



# St Thomas' C of E VA Primary School

## School Prospectus



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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. Further extensions and refurbishments were completed in 2014 and 2016.

The original school is now the Infant Site. In 2016 we opened our new Junior Site on Buckingham Road, Heaton Moor.

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.

## Vision Statement

We aim to be an exception school with Christian Values at the heart of our community

- At St Thomas' the teachings of Jesus weave through the curriculum and school life, upholding the Biblical values of justice, compassion and perseverance.
- We are committed to providing a safe and nurturing environment that equips and empowers the children to flourish. We learn and grow in a culture of challenge and opportunity, promoting independence, collaboration and respect for all.

We aim for our children to succeed in body, mind, heart and spirit.

*"I come that they might have life and life in all its fullness" The Gospel of John 10 v 10*

### THE GOVERNING BODY

#### Who are the Governors?

St Thomas' has a Governing Body of 11 people. 6 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 6 Governors are known as Representative Governors. One is the Staff Governor, 2 are a Parent Governor, elected by parents of children at the school. 1 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 2 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](mailto:cog@st-thomasheaton.stockport.sch.uk).

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

**GOVERNING BODY**

**FOUNDATION GOVERNORS**

Mr R Bates (Chair)  
Mr J Simpson (Vice-Chair)  
Mr D Hardy  
Mrs S Oldfield

**MANCHESTER DIOCESAN REPRESENTATIVE GOVERNOR**

Mr D Muskett

**LEA REPRESENTATIVE GOVERNOR**

Vacancy

**GOVERNORS ELECTED BY PARENTS**

Mrs Katie Thorpe  
Mrs Laura Jole

**GOVERNOR ELECTED BY STAFF**

Mr Chris Kemal

**EX OFFICIO**

Rev D Brownhill (RE/Worship)

**HEADTEACHER**

Mrs K Morris

**ASSOCIATE MEMBER**

Mr P Campen (Deputy Headteacher)  
Miss L Loynes (Deputy Headteacher)  
Mrs B Billington (School Business Manager)

## ADMISSIONS POLICY

Any parent wishing to clarify any points relating to the following information are advised to contact the school direct.

Unless otherwise stated the following arrangements will be administered on behalf of and in conjunction with the Head Teacher by Stockport Local Authority.

- Regulations require that children whose Statement of Special Educational Needs or Education Healthcare Plan that names the school, must be allocated a place. Following the allocation of places to these children the schools admissions policy criteria will be used to allocate places up to the Planned Admission Number of the school
- If there is competition for places within any category, applicants will be measured by straight line distance between home and school using Stockport Local Authority's mapping system
- Any parent refused a place at their preferred school has the right to appeal to an Independent Appeal Panel. Arrangements for appeals are administered on behalf of the Governing Body by Stockport Local Authority
- Children in Care must be given the highest priority in admissions policy criteria. In the case of faith schools the Governors may give priority to Children in Care of the appropriate faith ahead of other Children in Care
- The Governing Body has adopted the definitions and admissions processes/ procedures used by Stockport Local Authority. These can be viewed at [www.stockport.gov.uk](http://www.stockport.gov.uk)
- The final date by which applications must be received for admissions to the school is determined after consultation by the Local Authority on an annual basis.

### 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:

<b>1</b>	Children in Public Care (Looked After Children) and those who have been adopted immediately after being in public care.
<b>2</b>	Children considered to have highly exceptional medical/social reasons
<b>3</b>	Children resident within the catchment area of the school and will have a sibling at the school at the time of admission
<b>4</b>	Children resident within the catchment area of the school
<b>5</b>	Children who live outside the catchment area of the school and will have a sibling at the school at the time of admission
<b>6</b>	Baptised children whose parent(s)/guardian(s) are in regular attendance at any of the Anglican churches within our parish
<b>7</b>	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
<b>8</b>	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 1<sup>st</sup> 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.

Application forms must be completed online at [-www.stockport.gov.uk/schooladmissions](http://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.

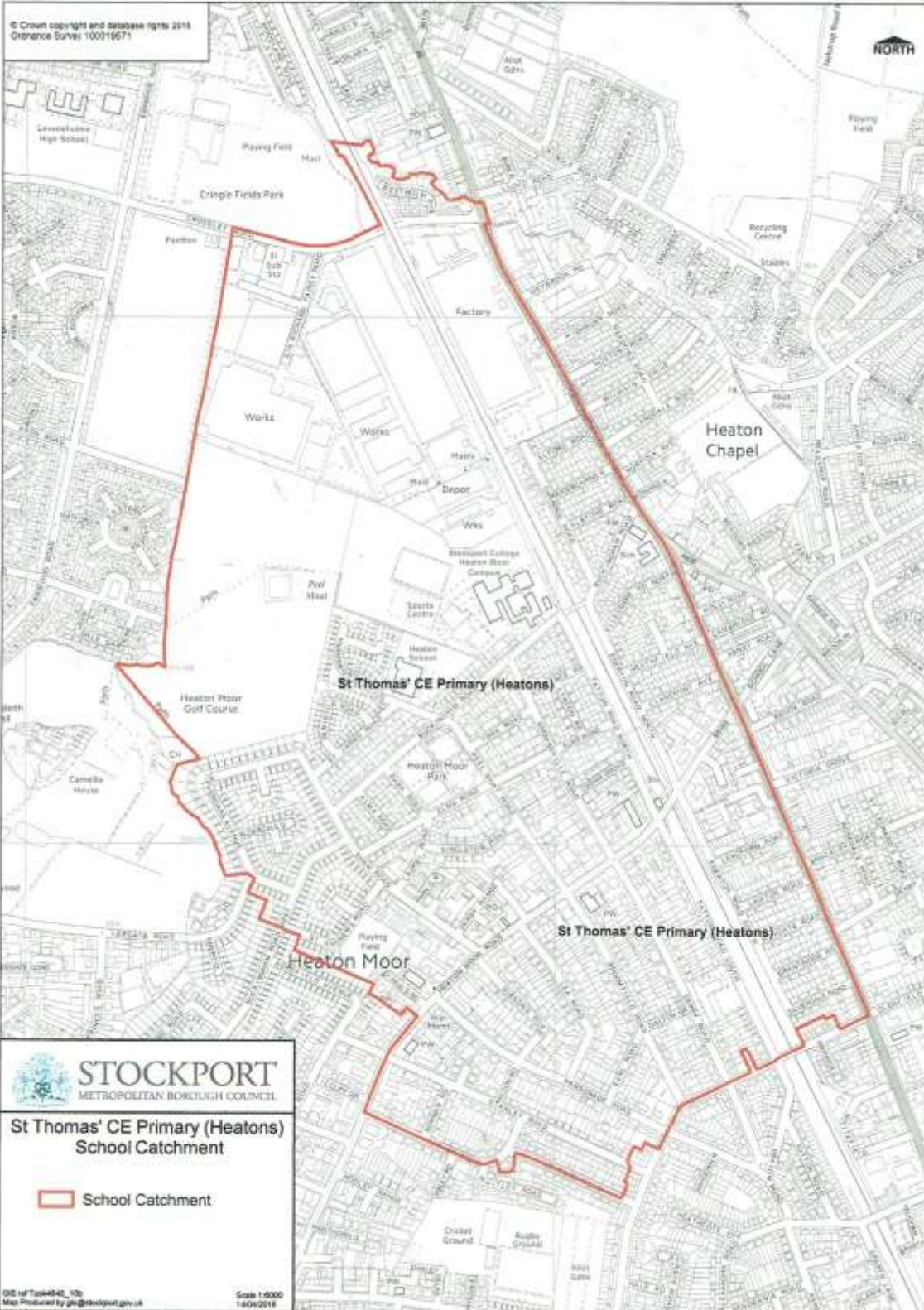
Related information concerning late applications, deferred entry and Admissions policy is contained in 'Primary Education in Stockport, Information for Parents 20/21.'

### **'Late applications for admission'**

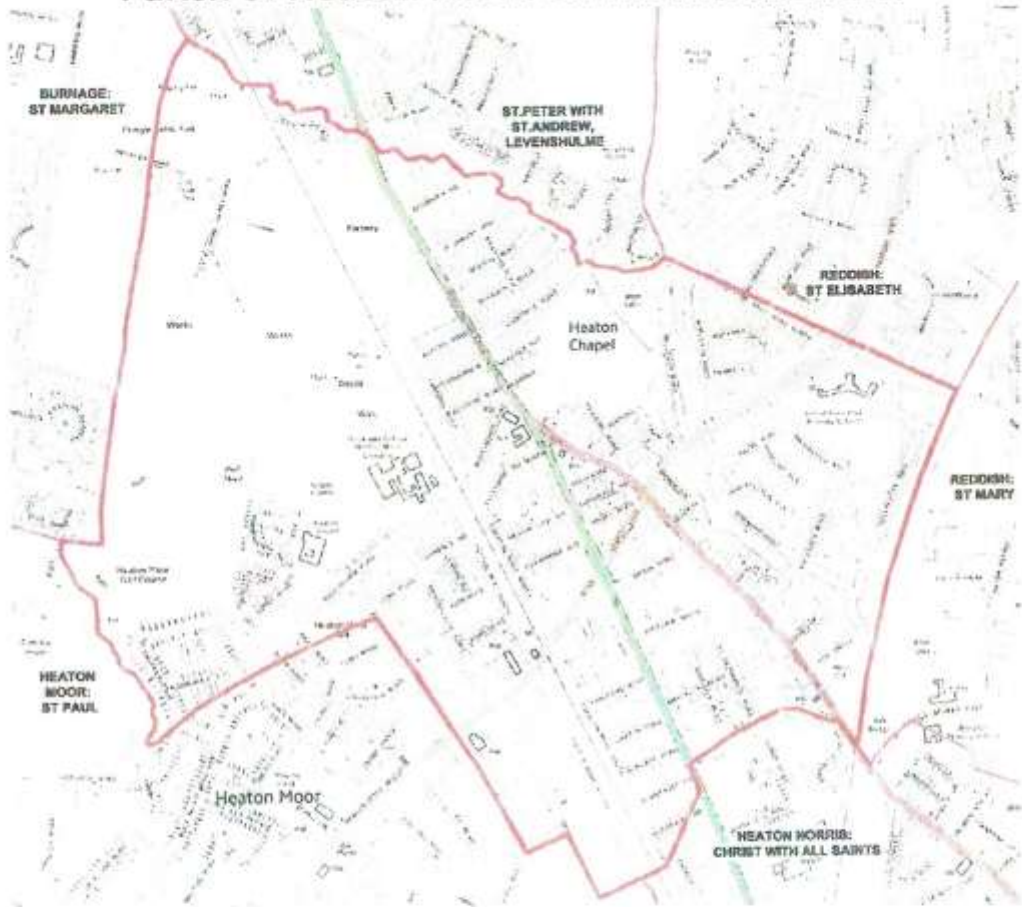
Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the L.A. have established their list of pupils to be admitted, then it will be considered alongside all the others.

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.'





# Parish of Heaton Norris St Thomas MO3520



## **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. As part of your child's induction into school you will be invited to make an appointment with your child's teacher where you can discuss your child's individual needs before they start.

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.

At the end of Year 3, we will look at the makeup of the classes and reorder the children into new classes ready for the move to Year 3 at the Junior Site. We also arrange visits to the new site and opportunities to meet the new teacher.

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 2019/20 there are 594 pupils on roll in 21 classes. The school staff and class arrangements are as follows: -

### Administration Office

Mrs B. Billington – Business Manager  
Mrs L Fairfax – School Administrator - Infants  
Ms D. Lea – School Administrator – Juniors  
Mrs E Novakovic – Administrative Assistant – Infants  
Mrs S Thomas – Administrative Assistant - Juniors

### Senior Leadership Team

Mrs K. Morris – Headteacher  
Mr P. Campen – Deputy Headteacher - Infants  
Ms L Loynes – Deputy Headteacher - Juniors  
Ms N Wood – Special Educational Needs and Disabilities Co-Ordinator (SENDCO)  
Mrs L. Hadfield – EYFS Leader  
Mrs T Brokenbrow – KS1 Leader  
Mrs V Shaw – Lower KS2 Leader  
Mrs F. Stockton – Upper KS2 Leader  
Mrs B Billington – Business Manager  
Mr C Kemal – School Improvement Leader/Part Time LA Advisor

### Foundation Stage Team

Mrs K Johnson – Nursery Teacher  
Mrs K Roberts – Nursery Teacher  
Mrs L. Hadfield – Reception Teacher  
Mr M Attwood – Reception Teacher  
Mrs A. Mellor – Reception Teacher  
Mrs H. Bucknor – EYFS Teaching Assistant  
Miss K Wild – EYFS Teaching Assistant  
Miss H. Scott – EYFS Teaching Assistant  
Mrs M Nugent – Nursery Teaching Assistant

### Key Stage One

Miss G Metcalfe – Year 1 Teacher  
Miss S Harnett – Year 1 Teacher  
Miss P Morton – Year 1 Teacher  
Ms N Wood – Year 1 Teacher  
Mrs A Stafford – Year 1 Teaching Assistant  
Mrs J. Jorgenson – Higher Level Teaching Assistant  
Mrs A Brocklehurst – Year 1 Teaching Assistant

Mrs T. Brokenbrow – Year 2 Teacher  
Miss H McCalla – Year 2 Teacher  
Miss J Howard – Year 2 Teacher (Maternity Leave)  
Mr M Powell – Year 2 Teacher  
Miss Joseph – Year 2 Teacher  
Mrs V. Van Bergen – Year 2 Teaching Assistant  
Mrs M Colcolough – Year 2 Teaching Assistant

## Key Stage 2

Mrs A Pigott – Year 3 Teacher  
Mrs A Bleasdale – Year 3 Teacher  
Miss L Page – Year 3 Teacher  
Mrs T Potts – Year 3 Teaching Assistant

Mr S Bleasdale – Year 4 Teacher  
Mrs V Shaw – Year 4 Teacher  
Miss B Guerriero – Year 4 Teacher  
Mrs S Briereley – Year 4 Teacher (Maternity Leave)  
Mrs A Solway – Year 4 Teaching Assistant

Mrs H Gibbs – Year 5 Teacher  
Mrs S Whitehead – Year 5 Teacher  
Mrs S Galbraith – Year 5 Teacher  
Mrs A. Gallagher – Year 5 Teaching Assistant

Mrs F. Stockton – Year 6 Teacher  
Miss S. Theobald – Year 6 Teacher  
Miss A Hughes – 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 – Mr L. Buckley, Mrs E English, Ms A Korny, Mrs M Cross,  
Mrs J Lindon, Mrs K Tebb,  
Behaviour Support Assistant – Mrs F Meakin

## Catering Staff

Miss C. Statham – School Cook - Infants  
Mrs S Kaur – School Cook - Juniors

## Mid-Day Team

Mrs J Hind – MDA Supervisor – Infants  
Mrs L Buckley – MDA Supervisor - Juniors  
Mid-Day Assistants – Infants  
Mrs M Wear, Mrs S Stendall, Mrs K Tebb, Mrs Z Warraich, Mrs G Yaqoob, Mrs K Flynn.  
Mrs S Akhtar, Mrs Z Raza, Miss Biasetti-Cooke,  
Mid-Day Assistants – Juniors  
Mrs P Dunleavy, Mrs J Cope, Mrs J Lindon, Mrs Z Vasi, Ms D Lea, Mrs A Zaheer

## Caretakers

Mr T Birch – Infants  
Mr N Donegan - Juniors

## Caretaking Team

Mr K. Norris  
Mrs B. O'Grady  
Mrs K. Shaw



Mrs S Mooney  
Mr G Hibbert  
Mrs J Cope

### PALS

Mrs S. Thomas – PALS Manager

PALS Assistants – Mr L. Buckley, Miss S. Stendall, Miss P. Dunleavy, Mrs N. Singh, Mrs M. Wear, Mrs K Turnock-Barnett, Miss T Hibbert, Mrs Z Vasi, Mrs K Flynn

### Sports Coaches

Mr S. Walkinshaw, Mr A. Beeley, Mr J Knowles, Miss J Bentley and Miss K. Foster

## **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.
- Understand how to keep themselves safe and how to relate well to people around them (PSHE).

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 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 January 2018 & November 2018. A summary of the Inspection Reports is attached to this prospectus and is available on our School website.

## SIAMS INSPECTION

As a Church of England Primary School we undergo Statutory Inspection of Anglican and Methodist Schools (SIAMS) every 4 years of so.

St Thomas' is required to demonstrate that the school is distinctively Christian, through all aspects of its life as a school. We are inspected by the SIAMS process (Statutory Inspection of Anglican and Methodist Schools.) and we are required to be different to community schools, showing that our Christian Vision impacts all that we do.

A summary of the inspection findings is detailed below and the full report can be found on our website.

- ***The Christian vision threads through all aspects of school life. It is discernible in the relationships, care and support offered within this highly inclusive school.***
- ***The curriculum, shaped by the Christian vision, offers a wealth of experiences and opportunities that meet the academic and spiritual needs of pupils.***
- ***The principles of restorative justice are universally understood. This brings depth to pupils' understanding of Christian teaching and of their own place in society as Children of God. As a result, pupils' behaviour and attitudes, in lessons and around school, are very good.***



- *Effective teaching in religious education (RE) supports pupils in developing a clear understanding of the ways in which biblical teaching influences the lives of the believers.*
- *Thoughtful and well-delivered worship, alongside opportunities for prayer and reflection around the school, support pupils; spiritual development.*

***Statutory Inspection of Anglican and Methodist Schools. November 2018***

## RELIGIOUS AND MORAL EDUCATION

### 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/](http://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.

RE is a popular subject. Lessons focus on issues of importance to pupils such as leadership, and gifts with enduring value. Debate is encouraged and pupils develop understanding of the interaction between religious belief and cultural heritage. They listen carefully to one another and are respectful of differing viewpoints. Subject leaders attend regular diocesan meeting for local RE teachers. These inform school based professional development and lead to a shared understanding of standards and subject content. The teaching of RE meets statutory requirements.

### Worship

Children attend collective 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 reflects the school's Christian vision and inspires, enthuses and encourages pupils. Through story, drama and music pupils reflect on issues relevant to them that affect the ways in which they live. They actively engage with extensive opportunities for spiritual reflection and share their responses respectfully. Pupils are familiar with the story of Jesus' life and develop a practical understanding of Christian teaching. Prayer is a natural part of the daily life of the school. Reflection areas in classrooms and prayer stations in each building provide a space for pupils to pray. This provision enriches pupils' prayer lives and contributes to the maturity of their approach to contemplation. The involvement of pupils, teachers and members of the church community in planning and leading worship brings a richness of experience. Staff pray together each week and value this time of re-committal to the school's Christian vision and purpose”*** (SIAMS inspections report November 2018).

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'. No child is forced to pray but we require all our children so show respect. 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.

## **RELATIONSHIPS AND 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	-	Baseline Assessments & On-going Foundation Stage Profile
Year 1	-	Phonics Screening Check
Year 2	-	Key Stage 1 Assessment tests
Year 4	-	Tables Test
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 Special Education Needs and Disability Co-ordinator (SENDCo) 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.

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.

Special Education Needs also encompasses supporting children who may have difficulty adhering to standard behaviour expectations or who have mental health needs. As with other needs we will support all our children.

## **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 2019/20, 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 99% of infant children in school have school dinners. Approximately 47% of junior children 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 St Thomas' C of E Primary School.

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 and we strongly suggest that no nut products, including spreads, are included in packed lunches as we have children in school with severe allergies.

## **FREE SCHOOL MEALS**

**You can claim for free school meals if you receive:**

- Income Support
- Universal Credit (provided the parents income is no more that £616.67 in the last Universal assessment period.
- Income related Employment and Support Allowance.
- Income based Job Seekers Allowance
- Support by Part VI of the Immigration & Asylum Act 1999
- Child Tax Credit only with an income of less than £16190
- The guaranteed element of Pension Credit

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

Email: [benefitsfsm@stockport.gov.uk](mailto:benefitsfsm@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, including playgrounds or parking areas at any time. We request that all adults visiting school (including the playground) support our Healthy Schools initiative by observing a 'No Smoking' ban. This includes vaping.

**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.** Any loss of items should be reported to the teacher without delay. Lost property is collected and stored in a weatherproof container accessible to parents on both sites.

## **CHILD PROTECTION/SAFEGUARDING**

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

## **ABSENCE FROM SCHOOL AND SICKNESS**

Please inform school as soon as possible by either telephone or email if your child is absent,

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 GP or hospital 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. This guidance also applies where children have allergies or other specific medical conditions.

### **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

#### Infants

Girls: White polo shirt  
Grey skirt or trousers  
Navy blue sweatshirt or cardigan  
With school crest.  
Navy or grey tights or socks

Boys: White polo shirt  
Grey shorts or long trousers  
Navy blue sweatshirt or jumper with  
School crest

#### Juniors

White blouse with collar  
School tie  
Grey skirt, trousers or shorts  
Navy blue v neck knitted cardigan or  
V necked knitted jumper with school  
Crest  
Navy or grey tights or socks

White shirt with collar  
School tie  
Grey shorts or long trousers  
Navy blue V neck knitted jumper with  
School crest

### Footwear

Black fitted 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 Triple S 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) Smart watches capable of taking photographs, messaging or recording voices are not permitted.

## **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.

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

Infants 2.00 p.m. – 2.15 p.m.

Juniors 2.15 p.m. – 2.30 p.m.

Just before the afternoon break, 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 – Infants 3.10 p.m.

Juniors 3.30 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 policy of the Governing Body**

The Governing Body recognises the valuable contribution that a wide range of additional activities can make towards enriching children's education. School fund is used to a great extent to subsidise such activities. Parents / carers will be invited to make voluntary contributions to meet the cost of activities which take place in school hours. Although no child will be excluded from any visit for financial reasons, the Governing Body reserves the right to cancel any activity if sufficient voluntary contributions have not been received. Families who have difficulty meeting the full cost can apply for financial assistance to the Headteacher for support. Parents and carers are always informed well in advance of such activities and payment can be made in instalments. In case of loss or damage to school equipment and resources, parents and carers may be asked to make a contribution towards the cost of replacing the item. The Governing Body reserves the right to charge the full cost for activities which take place outside school hours.

## **Music Tuition**

From KS2 (and occasionally in Year 2), parents can arrange for instrumental tuition during the school day provided by Stockport Music Service. This is in addition to the schools music curriculum.

Stockport Music Service will charge for all instrumental tuition requested by parents and delivered by specialist tutors within school hours, whether offered to an individual or group of pupils. Arrangement for payment are made directly with the service.

## **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.

## **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 2018/19

The following school performance information was supplied to the Local Authority for the school year 2018 to 2019, as requested by the Department of Education.

Attendance rate – 96.9 %  
Authorised Absences – 2.8 %  
Unauthorised Absences – 0.3%

SCHOOL LEAVERS In the school year ended July 2019 the destination of Year 6 pupils was as follows:

Priestnall School – 61.54%  
St Anne's RC High School – 17.31%  
Stockport Grammar School – 1.93%  
Parrswood High School – 1.93%  
Kingsway High School – 1.93%  
Trinity CE High School – 5.77%  
Stockport Academy – 1.93%  
Levenshulme High School – 1.93%  
MEA Central High School – 1.93%  
Castle Hill High School – 1.93%  
Stockport School – 1.93%

## Outcomes for our School

KS2 ALL PUPILS Subject	Scores Average 2017, 2018, 2019			
	School Expected	National Expected	School 110+ GDS	National 110+ GDS
Reading	78%	72%	33%	26.5%
Writing TA	87%	78%	23%	19%
Maths	84%	77%	34%	25%
GPS	87%	78%	52%	33.6%
R,W M Combined	73%	63%	14%	10%

Children needed to achieve a scaled score of 100 in the reading, mathematics and GPS tests to achieve the minimum meeting and expected standard and a scaled score of 110+ to achieve greater depth/mastery.

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 and was in line with National average range.**

**Reading = - 0.6**

**Writing = +0.03**

**Mathematics = +0.12**

## **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.