St Philip Neri RC Primary School

Living & Learning together
with a Joyous Heart

PROSPECTUS

2016/2017
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**Appendix 1** Complaints Procedure

**Appendix 2** Admission Policy 2016/17
A message from the Headteacher

Dear Parents,

The education of your children is a responsibility, which the school shares with you as parents. It is important that we support each other and communicate regularly in order to give the children the best start in life.

This prospectus has been written to introduce you to our school. I hope that the picture it gives will enable you to appreciate the friendly and caring atmosphere in which your children are taught.

As a Roman Catholic school, the skills, knowledge and values of the Christian faith, play an essential part in school life. The learning environment attempts to offer a balance between co-operation and healthy competition, providing opportunities for group work as well as individual development.

We aim to give your child, the skills, information and therefore the confidence, that they will need to meet the challenges of a rapidly changing world. We also endeavour to make learning an interesting and enjoyable experience.

The staff and I will do everything in our power to make your children’s time at St. Philip Neri stimulating and enriching.

I do hope you will be able to take the time to visit us and see how our school works.

Yours faithfully

V Douglass

Mrs.V Douglass
Headteacher
Mission Statement

‘Living and learning together with a joyous heart’

At St Philip Neri we aim to promote a learning community based upon the Gospel values of love, trust and respect, where the achievements of everyone are recognised and celebrated.

Living and learning together with a joyous heart.

Amen

- We are a Christ centred school that respects and cares for everyone and everything.
- We ensure that everyone achieves their full potential as a unique child of God.
- We share and celebrate our faith.
- We provide a safe, secure and loving environment where the school, the family, the Church and the wider community work together to nurture the whole child.
- We set high expectations where children experience the joy and fun of learning through a curriculum that meets the needs of each child.
- We pray together to deepen our relationship with God and one another.
Getting in Touch

**Headteacher:**
Mrs V Douglass  
St Philip Neri RC Primary School  
Ellison Road  
Dunston  
NE8 2QU

**School Business Manager:**
Mrs Janet McKie  
Telephone: (0191) 4604378  
Fax: (0191) 4604378  
Email: janetmckie@gateshead.gov.uk  
Website: www.stphilipneriprimary.org

**Chair of Governors:**
Mrs C Straughan  
c/o St Philip Neri RC Primary School  
Ellison Road  
Dunston  
NE8 2QU

**Parish Priest:**
Fr P Leighton  
Immaculate Heart Presbytery  
Lobley Hill  
Gateshead  
NE11 9LL  
(0191) 4604274

**Director of Children’s Services:**
Civic Centre,  
Regent Street,  
Gateshead,  
TYNE AND WEAR  
NE8 1HH  
(0191) 4333000
Message from the School Governors

Thank you for taking the time to read our School Prospectus. Our purpose as a school is to deliver a high quality and rounded education to all of our children. We nurture a loving environment where both achievement and the journey to achieve matter and where the individual abilities and talents of all of our children count.

We do this as one school family – parents and carers, pupils, staff and governors alike. We work together with a common purpose and a shared identity.

We are an inclusive Catholic School and our loving Christian faith is at the heart of everything we do. Above all else our children are taught to love and respect themselves, one another and the world of which they are part.

As a school we cannot succeed alone. We rely on the support from our parents, carers, parish and our wider local community. I hope that you will give us that support in whatever way you can.

Miss Chris Straughan - Chair of Governors
Mrs L Gray - Vice Chair (Foundation Governor)

Foundation Governors:
Mrs J McKeague
Miss E Fitzgerald
Mrs P Dillion

Parent Governors:
Mr A Moir
Mr A Cantle-Jones

What is a Church School?

St Philip Neri RC Primary Voluntary Aided School. This means it is owned by the Church but has financial aid from the state.

The Foundation Governors are actually responsible for the fabric of the building and of all external repairs and decoration. All other costs, including salaries, books, equipment and furniture, are paid for from the school’s budget. This is provided by the Local Authority in the same way it provides for all maintained schools. It is the Governors’ responsibility to decide how this money should be spent, taking into account advice from the Local Authority. As a Roman Catholic Voluntary Aided School there is a special relationship between the Church and School.

At St Philip Neri there is mutual support between the Diocese of Hexham and Newcastle and the Parish of St Philip Neri. Fr Leighton along with other Foundation Governors play an active part in school life.

A Roman Catholic school has a distinctive ethos because we aim to emphasise Christian values. We want the school always to reflect God’s love for each individual through its atmosphere of welcome, care, reassurance and service. We hope by doing so to show the relevance of Christianity to the children’s lives.
### STAFF

#### TEACHING STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mrs V Douglass</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Mrs S Williams</td>
<td>Deputy Headteacher</td>
</tr>
<tr>
<td>Mrs R Linfield</td>
<td>Class Teacher KS1 &amp; EYFS TLR Phase Leader</td>
</tr>
<tr>
<td>Mrs A Oswald</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs R Mahoney</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs E Hutchinson</td>
<td>Class Teacher – SEN Coordinator</td>
</tr>
<tr>
<td>Mrs S Pearce</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mr T Wright</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mr B Harrison</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Miss R Anthony</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs M Dunn</td>
<td>Class Teacher</td>
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#### NON TEACHING STAFF

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<tr>
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<tr>
<td>Mrs C Wright</td>
<td>Higher Level Teaching Assistant (HLTA)</td>
</tr>
<tr>
<td>Miss T Waugh</td>
<td>Cover Supervisor TA</td>
</tr>
<tr>
<td>Miss S Dolan</td>
<td>Cover Supervisor TA</td>
</tr>
<tr>
<td>Mrs S Cooper</td>
<td>Cover Supervisor TA</td>
</tr>
<tr>
<td>Mrs A Coleman</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs J McKie</td>
<td>School Business Manager</td>
</tr>
<tr>
<td>Mrs D Fiddler</td>
<td>Administration Assistant</td>
</tr>
<tr>
<td>Mr D Scott</td>
<td>Site Manager</td>
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#### PART-TIME SPECIALIST TEACHERS

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mr F Nicholson</td>
<td>Music Teacher &amp; Guitar/ Keyboard Teacher</td>
</tr>
<tr>
<td>Mrs A Innerdale</td>
<td>Music Teacher</td>
</tr>
<tr>
<td>Mr S Evans</td>
<td>PE Teacher</td>
</tr>
<tr>
<td>Mr S Barker</td>
<td>Music Teacher Keyboard</td>
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#### LUNCHTIME STAFF

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<tr>
<td>Mrs A Bamber</td>
<td>Supervisory Assistant</td>
</tr>
<tr>
<td>Mrs C Harrison</td>
<td>Supervisory Assistant</td>
</tr>
<tr>
<td>Mrs J Moore</td>
<td>School Cook</td>
</tr>
<tr>
<td>Miss N Parker</td>
<td>Kitchen Assistant</td>
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Curriculum Aims

The school curriculum is designed to create and promote the intellectual, physical, personal, social and cultural development of the individual pupil. This includes not only the formal subject based curriculum, but also the ‘Hidden Curriculum’ which deals with building relationships, developing positive attitudes and fostering Christian values which make our school ethos and give our school its distinctive nature. The teaching and learning styles used are varied and appropriate to particular areas of the curriculum and the age and abilities of the children.

- We aim to create a happy and relaxed learning environment where everyone is encouraged to come to school and give of their best.
- We aim to develop lively and enquiring minds and the ability to question and reason.
- We aim to provide a balanced curriculum suited to the individual needs of the pupil.
- We aim to provide an exciting curriculum with opportunities for co-operation and which prepares our children for life in the 21st century.
- We aim to educate the whole child.
- We aim to promote a love of learning so that our children become life long learners.

The National Curriculum is followed by pupils from Reception to Year 6. The content is determined by the Department of Children, Schools and Families and is contained in The National Curriculum documents, copies of which are available for you to view in school.

The core curriculum subjects are English, Mathematics, Science, Information Communication Education (ICT) & Religious Education (RE) in Roman Catholic schools.

The foundation subjects are Design Technology, History, Geography, Art, Music and P.E. At St Philip’s we teach a creative curriculum which is focused on teaching key skills through a thematic approach and within a creative environment.

The methods we use in this school are based on the understanding that all children are individuals who have different abilities and different rates and ways of learning as well as the different home experiences before they come to school. Consequently, arrangements are made to ensure the needs of all children are met. They are also based on the belief that children need to understand, as far as possible, what they are taught, rather than learning purely by rote.

We believe that it is essential to provide children with first hand experiences that are multi-sensory. This often means that pupils use the school grounds or immediate locality, visits to local museums, theatres etc. are used to give the children experiences that are impossible to duplicate in the classroom.

We aim for our children to reach their full potential in all of the curriculum subjects. We are very proud of the sporting, drama and artistic achievements of our children.
Core Curriculum Subjects

Religious Education

Religious Education is based on the ‘Come and See’ programme. All the major features of Catholic teaching are introduced in an attractive and memorable way at an age and level of understanding appropriate for the child.

Prayer in the church, classroom and home is an integral feature of the programme. The use of full coloured illustrations and posters as well as music and dramatic presentations, bring alive the great themes of Christian life and living.

The children, their parents and their teachers, are integrated into the liturgical life of their parish and the spiritual development of the whole church. Therefore, religious education is the coming together of the home, the school and the church, each playing their distinctive roles and yet being fully integrated in the forming of religious beliefs and the way of life of the pupil.

Although there are distinct lessons on the timetable, the religious education of the children is taking place all the time, with constant training in Christian and Catholic principles.

St Philip Neri is a Catholic School, and it is our hope to lead your children towards a deeper love and understanding of our Christian faith, and a desire to follow Jesus and his teachings.

Parents are always welcome to take part in our Collective Worship ‘Achievers’ Assemblies every Friday and School Masses that are arranged in St Philip Neri Church.

We hope that by developing this Catholic emphasis, we will build a caring attitude in school that will be evident in all our relationships, between both staff and children.

First Holy Communion

Catechists come into school to deliver the programme of preparation for the First Holy Communion to those children in year 4 whose parents wish them to receive the sacrament. The sessions and liturgies take place in school and church.
**English**

In English, pupils learn to speak with confidence, listen carefully and read and write independently. We do this through an approach that begins first by speaking and listening, then reading and finally writing. Pupils carry out this process to learning in the different genres that we use in our everyday lives, e.g. report writing, recounts and narratives. Within these genres children are taught skills such as spelling, punctuation, use of appropriate language and vocabulary, strategies to decode and make sense of what they read. Throughout the school they are also taught how to develop and refine their handwriting and presentation skills. This is carried out through the teaching of the Nelson Handwriting.

**Phonics**

Phonics is carefully planned and assessed using the recommended Government programme, ‘Letters and Sounds’. This programme begins in the Early Years Foundation Stage and continues into Year 2. Every child’s progress is tracked and monitored to ensure learning is focused and correctly matched to their needs. Through short, focused teaching sessions the children have great fun learning effective strategies to help them read and spell words. In the autumn term, EYFS and key stage 1 teachers delivered an ‘Early Reading Presentation’ with a focus on phonics.

**Mathematics**

In Mathematics, we aim to provide curriculum which will give pupils a deep, secure understanding of the subject. Mathematics is taught through a variety of practical tasks as well as giving opportunities to practise pencil and paper procedures. Pupils develop skills of fluency, reasoning and problem solving un Number, Measurement, Geometry, Statistics, Ratio, Proportions and Algebra.

**Science**

In Science teaching, we aim to balance the development of scientific skills with the acquisition of core knowledge. Children are encouraged to enquire and explore, so that they can ask questions about themselves, their environment and scientific processes. The lessons provide an opportunity to develop critical questioning, reasoning and logical thinking. The skills acquired in other curriculum areas – particularly those in ICT, Mathematics and English – can be applied and further practised through the context of science activities.

**COMPUTING / I.C.T**

Pupils will be taught to extend the range of computing tools that they use for communication, coding, investigation and control. To become discerning in their use of IT, they will select information sources and media for their suitability for purpose, and assess the value of IT in their working practices. At St Philip Neri pupils have access to laptops and ipads in class on a timetable rota basis.
**Foundation Subjects**

At St Philip Neri we teach the Foundation Subjects through a topic-based, key skills approach. Teachers plan and teach a variety of Key Skills that fulfil requirements of the National Curriculum. The topics taught are history/geography based and they allow the children to learn about the many facets of history and geography which are complemented by first-hand experiences. They also allow the children to learn about the wider world. Alongside these topics we also incorporate educational visits to link with the teaching and learning that has or will be carried out.

**Art & DT**

Art & DT are also essential elements of the creative curriculum. Children have many opportunities to develop their artistic skills and knowledge throughout the curriculum. Each term pupils learn about the life and music of a musician in the spring term they study the life of an artist and produce work in the style of their artist.

**Music**

Music plays an important part in the life of St Philip Neri, we have a relationship with Gateshead School Music Service which allows us to offer a range of exciting and worthwhile opportunities for children to develop their musical skills. We currently offer whole class instrumental opportunities across both key stages throughout the year including ukulele, glockenspiel, recorder and singing. In addition to this we have further opportunities for children to develop musically such as private lessons in both guitar and keyboards. We are proud to have a keen and enthusiastic choir which regularly perform in and outside school allowing children to get a real taste of performance. The peripatetic music service provides small group instrumental lessons in Guitar and Keyboard for children in Key Stage 2. The cost of instrumental tuition is £4.50 per lesson per week.

**Physical Education**

Physical Education is an enjoyable experience, which will help to develop in children a healthy body, mind and lifestyle. Children at St Philip’s are timetabled to take part in two hours of PE each week. In PE, children are taught the necessary skills to improve their co-ordination through the teaching of dance, gymnastics and fielding and striking games. Teaching the rules and skills needed to play games such as football and basketball. We try to instil a sense of fair play and give the children as wide an experience of sports as possible.

We are keen for our children to compete in competitive sports with other schools. We are part of the cluster PE Partnership & Gateshead Sports Partnership.

**Personal, Social and Health Education**

In PSHE pupils learn about themselves as individuals and members of the community. They learn the basic rules of a healthy lifestyle, how to be safe, take responsibility for themselves and become aware of the views and feelings of others. They learn social skills such as how to share, resolve disagreements and resist bullying.
Spiritual, moral, social and cultural development (SMSC)

St Philip’s recognises that SMSC education is essential for all children and young people's individual development, as well as the development of society as a whole. At our school we aim to deliver high quality SMSC lessons which also include the promotion of the core British Values in our setting:

* democracy
* the rule of law
* individual liberty
* mutual respect for and tolerance of those with different faiths and beliefs and those without faith.

Spiritual development:
Spiritual development will allow pupils to explore their own beliefs and have respect for a range of faiths. School believes and promotes that creativity and imagination are important, as it is a sense of fascination, awe and wonder.

Moral development:
This element is largely about choices, behaviour and how you choose to live your life. Respecting the law and exploring ethical issues are a key focus. It is also includes personal and social values, understanding the reasons for them and airing and understanding disagreements. School actively explores the consequences of decisions, other people’s needs, and ways of learning from experience through key lessons and assemblies.

Social development:
Here we believe that social development shows pupils working together effectively, relating well to each other and participating in the wider local community.

Cultural development:
Cultural education will focus on mutual understanding and respect within a range and variety of all cultures. St Philips actively creates opportunities for pupils to experience art, theatre and travel. Throughout the academic year all children explore and celebrate a range of cultures and appreciate diversity.

Sex and Relationships

Health, including Sex Education, is taught as part of the general curriculum by class teachers. It includes human reproduction. Visits and talks by the school nurse reinforce and extend this aspect of the curriculum. Staff handle this subject sensitively and their teaching is based on happy family life. Please note that under section 241 of the Education Act ‘1993 the following arrangements for Sex Education in schools prevail:

- There will be no education about individual human sexual behaviour (including HIV and AIDS)
- At maintained primary schools sex education will remain discretionary
- At maintained schools, parents will have the right to withdraw their children from all or part of the sex education offered. Parents who wish to exercise this right are requested to contact the Headteacher.

Education on sexual matters is given when appropriate, in suitable context and within the general religious and moral ethos of the school. The school nurse talks to Year 6 boys and girls during their final term in school. Parents are given advice and advance warning about the information that the school nurse will give to the pupils, so that they may withdraw their child if they feel so moved.

Modern Foreign Languages

As part of our school’s MFL programme, children throughout the school are taught French.

Swimming Instruction

Children in Key Stage 2 will receive swimming lessons during the course of the Autumn and Spring Terms. As with PE, a medical certificate should be provided if your child is not to swim and a short note sent on any occasion when your child is unfit.
Extra Curricular Activities

The school offers a variety of extra curricular visits and activities throughout the year. As well as offering a number of additional curriculum activities, after school clubs are run by qualified coaches and staff, to enhance the children’s overall curriculum e.g. I.C.T., Sports, Choir, Dance, Art & Crafts, Reading, Computer and Mathletics.

In addition, the school works with community organisations to further enhance the curriculum, by offering specialist coaching, both during and after the school day e.g. involvement in the Gateshead Sports Festivals, Music Festivals, Football and Athletics.

Assessment

All children in school are assessed informally on a day-to-day basis using AfL (Assessment for Learning). Teachers use Gateshead LA TIPPS Teacher Assessment to set targets and inform future planning and pupil’s next steps in their learning. Specific summative assessments take place at various times during the school year.

Children in Reception Year are Baseline assessed during the first term in the Foundation Stage. Children in Year 1 are assessed on their phonetical knowledge. The children in Year 2 and Year 6 are tested using National Standard Assessment Tasks (SATs). Children in Key Stage 2 are assessed using continuous teacher assessment and formative assessment tests. This information is used to give an overview of standards and as a tool for planning and target setting.

There will be an opportunity for parents to see their child’s work and discuss progress and attitude at Open Evenings in the autumn and spring.

National Curriculum Assessment Results

<table>
<thead>
<tr>
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<th>SCHOOL %</th>
<th>NATIONAL %</th>
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<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
<td>74.0</td>
<td>76.7</td>
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<tr>
<td>Writing</td>
<td>68.0</td>
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<td>Maths</td>
<td>76.0</td>
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<td>RWM</td>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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# Curriculum Evenings

Early in the autumn term parents are invited into school for a Curriculum Evening. They have the opportunity to see their child’s learning environment to meet the teacher and head teacher. There is a presentation explaining the teaching and learning for the year and parents have an opportunity to ask any questions.

# Open Evenings

Early in the Autumn Term a meeting is held for all parents. Parents have an opportunity to meet their child’s class teacher to receive details about class routines and curriculum. The first Open Evening is held after the autumn half-term holiday. Parents are invited to come along one evening to talk with the teachers and review their child’s start to the new year or class. This is a very good opportunity for parents of new children, or children who have just started a new class, to meet their child’s teacher. Later, normally just after the spring half-term holiday, another Open Evening is held so that parents and teachers may jointly review a child’s progress. Children’s work is also on display on these occasions. An end-of-year report for each pupil is issued in the Summer Term on the progress of every child.

# Records of Achievement

Records of Achievement are taken home annually in the Summer term by all children. A copy is retained by the school and appended to each child’s record. The Records of Achievement comment on all subjects in the National Curriculum, including RE.

# Contacting Teachers

Parents are welcome to visit the school at any time to discuss the needs of their child. Unless the matter is very urgent, it is helpful if an appointment is made for such a visit. The staff are also usually available to talk about routine matters immediately before and after school. It is recommended that parents should attend at least one appointment each year to discuss their child’s progress.

# House System & Celebrations of Success

At St. Philip’s, Pastoral Care is a priority. It is seen as playing a crucial role in the development of the ethos of the school. This ethos is based on spiritual values. Each pastoral group has a named teacher and is made up of children from each class. The Pastoral Care system supports the children in school and helps new children feel happy, secure, loved respected and valued. We have Pastoral group times and assemblies. The children can gain points for their group and each week a trophy is presented to the winning group. In addition, individuals in each class are awarded ‘Star of the Week’ for effort achievement politeness etc. The successful pupils are awarded a certificate at our Friday morning ‘Achievers’ Assembly. At the end of each term teachers nominate children who have made an outstanding contribution to life at St Philip’s for a Golden Book Award.

<table>
<thead>
<tr>
<th>SUBJECT</th>
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Pupil Voice

School Council

We have an active School Council with two elected members by their fellow pupils to represent their opinions and raise issues. They meet regularly with Mrs Oswald to make decisions related to the specific needs voiced by their class members.

Health & Safety Officers

The School Health & Safety Officers meet termly with Miss Waugh and Miss Dolan to carry out their duties. Their aim is to promote a safe environment whilst in school.

Eco Committee

Each year two children from every year group are elected by their peers to be Eco Worries. Meetings are held every half term. Children decide on areas and issues to improve and work on in order to achieve on. They carry out their duties with Mrs Coleman.

Sports Crew

Our sports crew are a relatively new addition to our school. They are made up of children keen to help promote, support and develop the profile of sport within school. As well as officiating and reporting sporting events both in and out of school they have played a crucial role in various sporting initiatives including our School Games activities linked to our hugely successful ‘Going for Gold’ event last year.
Safeguarding Statement

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State.

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all time act proactively in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Special Educational Needs

“Every child is a unique gift from God with his/her individual needs and gifts. The challenge for our Schools is to ensure that, in partnership, with parents, these needs are identified and strategies developed to meet them”

[Catholic Education Service Sept 1994. Meeting Special Educational Needs].

It is our aim to develop each and every child to their full potential in all areas of the curriculum. Some children do need extra support to reach their potential. This may be due to learning difficulties, physical difficulties, hearing difficulties, visual difficulties or behavioural difficulties.

“A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her”

(1993 Ed. Act)

We understand that it can be very distressing for parents to realise that their child has a specific difficulty. We are here to address and where possible rectify that difficulty. We would hope that all parents feel that they can come and talk with the staff about procedures that can be followed to support their child at any time.

If required, outside specialists are contacted to assess specific needs and where possible, support children during school time.

Once outside support is requested a formal review is held every year where all parties concerned, including parents come together to discuss ways of helping the child concerned. These reviews are organised by the Special Needs Co-ordinator.

The Special Educational Needs Policy is reviewed annually. As recommended in the Code of Practice, we follow ‘Education Health Care Plan System as implemented in 2014.
Pupils with disabilities

At St Philip Neri RC Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenge attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school already has accessible toilets and ramp access and we plan to increase accessibility provision for all pupils, staff, parents and visitors to St Philip Neri RC Primary School through our accessibility plan which can be obtained from the office.

The Local Authority has made a commitment that wherever possible, children with physical disabilities will be educated in their local primary school. If shown to be necessary, and is practical and reasonable to do, then minor adaptations to the building will be considered by the school and the Local Authority to enable a child to attend their local school.

In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary in order to ensure that adequate provision is made.

School Organisation

The school was built in 1882 as a voluntary aided primary school and was for many years the Parish Mass Centre before the present church was built. The buildings are set on a corner of Ellison Road. The church and school completely enclose the playground and a small field sheltered by trees and shrubs. An area at the top of our grounds has been left as a conservation area.

The school was extensively modernised and refurbished in 2001 and consisted of five classrooms, a hall, a library area and a small additional teaching area.

New Build – Phase 1 (14/15)
School has had a 3 phase refurbishment planned over the past three years.
Phase 1 of the refurbishment involved refurbishing the ground floor of the presbytery to create a new main entrance/office, disabled toilet, headteacher office, meeting room and intervention room. A new block has been erected with two new classrooms and toilets for the children.

Phase 2 (15/16)
We have refurbished a section of the school which was formerly the head’s office, the admin office and staffroom to create an area for the Pre-School and Breakfast Club to occupy. The existing cottage that housed the pre-school has been demolished. Another new classroom has been added onto the other two new classrooms.

Phase 3 (16/17)
This phase involved refurbishing the upper level of the presbytery to create a staff room, toilet, PPA room and PTA Room.

St. Philip Neri R.C. Primary School caters for predominately Catholic Primary school pupils between the ages of 4 and 11. Our school has six permanent teaching staff for our roll of 164 pupils. Due to increased housing developments in the area our pupil numbers are increasing and therefore some of the classes at present in the school are of mixed age and ability but the majority are now pure year groups. By choosing to send children to our school, parents accept that if needed some decisions will be made by the Headteacher and teaching staff regarding the make-up of individual classes. Children will be allocated to their classes on the basis of academic, personal and social considerations. Parents are asked to respect the judgements made by the school.
Class Organisation

<table>
<thead>
<tr>
<th>Class Organisation</th>
<th>Foundation Stage</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils aged 4 to 5 years</td>
<td>Pupils aged 5 to 7 years</td>
<td>Pupils aged 7 to 11 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reception Class</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class One</td>
<td>Year One</td>
</tr>
<tr>
<td>Class Two</td>
<td>Year Two</td>
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<tr>
<td>Class Three</td>
<td>Year Three</td>
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<tr>
<td>Class Four</td>
<td>Year Four am</td>
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<tr>
<td>Class Five</td>
<td>Year Six am</td>
</tr>
<tr>
<td></td>
<td>Year 5/6 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Foundation &amp; Key Stage 1</th>
<th>Key Stage 2</th>
<th>Playtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>8.55 – 12.00</td>
<td>8.55 – 12.00</td>
<td>10.45 – 11.00</td>
</tr>
<tr>
<td>Afternoon</td>
<td>1.00 – 3.15</td>
<td>1.00 – 3.15</td>
<td>2.15 – 2.30</td>
</tr>
<tr>
<td>Playtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KS 1 Only</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attendance

Regular, punctual attendance is crucial to each child’s educational development. Periods of absence or lack of punctuality are harmful to a child’s education and must be kept to a minimum.

It is the parents’ responsibility to inform school if a child cannot attend. School operates a first day response programme which means if we do not receive notification by 9.15 am on the first day of absence we text parents to ascertain reason for absence.

Leave of Absence: It is a legal requirement that permission must be obtained from the Headteacher in advance of any leave of absence request and that the circumstances must be exceptional for authorisation to be granted. Holidays are not deemed as exceptional circumstances. Our school attendance target is 96%

Parents must complete a leave of absence form to give exceptional circumstances if they wish to take their child from school during term time. It is up to the Headteacher and governing body to authorise any absences. If a parent takes their child from school without permission would mean it was unauthorised which could result in a fine of £60.00 from the council.

Punctuality: The school day begins at 8.55 am. It would be appreciated if your child could be in the schoolyard for 8.50 am so that they are ready to line up with the other children when the bell rings. Punctuality is vital to the success of the school day. If your child is persistently late they miss the start of the lesson and cause unnecessary disruptions for the rest of the class.

Latecomers should not be left in the yard but must be brought in through the main entrance, parents are to sign their children in late and give a reason. This procedure also applies to children who leave school early at night.

If attendance problems do occur, these will be referred to the Education Welfare Officer.

Parents are asked to keep school informed of up to date contact telephone numbers for themselves and other appropriate adults, relative or friend, that can be contacted in the case of an emergency or illness. Parents are advised to inform the school if any of these contact details change.

<table>
<thead>
<tr>
<th>Census Attendance Figures</th>
<th>Authorised Absence</th>
<th>Unauthorised Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Autumn Term</td>
<td>2.97%</td>
<td>.12%</td>
</tr>
<tr>
<td>2015 Spring Term</td>
<td>3.15%</td>
<td>.1%</td>
</tr>
<tr>
<td>2015 Summer Term</td>
<td>4.53%</td>
<td>.18%</td>
</tr>
<tr>
<td>2016 Autumn Term</td>
<td>3.88%</td>
<td>.02%</td>
</tr>
<tr>
<td>2016 Spring Term</td>
<td>2.8%</td>
<td>.17%</td>
</tr>
<tr>
<td>2016 Summer Term</td>
<td>3.36%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Behaviour and Discipline in School

The school’s behaviour and discipline policy and procedures are regularly reviewed. Reviews usually involve pupils and staff but may involve parents and governors, according to the nature of the improvements required. They may result in some modifications to existing procedures but are always expected to compliment the mission and philosophy of the school, which emphasises the need to reward and celebrate positive behaviour rather than dwell on the negative. We operate a ‘Good to be Green’ behaviour system throughout the school.

We believe very strongly that good behaviour results from children learning to respect themselves, other people and property. Good manners, consideration and care for personal appearance are expected and encouraged. The few rules, which do exist, are for the safety of the children. Money brought to school should be handed to a teacher for safekeeping. The school actively promotes healthy eating hence sweets are not allowed except in special circumstances.

Children should not be in the school building without permission or the supervision of a member of staff.

The responsibility for developing positive behaviour is shared by the home and the school. Should we find it necessary, therefore, to inform parents of a child’s unacceptable or unusual behaviour, we rely on the backing and support of parents in dealing with the problem. Similarly, if anything happens to disturb the pattern of home life, we hope that parents will inform us. Copies of the school’s Behaviour Policy and Home School Agreement are available from the office.

It is accepted by the school that different homes operate with different standards. Certain forms of behaviour considered unacceptable by some are accepted by others. However, the school cannot vary its approach to discipline. The school must establish a high standard to which all its pupils are expected to conform; whatever may be the standard in the home. The standards school sets are applied uniformly to all pupils. In choosing to send a child to St. Philip Neri parents are accepting that their child will be expected to conform to the standards set by the school.

The school has three main rules:
1. Have respect for each other and for every member of the school community.
2. Have respect and consideration for every part of the school and for the property of others.
3. Be prepared to take responsibility for your own actions and behaviour.

Our rules are guided by the following statement:
As children of Christ we expect all members of our community to live and work according to the teachings of Christ in striving to ensure that:

• every person is valued and treated with respect;
• compassion, forgiveness and love pervade every activity;
• difficulties are talked through;
• success is shared and celebrated together;
• property is treated with care and respect;
• every action is intended to serve and please.

Bullying

We would like to believe that bullying is not present within our school. However, reality would suggest that it may be present at times. Acknowledging the strong possibility is the first step in making sure the school is safe for the children.

We believe that we have a responsibility to create a secure and safe environment for the children attending this school and recognise that parents would expect that their children would be protected from bullies.
Health

The school works closely with the health and welfare agencies and the school nurse visits on a regular basis. If there are any problems, parents will be contacted.

For minor accidents in school we administer first aid, but if a child is ill, or has a serious accident at school, professional assistance will be sought and parents contacted. It is essential that parents provide current home, work and relative’s phone numbers as an emergency contact in case any matter concerning a child’s health or welfare arises during school hours. If parents have made arrangements for any person other than themselves to collect children from school, then the school should be informed.

Please be assured that we will always act with the best interests of your child.

Please let us know if your child has any medical problems such as epilepsy, diabetes, allergies or asthma. Inhalers are kept in the class, where they are only accessible by the children to whom they belong.

Only prescribed medication will be allowed into school. Parents are responsible for their child’s medication. The School follows the LEA guidelines on medication in school and where necessary a Health Care Plan is drawn up with the school nurse. Guidance is available in school on current support for pupils with medical needs.

We appreciate that children will need to take medication in school at some time in their school life. Mostly this will be for a short period only; to finish a course of antibiotics or apply a lotion. However, medication should only be brought into school when absolutely essential.

We will only administer medication that is prescribed to the child and if it has to be taken in school hours we will request a parent/carer complete a medical form with the dosage details etc. No medication will be administered without parental consent.

Children who require inhalers must always provide school with an extra inhaler. Inhalers are kept in each class in a green medical box which is always accessible to the children. Year 6 children are responsible for their own inhaler.

Our school nurse is Fiona Hastings and she can be contacted on 0191 4455246

In the case of an accident, the nominated First Aiders are:

- Mrs Wright
- Mrs Coleman
- Miss Waugh
- Miss Dolan
- Mrs Cooper
- Mrs Fiddler

Subsequently one of the following actions will be undertaken:

- If the injury can be treated at school the necessary action will be undertaken. The only treatment that can be administered is water and Band-Aids.
- If the injury requires more than above but does not urgently require hospital treatment, the parent/carer/emergency contact will be contacted and requested to come to school and assess the situation.
- If the injury is thought to be serious and the First Aider recommends hospital treatment, arrangements will be made for transportation of a child by private car or ambulance – as the need demands. Every effort will be made to contact parent/carer emergency contact.

Please send notification in a letter in advance of the absence. Children attending a medical appointment must provide a copy of the letter or appointment card and must be collected from the reception area by a named adult.
School Meals

Lunch is at 12.00 – 1.00 pm. School meals are cooked on site by the school cook, Mrs Moore. Children are supervised by the Supervisory Assistants. School meals are of a high quality and several choices are available each day.

Children can choose to have a school meal or packed lunch. Whatever option they choose we ask that they remain with that option for a half term. School meals are cooked on the premises, they meet national nutritional standards. Menus are available from the school office.

As a healthy school we would ask that children having packed lunch are provided with a healthy lunch. Please note that we cannot offer the facility of a ‘fridge’ or ‘cold store’. Packed lunches are stored in the corridor area.

The government initiative as from 2013/14 was to provide every child in Key Stage 1 with a school meal free of charge. However families are always encouraged to apply for free school meals regardless as school benefits financially for children with eligibility. Free school meals application forms are available from the school.

**Payment for dinners is available for on-line payment procedure.**

We sell Fair Trade snacks to children at break time on Fridays.

Care of Property

Please ensure that all items of clothing and any personal possessions are **clearly named**, as there is a much better chance of finding labelled belongings. Any mislaid articles whose owner cannot be identified, are put in the lost property box, which is situated in the corridor. The school does not accept responsibility for any loss, or damage to property. Children should not bring any valuables; toys, money or mobile phones to school as such items often are mislaid by young children.
Uniform

All children are expected to wear school uniform which comprises of:

- Royal blue sweatshirt or cardigan
- Red polo shirt
- Grey skirt or trousers
- Black shoes (no trainers) Please ensure that shoes are suitable school shoes with adequate grips for outdoor play
- Girls may wear blue and white gingham dresses in summer

Jumpers, sweatshirts, cardigans, fleeces, waterproof jackets and polo shirts, embroidered with the school's badge, may be purchased online from Tots to Teams - www.totstoteams.co.uk

Children are NOT allowed to wear ANY jewellery.
Wearing Elastoplasts to cover jewellery is not an option.

Please ensure that all items of clothing are labelled with your child’s name on.

Whenever possible, long hair should be tied up or back and hairstyles/haircuts should be socially acceptable for school, i.e., heads should not be shaved, dyed or have symbols/letters cut into the hair.

Children are not allowed to wear nail varnish or make up in school.
School Security

The school is secured by a boundary fence, which encompasses the total perimeter of the school and in order to safeguard our children.

Unfortunately, as with many schools, parking is a problem. The school does not have a visitors’ car park and due to health and safety reasons no unauthorised vehicles are allowed in the school yard at any time. Access to the main car park is restricted and is not to be used as a pedestrian entrance.

Parents are therefore asked to note the following:

- The main gate to car park is locked from 9.15 – 3.15 pm during the school day.
- The side gates/church gates are locked from 9.15 – 3.00 pm during the school day.

Parking restrictions apply to the section of Ellison Road outside the school. Parents are advised to park on Forge Road or in the car park at Festival Way.

Children must be collected at 3.15pm.

Children should enter and leave the school by the church gate or the side entrance gate.

Children enter school from the yard and parents / visitors enter school via the entrance door at the main reception.

Any child who is always collected by a parent or carer will only be dismissed when that person is present. If the person is not present, then the child will wait outside of the school office for their arrival. Children will never be dismissed before the stated time of finishing so there is no need to arrive early.

Children, who arrive at school after the bell has been rung for the start of the day, must report to the reception for their parent/carer to sign them in with a reason for their lateness and the child will be given a late card to give to the class teacher.

The main entrance to the school is protected by an electronic door that can only be released via the administration staff in the office.

All visitors to the school are required to sign in and out at the main entrance and are required to wear a visitor badge whilst in the school.

Staff are required to approach any stranger not wearing a badge and escort them to the main entrance where they can be formally signed in.

Homework Policy

The school operates a homework policy in relation to the government guidelines. Parents are asked to sign a copy of the Parent Partnership Agreement. It is desirable for classes and individuals to carry out academic tasks related to class work at home in order to reinforce learning. As such work is designed solely to benefit our pupils; full cooperation is asked of parents to ensure that the work is completed punctually.
Educational Visits

The school does not have a special fund in order to pay for educational visits. Parents are asked to make a voluntary contribution to their child’s share of the cost of any educational visit. A letter outlining any visit will be sent to parents well in advance. Consent in the form of a signature must be returned to school. The school makes every effort to risk assess all visits before the children leave school.

International Links/Global Citizenship

It is our aim to equip our young people with the necessary skills required ensuring that they become ‘full global citizens’.

It is our role to help others deal with rapidly accelerating pace of change in today’s world and feel secure in the knowledge that their skills, training, qualifications and potential contributions will be recognised and valued across international boundaries.

For the past year our school has had a very positive link with a school in India.

Our international links project permeates throughout the whole curriculum

Our main aims of the project

- To develop pupils’ understanding of cultural diversity
- To refine attitudes and perceptions about other countries, partly through increasing self-awareness and partly through challenging ideas and judgements
- To strengthen pupils’ international knowledge and awareness
- To become tolerant and understanding, friendly, courteous and assured in the company of people from other cultural backgrounds.
**Parental Involvement**

Parents are valuable to the smooth running of school and help in many ways. We are indebted to parents involved in our ‘Friends of St Philip’s’ who help organise events. Criminal Record Bureau (DBS) guidelines have now been introduced for parent helpers (police clearance forms).

Parents are encouraged to be involved in their child’s education and during the school year several invitations will be extended to visit school for assemblies, concerts, open nights and parents’ evenings where progress reports will be given by the class teacher. At the end of the academic year parents will receive a written report.

**Extended Services**

St Philip’s has a very popular breakfast club and after-school club which is open each day from 7.30am – 8.55am and from 3.15pm – 6pm. The breakfast club supports parents who need to drop their children off early in the morning. The club is operated by Happy Dayz Ltd. For further information please contact Mrs S Bell / Mrs C Fleck 07804595216

**Governors Policy on Charges**

Visits out of school are organised as often as possible where such visits enhance the children’s experience and thus the quality of the study they are undertaking.

At the beginning of the year, parents are asked to give written permission for children to be taken on local visits (i.e. shops, swimming baths, library, parks etc.)

Where transport is involved, parents will be given specific details about the visit and will have to return a consent form. If a signed consent form is not returned to school, a child will not be allowed to attend the visit.

Schools are not allowed to charge pupils for any activities offered during the school day... “for transport or admission fees.” However, we are allowed to ask parents for a voluntary contribution towards the cost of school activities. Unfortunately, the cost of most visits is often beyond the means of the school and such visits can only be arranged if parents are willing to contribute.

Whilst the school aims to provide high quality educational opportunities for all pupils, parental financial support for activities will not affect individual student’s participation. The Headteacher has discretion to remit charges from the School Budget or school fund to subsidise any contribution. The information outlined in this document relates to the next Academic year, which begins in September 2016/2017

*(The particulars it contains are correct at the time of publication but it must not be assumed that there will be no changes affecting relevant arrangements, or certain matters, before the start of, or during, the year.)*

A further booklet, “Starting School”, containing more detailed information for those new to our school, can be obtained from the office.

**Friends of St Philips**

We have a very active and effective Friends of St Philips group made up of parents, parishioners and members of the local community. They meet regularly with the Headteacher and organise various fun activities for the children as well as organising fund raising events. All monies raised are for the benefit of all the children in school.
New Starters

St. Philip Neri Primary School serves the parishes of St. Philip Neri, Dunston, and Immaculate Heart, Lobley Hill. All applications for admission are considered in order of priority according to the school’s published admissions policy (Appendix 2). It is essential for parents to consider carefully the procedure for making applications to schools. The Local Education Authority provides this information but parents are welcome to contact the school for advice and assistance. Children generally start school in Reception Class in the September before their fifth birthday, although by law they do not have to start until the school term in which their fifth birthday occurs. Priority is given to Catholic children but applications are also considered on behalf of non-Catholic children, particularly if their brothers or sisters are attending the school.

Transfer Procedures

At the age of eleven, most Catholic children from St. Philip Neri transfer to St. Thomas More School, Blaydon. Non-Catholic children may be admitted only if places are available and subject to St. Thomas More’s admissions policy.

Appeals Procedures

Parents whose application for admission of a child is turned down by the Governing Body are entitled to make a formal appeal against the decision. Details of the school’s admissions policy are shown in appendix 2.

Complaints Procedure

Under Section 23 of the 1988 Education Act, every school has to provide parents with the opportunity to raise concerns about curriculum related matter with class teachers or Headteacher. As a school we would encourage this kind of discussion with parents.

Where discussion fails to satisfy the parent or guardian of a pupil, a formal written complaint can be referred to the governing body of the school. The details of this procedure are to be found in Appendix 1.

Complaints in respect of the curriculum should first be considered informally in discussion with the Headteacher.

If the complaint cannot be resolved at this level it may be necessary for it to be considered by the governing body.

If the governing body does not resolve the complaint it may then be referred to the L.A.

Parents may use the complaints procedure if they believe that either the school or the governing body is failing:

- to provide the national curriculum in the school or for a particular child;
- to follow the law on charging for curricular activities;
- to offer only approved qualifications or syllabuses;
- to provide religious education and daily collective worship;
- to provide the information that they have to;
- to carry out any other statutory duty relating to the curriculum;
  or are acting unreasonably in any of the above cases

The information contained in this Prospectus is correct at the time of printing.

This information is as required by Section 8 of the Education Act 1980 as amended by regulations made under Section 22 of the Education Reform Act 1988 published in accordance with the provisions of the Education (School Information) Regulations of 1989.
In conclusion

We hope to work in partnership with you. Your child has a special place in your family and you are the chief educators of your own children in every sense of the word. It is from you that values will be perceived and accepted. Your influence will mould your child’s attitudes that will last for life. This is a daunting task and we hope that we can support and complement the work you do at home in the most positive way. We aim to help all children reach their full potential and feel valued and loved because of their special place within the family of St Philip Neri RC Primary School.

Finally, we ask God’s blessing on our partnership and hope your child will be happy and learn well at our school.
APPENDIX 1

Complaints Procedure

1.0. INTRODUCTION

From 1 September 2003 Governing Bodies of all maintained schools are required under Section 29 of the 2002 Education Act to have in place a procedure to deal with complaints relating to the school and to any community facilities or services that the school provides. The school must provide parents with an opportunity to raise concerns about curriculum related matters with his or her, son or daughter (or ward's) teacher or Headteacher. This is nothing new and all schools would encourage this kind of discussion to take place, whenever there is cause for concern in order to avoid further anxiety for both parent and pupil. In the great majority of cases parental concerns are satisfied in this way.

2.0. FORMAL COMPLAINTS

Where such discussion fails to satisfy the parent of a pupil, the parent is then entitled to refer the concern to the governing body of the school as a 'formal' complaint. Where a parent is not satisfied with his or her discussion with the teacher (or Headteacher) concerned, he or she should inform the Headteacher who will provide him or her with the name and address of the Clerk to the Governing Body of the school or to the Deputy Director (Curriculum).

The complaint must now formally be put in writing stating:

i) The nature of the complaint.
ii) The name of the pupil involved.
iii) The school, class or group to which the pupil belongs.

3.0. ACTION BY THE CLERK TO THE GOVERNING BODY OR DEPUTY DIRECTOR

The Clerk to the Governing Body, or Deputy Director (Curriculum) having received a written complaint will acknowledge it within 7 days of receipt and refer it to the Governing Body who will then consider the complaint. It will be possible for the parent involved to appear in person at a specially arranged hearing where he or she can present the complaint orally. The Clerk to the Governing Body will arrange by letter a time and place for the complaint to be presented and will invite the complainant to bring a friend or interpreter if necessary.

4.0. ACTION FOLLOWING THE INVOLVEMENT OF THE GOVERNING BODY

The Appeal Panel of the Governing Body will not give a decision to the complainant at the time of the hearing but will write to the complainant through the Clerk to the Governors within 10 days of the hearing stating the outcome and any requests made to those complaining to take particular actions to resolve the matter. At this stage the parent will also be informed how he or she can take the matter further if still dissatisfied with the outcome.

5.0. COMPLAINTS CONCERNING RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP IN CONTROLLED AND AIDED ROMAN CATHOLIC SCHOOLS

If, after the decision of the Complaints Panel, the complainant is still dissatisfied, he or she should be informed that his or her complaint would be considered at the next stage by the Roman Catholic Diocesan Bishop, who may then refer the matter to his Diocesan Education Authority.

6.0. COMPLAINT TO THE LEA

(a) If the complainant is still not satisfied with the outcome of the appeal to the Governing Body Panel, or
(b) If the complaint is something, which solely is the responsibility of the LEA (and not the school), then the matter may be referred to a panel of LEA members.

At this stage the complainant should again set out the complaint in writing giving the information stated in para. (2) and send it to the Deputy Director (Curriculum), who will acknowledge receipt of the complaint within seven days and will refer it to the LEA Complaints Panel. (Where the complaint concerns the curriculum, other than RE and Worship, in an aided school, the LEA Panel will also include a representative of the Diocesan Authority.)
The LEA Panel will inform the complainant, through the Deputy Director (Curriculum), of a time and location at which the complaint can be heard and the complainant can once more be accompanied by a friend or interpreter. Having considered the complaint the LEA Panel will write, through the Deputy Director (Curriculum) to the complainant indicating any action to be taken and requests made to those complained against to take particular actions to resolve the matter. At this stage there is no further involvement of the LEA Panel.

7.0. ACTION FOLLOWING INVOLVEMENT OF THE LEA PANEL

If at this stage the complainant is still not satisfied with the outcome of the LEA panel, he or she will be informed by the Deputy Director (Curriculum) that he or she can finally refer the complaint to the Secretary of State (at the Department of Education).
St Philip Neri RC Primary School

Admission Policy

2016-17

‘Living and learning together with a joyous heart’
This Admissions policy has been formally adopted by the Governing Body of St Philip Neri RC Primary School. The Governing Body is the Admissions Authority and is responsible for determining the school’s admissions policy.

The Planned Admission Number (PAN) is 30.

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

**How and When to apply**

Applications must be made on the Local Authority Common Application Form. All forms must be returned by the closing date set by the Local Authority – 15th January 2016.

**Late Applications**

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

**Oversubscription Criteria**

Children who have an Educational Health Care Plan (EHCP) where the school is named as the most appropriate educational setting for the child will be admitted.

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

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

(First priority in each category will be given to children who will have older siblings attending the school in September 2016)

1. Looked after Catholic children in the care of a local authority or children that were looked after by the local authority and immediately after that became subject to an adoption, residence or special guardianship order (see definitions).

2. Catholic Children whose home address is within the parishes of St. Philip Neri, Dunston and The Immaculate Heart, Lobley Hill.

3. Catholic Children whose home address is outside the parishes of St. Philip Neri, Dunston and The Immaculate Heart, Lobley Hill.

4. Looked after children in the care of a local authority or children that were looked after by a local authority and immediately after that became subject to an adoption, residence or special guardianship order (see definitions).

5. Children, who are baptised or dedicated members of other Christian Churches.

6. Children of other Faith traditions.

7. Other children.

If applicants are seeking admission under criteria 5 & 6 above, they will be asked for a letter of support to confirm their church membership from their minister or Faith leader.

**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 1, 2 or 3 will be asked to 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 Children in the care of a Local Authority**
   A looked after child is a child who is in the care of a local authority in accordance with section 22 of the Children Act 1989 at the time the application for admission to school is made and whom the local authority has confirmed will still be looked after at the date of admission.

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

   A residence order is an order outlining the arrangements as to the person with whom the child will live under section 8 of the Children Act 1989.

   A special guardianship order is an order appointing one or more individuals to be a child’s special guardian or guardians’ (Section 14A Children Act 1989).

3. **Definition of Sibling**
   Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, 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.

**Tie-breaker**
Where there are places available for some, but not all applicants within a particular criterion, distance from home address to the school entrance will be the deciding factor. Distance will be measured as the crow flies in a straight line from the centre of the home residence 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.

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

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

**Waiting Lists**
If your child has been refused admission, a waiting list is available where priority will be given according to the oversubscription criteria. The waiting list will be open until the last day of the Autumn term.

**Application Information**
It is very helpful to have an early indication of the number of children to be admitted to the Reception class in the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place on 16th April 2016.