

St. Vincent's Catholic Primary School

Part of The Bishop Bewick Education Trust



School Prospectus

2022 - 2023

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Welcome to St. Vincent's Catholic

St. Vincent's Catholic Primary School is a single-form entry school serving 210 children aged between 4 and 11 years old from the Walker area of Newcastle upon Tyne. We joined The Bishop Bewick Catholic Education Trust, on the instruction of The Bishop of Hexham and Newcastle, in April 2022.

All Catholic schools in Newcastle, North Tyneside and Northumberland, primary and secondary, are part of this Education Trust

We serve the parish of Our Lady and St. Vincent: our Parish Priest is Fr. Jojo. At St. Vincent's we provide a happy and caring environment for everyone: an environment where we embed ambition and aspiration into the minds and hearts of the whole learning community.

"Pupils thrive in the positive, well-ordered and caring school environment." Ofsted, Oct 2016

"Pupils' behaviour and attitudes to learning are strengths of the school. The atmosphere around school is calm and the pupils are eager to learn." Ofsted, Dec 2021

Address: Monkchester Road
Walker
Newcastle upon Tyne
NE6 2TX

Telephone: 0191 265 5049

Email: office@stvincents.uk

Website: <http://www.stvincents.uk>



A Message from the Head Teacher

Thank you for your interest in St. Vincent's. Choosing the right school for your child is one of the most important decisions you make as a parent/guardian. I hope the information in this booklet helps you in this task.



St Vincent's Catholic Primary School is committed to quality education in a caring environment that reflects the values and benefits of our faith. The Gospel message is the focus of our school life, not only in celebration and prayer but also through relationships, learning opportunities and play. We pride ourselves on having an integrated community of pupils, parents, teachers, governors and parishioners who all help create a close, secure and happy learning environment.

We provide a balanced academic, sporting and social curriculum that encourages each child to fulfil his or her potential and become confident, responsible and successful members of society:

"A strength of the school is how it develops pupils' life skills and values." Ofsted, Dec 2021

Please don't hesitate to contact the school if you require additional information or have any further questions.

A handwritten signature in black ink, appearing to read 'Ms Ness'.

Ms Ness
Head Teacher

A Message from the School Governors

Thank you for taking the time to read our school prospectus. As a school we cannot succeed without the support of parents, carers, parishioners and the wider community. We warmly welcome your thoughts and comments about your child's education at St. Vincent's.



The school is founded upon the Gospel values of Jesus Christ and, as such, we aim to bring to life these values in everything we do. Our school Mission Statement clearly sets out our commitment to the pupils of St. Vincent's:

Our mission is to serve the children of St. Vincent's as we grow together, building and deepening a community of faith and learning safe in the love of Christ.

By walking in the footsteps of Jesus every child, irrespective of culture, belief or race, will be treated as the unique person they are and, through respect and nurturing, will gain a love of learning and reach their individual potential.

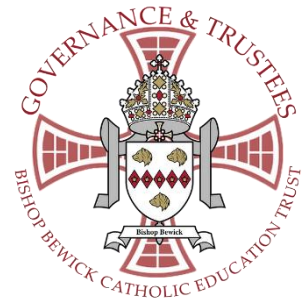
Inspired by Our Lord's teaching and Catholic tradition we will provide a challenging and enriching curriculum for our children. Knowledge, raised aspiration, respect and value of self and others will equip them to move with growing confidence onto the next stage of life.

As a school, we are committed to Safeguarding and to promoting the physical, mental and spiritual welfare of all our pupils.

A handwritten signature in black ink, which appears to read 'M. Willcock'.

Mr Michael Willcock
Chair of Governors

What is a Catholic Education Trust?



Bishop Bewick Catholic Education Trust is structured in accordance with its Articles of Association.

There are three levels of governance within the Trust: the Members, The Trust Board of Directors, and the governors who make up the Local Governing Body for each academy in the Trust.

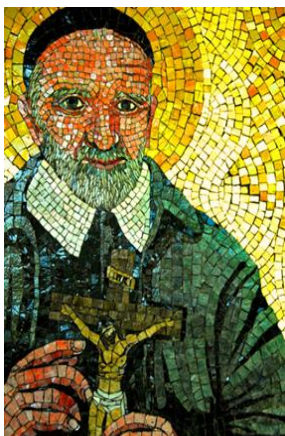
The Trust comprises five Members. The Members are accountable to the DfE and have ultimate responsibility for the Trust achieving its charitable objectives. They sign off the Articles of Association and have the power to appoint and remove the Directors. The Members include representatives from the Diocese of Newcastle and Hexham. The majority of the Members are independent of the Directors to provide challenge and scrutiny to the Board.

The ultimate responsibility for the running of our schools resides with the Directors of the Trust. They set the strategic direction for the Trust and are accountable to the Secretary of State for the performance of the schools within it. This is set out in a legal document known as the 'funding agreement'. As charity trustees, they must also ensure that they are complying with charity law requirements.

Directors are appointed on the basis of skills needed.

The authority for running each school remains at Local Governing Committee level and is clearly defined by our scheme of delegation.

Saint Vincent de Paul



Vincent de Paul (24 April 1581 – 27 September 1660) was a French Catholic priest who dedicated himself to serving the poor. He was renowned for his compassion, humility and generosity: he is known as the "Great Apostle of Charity".

Indeed, St. Vincent is the patron of all works of charity. The Society of Saint Vincent de Paul, an organisation dedicated to the service of the poor, was established by French university students in 1833 and is today present in 132 countries.

Our Values

St. Vincent's is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, therefore Catholic doctrine and practice permeates every aspect of the school's activity.

Love - A Christ-like love respects the talent of each person in our school.

Faith - Faith helps us to do God's will in this world.

Hope - Hope helps us to see a new life beyond our present one.

Truth - We should show God's truth in all we do.

Joy - We show we are joyful and happy and that we are friends with God.

Prayer - Through prayer we stay close to God.

Mission - Our mission is to live as Christ lived.

Justice - We always live a life that works against injustice and wrong.

Peace - We know that if we love one another, peace will be all around us.

Mercy - We believe that mercy will be shown by the way we forgive others.

Community - We believe our community unites us all as followers of Jesus.



We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. Here is an example of some of the ways we do this:

Democracy: School Council, Class Ambassadors and Visiting speakers.

The Rule of Law: Class rules, School Behaviour Policy and a positive relationship with our local police officers.

Individual Liberty: Rights Respecting School award and fostering independence in learning.

Mutual Respect: Our inclusive Mission Statement, Good Manners awards, Anti-bullying policy, links with other schools and supporting charitable work.

Tolerance of those with different beliefs: Teaching of world faiths and holding cultural days/events.

Our school staff...

Role

Head Teacher
Deputy Head Teacher
Assistant Headteacher
SENCO/Intervention Team Leader
Year 6 Class Teacher
Year 5 Class Teacher
Year 4 Class Teacher
Year 3 Class Teacher
Year 2 Class Teacher
Year 1 Class Teacher
Year 1 Class Teacher
Reception Class Teacher
KS2 Higher Level Teaching Assistant
KS2 Higher Level Teaching Assistant
KS2 Higher Level Teaching Assistant
KS1 Higher Level Teaching Assistant
Rec Higher Level Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Teaching Assistant
Psychotherapist/Play Therapist
Home-School Coordinator
Administration Assistant
Administration Assistant
School Cook
Assistant cook
Kitchen Assistant
Lunchtime Assistants

Name

Ms Ness
Mrs Watson
Mrs Burdon
Miss Husband
Mrs Burdon
Miss Hilldrith
Mrs Jackson
Mr Vickers
Miss Willis
Miss Grant (Mrs Turner - Maternity Leave)
Mrs Horsley (part time)
Miss Hill
Mrs Guy
Mme Machane
Mrs Watson (part time)
Miss Laidler (part time)
Mr Wylie
Miss Hastie
Mrs Baker
Mrs Gates (part time)
Miss Brown
Miss Wilson
Miss Lau
Ms Lambie
Ms Lashley
Mrs Bates
Mrs Campbell
Mrs Reay
Mrs Hawman
Mrs Lamb
Mrs Douthwaite
Mrs Purvis
Miss Scouler
Mrs Usher
Mrs Wombwell
Miss Martin
Miss Garner

St. Vincent's School Governors

The school's governors have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Chair of Governors	Mr Michael Willcock
Vice Chair of Governors	Mrs Alice Dack
Foundation Governors	Mrs Racheal Blackburn
	Ms Kate Jaworska
	TBA
	TBA
Local Authority Governor	Mrs Linda Lockhart
Teacher Governor	Miss Sarah Willis
Parent Governors	Miss Kayley Murray



ADMISSIONS

How and when to apply

Applications must be made on the Newcastle Local Authority Common Application Form. Parents applying to a Voluntary Aided Catholic school should also complete the supplementary information section. All forms for our Reception Class, September 2023, must be returned by the closing date set by the Local Authority.

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the coordination of admission arrangements.

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

Parishes served by the school

The school serves the parish of Our Lady and St Vincent, Walker.

Published Admission Number

The governing body has set its admission number at 30 pupils to be admitted to the reception class in the school year which begins in September 2022.

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

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

Application Procedures and Timetable

To apply for a Reception Class place at this school, the parent must complete a common application form (CAF) available from the local authority in which the child lives. The parent will be advised of the outcome of the application on 16 April or the next working day, initially by a letter or email from the local authority on behalf of the governing body.

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

All applications will be considered at the same time and after the closing date for admissions, which is in January 2023.

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. For information on making an in-year application, parents should contact the local authority admissions team: admissions.information@newcastle.gov.uk or the school directly.

Please see the school website for further information about applications and place allocation:
<http://www.stvincents.uk>

The School Day

08:55 h	The school day starts
09:00h	Phonics/English or Maths lesson
10:15 h	Collective Worship*
10:30 h	Morning Playtime starts
10:45 h	Phonics/English or Maths lesson
12:00 h	Lunch for KS1, Y3 & Y4
12:15 h	Lunch for Y5 & Y6
13:00 h	Lunchtime ends
14:00 h	Afternoon Playtime for KS1, Y5 & Y6
14:15 h	Afternoon Playtime ends for KS1, Y5 & Y6
15:25 h	The school day ends

Arriving punctually for the start of the school day is essential for your child's emotional wellbeing and academic progress. Indeed, the morning schedule is the most important time of the school day.

*Collective Worship:

Monday	Head Teacher's Assembly
Tuesday	Hymn Practice
Wednesday	KS1 Assembly
Thursday	KS2 Assembly
Friday	Good Work Assembly/Whole School Liturgy

Class Prayers are said at the start of the day, before lunch and at the end of the day.

At St. Vincent's, learning is not restricted to the classroom. Each class is given a minimum of 1 opportunity each half-term to learn from the world around us.



Term Times & School Holidays for 2022-23

SEPTEMBER 2022

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2022

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2022

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2022

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2023

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2023

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2023

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2023

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2023

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2023

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY 2023

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2023

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

 School Holidays

 Bank Holidays

 Training Days

School reopens on Wednesday 6th September 2023

Academic Achievements:

Pupils attending St. Vincent's make rapid academic progress and achieve attainment standards in-line with, or above, national averages.

'Thank you for your hard work and professionalism in producing such high standards and congratulations again to you and your staff for all you have achieved'.

Nick Gibb MP, Minister of State for School Standards. 2019

The school has embedded a number of effective initiatives to support pupils and to help them reach their full potential during their time at primary school:

- Educational visits to inspire and enhance learning
- Intervention programmes to ensure pupils keep-up and catch-up with their classmates
- Significant investment into resources e.g. numicon for maths

St. Vincent's most recent published data.

Rec	Nat Av	EXS 2018	EXS 2019
GLD	72%	77%	77%
Year 1	Nat Av	EXS 2018	EXS 2019
Phonics	82%	83%	89%
Year 2	Nat Av	EXS 2018	EXS 2019
READING	75%	82%	83%
WRITING	69%	82%	80%
SPaG	X	82%	80%
MATHS	76%	82%	83%
WR&M	65%	82%	77%
Year 6	Nat Av	EXS 2018	EXS 2019
READING	73%	96% 108 ss	83% 105 SS
WRITING	78%	96%	87%
SPaG	78%	96% 111 ss	93% 109 SS
MATHS	79%	96% 107 ss	90% 107 SS
WR&M	65%	96%	80%

All statutory tests for 2019-20 and 2020-21 were cancelled due to Covid19. 2021-22 Test results are not for publication.

A one-week Crammer Club runs in the Easter holidays to help prepare Year 6 pupils for their SATs exams in May. Crammer Club is a mix of maths and English revision along with a range of sporting and creative activities. This week is both highly effective and hugely enjoyable.



School Security

The school is secured by a boundary fence which encompasses the total perimeter of the school. Within the fence is a main gate and four side gates, and in order to safeguard our pupils the four side gates remain locked throughout the school day. Parents/visitors should access the school via the main gate and report to the reception desk.

Parents/Carers collecting children from Reception should wait in the play area. A strict hand-to-hand procedure is in operation with children being handed-over to their designated guardian.

Pupils from Y2 will be dismissed into the yard next to the church whilst pupils from Y6, Y5, Y4, Y3 and Y1 will exit into the big yard.

If the person collecting a child is not present, then the child will wait outside the school office for their arrival. Children will never be dismissed before the stated time of finishing so there is no need to arrive early.

Children who arrive at school in the morning after the bell has rung for the start of the day must report to the office reception desk to be signed-in.

Children leaving the school during the course of the normal school day must be collected by a parent/guardian via the main reception area.

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

All visitors to the school are required to sign in/sign out at the reception desk and are required to wear an identity badge.

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

Parents who bring and collect their children by car should never park on the yellow lines near the main exit of the school nor in the school drive.



The school takes its role in child protection and safeguarding very serious. All members of the school's staff are aware of their duty to report incidences which may affect the safety and protection of the children in their charge.

A full copy of the school's Child Protection Policy can be found on our web site.

<http://www.stvincents.uk>

Attendance

At St. Vincent's we often remind ourselves that, '**what you put in, is what you get out**' and '**you've got to be in it, to win it**'. Both sayings are driven by personal effort and investment. Indeed, if pupils invest effort into their school-work and invest effort into their school friendships, they will be rewarded with exciting career choices and trusted, lifelong friends. But of course, children need to be in school to benefit from this.

If children do not attend school regularly they will:

- Experience difficulty in keeping up with their learning
- Miss-out on a variety of activities
- Not be fully prepared for school tests
- Find it difficult to sustain friendships

At St Vincent's Catholic Primary School we expect our children to attend school regularly and we will work with you to ensure this is the case. Attendance rates and the different types of absences are rigorously tracked as follows:

School Level:	Individual pupils, whole school and different groups of learners
Local Authority Level:	Individual schools and comparisons between different schools
Government Level:	Individual local authorities and comparisons between different regions

The Headteacher and Assistant Headteacher will contact parents if their child's attendance is causing concern: support, advice and guidance will be given to ensure attendance improves so that all pupils at St. Vincent's receive their full educational entitlement.

Authorised and Unauthorised Absence

If your child is absent from school you must notify the school office by 8.30 a.m. on each day of absence: informing us of the reason.

If you know your child is going to be absent from school, for example for a medical or dental appointment, you should inform the school office in advance. Please note the School day finishes at 3:15pm, therefore, you are advised to book appointments out of school hours or during the school holidays.

Parents/carers who are not able to bring their child to school due to personal circumstances, such as illness, will need to make alternative arrangements for dropping off and collecting their children wherever possible. This type of absence will be recorded as unauthorised unless you have exceptional circumstances.

Permission for exceptional leave/special leave can only be given under VERY special circumstances. Special leave requests need to be submitted to the Head Teacher in writing PRIOR to making any arrangements.







HOLIDAYS TAKEN DURING TERM TIME WILL BE REPORTED TO THE LOCAL AUTHORITY: THIS WILL RESULT IN A PENALTY NOTICE AND FINE.

Unauthorised Absence is always logged and could result in formal proceedings being taken and/or meetings with an external professional i.e. Local Authority Educational Welfare Officer.

You've got to be In It 2 Win It

To help our pupils develop good attendance habits the school provides a number of exciting incentives:

- Winit points are awarded for every full week of school attendance
- An Attendance Trophy is awarded to the best attending class every half-term
- Badges and rosettes are presented to pupils with good attendance
- A fabulous end-of-year treat is provided for pupils with outstanding attendance

Trinkets	Books	Cuddly Toys	Eat-in/Eat-out	Excursion	Cinema
					



*“Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – **pupils need to attend school regularly to benefit from their education.** Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.”* Department for Education.

An attendance rate of 90% sounds impressive over the year, however, it actually means that your child only attends school 4½ days out of every 5 days. If this continues up to the end of secondary school, they will have missed half a school year! Just imagine the impact of that on their exam results and, subsequently, their life chances?

Most children will have, at some time, health-care needs requiring medicine: for most, this will be of a short duration. Whilst it is preferable for medication to be taken at home it is recognised that for some children this is not appropriate. If your child does require medication during the school day please mark the medication clearly with your child's name and bring to the school office where you will be given the relevant forms to complete.

Medication must NOT be given to your child to bring to school.

School Uniform

What are the benefits of a School Uniform?

We believe that there are many advantages for the pupils, for the school and for parents/carers in having a clear dress code. These advantages include:

- encouraging a sense of belonging and pride in the school
- encouraging a purposeful attitude to school-work and extra-curricular activities
- enhancing the image of the school in the community
- discouraging competition between pupils (e.g. regarding designer wear)
- discouraging bullying and victimisation which may arise from pupils not having certain clothing or footwear
- improving school security through easy identification of intruders
- improving security on excursions through the easy identification of pupils
- preparing pupils for the dress code at High School

Day Wear

Bottle-green sweatshirt/cardigan/tank-top

Gold polo shirt

Grey pinafore/trousers

Grey skirt/knee-length shorts

Green gingham summer dress/playsuit

Grey/Black/Bottle-Green tights

Grey/Black/Bottle-Green/White socks

Black shoes or boots



PE Kit

Black shorts

Gold T-shirt

Black jogging bottoms

Black plimsolls/trainers



No heels
No jewellery (other than stud earrings and a watch)
No nail varnish or make-up
No dyed hair or coloured hair extensions
Long hair must be tied back

Breakfast Club

Attentiveness in the classroom can be a key indicator that a child has had breakfast, according to the results of a recent survey of 1,000 primary and secondary school teachers by Kellogg's. In contrast, tiredness and lack of concentration are tell-tale signs that a child has skipped breakfast.

The findings revealed:

96% of teachers say students who eat breakfast pay more attention.

88% of teachers say that students who eat breakfast perform better at school.

79% of teachers say that students who eat breakfast are more interested in learning than those who don't.

To support this great start to the school day St. Vincent's runs a daily Breakfast Club catered and managed by a dedicated team of five members of the school team.

Greggs and **British Engines** generously contribute to our Breakfast Club fund, and consequently we are able to provide this service free of charge.

Served at Breakfast Club:

Choice of cereals

Bacon sandwiches

Toast and jam/spread

Yoghurt

Fresh Fruit

Cheese and biscuits

Waffles/pancakes

Milk

Juice

Tea

Hot chocolate



Behaviour

Our behaviour policy is directed at children, staff, parents, governors and anyone else involved in caring for the children in our school. Clear guidelines of our expectations will be set out and it is essential that every member of our school community is involved in their interpretation and implementation.

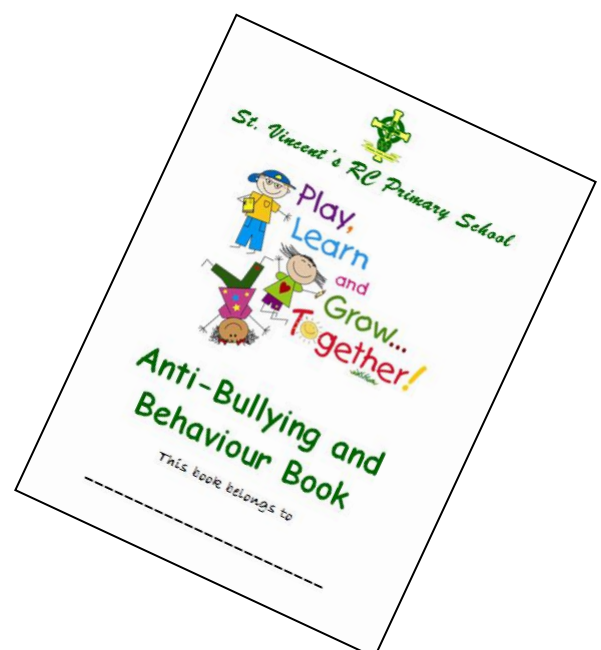
We believe that the ethos of our school, reflecting a moral and spiritual awareness based upon Christian values and the teaching of the Catholic faith, will promote in our pupils high standards of behaviour, so that they care for and respect each other within a firm and fair disciplinary environment.

Bullying, although rare at St. Vincent's, is something that we must all remain diligent about. Therefore, we ask you to be mindful of the following:

- Watch out for signs of distress in your children. There might be an unwillingness to attend school, complaints of frequent headaches or stomach aches, reports of equipment going missing, making requests for extra pocket money, damaged clothing or bruising.
- Take an interest in the child's social life. Discussed friendships, how playtime is spent who they mix with on the journey to and from school.
- When discussing any reports of bullying from your child keep a written record of who, what, where and when any incidents occurred.
- Contact the school if you are concerned. You will be offered an appointment with a member of staff will help you to devise strategies that will support your child inside and outside school.

Bullies like secrecy. Children should be taught to speak out and speak up for themselves and learn who to ask for help and support when needed.

To enhance our pupil's knowledge, skill and understanding of behavioural consequences, both positive and negative, each child in Year 2 and above completes a specifically designed workbook that allows them to explore the impact of social interaction both within school and throughout their wider social circle.



Curriculum

Typically, classes will be taught both as a whole class and in small groups. New topics will often be introduced to a whole class to familiarise them with terminology, a new stimulus or experience. This may be followed in later lessons with group or individual work which facilitates access to limited resources such as equipment, selected books or adult help.

Different learning ability levels are catered for through timing, grouping, planning or outcome, e.g.

- Some pupils will be given more work to do in a set amount of time.
- Groups of pupils of similar ability may work together at an appropriate level.
- Different levels of support may be allocated to different individuals.
- The same task, such as painting or writing a story, will be given but the outcome is only limited by the child's ability and motivation.

Our curriculum, like the National Curriculum, is planned by subjects. Topics and themes develop only where natural links are found between subjects e.g. Technology - Sheet materials with Maths - 3D shapes, may be linked in a study of nets/box construction.

R.E.

R.E. has a special place in the teaching of a Catholic school. The majority of our work is based upon the official scheme set by the Diocese of Hexham and Newcastle entitled "Come and See". This scheme starts with the children's own experience and then relates it to the gospels asking them to reflect on the message found in them. Through celebrating the hope found in the Gospels the programme supports children starting out on a path to follow Jesus Christ's example.

Units of work on other world religions are studied: currently Judaism and Islam. Parents do have the right to withdraw their children from all or part of the RE programme.

ENGLISH

In English our aims are to develop the children's confidence, ability and enjoyment as language users in all its varied forms through interaction between speaking, listening, reading and writing.

Speaking and Listening is fundamental to all learning and we aim to help children talk confidently and effectively in a variety of situations for a range of purposes and audiences. Opportunities are created for speaking and listening across all curriculum areas.

In the teaching of reading we aim to help children to become confident, independent, fluent and enthusiastic readers. Reading is taught using many approaches, including the teaching of phonics through Read-Write-inc. Our main reading scheme is Oxford Reading Scheme.

Children are encouraged to write confidently and independently using varied strategies. Neat, legible handwriting is encouraged from an early age and spelling techniques are taught as well as technical accuracy in English grammar.

Computers are available to all classes on a timetabled basis and are widely used within the English lessons: as are video and tape recorders.

MATHEMATICS

At St. Vincent's we aim to develop in every child the ability to think and communicate mathematically: encouraging confidence and independence through fostering interest in, and enjoyment of, the subject.

In each year group teachers provide mathematics activities and investigations commensurate with the ability of the children in their class, using a wide variety of apparatus and techniques. Children work individually, in pairs, in small groups, collaboratively and as a whole class.

In Key Stage 1, teaching and learning covers seven key strands of mathematics: Number & Place Value, + - x & ÷, Fractions, Measurement, Geometry- properties of shapes, Geometry - positions & direction and Statistics.

In Key Stage 2, teaching and learning covers nine key strands of mathematics: Number & Place Value, + - x & ÷, Fractions Decimals & Percentages, Ratio & Proportion, Algebra, Measurement, Geometry - properties of shapes, Geometry - positions & direction and Statistics.

SCIENCE

Science is given a high profile in all of our classes, from Reception to Year 6.

In the science curriculum children learn about the human body, plants, animals, the environment, materials, electricity, forces, light, sound, and the Earth in Space. They also learn the skills to enable them to plan and carry out science investigations competently and safely.

P.E.

Links between exercise and good health in later life are well established. Yet - for many reasons - children today are generally less physically active than in previous generations. P.E. therefore, has an important position in the school timetable.

In all our classes pupils enjoy P.E. lessons per week, during which they are encouraged to be physically active: developing suppleness, strength and stamina.

In Key Stage 1 pupils are taught games, gymnastics and dance. Pupils develop their skills in these three areas in Key Stage 2 also, but additionally, older children are taught athletics and swimming. Pupils are also offered the opportunity to engage in outdoor and adventurous activities during residential trips and after-school clubs.

MUSIC

Children will be given the opportunity to explore: performance, musical instruments, families of the orchestra, instruments from around the world, composition, tempo and rhythm.

DESIGN AND TECHNOLOGY

We address the National Curriculum Attainment Target requirements for Design and Technology using the corresponding Programmes of Study. In both Key Stages, teaching and learning covers the 2 Attainment Targets:

- Designing
- Making

Children progress in D&T through working with a range of sheet materials, structures, mouldable materials, textiles and food. They use electrical and mechanical components and construction kits: working independently and in small groups, and always recognising the importance of the health and safety.

I.C.T.

ICT is a valued resource in most lessons e.g. videoing a performance in English, using a data-logger in Science, internet research for geography etc. The school has a set of 30 iPads to be used in the classroom. Additionally, pupils will have weekly access to the school's ICT suit to access a variety of software programmes and to learn computer coding.

ART

From Reception to Year 6 all pupils will be given opportunities in art to explore and develop a range of concepts and techniques. Pupils will work in a variety of materials creating 2D and 3D effects, e.g. paintings and sketches, model making and basic sculpture. Pupils will be encouraged to work imaginatively and accurately through observational drawing and the study of past and contemporary artists. Visits to local galleries and exhibitions will be arranged from time to time (and local artists may make guest appearances in school).

We aim to develop all pupils understanding of the language of art, its history and the positive influence it can have in their lives by enabling them to express themselves through another medium. All children's work will be respected as part of their individuality; they in turn will be encouraged to appreciate each others' work.

HISTORY/GEOGRAPHY

History is the study of events relevant to time. Children will:

1. Develop an interest in the past.
2. Understand chronology of events
3. Learn about the major issues and events in the history of their own country and the world.
4. Seek explanations for change in terms of their historical evolution
Topics covered include The Stone Age, Egyptians, Greeks, Romans, Local Study, Tudors, Victorians and Life between 1930/1960.

Geography is the study of events and phenomena across space.

1. Geography will develop an interest in a pupil's surroundings and the world, and help the pupils to recognise geographical patterns.
2. The pupils will learn how people relate to the land, and develop geographical skills to explore relationships and patterns, and, construct a framework of knowledge about their home, country and parts of the world.

SEX & Relationship Education

The school follows the development programme 'Journey in Love' which provides age-appropriate information:

RECEPTION - God loves each of us in our uniqueness

YEAR ONE - We meet God's love in our family

YEAR TWO - We meet God's love in the community

YEAR THREE - How we live in love

YEAR FOUR - God loves us in our differences

YEAR FIVE - Gods loves me in my changing and development

YEAR SIX - The wonder of God's love in creating new life

Special Educational Needs (SEN)

The school keeps a register of pupils with special needs and the class teacher works with our Special Educational Needs Coordinator (SENCO), who leads our Intervention Team, to draw-up an Individual Education Plan to monitor and support the child's specific needs. A three wave intervention programme provides the appropriate level of support:

- Wave 1: SEN provision is made by the class teacher within the classroom.
- Wave 2: SEN provision is within small groups of children with similar needs working outside the classroom
- Wave 3: SEN provision operates on a 1-to-1 bases, usually following consultation with an outside agency, e.g. Educational Psychologist.

PARENTS EVENINGS

Parents/Carers are welcome to talk with teachers at any time during the year. However, scheduled opportunities, one per term, are arranged:

October: Visit your child's classroom, meet their new teacher and look at your child's work.

February: Discuss your child's progress, work and behaviour.

July: Review your child's end-of-year report and look at your child's work.



After-School Clubs

St. Vincent's offers a good range of After-School activities throughout the year: the timetable changes every half-term. Please see the school website for details.

Pastoral care and parental support

We believe that the children should learn to respect themselves, other people and property. Thus, good manners, etiquette and due consideration are all expected and encouraged. The few rules that do exist at St. Vincent's are for the safety of the children:

- Jewellery is not allowed.
- Toys, other than skipping ropes and soft balls, are not allowed.

We expect pupils to play with due regard and respect for their peers. We expect older pupils to watch-out for, speak-up for and set an example to younger pupils. The example set by Year 5 and Year 6 sets the standards and ethos for the school. Pupils who find it difficult to cope with the unstructured space of the school yard at play-time can spend breaks in the small Time-Out yard.

Responsibility for teaching social skills to the children is shared between home and school. Consequently, we aim to foster a teacher-parent relationship that serves the best interests of the child's current and future education. Should we find it necessary to inform parents of a child's unacceptable or unusual behaviour we trust that we can count on the backing and support of parents when dealing with such problems.

If you have questions and/or queries relating to your child please do not hesitate to telephone the school so we can help. However, please try not to disturb the teaching staff during the hour before school starts for this is a critical time in the school day when important lesson preparation takes place. A phone call and an appointment after school will ensure you of the teacher's full attention.

COMPLAINTS

This is a summary of what to do if you are dissatisfied with the service provided by the school and wish to make a complaint. Anyone who receives or seeks a service from a school, or is affected by the school, can complain under the School's General Complaints Procedure.

Stage 1

Most concerns and complaints can be resolved quickly and informally through discussion with your child's class teacher.

If you are not a parent of a *child at the school*, *contact the school first*.

You will probably find it best to discuss the issue face to face rather than on the telephone. You can ask a friend or relation to accompany you, if you wish.

Members of staff will try to resolve your problem informally. They will make sure that they understand your concerns and they will also explain what they will do to address them.

The member of staff will ask you what you would like the school to do to put things right. There is no guarantee that this will happen, but it will help the school to understand and try to ensure this issue does not reoccur.

If you are not satisfied with the response at stage 1, you can make a formal written complaint to the head teacher - this is stage 2.

(If your complaint is about a school policy, it will not go beyond stage 1 of this procedure. Your complaint will be recorded and given to the governing body. The governors will consider your complaint when they next review the policy. You **can** complain under this procedure about the way in which a policy has been carried out.)

Stage 2

Ask the school office for a copy of the School's Complaints Procedure. This will explain in detail the next step of the process.

The head teacher will ask to meet you to discuss your complaint. You can ask a friend or representative to accompany you, if you wish.

After your meeting the head teacher will carry out a full investigation of your complaint. She may interview any staff or pupils involved. You will receive a written response to your complaint.

If your complaint is about the head teacher you should contact the chair of the Governing Body, Mr Michael Willcock, through the school office.

If you are not satisfied with the response, you can make a formal, written complaint to the chair of the governing body - this is stage 3.

Stage 3

The chair of the Governing Body will organise a committee of three school governors. None of the three governors will have prior knowledge of your complaint. You will be invited to submit any papers which you feel support your complaint. The head teacher will also be invited to submit a written response to your complaint.

You will be invited to attend a meeting of the committee to explain your complaint. You can ask a friend or representative to accompany you, if you wish. The head teacher will also be invited to explain her response to your complaint.

The School's General Complaints Procedure explains in detail how the meeting will be organised.

After the meeting you will receive a written response to your complaint. If you are not satisfied with the response you can make a formal, written appeal to the Appeals Panel of the Governing Body.

CONCLUSION

The late Pope John Paul said:

“A Catholic school, which not only gives an education in doctrine but creates an education environment in which it is possible to share the communal experiences of faith, prayer and service, can have an important and decisive role in securing for young people a sense of direction in life inspired by the wisdom of the Gospel.”

Every child has a special place in their family and parents/carers are the first and foremost educators of their own child. It is from parents/carers that values will be perceived and accepted. It is under their influence that a child's attitudes will be moulded and informed to last a lifetime. This is of course a daunting task, yet we hope to work in partnership with the parents and carers of our school to support and complement the work that they do at home. We seek to help the children in our care fulfil their potential, to feel valued and loved, and to know that they have a special place within the family of God.

We seek God's blessing on our partnership and we hope your child will be happy and learn well in our school.

**Lord, bless our school so that
By working together and playing together
We may learn to serve you
And to serve one another**

Amen

