasis on correct pronunciation and making links between English and French in order that the children see the relevance of learning a Modern Foreign Language. We try to balance our learning through three important areas; speaking, listening and reading. KS2 pupils are taught by an MFL specialist teacher.

### **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 4 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 at lunchtime and after school:

- Football/Cricket (Yrs 1 - 4 )
- Running Club (Yrs 3 & 4)
- Choir (KS2)

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

**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](http://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 parents 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 **£2.00** per day(**£10.00 per week**). Money should be sent in an envelope or purse bearing the child's name each Monday. (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

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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.

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.

### **Breakfast Club**

Our breakfast club is available every school day from 8.30a.m. to 8.50a.m. Prices are currently £1.50 per child. A choice of cereal, toast and a hot or cold drink are available every day. This is an excellent opportunity to ensure that your child is fully supervised before the beginning of the school day.

### **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 9.05a.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 sign them in the "late book".

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.

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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.

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](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

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.

### **Privacy Notice - Data Protection Act 1998**

We St Aidan's RC First School are a data controller for the purposes of the Data Protection Act. We collect personal information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data to:

- Support your learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well we are doing.

Information about you that we hold includes your contact details, national curriculum assessment results, attendance information<sup>1</sup> and personal characteristics such as your ethnic group, any special educational needs you may have and relevant medical information. If you are enrolling for post 14

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<sup>1</sup> Attendance information is **NOT** collected as part of the Censuses for the Department for Education for the following pupils / children - a) in Nursery schools; b) aged under 4 years in Maintained schools; c) in Alternative Provision; and d) in Early Years Settings. This footnote can be removed where Local Authorities collect such attendance information for their own specific purposes.



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qualifications the Learning Records Service will give us your unique learner number (ULN) and may also give us details about your learning or qualifications.

***We will not give information about you to anyone without your consent unless the law and our policies allow us to.***

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education.

If you want to receive a copy of the information about you that we hold or share, please contact Mrs Marion White, School Clerk.

If you need more information about how the LA and DfE store and use your information, then please go to the following websites:

[www.northumberland.gov.uk](http://www.northumberland.gov.uk)<sup>2</sup> or

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you cannot access these websites, please contact the LA or DfE as follows:

Data and User Liaison Officer  
Children's Services Group  
Northumberland County Council  
County Hall  
Morpeth  
Northumberland  
NE61 2EF

- Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Website: [www.education.gov.uk](http://www.education.gov.uk)  
Email: <http://www.education.gov.uk/help/contactus>  
Telephone: 0370 000 2288

The **Local Authority (LA) – Northumberland County Council**, uses information about children for whom it provides services, to enable it to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual children cannot be identified from them.

The Local Authority will use information about its school workforce for research and statistical purposes, and to evaluate and develop education policy and strategies. The statistics are used in such

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<sup>2</sup> Local Authority to provide a link to their website with information on uses they make of data and any other organisations they share data with. Ideally they should also provide an address where parents without internet access can write for information.

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a way that individual staff cannot be identified from them. The LA may also use it to support and monitor schools regarding sickness and recruitment of staff.

**Primary Care Trusts (PCT) – Northumberland Care Trust**, use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose for a period designated by the Department of Health following the weighing and measuring process. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight.

### **Data Protection and School Health Service**

For many years schools and the School Health and Dental Services have worked together to ensure that all children in school are offered immunisation, health and dental surveillance, advice and support. To do this the School Health and Dental Services need population databases – an up-to-date list of all children attending school. These are used to provide programmes, including immunisation against tuberculosis (BCG) and meningitis C and dental, hearing and vision screening. In response to changes in the Data Protection Act we are required to ensure that parents know that the school gives your child's name, address and date of birth to the School Health and Dental Services for this purpose. **This information will be shared unless you advise the Head teacher in writing that you do not wish this to happen.** Please note that no immunisation or dental work is carried out without a signed consent form from the parent or guardian.

### **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 (in practice this includes children up to the end of Year 4) and living more than 2 miles from the school by the shortest available route.

St. Aidan's School is served by one bus which provides travel for children who live in the Newbiggin, Lynemouth, Ellington and Widdrington areas. Providing there is sufficient space, non – catholic children may use this bus service for a nominal charge. (Parents must contact the School Transport Department if they wish their child/ren to use this service.) Further details of this service is available at the school.

### **School Uniform**

Blue polo shirt

Royal Blue Sweatshirt

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

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Grey trousers or skirts.

(A pale blue gingham dress may be worn by girls 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 if he/she is to participate in football in Year 3 and 4. Shin pads are strongly recommended. Swimming lessons take place in Years 3 and 4. 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. This applies equally to boys and girls. 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 into school.

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 parents. 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**

St Aidan's has Healthy Schools status. We actively promote making healthy choices for life. On entry to school each child is provided with a water bottle. This allows each child to have unlimited access to fresh drinking water throughout the day. The bottle should be 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.

As a Healthy School we value the educational benefits of a healthy fruitsnack at break-time.

### **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](http://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

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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 undergone clearance through the Disclosure and Barring Service. Further details are available from Samantha Leslie, Head teacher.

### **Transfer to Middle School**

The overwhelming majority of St. Aidan's children transfer to St. Benedict's Middle School for the beginning of Year 5. Parents must complete a Middle School Preference Form at the beginning of Year 4.

### **Attendance**

During the academic year 2014/2015 the attendance rate was 95.5%.

### **Bad Weather**

If the weather conditions worsen at any point during the school year and parent/carers feel that the journey to school will be hazardous, they are welcome to make the decision to keep their child/ren at home or pick them up early. The school will only close due to Health and Safety reasons. Notices of any school closures will be posted at [www.northumberland.gov.uk](http://www.northumberland.gov.uk).

### **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 do not double park or park on the zig-zag lines. This type of action puts the safety of our children and their families at serious risk. Northumbria Police 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 FIRST SCHOOL**  
**SCHEDULE OF SCHOOL HOLIDAYS AND CLOSURES FOR 2016-2017**

HOLIDAY OR OCCASION OF CLOSURE	DATE ON WHICH SCHOOL WILL CLOSE	DATE ON WHICH SCHOOL WILL REASSEMBLE
Summer 2016	Tuesday 19 July 2016	Tuesday 6 September 2016
TEACHER TRAINING DAYS	Wednesday 20 July 2016 & Monday 5 September 2016	
October Mid-term 2016	Friday 21 October 2016	Monday 31 October 2016
TEACHER TRAINING DAY	Friday 28 October 2016	
Christmas/New Year 2016/2017	Friday 16 December 2016	Tuesday 3 January 2017
Spring Mid-term 2017	Friday 17 February 2017	
	Thursday 16 February 2017	Monday 27 February 2017
TEACHER TRAINING DAY	Friday 24 <sup>th</sup> February 2017	
Easter 2017	Friday 7 April 2017	Monday 24 April 2017
May Day 2017	Monday 1 May 2017	
Summer Mid-term 2017	Friday 26 May 2017	Monday 5 June 2017
Summer 2017	Friday 21 July 2017	Wednesday 6 September 2017
TEACHER TRAINING DAYS	Monday 4 September 2017 & Tuesday 5 September 2017	

## Performance Data

### Early Years Foundation Stage Profile outcomes 2015 (EYFSP)

		Percentage of pupils achieving a good level of development		Percentage of pupils achieving at least expected in														
				Communication and language						Literacy			Mathematics					
				Listening and attention		Understanding		Speaking		Reading		Writing	Numbers		Shape, space and measures			
				Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
Cohort		38	55	66	84	86	87	85	82	84	82	76	63	71	79	77	84	81
All Pupils																		
Gender																		
Male		23	35	59	74	81	83	81	74	80	74	71	43	64	74	74	83	77
Female		15	87	74	100	91	93	90	93	89	93	82	93	78	87	81	87	85
Free School Meals																		
FSM		1	0	52	100	77	0	77	0	75	0	62	0	56	0	64	0	69
Non FSM		37	57	69	84	87	89	87	84	86	84	79	65	74	81	80	86	83

		Percentage of pupils achieving at least expected in																				
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design								
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative		
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
Cohort		38	95	90	97	91	87	89	97	87	89	87	85	79	85	97	92	82	88	82	87	
All Pupils																						
Gender																						
Male		23	91	85	96	88	78	85	96	82	91	85	78	81	65	82	96	91	70	82	70	82
Female		15	100	94	100	94	100	92	100	93	100	93	100	89	100	89	100	93	100	94	100	93
Free School Meals																						
FSM		1	100	83	100	85	100	82	100	79	100	82	100	75	100	75	100	86	100	80	100	79
Non FSM		37	95	91	97	92	86	90	97	89	95	90	86	87	78	87	97	93	81	89	81	89

### Y1 Phonics Screening

	Year 1					
	2013		2014		2015	
	School	National	School	National	School	National
All Pupils	60	69	58	74	78	77
Boys	58	65	57	70	79	73
Girls	63	73	59	78	76	81
Disadvantaged	0	57	40	63	60	66
Other	64	73	61	78	81	80

End of KS1

July 2015

		No. of Pupils in Cohort	Reading			Writing			Speaking & Listening		Maths			Science	
			L2+	L2B+	L3+	L2+	L2B+	L3+	L2+	L3+	L2+	L2B+	L3+	L2+	L3+
School 2013	%	35	97	83	6	89	71	0	83	0	91	63	9	100	11
School 2014	%	36	100	75	17	83	61	0	83	3	94	69	0	97	0
School 2015	%	37	89	81	11	89	68	5	92	3	92	78	14	89	0
National 2014	%		90	81	31	86	70	16	89	24	92	80	24	91	22
Difference School 2015-2014			-11	6	-6	6	6	5	9	0	-3	9	14	-8	0
School 2015-National 2014 difference			-1	0	-20	3	-2	-11	3	-21	0	-2	-10	-2	-22

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.