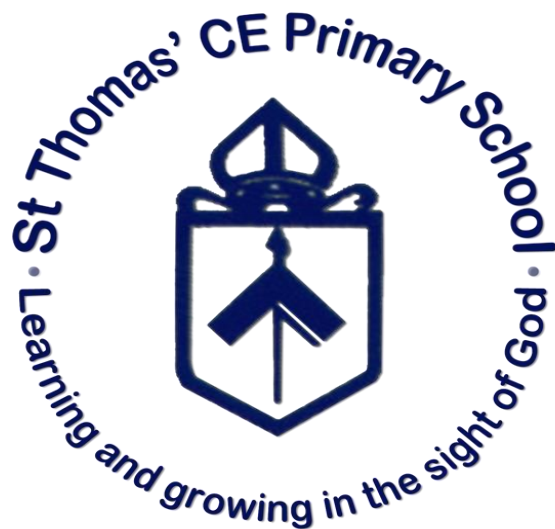


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ABOUT ST THOMAS' SCHOOL

St Thomas' School is a Church of England, Voluntary Aided primary school. It operates under Stockport Education Authority's priority area system, taking infant and junior children mainly from the communities of Heaton Chapel and Heaton Moor.

The school shares its site with St Thomas' Church and encourages applications from families in the Parish who wish their children to have a Church of England education.

The original school was opened in 1867 and a new school building came into use in 1892. That building remains as the present School Hall. The School has been extended on a number of occasions since then, with a two storey junior block added in 1967, two more permanent classrooms opened in 2003, and a new administration block in 2007.

Most recently the new Junior Site over at Buckingham road.

We take pride in our school environment and make it a place where children are stimulated to learn. We encourage them to take pride in their work and surroundings and share achievements, both academic and sporting, with others.

Mission Statement

We aim to be an exceptional school with Christian values at the heart of the community. We are committed to providing a learning environment that nurtures all children, helping them to thrive and reach towards their potential as uniquely created individuals made in the image of God.

At St Thomas' CE we aim to provide a learning environment tailored to the needs of our children and to support them in developing a love of learning for life. We believe in providing a culture of challenge and opportunity and high standards for all our learners enabling them to acquire the skills necessary to flourish. The Christian character of our school contributes to the academic achievement, personal development and wellbeing of all our learners regardless of their experience or background.

We support our children in developing social skills, working and playing individually and collaboratively, growing in confidence and celebrating their achievements together. Care and concern for the well-being of others will be encouraged and recognised. Children will be taught to value one another, showing consideration for the needs and views of others.

We encourage children to be active and to learn what is needed to remain healthy and safe- physically, emotionally and spiritually in a rapidly changing world.

As a faith school we actively seek to promote the teachings of Jesus, upholding the principles of justice and compassion. We aim to show respect to others and uphold the rights and responsibilities of all regardless of race, religion, age or need.

Together with our parents, churches and wider community we aim for children to succeed in body, mind, heart and spirit.

THE GOVERNING BODY

Who are the Governors?

St Thomas' has a Governing Body of 14 people. Seven of these are Foundation Governors, appointed to represent the interests of the Church authority that provides the School. In our case this is the Manchester Diocese of the Church of England, who appoint one Foundation Governor (Diocesan) themselves, leaving the Parochial Church Council to choose the rest. The other seven Governors are known as Representative Governors. One is the Teacher Governor, elected by the teachers. One is a Parent Governor, elected by parents of children at the school, and another is the Support Staff Governor representing all employees of the School. One Governor is appointed by the Local Education Authority and the Headteacher is also entitled to be a member of the Governing Body. We have one Ex Officio and one Associate Governor who give their additional expertise.

The role of the School Governor and Governing Bodies.

All Governing Bodies have a range of duties given them by Parliament through various Education Acts. The role of the school governor is demanding but very rewarding and is a good way to give back to your local community. School governing bodies are responsible for working with the school to ensure that it delivers a good quality education. Together with the Headteacher, who is responsible for day-to-day management, they set the school's aims and policies.

Governors have three main roles:

- To provide strategic direction for the school
- To act as a critical friend to the Headteacher
- To ensure accountability

They also carry out a number of other important duties, which include:

- Determining how the school's budget is spent
- The appointing and dismissing of staff
- Hearing appeals and grievances
- Forming policy on the school's curriculum and collective worship
- Setting standards for pupil's behaviour and discipline
- Making sure school buildings are welcoming and safe
- Setting and monitoring the school's aims and policies

The Governors are also responsible for providing parents with the information they are entitled to by law.

Governors come from all sections of the community, and all walks of life. They can be parents, staff at the school, and residents in the locality or representatives of local churches or businesses.

There are usually, depending on the size of the school, between nine to twenty people who make up the governing body. Advice, support and training for the role are given by the council. Some governors are elected parents, some are appointed by the governing body itself, the local authority or local churches. This ensures governing bodies reflect the communities they serve.

Term of Office and Meetings

The term of office for a school governor is normally four years. Most schools have a full governing body meeting once a term (for approximately two hours). You will also join a committee which usually meets once a term. Most governors find they usually attend meetings or visit a school three or four times each term. You may be invited to special occasions such as assemblies, sports days, plays and presentations.

Although the Governing Body has a general responsibility for managing the School effectively, it is not expected to make detailed decisions about the day-to-day running of the School. These are matters for the Headteacher, who is responsible for putting into action the policies, agreed with the Governors.

The full Governing Body must meet at least once a term. These meetings are open for parents to attend. St Thomas' also has Governors' sub-committees dealing with the Curriculum, Personnel and Resources, which meet regularly and report to the main body. Ultimately the Governors answer to the Diocese, the Parents and the LA for the running of the school. If you wish to contact one of our Governors, please write, via the School or contact the Chair of Governors at cog@st-thomasheaton.stockport.sch.uk.

ST THOMAS' C of E PRIMARY SCHOOL (HEATON CHAPEL)

GOVERNING BODY

FOUNDATION GOVERNORS

Mr A Bates (Chair)
Mrs C Megson (Vice-Chair and SEN)
Mr K Croston (Vice Chair and Health & Safety)
Ms L Lanigan (Development Governor)
Mr D Hardy (EAL and BME)
Mrs C Garner (Maths)
Mrs W McCormack

MANCHESTER DIOCESAN REPRESENTATIVE GOVERNOR

Ken Croston

LEA REPRESENTATIVE GOVERNOR

Mr Leslie Judson

PARENT GOVERNOR

Mr Mike Saville

STAFF GOVERNOR

Mr J Simpson (ICT)

EX OFFICIO

Rev D Brownhill (RE/Worship)

HEADTEACHER

Mrs K Morris

ASSOCIATE MEMBER

Mr P Campen (Deputy Headteacher)

ADMISSIONS POLICY

The Governors are responsible for the School's admission arrangements and their policy is confirmed in annual consultations with the Local Authority.

St Thomas' has an admission limit of 45 places, based on the floor area of the school's teaching space.

The final date by which applications must be received for admission to the School for September 2014 is 15th January 2014. Letters will be sent by 2nd class post on 16th April, informing parents of the outcome of their application. Those who applied online will receive notification of the outcome on 16th April 2014. All children are considered for admission without reference to ability and aptitude.

Priority of admission is given to children living in the Governors' Priority Area, as detailed below. Where applications exceed the number of places available the L.A. will confirm places by taking into account the following criteria for admission in order of priority: -

St Thomas' CE Primary School (Heaton Chapel)	
Where there are more applications than the school's Planned Admission Number, places will be allocated in the following order:	
1	Children in Public Care (Looked After Children) and those children who have been adopted immediately after being in public care *.
2	Children considered to have highly exceptional medical/social reasons.
3	Children resident within the catchment area of the school* and will have a sibling* at the school at the time of admission.
4	Children resident within the catchment area of the school*.
5	Children who live outside the catchment area* of the school and will have a sibling* at the school at the time of admission.
6	Baptised children whose parent(s)/guardian(s) are in regular attendance at any of the Anglican churches within our parish.
7	Baptised or dedicated children whose parent(s)/guardian(s) are in regular attendance at a church within the parish which is a member of Churches Together in Britain and Ireland, or a local Churches Together organisation.
8	Any other applications.
* If there are more applicants than places available within any of the above categories.	
Regular attendance is normally taken to mean a minimum of fortnightly attendance at church at public worship for at least the year prior to 1st September in the year before admission to the school. Evidence of infant baptism or dedication of the child and of regular attendance of parent(s)/guardian(s) must be provided by a member of the clergy or other designated church officer.	

Those not gaining a place will be put on a waiting list in proximity order based on the home address starting with those who will have siblings in the school on admission. This waiting list will remain open until January 2015.

(In exceptional circumstances the Governors reserve the right to waive these requirements for medical and social reasons).

Application forms must be completed online at -www.stockport.gov.uk/schooladmissions. Guidance on completing the application can be obtained directly through the above email address or copies are available from the school office on request.

Appeals Against Decisions Relating to Admissions

Parents whose children are not offered a place have the right to appeal. Appeals will be heard by an Appeals Committee organised by the LA. Further details of the appeals procedure will be sent to any parent whose child is refused admission. Any appeal should be made in writing to the LA and must be received within 15 days of the date of the letter refusing admission.

Related information concerning late applications, deferred entry and Admissions policy is contained in 'Primary Education in Stockport, Information for Parents 2014/15.'

'Late applications for admission'

Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the L.A. have established their list of pupils to be admitted, then it will be considered alongside all the others.

Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.'

ST THOMAS' C of E PRIMARY SCHOOL CATCHMENT AREA (sometimes referred to as Governors' Priority Area)

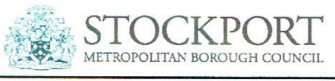
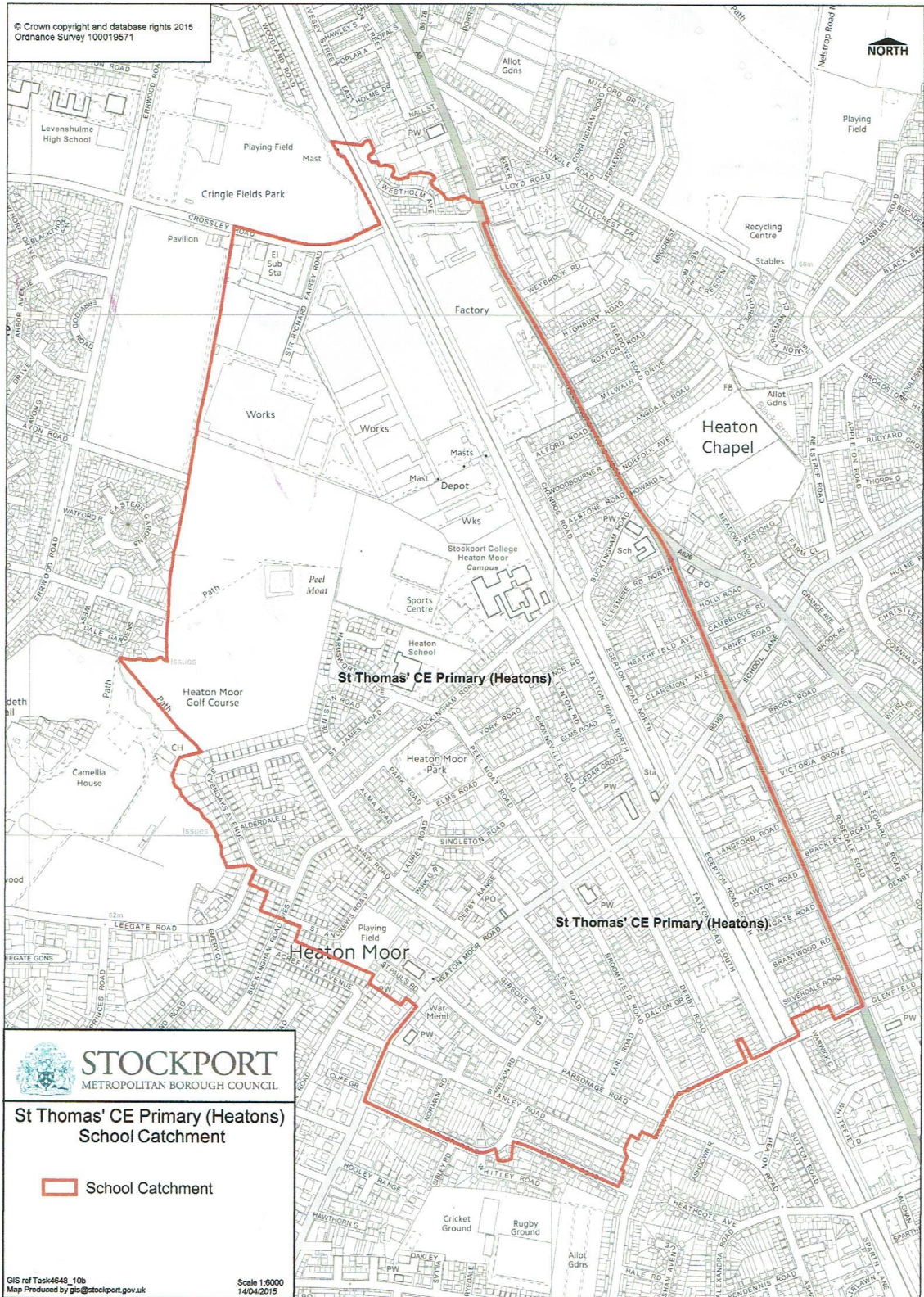
Alford Road Tatton Road North
Alma Road Thornton Place
Alstone Road Wellington Road North (293-413 – odd no's)
Birch Avenue Westholm Avenue
Brownsville Road Woodbourne Road
Buckingham Road York Road
Cedar Grove
Chandos Road
Claremont Avenue
Clarence Road
Crossley Road
Deniston Road
Derby Range
Egerton Road North
Ellesmere Road
Ellesmere Road North
Elms Road
Harmsworth Drive
Heathfield Avenue
Heaton Moor Road (2-120 even, 1-61 odd)
Laurel Road
Lynton Road
Moorfield Grove
Park Grove
Park Road
Peel Moat Road
Portland Grove
Shoreditch Road
Singleton Road
Southgate
St James' Road
Brantwood Road
Broomfield Road
1 – 4 Dalton Grove
Derby Road
Earl Road
Egerton Road South
Gibsons Road
Langford Road
Lawton Road
Lea Road
2 – 46 Mentone Road (evens only)
3 – 67 Parsonage Road (odds only)
Sibley road
Silverdale Road
St Albans Avenue
Tatton Road South
217 – 291 Wellington Road North
Whitley Road

Wingate Road
Alderdale Close
1-17 Alderdale Drive
Buckingham Road West:
• 1 – 27 (odds only)
• 2 – 20 (evens only)
63 – 81 Heaton Moor Road
Heaton Court, Heaton Moor Road
Linksway Close
1 - 47 Mentone Road (odds only)
1 – 31 Napier Road (odds only)
34 – 44 Napier Road (evens only)
Norman Road
2 – 70 Parsonage Road (evens only)
Sevenoaks Avenue
64-74 Sevenoaks Avenue (evens only)
Shaw Road:
• 1-95 (odds only)
• 14 – 76 (evens only)
St Andrews Close
St Andrews Road
St Pauls Road
Stanley Grove
Stanley Road
Wilson Road

Parents who wish their children to come to St Thomas' are encouraged to visit the School before making an application. The Headteacher and staff will be pleased to meet parents, show them round the School and answer questions.

We do ask that you telephone the Headteacher first to make an appointment.

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Ordnance Survey 100019571



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

St Thomas' CE Primary (Heaton)
School Catchment

 School Catchment

GIS ref Task4648_10b
Map Produced by gis@stockport.gov.uk

Scale 1:8000
14/04/2015

SCHOOL ORGANISATION

If your child is joining our Early Years Reception Class, he/she will be invited to an open afternoon in July, to meet their teacher and some of the children in their class as well as an induction meeting to explain how we start your child at our school.

Twice yearly we hold Parents' Meetings. Parents are offered an appointment with the class teacher to discuss progress and to see children's work exhibited. A written report of your child's progress, strengths and areas for development is also sent to you at the end of the Summer Term and our Open Night is held to display your child's work in their current classroom and for you to meet their new teacher informally. This is normally from 3.30 until 6pm. There are no appointments for the Open Evening. Please check the school dates on the website.

On occasions you may feel that you would like an interim appointment. Please do not hesitate to contact your child's class teacher, who will be pleased to arrange this for a mutually convenient time. There are many occasions when you will be invited into school to share in our success and achievements. During the year children may perform concerts, plays and musicals. We also hold open assemblies when your child's class has prepared something special for you to see. Parents are invited to share all these occasions with us.

From time to time, School may wish to discuss some matters with you and will contact you by letter or phone. Newsletters are sent regularly to parents via your children. These are very informative.

Parents have many skills and talents and we would welcome your help and assistance. If you can help with curriculum activities, support with hearing children read, helping in the school library or would be willing to come into school and work with a small group of children under the supervision of the teacher, please contact us.

THE SCHOOL STAFF

In the academic year 2016-2017 there are 421 pupils on roll in sixteen classes. The school staff and class arrangements are as follows: -

Administration Office

Mrs L. FairFax – School Secretary KS1

Ms D. Lea – School Secretary KS2

Mrs B. Billington – Business Manager

Senior Leadership Team

Mrs K. Morris – Headteacher

Mr P. Campen – Deputy Headteacher

Ms L. Loynes – Assistant Headteacher

Mr D. Pastori – Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

Mrs L. Hadfield – EYFS Leader

Mr C. Kemal – KS1 Leader

Mrs F. Stockton – KS2 Leader

Foundation Stage Team

Mrs L. Hadfield – Reception Teacher

Miss C. Moore – Reception Teacher

Mrs A. Wickens – Reception Teacher

Mrs H. Bucknor – EYFS Teaching Assistant

Miss A. Stafford – EYFS Teaching Assistant

Miss H. Scott – EYFS Teaching Assistant and Cover Supervisor

Mrs J. Stringer – EYFS Teaching Assistant

Key Stage One

Mrs S. Brierley – Year 1 Teacher

Mr C. Kemal – Year 1 Teacher

Mrs A. Pigott – Year 1 Teacher

Mrs C. Gowry – Year 1 Teaching Assistant

Mrs J. Jorgenson – Year 1 Teaching Assistant

Mrs J. McHugh – Year 1 Teaching Assistant

Mrs T. Brokenbrow – Year 2 Teacher

Miss N. Wood – Year 2 Teacher

Ms Loynes – Year 2 Teacher

Miss P. Morton – Year 2 Teacher

Mrs V. Van Bergen – Year 2 Teaching Assistant

Mrs M. Ahmed – Year 2 Teaching Assistant

Key Stage 2

Miss H. McCalla – Year 3 Teacher

Mrs S. Whitehead – Year 3 Teacher

Mr P. Campen – Year 3 Teacher

Mrs V. Shaw – Year 3 Teacher

Mrs A. Solway – Year 3 Teaching Assistant

Miss J. Howard – Year 4 Teacher

Miss L. Page – Year 4 Teacher

Miss A. Swindells – Year 4 Teacher

Mrs T. Potts – Year 4 Teaching Assistant

Mr S. Bleasdale – Year 5 Teacher

Mr D. Pastori – Year 5 Teacher

Mrs A. Gallagher – Year 5 Teaching Assistant

Mrs F. Stockton – Year 6 Teacher

Miss S. Theobald – Year 6 Teacher

Mrs H. Follows – Year 6 Teaching Assistant

Languages Teacher – Mrs K. Taylor

Learning Support Team

Mrs E. Boardman – Senior Learning Mentor

Learning Support Assistants – Mrs M. Colclough, Mr L. Buckley, Mrs K. Webb, Mrs S. Thomas and Mrs A. Brocklehurst, Mrs E. Boyd

Catering Staff

Miss C. Statham – School Cook KS1

Miss T. Hibbert – School Cook KS2

Kitchen Assistants – Mrs B. O'grady,

Mid-Day Team

Mrs L. Cash – MDA Supervisor

Mid-Day Assistants – Mr L. Buckley, Miss P. Dunleavy, Miss N. Vasi, Mrs N. Abonijim, Mrs J Cope, Miss K. Fawley, Mrs E. Boyd, Mrs E. Claridge, Mrs J. Lindon, Mrs. K Tebb, Mrs K. Webb, Mrs M. Wear and Mrs K. Turnock-Barnett.

Site Manager

Mr N. Cort

Caretaking Team

Mr K. Norris

Mrs B. O'Grady

Mrs K. Shaw

PALS

Mrs S. Thomas – PALS Manager

Mrs E. Boyd – Deputy Play Leader

PALS Assistants – Mr L. Buckley, Miss N. Vasi, Miss S. Stendall, Mrs L. Cash, Miss K. Fawley, Miss P. Dunleavy, Mrs N. Singh and Mrs M. Wear.

Sports Coaches

Mr C. Palmer, Mr S. Walkinshaw, Mr L. Olapade, Mr A. Beeley and Miss K. Foster and Mr R. Usher.

AIMS

While they are at St Thomas' School we aim to help the children be happy, confident in their own beliefs and ideas and able to communicate these ideas to others. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with Parents, Governors and members of the wider community.

OBJECTIVES

Within these general aims, we expect that most children will be able to do the following by the time they transfer to secondary school:

- Read fluently and accurately, with understanding, discrimination and enjoyment.
- Speak and write clearly, confidently and with good grammar and punctuation.
- Use mathematical skills and ideas in everyday situations.
- Know where to look for information and how to record findings.
- Understand how technology and especially information technology can be used.
- Work independently or in a team to find things out, interpret and solve problems
- Use a range of creative arts and crafts as a means of expression
- Possess enough skill, strength, endurance and mobility to take part in a range of physical activities
- Show awareness of local geographical and social influences, and of other times, places and cultures.

The curriculum is the means by which these aims and objectives are pursued.

THE CURRICULUM

The curriculum is the whole learning experience offered by a school. It is not only all the lessons and activities, which are planned, organised and provided while the children are at school. It is also the tone, standards, quality and the attitudes it puts forward.

We aim to teach the curriculum in an exciting and interesting way and in a happy and productive atmosphere. We try to give the children as much first-hand experience as possible. In Early Years, especially, much of the work is through planned and free-flow, purposeful play, as we know that children learn more effectively and happily this way.

ORGANISATION

In planning the curriculum and putting it into practice we aim to ensure that:

Excellence is pursued and valued in every way and that lessons are challenging and have pace and direction.

Every child's learning programme is varied and balanced, and each part of it relates to the others.

Children are taught in small groups, as part of a whole class or individually to match their particular needs. Children who learn more slowly or have exceptional ability are catered for as an integral part of the work of the School.

Gender stereotyping is avoided.

As far as possible learning is rooted in the pupil's personal experience and relates to practical, everyday needs.

Every child's learning progresses smoothly from teacher to teacher through Early Years, Key Stage 1 and 2, so that work at one stage follows naturally from the work of the stage before.

Each year children work to year-end expectations provided by the National Curriculum

Information about the areas of the curriculum covered each term can be found on the school's new website.

NATIONAL CURRICULUM

The curriculum covers everything that goes on in school.

In Reception, children will follow the guidelines outlined in the Early Years Foundation Stage Curriculum. At the heart of this curriculum are the three **Prime** areas of Physical Development, Communication and Language and Personal, Social and Emotional development. Through these, development in the four **Specific** areas of Literacy, Mathematics, Understanding the world and Expressive Arts and Design, is delivered.

The National Curriculum requirements consist of three core subjects – English, Maths and Science – and seven other foundations subjects – History, Geography, Information Technology, Design Technology, Art, Music & Physical Education.

End of year expectations are set for each year group in school from Early Years upwards.

OFSTED INSPECTION

St Thomas' School was inspected by Ofsted and the Diocesan Inspectors in March 2014. A summary of the Inspection Reports is attached to this prospectus and is available on our School website.

RELIGIOUS AND MORAL EDUCATION

Our Mission statement reads - *As a faith school we actively seek to promote the teachings of Jesus, upholding the principles of justice and compassion.*

We aim to give the children a spiritual sense by encouraging them to take delight in the world around them.

Religious Education

The RE programme at St Thomas' is currently based upon the Manchester Diocesan syllabus and is delivered through RE lessons. Biblical stories, tales of morality and the lives of great men and women of various faiths are studied as part of the syllabus. Children are encouraged to consider the impact belief and faith have in the lives of people every day and the Christian faith in particular and its outworking is a part of all aspects of learning across the wider curriculum. To get a flavour of this please go to www.whatiflearning.co.uk/.

In addition, our children also learn about and learn from other faiths such as Judaism and its links to the Christian faith as well as Islam as part of their Religious Education.

Worship

Children attend daily worship either as part of the whole school, within their Key Stage group or with their own class. Worship contributes to our pupils' personal and spiritual development and their understanding of how Christians worship. *"Worship covers Christian themes with a strong emphasis on Christian values and on important Christian festivals. This enables children to have a very good understanding of the nature of worship, the Christian faith and Anglican traditions and practice. All classes take their turn in planning and presenting worship on the current theme for the half term". (SIAMS inspection report March 2014)*

Children may be exempt from the Act of Worship if the parent so wishes, however this is extremely rare. The vast majority of our parents of faiths other than Christianity or no faith, encourage their children to attend services where they are held in Church, as we consider this to be integral to life at St. Thomas'.

Applications should be made to the class teacher. Your child will be given alternative work to do during this time.

At St Thomas' CE we are also concerned to instil and uphold the moral values and beliefs of the Christian community, whilst teaching our pupils to respect the beliefs and opinions of others. We encourage children to feel responsibility for themselves and their actions and to care for others and their surroundings. We believe that our Religious Education and our Act of Worship contribute to the high standards of behaviour and attainment at our school.

SEX EDUCATION

All children should be offered the opportunity to receive a comprehensive, well-planned programme of sex education during their school careers. The Governing Body has the responsibility of deciding how and at what stage this education is given.

The Governors of St Thomas', in conjunction with the school nurse, have agreed a planned programme of Health and Sex Education delivered through a series of PSHE lessons commencing in Reception class. A focus on puberty will be for Years 5 & 6.

This programme will not be taught in isolation. It will be delivered in such a manner as to encourage young people to have regard for moral considerations and the value of family life. The parents of a pupil may, if they wish, withdraw that pupil from all or part of the sex education programme – please contact school if you wish to discuss withdrawing your child.

ASSESSMENT

Records are kept of the individual children's progress in the various curriculum areas and examples of individual children's work are passed on from teacher to teacher as the child progresses through school. Individual and class targets are set each term and for each year, based on end of year expectations, to ensure children know what is expected of them.

The skills of mathematics, language and science are clearly defined and assessments of individual children are made periodically.

In addition to regular-in class assessments, the following national assessments take place:

Reception	–	On-going Foundation Stage Profile
Year 1	–	Phonics Screening Check
Year 2	–	Key Stage 1 Assessment tests
Year 6	–	Key Stage 2 Assessment tests

SPECIAL EDUCATIONAL NEEDS

Children with special educational needs are monitored and assessed during their school career. There is a teacher in school who has special responsibility for monitoring these children and liaising with their parents.

Children experiencing difficulties within the classroom are referred by the class teacher to the special educational needs co-ordinator. Specific difficulties are then:

- Identified and assessed
- Responded to
- Monitored and evaluated

The Inclusion Co-ordinator is responsible for liaison between parents, the School, Governors, other professionals and Local Authority. She is also responsible for ensuring that the requirements of the Authority's guidelines on assessment and statementing are fulfilled. Advice & Support is sought from the Authority's Learning Support Service and specialist teaching is organised when appropriate.

Gifted and Talented Children are tracked through school, with special provision made within the classroom to cater for their needs and enhance their learning. Gifted and Talented children have regular extension activities both within and outside the classroom.

We will endeavour to include children with physical disabilities within all aspects of school life, providing high quality teaching and learning within a structured environment. Due to building restrictions we may have to adopt certain activities to cater for wheelchairs. It would be wise to discuss such problems on an initial visit, if your child has mobility difficulties. The Disability Discrimination Act establishes a requirement to avoid discrimination on the grounds of disability. Stockport LA makes certain that educational establishments ensure that pupils with disabilities are not subjected to less favourable treatment and must make reasonable adjustments to overcome disadvantages caused by disability. For further information please see our School Offer which is located on our school website under Key Information.

EXTRA CURRICULAR ACTIVITIES

According to the skills and interests of staff and their willingness to give up their own time out of school hours, the School endeavours to maintain a wide range of extra-curricular activities. These have recently included football, netball, multi sports clubs, and choir.

Peripatetic music teachers visit school. In 2013/14, we are providing guitar and woodwind tuition. French, dance, various sports, football and Science clubs are also available this academic year. These are organised and run by private providers and therefore a small charge is necessary.

SCHOOL MEALS

Approximately 90% of the children in school have school dinners. The meals are prepared on the premises and always have a range of choices (including a vegetarian option). Special dietary needs are catered for by arrangement.

Payment for School Meals should be brought into school on Monday morning (if you wish to pay weekly) in a clearly labelled envelope and posted in the locked box. If you wish to pay termly, please make payment within the first week of term. Please speak to office staff for current costs. Cheques should be payable to Stockport Metropolitan Borough Council.

All children in Early Years., Years One and Two are currently provided with a free school meal by the government (Parents of children in Key Stage 2 still need to pay for meals).

This is separate from the system that provides free school meals where there is some financial hardship for example. Please see eligibility criteria below

We would strongly urge you to continue to apply for this benefit regardless of government provision of meals to under eights as the school receives extra funding to support your child.

If you think you are entitled to free school meals, please apply at the Local Authority offices. If you wish to change your lunchtime arrangements, please give at least one week's notice in writing.

Children bringing in their own lunches are requested not to bring breakable containers including glass bottles and flasks.

FREE SCHOOL MEALS

Those who are most eligible for free school meals are the following:

- Children whose parents receive Family Income Support
- The children of parents receiving Income Based Job-Seekers Allowance
- Any student whose parents receive Child Tax Credit but do not receive Working Tax Credit and whose annual family income is less than £16,040 as assessed by HM Revenue & Customs (2009 - these values are changed annually).
- Those children who are supported by Part VI of the Immigration & Asylum Act 1999
- Children who are being cared for by guardians who receive Pension Credit (under the 'Guarantee Credit Element').

Free School Meals and Clothing Grants Team
Corporate and Support Services
PO Box 70
Stockport
SK1 3ZY

Email: benefitsfm@stockport.gov.uk

Tel No: 0161 - 217 6015

Fax No: 0161 - 474 5202

ARRIVING AND COLLECTING FROM SCHOOL

Please have a care for children's safety when arriving at and leaving school. Observe the parking restrictions and do not obstruct the school gates.

Dogs and other pets are not allowed on school premises at any time. We request that all adults visiting school (including the playground) support our Healthy Schools initiative by observing a 'No Smoking' ban.

We would appreciate it if you would be prompt if collecting your child at the end of the day. Children (especially younger ones) become very anxious if they see everyone going home and they cannot see their parent/carer. Please let school know of any changes to arrangements for collecting your child by three o'clock in the afternoon or if there is an emergency.

VALUABLES

On occasions, children bring sums of money or valuables to school. Official money should always be sent in an envelope clearly marked with the child's name and class. Any personal items should be clearly marked. Please discourage your child from bringing toys and expensive items, or sums of money to school. When lost or mislaid these cause great distress and it wastes valuable teaching time. We do have a policy of no mobile phones on site without written authorisation from the Headteacher. If you wish your child to have a mobile phone in school, please ask at the school office for the appropriate form. The school takes no responsibility for the safety of such items in school.

LOST PROPERTY

We do have a lost property tub in school and it is amazing how many strange items are left in it! **Please mark all clothing and personal effects quite clearly.** This saves a busy teacher a lot of time when things go astray. Any loss of items should be reported to the teacher without delay.

CHILD PROTECTION

School works closely with all relevant bodies for children in vulnerable situations. In matters of urgent or continuous child protection, the Headteacher will, in the first instance, liaise with Social Services.

ABSENCE FROM SCHOOL AND SICKNESS

Please inform school as soon as possible if your child is absent, and **always send your child with a note of explanation on his or her return.**

Absence from school, other than through illness, should be kept to a minimum and the Headteacher informed of any particular circumstances.

Sick children should not attend school, but those who become ill whilst here are taken to the Headteacher who will, if necessary, inform parents. A contact telephone number is required in case of an emergency (please ensure that this is always up to date).

If your child has to stay indoors at playtime a note stating the reason must be given to the class teacher. This should not continue for longer than two days. **Please note that children suffering from any sickness/diarrhoea should not return to school until at least 24 hours after the last bout of illness.**

MEDICINES

If medicines need to be administered at school, parents must arrange for an adult to attend school to administer them; where this is not possible parents need to complete a medical consent form. Please seek the advice of your doctor before returning a child to school with a need to take medication during the school day e.g. for antibiotics or pain relief. For Health and Safety reasons it is not possible for members of staff to administer these items. – **Please note only medicine prescribed by a doctor can be in school.**

APPOINTMENTS (Medical or otherwise)

Should your child have an appointment at a clinic or surgery, please make arrangements to meet them at school whenever possible. No child will be allowed to leave school unless a request has been made. If you are not collecting your child in person we must have a written note of authorisation. We are sure you will appreciate that our concern is for the safety of your child.

MEDICAL NEEDS

Children who suffer from asthma should have inhalers in school. In the case of severe allergies requiring emergency medication such as epipens, all medicine should be provided for school use and will be kept in a designated and safe area in school. All emergency medicines should be clearly labelled with their name along with written instructions from parents for their use. In addition, a medical care plan should be completed and kept with the medicine. These should be taken home each holiday and the dates checked. For further information please see our Medical Needs Policy on the school website or speak to office staff.

SCHOOL HOLIDAYS

A current list of school holidays is on our school website. **Parents are advised that it is our policy not to authorise holidays during term time.** This is particularly important at all stages of school life as missed school is detrimental to education and may result in an Education Penalty Notice (EPN) being issued. Please see our Absence from school policy on our website. Periods of absence exceeding 14 days must be reported to the Governing Body. Children with poor attendance or persistent lateness will be reported to the School's Education Welfare Officer.

SCHOOL UNIFORM

We encourage the wearing of school uniform. We keep the requirements to a minimum but we wish to maintain good standards of dress. All long hair should be tied back. For examples of both KS1 & KS2 uniform please visit our school website.

Clothes

Girls: White blouse or white polo shirt
Grey skirt or trousers
Navy blue sweatshirt or cardigan
Navy or grey tights

Boys: White shirt or white polo shirt
Grey shorts or long trousers
Navy blue sweatshirt or jumper

Footwear

Black shoes complete the uniform.
No trainers/boots or high heels please.

Indoor PE Kit

Navy shorts and white, short-sleeved t-shirt.
KS1 children wear black pumps or have bare feet.
Kit to be kept in a named bag and taken home regularly for washing.
Football shirts are not allowed for PE lessons.

Games/Outdoor PE Kit

White t-shirt (not baggy) and navy shorts for both boys and girls.
Navy sweatshirt and jogging pants for cold and damp weather.
'Hoodies' are not permitted for safety reasons.
Trainers or stronger pumps are required.
Football shirts are not allowed for PE lessons.

Uniform can be obtained from MCS Stores in Burnage or from local suppliers such as SSS in Heaton Moor.

Swimming

A programme of swimming lessons is followed in Key Stage 2 at Grand Central Swimming and information will be given at this time.

Please make sure that all items of clothing carry your child's name.

For safety reasons, jewellery (excluding watches) must not be worn in school. Children with pierced ears may wear studs, but must remove them before swimming. (It would be helpful if Parents removed studs on swimming days for younger pupils)

HOMEWORK

Foundation Stage and Key Stage 1 children are expected to practice their maths, reading, spelling and/or phonics. Older Key Stage 1 children will have further maths and English tasks. In Key Stage 2 children are given tasks from the following: spelling, reading, tables, maths and English. Homework is usually given to practise work covered in lesson time. Key Stage 2 children should be able to complete homework on their own. Please contact your child's teacher if you have any worries about homework. The school's homework policy can be obtained from the school website.

HOMEWORK GUIDELINES

This policy is intended as a framework for staff, Parents and Governors of the school. On outlining a policy for the setting of homework, the aim is to work towards uniformity and progression from Reception to Year 6.

It is not our intention to unduly burden children with additional work at home but we do feel that constructive homework can be beneficial to both children and parents. A home/school partnership will enhance your child's education progress. If you feel that your child is struggling with homework tasks please see their class teacher. As your child gets older, being able to work at tasks independently and without prompting demonstrates maturity.

ENVIRONMENT

It is vital that children work in the right environment at home. Ideally this should be a quiet, comfortable place without the distraction of television or computer games and with an adult nearby to offer support and advice when necessary.

RECEPTION

In Reception year, homework consists mainly of reading and learning letters and sounds. Shared reading plays a very important part during the child's first weeks at school. The children bring home a variety of story books and picture books to read with or to be read by parents.

Gradually, as the child begins the School Scheme, reading books are brought home each week. At this stage in a child's school career, it is important that parents spend about 10 minutes each day sharing reading and encouraging their child to enjoy their early experiences through a wide variety of books.

YEAR 1

At the beginning of Year 1, reading books are brought home each week. Ideally parent and child should spend around 10 minutes at any one time enjoying the book together. Later in the year spelling lists may be sent home to be learnt. These spellings are usually related to phonic work or topic work currently going on in the classroom. At this time the child will sometimes have a piece of language and/or maths work to do, lasting about 10 minutes one night of the week.

YEAR 2

Reading still plays an important part in the homework programme, generally books being brought home regularly. Parents still play a vitally important part, encouraging children in their efforts and promoting a sharing a love of books. Reading should go on each night for about 10 minutes from a variety of sources. The children will be expected to learn spellings most weeks. They will also receive a piece of language and a piece of maths work to do most weeks, each expected to last approximately 10 minutes. Later in the

year the higher maths groups will be given some times tables to learn by heart.

YEAR 3

Children should bring home their reading books nightly and read, or be read to, for about 20 minutes. Towards the end of Year 3 some children are reading exceptionally well and it is not necessary for parents to hear every page of their book. An interest in the child's reading is still very necessary and an adult may listen to occasional pages and ask about others. Spelling lists and times tables to be learned by rote will be given most weeks. The children will be expected to learn these over several days and tested in school. They will also be given one maths task and one language task per week, which should take approximately 20 minutes each to complete. These tasks will be linked to the child's ongoing classwork and will probably require minimum parental assistance.

There may be times when the children are asked to do some simple research at home, usually connected with their history/geography lesson.

YEAR 4

Children should still be encouraged to read for about 20 minutes each night, but some children may not always need to be heard. At this age we would expect children to read a wide range of books from a variety of sources, including school.

Spellings and multiplication tables to be learned by rote will be continued, with tests to monitor progress most weeks. In Year 4 the children will be given a maths and language activity to do most weeks, each lasting approximately 20 minutes. It is expected that the child will be able to work at the tasks with the minimum of parental help, as this is, in general, reinforcement of work already covered in class.

Some research may be required, usually connected with their history/geography lessons.

YEAR 5

At this age most children will not need to be heard reading at home, but they need the facility to read quietly for about 20 minutes each evening. Both school and home need to monitor progress so that children experience a full range of reading material.

Year 5 children will continue to be given spellings to learn most weeks (and tables when appropriate). They should know all tables to 12x by the start of this year. In addition, they will be expected to spend 2 intensive study sessions per week, lasting approximately 30 minutes, on language or maths, or research activities. It is expected that the child will be able to work at the tasks with the minimum of parental help, as this is, in general, reinforcement of work already covered in class.

YEAR 6

The children will continue to have spelling homework most weeks. In addition to tables to learn, there may also be some mental arithmetic exercises. The children should continue with reading and provision should be made at home for 20 minutes quiet reading each night.

In Year 6, the children will usually be given language and maths homework each week, to last approximately 30 minutes intensive study each session. They may also be required to undertake some research or problem solving activities. This generally increases in the Spring term, with some revision materials and practice papers being

sent home in preparation for SAT's. It is expected that the child will be able to work at the tasks with the minimum of parental help, as this is, in general, reinforcement of work already covered in class.

UNFINISHED WORK

In addition to the above, some children may be expected to complete pieces of work begun in class. There will be many reasons why the child has to bring work home and it must not be inferred that it is always because they have not been working hard in class.

Parents concerned about the amount of 'finishing off' their child brings home are encouraged to contact their child's teacher to ascertain the reason.

SCHOOL DETAILS

The School Day

Foundation Stage and Key Stage 1

8.55 a.m. – 11.45 a.m.

1.00 p.m. – 3.10 p.m.

Key Stage 2

8.55 a.m. – 12 noon.

1.00 p.m. – 3.30 p.m.

All children are allowed into the school playground from 8.30 a.m. onwards. Two members of staff will be positioned to supervise until the gate is closed at 8.55 a.m.

-If you arrive after 8.55 a.m. you will need to sign your child in as late.

The hours spent on teaching during a normal week (excluding the daily act of worship, registration, lunch and other breaks) are as follows: -

	<u>Hours per week</u>	<u>DfEE recommended minimum</u>
KS1	21 hours	21 hours 40 mins
KS2	23 hours 55 mins	23 hours 45 mins

At break time children may bring fresh or dried fruit or vegetables with no additives. This links with the Government's provision to those under eight years.

Lunch is seen as a social occasion and good table manners and behaviour are encouraged. The entire lunch break is well supervised by experienced ancillary staff whose prime function is to ensure the well-being and safety of the children.

Mid-Afternoon Break

Foundation Stage and Key Stage 1

2.00 p.m. – 2.15 p.m.

Just before the afternoon break, the children are invited to eat a piece of fresh fruit or vegetable and a carton of milk, funded through the New Opportunities Fund, as part of our Healthy Eating Scheme.

School Opens – 8.45 a.m.

Children are allowed into the school building from this time onwards and they are expected to work quietly in their classrooms. It would be appreciated if children did not arrive in the school playground before 8.30 a.m. as it is not possible to guarantee supervision before that time and we cannot ensure their safety.

School Begins – 8.55 a.m.

At this time children still in the playground are brought inside to join those already in the classrooms so that school can begin.

School Ends – 3.15 p.m.

PALS – Breakfast Club and After School Club

Currently runs during term time only and offers a wide range of activities and games under trained supervision.

Breakfast club runs from 8.00 a.m. - 8.50 a.m., costs £5.50 per session and includes breakfast (cereal, toast, yoghurt, fruit, etc).

After school club runs from 3.15 p.m. – 6.00 p.m., costs £11.00 per session and includes fresh fruit, fruit juice and a further snack (sandwiches, yoghurt, dips, etc).

Children who wish to use this facility must be registered and may occasionally need to go on a waiting list until a place becomes available.

Please contact Stella Thomas, the PALS manager to reserve a place.



Charging and Remission Policy

Introduction

As legislated by the Education Reform Act 1988 (as amended), the Governing Body is required to determine and publish a Charging and Remissions Policy. Sections 449-462 of the Education Act 1996 set out the law on charging for school activities in schools maintained by local authorities in England. The Education and Inspections Act 2006 (in force from September 2007) introduced a regulation-making power which allowed the Department for Children, Schools and Families (now DfE) to specify circumstances where charging can be made for music tuition.

Education

All education (including the supply of any materials, books, instruments or other equipment) during school hours is free with the exception of individual or group music tuition which is not provided as part of the National Curriculum. We give parents information about additional music tuition at the start of the academic year. We do not charge for any activity undertaken during school hours as part of the National Curriculum.

School Hours

School hours are those when the school is actually in session. They do not include the mid-day break.

School hours are:	8.55 a.m. to	12 noon (KS1 11:45)
	1:00 p.m. to	3:10 p.m. (KS2 3:30 p.m)

Outside School Hours

Education provided outside school hours if it is part of the National Curriculum cannot be charged for.

School trips and visits and activities

This policy confirms the right of the school to invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether during or outside school hours.

When organising school activities, trips or visits which enrich the curriculum and educational experience of the children, the school invites parents / carers to contribute to the cost. All contributions are voluntary. If sufficient voluntary contributions are not made a proposed event would be cancelled unless school is able to cover the shortfall arising from parents / carers unwilling or unable to make a voluntary contribution. If the event

does proceed each child would be allowed to participate fully without discrimination irrespective of contribution circumstances.

Parents / Carers have a right to know how each individual trip is funded. The school provides this information on request.

The following is a list of additional activities organised by the school which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:

- Visits to museums
- Activities which require transport expenses
- Outdoor adventure activities
- Visits to the theatre
- Residential school visits
- Musical events

Education partly during school hours

Where an activity takes place partly during and partly outside school hours, there is a basis for determining whether it is deemed to take place either inside or outside school hours. However, a charge can only be made for the activity outside school hours if it is not part of the National Curriculum, not part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school and not part of religious education.

No-residential activities

If 50% or more of the time spent on the activity occurs during school hours, it is deemed to take place during school hours. Time spent on travel counts in this calculation if the travel itself occurs during school hours. School hours do not include the break in the middle of the day.

Where less than 50% of the time spent on an activity falls during school hours, it is deemed to have taken place outside school hours. For example, an excursion might require pupils to leave school an hour before the school day ends, but the activity does not end until late in the evening.

Residential Visits

Charges may be made for the actual board and lodging during residential school trips. The cost must not exceed the actual cost of the provision for the pupil. If the residential visit is to provide education directly related to the National Curriculum, we ask for voluntary contributions to cover the cost of entry fees and travel expenses.

No charge in respect of board and lodging will be made for pupils whose parent(s) or guardian(s) is/are in receipt of any of the following state benefits:

- Income Support,
- Income-based Job Seekers Allowance (IBJSA)
- Support under part VI of the immigration and Asylum Act 1999
- Child Tax Credit, providing that Working Families' Tax Credit is not also received and the family's income does not exceed £16,040 (as revised)
- The guaranteed element of State Pension Credit and
- An income related employment and support allowance that has been introduced since October 2008.

Transport

No charge can be made for:

- transporting registered pupils to or from the school premises, where the local education authority has a statutory obligation to provide transport;
- transporting registered pupils to other premises where the governing body or local education authority has arranged for pupils to be educated;
- transport that enables a pupil to meet an examination requirement when he has been prepared for that examination at the school; and
- transport provided in connection with an educational visit.

Music Tuition

No charge will be made if the music tuition is an essential part of the national curriculum or a public examination syllabus being followed by the pupil (including instrument hire, music books etc.).

No charge will be made for the first programme in which the whole class engages with the KS2 Programme of Instrumental and Vocal Tuition (Wider Opportunities). This includes instrument hire, music books etc.

No charge will be made for instrumental and vocal tuition within school hours for children in care (including instrument hire, music books etc.).

We will charge for all other instrumental and vocal tuition requested by parents and delivered by specialist tutors within school hours, whether offered to an individual or group of pupils. Charges will be determined by the Headteacher and the appropriate committee of the Governing Body and may vary depending on size of group, length of lesson and type of instrument.

Where we make a charge for instrumental and vocal tuition within school hours we will remit charges for pupils on free school meals as defined in section 11 of guidance as well as in certain other circumstances (e.g. for siblings) in order to ensure specialist music tuition is accessible and affordable for all children.

Childcare

We will charge families for any childcare offered to children before and after school (and during school holidays), with the level of fees and any remissions to be set and reviewed regularly by the Governing Body, and in accordance with any requirements set by the Local Authority where it is subsidising the provision.

Material and Ingredients

Charges may be made for materials or ingredients required for practical subjects where parents have indicated in advance their desire to own the product.

Optional Extras

Charges may be made for some activities that are known as “optional extras”. Where an optional extra is being provided, a charge can be made for providing materials, books, instruments, or equipment.

Optional extras are:

- education provided outside of school time that is not:
 - a) part of the National Curriculum;
 - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school; or
 - c) part of religious education.
- examination entry fee(s) if the registered pupil has not been prepared for the examination(s) at the school;
- transport that is not required to take the pupil to school or to other premises where the local authority / governing body have arranged for the pupil to be provided with education; and
- board and lodging for a pupil on a residential visit.

In calculating the cost of optional extras an amount may be included in relation to:

- any materials, books, instruments, or equipment provided in connection with the optional extra;
- non-teaching staff;
- teaching staff engaged under contracts for services purely to provide an optional extra, this includes supply teachers engaged specifically to provide the optional extra; and the cost, or a proportion of the costs, for teaching staff employed to provide tuition in playing a musical instrument, where the tuition is an optional extra.

Any charge made in respect of individual pupils must not exceed the actual cost of providing the optional extra activity, divided equally by the number of pupils participating. It must not therefore, include an element of subsidy for any other pupils wishing to participate in the activity whose parents are unwilling or unable to pay the full charge.

In cases where a small proportion of the activity takes place during school hours the charge cannot include the cost of alternative provision for those pupils who do not wish to participate. Therefore, no charge can be made for supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential visit.

Participation in any optional extra activity will be on the basis of parental choice and a willingness to meet the charges. Parental agreement is therefore, a necessary pre-requisite for the provision of an optional extra where charges will be made.

Examination Fees

- (i) Where a student has not been prepared for a public examination by the school, the Governing Body may make a charge for the cost of entering the student for the examination if previously agreed by the parents. Entries to non-prescribed examinations, whether or not prepared by the school, will also be charged
- (ii) If a student fails without good reason to complete the examination requirements for any public examination for which the school has paid (or is liable to pay) an entry fee then the Governing Body may recover the fee from the parent.
- (i) Examination re-sits(s) if the pupil is being prepared for the re-sit(s) at the school cannot be charged for. However, if the pupil fails, without good reason, to meet any examination requirement for a syllabus, the fee can be recovered from the pupil's parents.

Damages and Losses.

Charges may be made for the cost of repairing or replacing any damaged property or item resulting from a pupil's inappropriate behaviour.

Charges may be made for the cost of replacing any property or item which has been loaned or hired to a pupil and not returned.

Remissions.

The discretion to remit in whole or in part any charge, which may be made by the school, has been vested in the Headteacher.

Remission may be made on the grounds of educational considerations with regard to both the pupil and the school needs.

Under the Act no charges may be made for activities which form part of the syllabus for a prescribed public examination or the National Curriculum.

The Governing Body may waive all or part of the charges for the board and lodging element of a residential activity within school hours, where the parents of a student who would normally be liable but are receiving the benefits outlined under Residential Visits.

Remission may be made on the grounds of financial considerations with regard to both the pupil and the school needs.

Remissions may be made on a group or an individual pupil basis.

COMPLAINTS ABOUT THE CURRICULUM

Details of the Local Authority's and Schools complaints procedure are available from the School Office. Concerns should, in the first instance, be discussed with the Headteacher.

ST THOMAS' SCHOOL PARENT AND TEACHERS ASSOCIATION (PTA)

All parents, guardians, governors, teachers and ancillary staff at St Thomas' are automatically members of the Parent/Teacher Association.

The Association is a Registered Charity constituted with the objective of advancing the education of pupils in the School. It is committed to achieving this objective in a number of ways, which include developing relationships between all those involved with the School and raising money to assist with the provision of resources in school.

BEHAVIOUR

The school is a community where every individual has a worthwhile contribution to make and where individual needs, rights and opinions are respected and valued. To ensure this takes place, we believe in positive reinforcement of good behaviour through praise, reward and expectation. Our school has a clear, simple code of conduct, which each child is expected to follow.

A summary of our Behaviour Policy is available to see on our School website.

ATTENDANCE RETURNS 2016/2017

The following school performance information was supplied to the Local Authority for the school year 2015 to 2016, as requested by the Department of Education.

Attendance rate - 96.39 %

Authorised Absences - 3.13 %

Unauthorised Absences - 0.48%

SCHOOL LEAVERS In the school year ended July 2016 the destination of Year 6 pupils was as follows:

Priestnall School - 56.25%

St Anne's RC High School - 12.50%

Stockport Grammar School - 9.37%

Parrswood High School - 6.28%

Kingsway High School - 3.12%

Trinity CE High School - 3.12%

Stockport Academy - 3.12%

Hazel Grove High School - 3.12%

Burnage High School - 3.12%

PUPIL PERFORMANCE IN NATIONAL TESTS AT THE END OF KEY STAGE 2- 2016

Subject	School % achieving expected standard	National % achieving expected standard	School % achieving high/greater depth standard	National % achieving high/greater depth standard
Reading	81%	66%	13%	19%
Mathematics	81%	70%	19%	17%
Grammar, Punctuation and Spelling	88%	72%	47%	22%
Writing	75%	74%	0%	15%
Reading, Writing and Mathematics combined	69%	53%	0%	5%

Children needed to achieve a scaled score of 100 in the reading, mathematics and GPS tests to achieve the expected standard and a scaled score of 110+ to achieve the high standard.

The reading, writing and mathematics combined measure consisted of children achieving the 100+ scaled score in mathematics and reading and being teacher assessed at the expected standard for writing. That is, they achieved the national standard in all three subjects together.

Progress

Individual pupil progress scores are calculated in comparison to other pupils nationally. For all mainstream pupils nationally, the average progress score was 0. A school progress score for individual subjects will be presented as positive and negative numbers either side of 0. A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally. A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally. A negative score does **not** mean that pupils did not make any progress between key stages 1 and 2. A negative score means that they made less progress than other pupils nationally with similar prior attainment.

The pupils' average progress at St Thomas' CE Heaton Chapel:

Reading = - 0.7

Writing = - 2.9

Mathematics = - 0.2

DATA PROTECTION

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, and characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

The Local Education Authority uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil 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 pupils cannot be identified from them.

The Qualifications and Curriculum Authority uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The Department for Education and Skills uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified by them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising the right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- The school at Wellington Road North, Heaton Chapel, Stockport SK4 4QG
- The Council's Data Protection Officer at Stockport Metropolitan Borough Council, Town Hall, Stockport, SK1 3XE
- The QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, WIJ 8QA
- The DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

For further information regarding our Data Protection Policy please ask at the school office.

IMMUNISATION

The benefits of immunisation are clear – very few children suffer from serious illness or die as a result of any of them.

It is strongly recommended that your child should have had the following immunisations prior to starting school.

IMMUNISATION SCHEDULE

Age	Vaccine
2 Months	Diphtheria, tetanus, pertussis, polio, hib, Meningitis C
3 Months	Diphtheria, tetanus, pertussis, polio, hib, Meningitis C
4 Months	Diphtheria, tetanus, pertussis, polio, hib, Meningitis C
12 – 15 Months	MMR (Measles, Mumps, Rubella)
4 – 5 Years	Pre-school booster (Diphtheria, tetanus, acellular pertussis, polio) and 2nd MMR
As Required	Travel vaccinations

If you need any further information about immunisation, see your practice nurse or health visitor.

Some children may also be recommended to have BCG (vaccination against tuberculosis), pneumococcal vaccine or influenza vaccine. Again speak to your practice nurse or health visitor if you need information about these.

If your child has not had any of the above immunisations, these are available from your GP surgery.

CONCLUSION

We are pleased to issue this booklet with the intention of providing useful information about our school.

Our teachers are aware of the importance of establishing an effective and harmonious partnership between home and school. Working together, with your support, we ensure that your child's school years are happy and productive and that we have a school of which we can be justly proud.

It is a partnership and we cannot do it alone. A home-school agreement is confirmed annually to continue our good working relationship.

Please support your school by: -

- Praising its good points
- Valuing the work that goes on
- Praising your child's success and activities
- Giving a helping hand when you can
- Attending meetings that the staff have organised
- Thinking the best of everyone's intentions
- Discussing difficulties with us when they first arise, and NEVER in the hearing of your child

And in our turn we will say THANK YOU from time to time.

We assure you we will place all our professional skill, expertise and enthusiasm at the disposal of your child.