

ST.PAUL'S PEEL C.E. PRIMARY SCHOOL

Prospectus



*'Teamwork Towards Targets in Faith, Hope
and Love'*

Headteacher: Miss Barker



Welcome to St Paul's Peel Church of England Primary School

We are a one and a half form entry primary school located in Little Hulton, Salford. I hope you enjoy exploring our school prospectus and everything we offer to our pupils.

As a school we passionately believe in nurturing our children and helping them to "Reach For The Stars".

We achieve high standards that are developed within a creative, broad and balanced curriculum.

Our staff and governors go the extra mile with every child to enable them to live in our ever changing society as caring and responsible global citizens who will make a difference in the future.

We value our partnerships with our parents, church and community; helping our children to achieve their full potential.

Our mission statement is:

"Teamwork Towards Targets In Faith, Hope and Love"

We hold dearly to our hearts the story of the little girl and the starfish; A girl was walking along a beach, there were thousands of starfish, when she came to each starfish she picked it up and placed it back into the sea. A man observed the girl and said "You can't begin to make a difference". The little girl replied as she placed a starfish in the sea "Well, I've made a difference to that one!"

That is our objective at St Paul's Peel C of E Primary School - to make a difference to each and every one of our children.

Miss Barker
Headteacher



About Our School

St. Paul's Peel C.E. Primary School is a one and a half form entry voluntary controlled School; housed in a two-storey building.

The school was opened in January 1989, when St. Paul's Peel C.E. Infant (Voluntary Controlled) School and St. Paul's Peel C.E. Junior (Voluntary Aided) School were amalgamated.

The standard admissions number is 40. We have 1 Nursery class, 2 reception classes, 1 Year 1 class, 1 Year 1/2 class, 1 Year 2 class, 1 Year 3 class, 1 Year 3/4 class, 1 year 4 class, 1 Year 5 class, 1 Year 5/6 class and 1 Year 6 class.

The school has an excellent reputation as a caring environment within the local community and has strong links with the local St. Paul's Peel Parish Church.

The school is a member of the Little Hulton and Walkden Family of Schools.

'Teamwork Towards Targets in Faith, Hope and Love'

Our mission statement promotes our three key Christian values of Faith, Hope and Love. Faith as the basis for perseverance; James 1:3 'Because you know that the testing of your faith produces perseverance'. Hope as taught through Jeremiah 29:11, 'For I know the plans I have for you,' declares the Lord. Plans to prosper you and not to harm you, plans to you a hope and a future.' and Love as John 13: 34-35 teaches, 'Love one another. As I have loved you. By this everyone will know that you are my disciples.' An education that prioritises a shared vision of aspiration, where by working together as one 'family' we can fulfil our potential to prosper, aligned to Church of England core intention of 'life in all its fullness' (John 10:10).

Trusting in God, we aim to:

- * To provide all our children with a broad and balanced education, based on the National Curriculum, which allows them to acquire knowledge, experience, skills and understanding in order to prepare them for the responsibilities of adult life.
- * To bridge the gap for children between home and the outside world.
- * To motivate children to enable them to develop emotionally, academically, intellectually and physically to their full potential, recognising that as they grow up they will develop at different rates and in different ways



- * To provide a secure, caring, Christian environment which is supportive and stimulating
- * To encourage a co-operative, caring and community spirit in the children in order to provide a happy, tension-free atmosphere.
- * To welcome and encourage children, parents, governors, and members of St. Paul's Peel Church and the community to participate in the life of the school.
- * To do everything possible to ensure that each child enjoys his/her time at this school.
 - * To have strong relationships between staff, between pupils and between staff and pupils
 - * To maintain high standards of behaviour, the policies on discipline and the values that are inherent in our classroom organisation and relationships and how these are met within the framework of Christian values

Values

St Paul's Peel C.E. Primary School is a community and, as such we establish the following core values:

- * Tolerance;
- * Respect;
- * Personal responsibility;
- * Recognition of the contribution that everyone makes;
- * Fairness and justice;
- * Willingness to acknowledge others' points of view;
- * Empathy; cooperation; consideration for other people.

QUOTES FROM THE SCHOOL OFSTED REPORT 11th and 12th January 2023

Pupils and children in the early years are happy at this warm and welcoming school. Relationships between staff and pupils are positive. This helps pupils to feel safe and secure. Pupils try hard each day to ensure that their conduct reflects the school values of faith, hope and love.

Leaders make sure that pupils have plenty of opportunities to develop their interests and talents. Pupils enjoy attending clubs, such as hockey and craft club. Pupils are proud to represent the school in sporting events. They can also develop their speaking skills through taking part in local competitions. Older pupils take pride in being role models for younger pupils.

The arrangements for safeguarding are effective



QUOTES FROM THE SCHOOL CHURCH SIAMS REPORT

January 24th 2023

St Paul's Peel is a warm, welcoming and nurturing Church school. The vibrant environment ensures that all pupils are engaged and stimulated to be ready to thrive. Members of the wider community refer to the school as 'the family' and flourishing is evident within the school.

The vision, 'Teamwork Towards Targets in Faith, Hope and Love', drives the school in its service to all in the school community. This includes those who are disadvantaged.

Staff feel very proud of the school as it supports all adults, families and pupils, showing the permeation of the vision in action. Staff are passionate in believing that all pupils deserve the best and this is what they offer to their pupils.

The Headteacher leads by Christian example with joy, pride and humility, inspiring all to live out the Christian vision. Martha, the school's therapy dog, brings comfort to pupils if they are in a time of need, and happiness if they feel sad.



School security

We are increasingly aware of the need for good security in schools.

Entrance to school (during school time) for parents and visitors is by the main entrance only. We hope this does not cause too much inconvenience, but it is to ensure the safety and security of your children.

Also, unescorted open access around school is not permitted for the safety and security of our pupils. If parents would like to make an appointment to see a member of staff, please go to the school office.

To keep ourselves safe we:

- Have a high perimeter fence to protect playground equipment and to give added security to the building.
- Have a camera / intercom system on the main gate and main entrance, we keep all external doors internally locked during school session times, using fire-safety approved catches.
- Require all visitors to report to the office and electronically sign in on arrival and out on departure and to wear visitor badges while on the premises.

The School Day

Nursery sessions	8.55 am - 11.30 am	1.00 pm - 3.15 pm
Reception	8.55 am - 11.45 am	1.00 pm - 3.30 pm
Key Stage 1	8.55 am - 11.30 am	12.30 pm - 3.30 pm
Lower Key Stage 2	8.55 am - Midday	1.00 pm - 3.30 pm
Upper Key Stage 2	8.55 am - 12.30 pm	1.30 pm - 3.30 pm

The first school bell rings at 8.45 am and classroom doors are opened. The second bell rings at 8.55 am and lessons begin.



Dogs

We have to consider the Health and Safety of all our children and therefore we ask that parents/carers do not bring dogs (carried or on foot) into the school grounds.

School Uniform

Winter Uniform (September to the Easter Holidays)

- Grey or black trousers or skirts (not jogging bottoms or track suits)
- Blue shirts/polo shirts
- V-neck or crew neck maroon jumpers/sweatshirts
- Black shoes (not trainers)
- White or grey socks/tights

Summer Uniform (April to July)

The following maybe worn as an alternative

- Blue checked/red checked dress
- Grey shorts

The Nursery uniform differs slightly from that outlined above and is set out in the 'Nursery Booklet' issued to all Nursery parents.

P.E Kit

The agreed school P.E. kit is as follows:

- plain white T - shirt
- black plain P.E shorts
- pumps (not designer trainers)
- Key Stage 2 pupils are allowed black plain track suit bottoms outside during Winter

Jewellery/Make up/Hair Art & Bows

Children must not wear any jewellery to school. Rings, bracelets and necklaces are safety hazards and are not covered for loss or damage by the school insurance. Only studs are allowed to be worn.

We do not expect our children to attend school with coloured nail varnish/nail extensions/acrylic nails or any other form of make-up. Hair art/huge bows are also not permitted.



Parent Pay

We offer parents the facility to pay for school meals, milk and trips electronically using parent pay, please see the school office if you have not received a log on.

Operation Encompass

We take part in a project that runs jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9 .00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

When school receive a notification, parent/carers will be contacted to see if the family needs any support.

Medicine

Children should not normally be sent to school with medicine of any kind. If children need medication during school hours it may be possible to leave it with the school office but only when the appropriate form has been completed. Inhalers belonging to Early Years and Key Stage 1 pupils should be given to the class teacher labelled with the child's name and written instructions on the times it should be used. Key Stage 2 children should carry their inhalers at all times. In certain circumstances other arrangements may be at the discretion of the Headteacher

Religious Education and Collective Worship

Religious Education is provided within the school timetable according to the Agreed Salford Syllabus. As a Voluntary Controlled church school our aim is to interpret human knowledge to our pupils in the light of the Christian faith, taking into consideration the beliefs and traditions of the other faiths which make up our country's multi-cultural society, thus helping the school community to contribute to the spiritual, moral and intellectual growth of the pupils.



Once every half term an assembly is held in St. Paul's Peel Church to which parents, governors and friends are invited. Harvest, Remembrance, Christmas, Easter, Mothering Sunday and Leavers' services are also held in the Church.

We have weekly assemblies led by Reverend David Cooper from our Church.

Once a week an assembly is held in which children's achievements are celebrated, and each week one class prepares and performs its own assembly for the School to which their parents/carers and extended family are invited.

Parents/carers have the right to withdraw their child from Religious Education, though this would not isolate them from the Christian ethos of a Controlled school with strong links with the local church of St. Paul's Peel. No specific arrangements for withdrawal are in operation.

Social and Emotional Aspects of Learning/SCARF

We continue to deliver SEAL/SCARF. SEAL stands for Social and Emotional Aspects of Learning. SCARF stands for Each theme begins with an assembly and is followed up with weekly 30 minute class sessions, all culminating in a final assembly when all classes share their work through writing, performance, art work or song.

British Values

The DfE reinforces the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values will be reiterated this year.

At St Paul's Peel C of E Primary School we uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs



These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

Democracy

Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

We have a student council which meets regularly to discuss issues. Every child on the student council is voted in by their class.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at St Paul's Peel C.E Primary .

Pupils are taught from an early age the rules of the school. These are our Golden Rules, Playground Rules and Safety Rules. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-safety and PSHE lessons.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. The first of our Golden Rules reads: I will be respectful and polite.

Tolerance of Those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed and



supported by learning in RE and PSHE. We use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries.

Special Educational Needs and Disability

Special Educational Needs and Disability refers to the needs of pupils that deny them maximum access to the full curriculum. Our Special Educational Needs and Disability Coordinator is Miss Herrera.

A pupil is identified as having special educational needs and disability if they;

- Have a significantly greater difficulty in learning than the majority of pupils the same age: or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in school within the area of the Local Authority.
- Are under compulsory age and fall within the definition above or would do so if special educational provision was not made for them.

We will promote the successful inclusion of pupils with Special Educational Needs and Disability (SEND). To endeavor to:

- Identify and fairly assess pupils who are experiencing difficulties in any area of their school life, at the earliest opportunity and determine their specific areas of need
- Regularly monitor, evaluate and amend specific targets, review appropriateness of provision and make recommendations for the future.
- Liaise with and value the views of pupils and their individual parents/carers in respect of their specific needs
- Work with other agencies where necessary to meet the individual needs of the child.

Enrichment Activities

Our idea of enrichment is; providing pupils with experiences outside the 'regular' curriculum.

Enrichment activities play a large part in our school life whether it be;

- During the school day
- After school



School Time Enrichment

We have visitors, teachers or groups that come into school to enrich our curriculum. These include theatre groups, Music specialists, The Halle, Authors, Sporting specialists to name but a few.

After School Enrichment

We offer a vast array of activities after school, led by external providers or by our highly skilled dedicated staff, these change on a regular basis but have included: sports, music, gardening to name but a few.

Pupil Premium

The Pupil Premium is additional to the main funding a school receives, it aims to address narrowing the gaps in attainment between pupils from low-income families and cared for children (CfC) and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

The Pupil Premium has a number of wider aims:

- Increase social mobility;
- Enable more pupils from disadvantaged backgrounds to get to the top Universities;
- Reduce the attainment gap between the highest and lowest achieving pupils nationally

Individual schools decide how the Pupil Premium (allocated per Free School Meal pupils and CfC pupils) is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are held accountable for how use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities.

Details on how our school has spent the pupil premium are available on our school website.



Sports Premium Funding

The government provides funding to enhance PE in school.

Details on how our school has spent the sports pupil premium are available on our school website.

Lunchtime arrangements

School lunches are cooked on the premises and there is a choice of meals for the children. If your child requires a school lunch please pay for the meals in advance. Packed lunches may be brought into school if preferred. For safety reasons we ask that no glass containers or bottles are used. If at any time you wish your child to change from a school lunch to a packed lunch or vice versa please give one week's notice of your instructions. There is supervisory care for the children in the Hall and the playground throughout the lunch break. Details of the arrangements for free school meals and other grants can be obtained from

<http://www.salford.gov.uk/freeschoolmeals.htm>

All Reception/Year 1 and Year 2 pupils are entitled to a free school meal. In the past families have had to apply for free school meals, we would please ask that you do register for free school meals because as a school we receive a 'pupil premium' - an extra payment to school for each eligible child, which we spend on extra resources, staffing and visitors in school.

Homework

Definition of homework

At St Paul's Peel CE Primary School we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose of homework

The purpose of homework is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.



Role of school in setting homework:

- Be carefully planned and structured to support progression in learning, as part of the school's schemes of work.
- Be consistent across the school in line with agreed principles
- Be differentiated and meet the needs of individual pupils
- Support a range of learning styles
- Support a range of settings e.g. through parent guidance and support, joint family learning tasks, to independent learning
- Enable parents to support their children in meeting their individual targets. Allow parents and pupils to provide feedback on a homework activity.

Role of Parents/Carers:

- To provide a peaceful and suitable place to work
- Seek clarification from the teacher if they are unsure of how their child should complete activities.
- Make it clear to pupils that they value homework.
- Encourage and praise their children when they have completed homework.

Admission to our school

School places are offered according to the Local Authority's Admission Policy.

Please go to the following link website for more information:

<https://www.salford.gov.uk/schools-and-learning/schools-admissions/>

Nursery Places

Nursery places are allocated according to the Local Authority Admissions Policy. We have a 39 full-time place Nursery. Applications to apply for a Nursery place close on 15th January 2024.

Reception Places

Reception places are allocated according to the Local Authority Admissions Policy. We have 40 Reception places which are split between two classes. Applications to apply for a Reception place close on 15th January 2024.

Transfer to High School

In the Autumn Term of Year 6 you will receive information about your



child's transition to a High School.

Applications to apply for a High School place close on 31st October 2023.

National Curriculum

Please see our website for details of our Early Years Foundation Stage/Key Stage 1/ Phonic and Reading/Religious Education and Key Stage 2 curriculum.

Key Stage 2 Test Results

Please see our website for details regarding the achievements and progress of our pupils at the end of Year 6.

The Governing Board

The members of the Governing Board are:

Mrs Prince

Mrs Moore

Reverend Cooper

Mrs O'Gara

Miss Barker

Mr Haller

Mrs Smith

Mr Graham

Mr Bottomley

The Chair of Governors is Mrs. Prince who can be contacted c/o the school. The LA is responsible for acting as Clerk to the Governing Board and can be contacted c/o the school.

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STAFFING STRUCTURE

Please see our latest staffing list on our school website.

