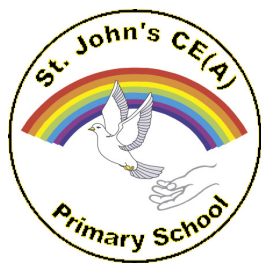


St John's CE (A) Primary School



St John's CE (A) Primary School

Wheatly Avenue

Trent Vale

Stoke-on-Trent

ST4 6SB

Tel: 01782 238889

Fax: 01782 235359

Headteacher: Mrs Bloor M.A.: N.P.Q.H.

Hand in hand
we pray together,
learn together
and grow together.

Welcome Letter

Dear Parent/Carer

It gives me great pleasure to welcome you and your child to St John's CE (A) Primary School. This prospectus is intended to inform you of the life and work of our school.

The information contained will give you some insight into the school, but cannot give you the positive and unique atmosphere of the school that visitors comment on. We believe at St John's we offer all the children a broad and balanced curriculum with emphasis on the basic skills. We provide a well organised environment where pupil's needs are viewed individually and where a common sense of purpose promotes high standards.

We are a high achieving school where in 2014

- 74% of Y1 children passed the Phonics Test.
- 69% of KS1 achieved level 2 in Writing & 6% achieving a level 3
- 77% of Y2B achieved level 2 in Reading & 98% achieved a level 2 in Maths with 17% achieving a level 3.

In KS2:

- 96% achieved level 4 in Maths with 47% achieving a level 5.
- 100% achieved level 4 in Reading with 65% achieving a level 5.
- 86% achieved level 4 in Spelling Punctuation And Grammar with 54% achieving a level 5.
- 82% achieved level 4 in Writing with 18% achieving a level 5.

The overall progress for all subjects made by pupils in 2014 was 102.0 significantly above national expectations. This put the school in the top 3% nationally of all schools in terms of progress between KS1 and KS2. This is something the school is very proud of.

Our aim is to treat all children equally and to provide children with the skills for living. We believe in the importance of developing self confidence, the ability to articulate feelings and ideas and learning to make decisions. We also believe in encouraging our children to self discipline, share and respect all other people and their surroundings.

We believe that education is a partnership between school and family and will offer you many opportunities to share in the education of your child. My staff and I are always available to talk to you, share any concerns and ensure your child learns in a happy, caring and challenging environment.

Yours sincerely

Mrs P Bloor

Headteacher

MA, BA, HPQH

Prospectus

St John's CE (A) Primary School

General Information

St John's CE (A) Primary School is situated in Trent Vale in Stoke-on-Trent and is administered by:

Stoke-on-Trent City Council
Civic Centre
Glebe Street
Stoke-on-Trent
ST4 1NR

Telephone : 01782 234567

E-mail : enquiries@stoke.gov.uk

Headteacher : Mrs Pauline Bloor

School Address : St John's CE (A) Primary School
Wheatly Avenue
Trent Vale
Stoke-on-Trent
ST4 6BS

Telephone : 01782 238889

Fax : 01782 235359

Web Site Address : www.stjohns.stoke.sch.uk

Chair of Governors : Mrs Julie Spiers

Age Range : 3 - 11 years

Status : Church of England (Aided) Primary School

The name, address and telephone numbers of our Education Officers are:

Diocese of Lichfield

Mr C Hopkins
Director of Education
St Mary's House
The Close
Lichfield
WS13 7LD

Contact: 01543 306049

Stoke on Trent

Children and Young People's
Services
Floor 2, Civic Centre
Glebe Street
Stoke on Trent
ST4 1HH

Contact: 01782 236100

St John's CE (A) Primary School

"Hand in hand we pray together, learn together and grow together."

St John's CE (A) Primary School was established in September 2005 following 2 schools amalgamation. As a relatively new voluntary aided primary school we endeavour to serve the community of Trent Vale. We aim to provide a quality education in a safe, secure and happy environment where all children are valued. We endeavour to achieve high standards in all aspects of school life with children at the centre of all we do.

Ethos Statement

St John's CE (A) Primary School recognises its historic foundation, to preserve and develop its religious character according with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.



School Aims

1. To provide high quality teaching within a supportive and stimulating learning environment, which enables children to develop positive views of themselves as enthusiastic lifelong learners.
2. To inspire children to become independent thinkers and learners by providing opportunities to participate in a wide range of exciting and where appropriate, practical learning experiences.
3. To ensure equality of entitlement and access to a curriculum which is broad, balanced, relevant and enjoyable and which meets the requirements towards the Early Learning Goals, the National Curriculum, Religious Education and Statutory Assessment Procedures.
4. To set high standards for personal behaviour, responsibility and self-discipline, with consideration, courtesy and respect for other people of all ages, races and cultures.
5. To promote personal, social, moral and spiritual education, within the broad framework of the Christian Foundation of the school,
6. To foster genuine partnership among pupils, staff, parents, governors, the church and the wider community and provide opportunities for the school community to share and celebrate its success and achievements.
7. To value all school members and seek to maximise their success in terms of personal and collective achievement, attainment and moral, social and spiritual development.
8. To encourage parents to be actively involved in their children's education through the positive partnership and strong links.
9. To promote equality of opportunity, regardless of age, sex, race, culture, language, religion or special needs and to help all members of the school community achieve their full potential.
10. To provide a strong and supportive pastoral system which is responsive to the social, personal and learning needs of the pupil.
11. To help pupils develop into meaningful and contributing members of today's technological and multi-cultural society.

Facilities

- An Early Years Unit with separate outside areas and two additional Early Years activity playgrounds.
- A large hall for PE
- A library
- An ICT suite
- Large playing fields including a ball cage/football pitches/basket & netball courts
- An on site pre-school run by the Local Authority
- A pond area/science wild life area/4 growing areas
- Community room



School Sessions Times

Doors open at 8.45am for all children

Nursery

8:45 - 11:45

Morning Session (15 hours funded, extra is charged wraparound care)

12:00 - 3:00

Afternoon Session (15 hours funded, extra is charged wraparound care)

Early Years/Key Stage 1

8:45 - 12:00

The morning session contains a 15 minute break

12:45 - 3:00

The afternoon session contains a 10 minute learning break

Key Stage 2

8:45 - 12:15

The morning session contains a 15 minute break

1:00 - 3:00

Pastoral Care and Discipline

At St John's CE (A) Primary School we aim to provide an orderly and caring atmosphere for learning to take place. The children are supervised at break-times and lunch-times and children move around the school in a sensible manner.

We expect good behaviour and courtesy from everyone. The school has a behaviour policy which all children are expected to adhere to. Our first focus is on positive comments for those behaving well and rewarding good work and behaviour.

Rewards

The school has a positive behaviour system in KS1 and KS2 called *Good to be Green* which rewards positive behaviour. Children are encouraged with a variety of rewards - stickers, certificates and team points. Pupils go through a graded system of 6 awards leading to a special award aligned to good behaviour. Early Years children are regularly awarded stickers and certificates. Some children take longer to reach these awards but are supported to achieve them. Each class awards a special certificate weekly along with other awards/certificates and these are presented at our weekly celebration assembly or during class assemblies.

Sanctions

If a child's behaviour falls below the high standards we expect, a range of sanctions are employed. We have zero tolerance of bullying and all incidents will be fully investigated. Parents/carers will be fully informed and involved.

Our School Rules

- Be kind, polite and respect everyone in and around school.
- Always do your best.
- Use a quiet voice in school.
- Move safely around the school.
- Respond immediately to adult's requests.

In addition each class compiles its class rules at the beginning of the school year with the pupils.

Collective Worship

St John's is an aided Church of England School and we have close links with St John's Church in Trent Vale. We regularly invite clergy from local churches to lead our worship.

A time is set aside each day for an act of worship. It is usually of a Christian nature to reflect our Christian Foundation status. However other faiths are also reflected in our worship and special attention is given to the celebration of key festivals.

Parents/Carers have the right for their children to be withdrawn from Religious Education and from daily worship, but parents/carers must first discuss this with the Headteacher. They may find on discussion that the school's approach does not conflict with their own, and the expectation is that parents/carers, who have chosen to send their child to a church aided school, will not withdraw him or her from collective worship or RE.



Home School Links

The staff and governors value and welcome close links between home and school - parental involvement is vital.

Our Home School Link Worker organises courses, drop in sessions and training in the community room. Regular drop in sessions are also available from the school nurse. Activities are organised to raise funds the school and parent/carers are welcome to help with these. We often rely on parents/carers to staff our visits for our younger children.

School Dress Code

Our pupils are expected to look smart at all times and appropriately dressed. Our uniform is very practical and we strongly believe that wearing the correct school uniform is part of being ready to learn and promotes the belonging to our 'family' community. It also promotes a positive team identity and helps to prepare children for secondary school and the world of work.

Uniform Guidance

Girls Uniform

White Polo/Shirt with Collar
School Sweatshirt/Cardigan
Dark Grey Skirt/Pinafore/Trousers
Red Check Summer Dress (Summer Term only)
Sensible Flat Black Shoes (No Trainers)
Plain Black, Grey or Red Tights



Boys Uniform

White Polo/Shirt with Collar
School Sweatshirt/Cardigan
Dark Grey/Black Trousers
Grey Shorts (Summer Term only)
Sensible Black Shoes (No Trainers)



PE Kit

Black Shorts
White Round Neck T-Shirt
PE Bag (year colour provided by school)*
Black Pumps
Y3 to Y6 trainers in addition to pumps for outdoor lessons



*'Please make sure that all
uniform is named'*



Jewellery

The wearing of jewellery is not allowed for safety reasons, however children may wear watches. If your child wears earrings they must be able to remove their earrings themselves in order to take part in the PE, swimming and games lessons. All children legally have to take part in PE lessons. We encourage children to leave all jewellery including watches at home on PE day. If your child is unable to remove their earrings, you will be expected to come into school and remove them in time for the PE lesson.

The school does not accept responsibility for any watches etc. brought to school and advises pupils to leave all precious possessions at home.

Makeup/Nails

Children must not wear up or have nails painted.

Hair Colour/Styles

Natural hair only! Whilst hair styles are a matter for personal taste, certain styles of a more extreme nature can become a distraction to the pupil involved and other children in the school. For pupils and parental guidance the following are not acceptable; closely cropped hair, dyed hair, gelled hair which is spiked, where words or logos are shaved in. Long hair must be tied back for health & safety reasons. We want children to stand out for learning reasons only!

(The Headteacher and Governing Board reserve the right to make a final decision if necessary). If you are unsure about whether or not a hair style is appropriate for school, please ask the Headteacher or Deputy Headteacher before having it done.

Additional Information

- Children will be provided with a PE bag * (not rucksack), which is suitable to hold their PE kit. This will be kept on the children's pegs during term times. Please do not send children to school with large bags or rucksacks as the cloakrooms will not accommodate them.
- For health and safety reasons it is important that sensible footwear is worn by all pupils. We require children to wear black shoes and NOT trainers, as they are not suitable to wear for long periods of time. It is not acceptable for children to wear boots inside the building all day as the school is very warm during the colder months.
- We ask that all uniform is clearly labelled (sew in labels or permanent marker pens are ideal for this).
- Our school uniform can be purchased from Smart School Uniform, Barracks Square (opposite bus station), Newcastle, Staffs, ST5 1LG (tel 08000 681782). School waterproof, reversible coats are also available.

School Meals

The school supports a Healthy Eating Policy and tries to encourage children to make healthy choices from the daily menu. Halal meat products are provided for Muslim children by the school meals service. Special diets can also be catered for.

The universal free school meal offer means that children in Reception, Y1 and Y2 are given a free meal each day.

We operate a Biometric Cashless Catering System - please see office staff for details. If you think you might be entitled to free school meals, forms and advice are also available from the school office.

Children in KS2 may choose to bring in a packed lunch to eat in school. We ask that drinks are in a screw top non breakable container or children's flask. The children are supervised by staff during lunch and the same standards of behaviour are expected at dinner-times. The packed lunch should include sandwiches/pasta etc and a piece of fruit and a drink. Chocolate bars and fizzy drinks are not considered to be healthy for a midday meal. Please provide your child with any cutlery necessary as City Catering are only allowed to provide for those children who are having a school meal.

Arrangements for Parental Visits

We warmly welcome prospective parents/carers who wish to visit the school. Please contact the Headteacher and/or staff who are happy to meet with parents/carers at a mutually convenient time; this would preferably be at the end of the school day as staff are busy in the mornings attending to the needs of the children. If the matter is urgent then please call in or telephone the Headteacher who will try to see parents/carers straight away.

Sustainable Travel

St John's promotes the use of sustainable travel. Every child should be able to travel to school in a healthy, safe and sustainable way. The number of children driven to school has doubled in the last five years and congestion outside all city schools is a serious problem.

The School Travel Plan promotes a sustainable way for the whole community to travel to and from school. It encourages walking, cycling, scooting, car-sharing, public transport and aims to reduce the number of car journeys to and from school.

Children who walk or cycle to school tend to be healthier, fitter and more alert in class than children who are driven. In addition, there are more sustainable journeys and reduce congestion, help combat climate change and reduce air pollution.

Snacks at Mid Morning

- In the Early Years, milk/water and fruit is provided (milk is provided until a child's 5th birthday).
- Fruit is provided free of charge daily for key stage 1 children. In Key Stage 2 spare fruit is provided by the school when available.
- In KS1 & KS2 all children have a named water bottle and have access to water.

Playground and Break Arrangements

Children are received on site from 8:45 am when the doors are opened to allow a gradual safe entry. It is essential that children do not arrive before this time as no responsibility can be taken for their safety and well being.

Children in each key stage use separate play areas at break and lunch times, fully supervised by school staff.

School Security

The school is protected by a monitored security system. If your child is late or you visit the school, you must report to the main office. Teaching staff are unable to leave classes during the teaching sessions.

No child is allowed out of school during the morning or afternoon sessions unless written permission has been requested by parents/carers.



Health and Safety

Access to the School

At present in the morning the Governing Board allow parents/carers to enter the school via the main gate, where there is a pedestrian and vehicle entrance. On arrival parents/carers may either use the sports area or the drop off zone. There is also a one way system in place for all vehicles. Parents/Carers must not park on the yellow lines in the drop off zone at any time or use the staff car parks.

Pedestrians should use the pedestrian path provided for access to the school. Bicycles/Scooters are not allowed on school grounds unless a permit is obtained from the Headteacher, then they must be walked into school and stored in the cycle/scooter shelters. Dogs are not allowed on school premises. (Guide dogs are of course exempt.)

Illness

Parents/Carers are asked to inform the school of any medical condition. In the event of illness in school our policy is to inform nominated contacts so arrangements can be made for the child to be collected. Please ensure we have at least 3 contacts.

First Aid is always available for minor accidents in school.

Medicines

In normal circumstances a child who is receiving medication would not be in school. If circumstances apply where it is necessary for medication to be administered during the school day an 'Administering Medicine Consent Form', available from the school office, must be completed by the parent/carer. All medicines must be handed in to the Home School Link Worker. It will then be kept in the office/medical room. Asthmatic children must keep their inhaler in the classroom, marked with their name and are taken to each PE lesson and on all school visits.

Smoking

Our school and grounds are non-smoking, this includes E-Cigarettes!

Procedures for Complaints

We encourage an open dialogue between home and school and expect pupils, staff and parents/carers to listen to each other respectfully. Parents/Carers who are unhappy about any issue are encouraged to contact the school as soon as possible, so issues can be dealt with speedily. If necessary, the matter can be taken further and a copy of the school's arrangements for complaints policy is available at the school and can also be found on the school website.

Child Protection

The school has a legal duty to work with other agencies in protecting children from harm and responding to abuse. The school regards this as an essential duty of care and schools are particularly well placed to observe outward signs of abuse, neglect, changes in behaviour or failure to develop.

Parents/Carers should be aware that where it appears that a child may be at risk, the school is required by law, as part of Stoke-on-Trent Child Protection Procedures, to report their concerns to the Social Services Department immediately.

Mrs Bloor, Headteacher, is the school Child Protection Officer.

Safeguarding

The Governing Board takes seriously its responsibility to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our school to identify assess and support those children who are suffering harm. The school follows the statutory guidance in keeping children safe in Education - April 2014.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We ensure that all adults within our school have been checked as to their suitability.

Governing Board

A full list of the Governing Board is sent to parents/carers at the beginning of the year and is available from the school office.

The Governors have overall responsibility for the organisation, curriculum and management of the school, although much of the responsibility including the day to day running of St John's is delegated to the Headteacher.

The Governing Board meets once a term as a whole Board and also meets as sub committees. Complaints about the running of the school may be forwarded to the Chair of Governors.

Parents/Carers have the opportunity to elect Governors on to the Governing Board to represent their interests. Each Governor serves a four year term.

Attendance

Good attendance is clearly linked to effective pupil development and progress.

The school has a clear Attendance Policy and Procedure.

Please inform us by telephone before 9:00am if for any reason your child is absent from school. St John's has an absence line to log all calls where a message can be left by choosing option 1 from the pre-recorded message. If no information is received by 10:00 am it is school policy to initiate a procedure of first contact. If you are unable to 'phone please provide a letter stating the reason for absence. Lateness is recorded and monitored by the Home School Link Worker.

Parents/Carers are not entitled to any holiday in term time.

We also ask that you try to avoid taking your child out of school unnecessarily, as work is planned carefully for continuity and it is not always possible for a child to recoup the work and activities that have been missed.

Any time off in term time is not authorised unless for exceptional circumstances and families could be fined.

Any absence from school without any explanation is regarded by the Education Reform Act as an unauthorised absence and will be recorded as unauthorised absence. If we are informed of why your child is absent they will receive an ill mark which informs the Educational Welfare Officer as to why your child was off. The Education Welfare Officer is employed by the Local Authority and the school and makes regular checks on registers and investigates regular lateness or unauthorised absences.

Assessment and Reporting to Parents/Carers

In accordance with current legislation regarding assessment of pupils, our children are formally assessed at the end of Key Stage 1 (7 years old) and Key Stage 2 (11 years old) in the three core subjects - English, Maths and Science. Children in other years undertake on-going assessments. Formative assessment and target setting is a continuous process. Assessments are presented to parents/carers in a written report towards the end of the year.

Parent/Carer Consultation Evenings are held in the Autumn and Spring terms to discuss pupil progress and/or any concerns that parents may have. Parents/Carers may also make an appointment to discuss their progress at a mutually convenient time.

School Visits and Charging Policy

In accordance with the 1988 Education Reform Act the Governors have produced a policy for charging for education visits. It states that for certain activities during the school day (e.g. class visits etc) parents/carers may be asked for a voluntary contribution towards the cost. However, no child will be placed at a disadvantage because of parents/carers inability or unwillingness to pay. Many educational visits are provided at no cost to parents/carers.

If however, as a direct consequence of a number of parents/carers not paying towards the cost of the visit and insufficient funds are raised, the visit may be cancelled.



Special Educational Needs

At St John's CE (A) Primary School every child has the right to a broad and balanced curriculum. Each child is respected as an individual. Children may be identified as having particular difficulties or are gifted in a particular area and are referred to as children with special educational needs.

When a concern is identified parents/carers, staff and the child help identify a special programme to help the child overcome difficulties using an individual or group educational targets. The child's progress is monitored to see whether targets are met and parents/carers are encouraged to work in specific ways with their child at home. If there are continuing concerns a child may be issued with a Pupil Passport in consultation with parents/carers.

If however the concerns of teachers or parent/carer continues the Learning Support Service, City Psychological Service and/or the School's Medical Officer will be sought. Parents/Carers are always consulted as part of the process.

Pupils with disabilities are treated in accordance with the provision of the Disability Discrimination Act 1993 & the Equality Act 2012. The school ensures that subject to certain conditions as set out in Section 317 (4) of the Education Act 1996 all pupils with special needs join in everyday activities with other pupils.

The school facilities comply with all current disabled access legislation as amended by the SEN and Disability Act 2001.



Nursery & Reception Admissions

Due Revision Date: Spring 2016

Oversubscription Criteria

In the event of more applications being received than places available, the following Oversubscription Criteria will be applied:

Nursery & Reception Admissions:

1. Children who are in the care of a local authority (looked after children) or provided with accommodation with them (Section 22 of the Children Act 1989) and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Children who have a sibling attending the school at the time of application and at the time of admission.
3. Children who are themselves, or whose families are, faithful and regular worshippers at a Church of England parish church. Written evidence of the applicants' commitment to their place of worship (in the form of a clergy reference) will be required, using the Supplementary Information Form.
4. Children who are themselves, or whose families are, faithful and regular worshippers of another Christian denomination (as recognised by Churches Together in Britain and Ireland and/or the Evangelical Alliance). Written evidence of the applicants' commitment to their place of worship (in the form of a minister's reference) will be required, using the Supplementary Information Form.
5. Children with known special medical or social needs. Written supporting evidence should be supplied, at the time of application, from a relevant professional, such as a doctor, social worker or educational psychologist.
6. Children who are themselves, or whose families are, committed members of another religious faith. Written evidence will be required from the faith leader, using the Supplementary Information Form.
7. Any remaining places will be given in order of the nearness of the home to the school, measured along the shortest safe walking route from the home to the school's main gate.

Tie-breaker: In the event that two or more applicants have an equal right to a place under any of the above criteria, the Governing Body will apply the subsequent criteria, in order of priority, to these applicants.

Notes: Applications on faith grounds "Faithful and regular worshipper" is defined as worshipping at least twice a month for two years prior to application.

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Parents/Carers applying for a place on faith grounds must complete the Supplementary Information Form (which can be obtained from the school) and return this form direct to the school, signed by the appropriate faith leader.

Siblings: "Siblings" refers to brother or sister, half brother or sister, adopted brother or sister, or the child of the parents/carers partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

Distance: Distance will be measured by the shortest walking route from the front door of the child's home address (including flats) to the main gate of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

Waiting Lists: Waiting Lists will be held where in any year the school receives more applications for places than there are places available. The waiting list will operate until 31st December in the year of admission. It will be open to any parent/carer to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application. Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Appeals: Parents/Carers who are not offered a place for their child have the right to appeal to an independent appeal panel. Parents/Carers wishing to appeal should obtain an appeal form from the school and return this. The form/letter should be sent to reach the Clerk to the Appeal panel, care of the School, within 14 days of the date of the letter confirming the governors' decision not to offer a place. Should some appeals be unsuccessful, the governing body will not consider further applications from those parents/carers within the same academic year unless there have been significant and material changes in their circumstances.

Multiple Births: Where parents/carers are seeking to place twins, triplets etc they must submit separate applications for each child. When considering twins, triplets or larger numbers of siblings which are the product of a multiple birth, where there are insufficient spaces for all siblings, the remaining place(s) will be offered to the sibling(s) in order of time of birth and the parents/carers may decide whether a) they will accept the place(s) or b) they will decline the place(s) which will be offered to the next person(s) in the allocations after the twins/triplets/multiple births.

If the parents/carers accept the place(s) for one or more of the twin/triplets/multiple birth then the unsuccessful sibling(s) will be considered first priority on the waiting list, for one term, if a space becomes available and the parents/carers confirm in writing that this is their wish when accepting the original place(s).

St John's CE (A) Primary School

In-Year Admissions

From the academic year 2013/14 applications for other than normal intake (September) should be made to the governing body of St John's CE(A) Primary School and not to Stoke-on-Trent Local Authority.



The Curriculum

St John's CE (A) Primary School aims for all pupils to achieve their full potential and all the staff work hard to achieve this. We aim to provide all pupils with a wide range of educational experiences to develop intellectually, spiritually and physically.

Core Subjects

English, Maths, Science, Computing and Religious Education.

Foundation Subjects

History, Geography, Technology, Art, Music and Physical Education, organised mainly through our Creative Learning Journey.

National Statutory Assessment

For all pupils at 7 and 11 years of age.

As a school we aim to ensure all pupils achieve their full potential. We will work hard to raise standards of attainment for all pupils.

St John's CE (A) Primary School

Organisation

The children are taught Reading, English and Mathematics daily during the literacy and numeracy hours at both KS1 and KS2. Guided reading is delivered separately each morning. Science, ICT, Music, RE and PE are delivered as separate subjects. In Key Stage 1 and 2 the Creative Curriculum covers Art/D&T/Geography/History, which is delivered through termly topics.

All children are taught Physical Education twice a week and swimming is offered at Fenton Baths to KS2 - this is dependent on the school budget.

English

As a school we see literacy as one of the most important areas of the curriculum and implement the New Primary Framework.

We teach basic skills through CLLD eg. phonics, handwriting, spelling rules, composition and comprehension skills and aim to instil in children a love of language. We teach reading using a range of published schemes and aim for children to read fluently with understanding.

Special provision is made for pupils for when English is not their first language and a range of EAL strategies are employed to promote the achievement of all pupils.

Mathematics

We believe mathematics should be an enjoyable and stimulating subject for all pupils and have implemented the New Primary Framework. Crucial to this is our daily emphasis on mental mathematics.

We use a core scheme to ensure progression and to promote understanding of mathematical concepts and proficiency in basic skills. The learning of tables and number bonds are taught in school and we ask parents to help encourage their children to learn these. Children also have the opportunity to apply knowledge through mathematical investigations and problem solving.

Science

We aim to stimulate children's knowledge of the world by investigation, scientific principles and evaluating experiments and results. Children are taught to use and understand scientific terminology.

Computing

The school has a modern ICT suite, laptop and I-pad trolleys and computers in the classrooms to fully develop their skills. ICT is taught weekly and also through other subject/topic areas.



RE

Our Religious Education is planned in accordance with the new Diocesan Agreed Syllabus with support from QCA and Stoke Agreed Syllabus, where appropriate. As a multicultural school we study other faiths. We believe RE helps develop values such as belonging and understanding.

PE

PE encourages children to develop their physical skills. They are taught the need for exercise for a healthy life, safety and fair play.

We aim to promote a positive attitude to sport and fitness. Swimming tuition, subject to budget constraints is provided for our pupils and KS2.

For health and safety reasons we require children to bring a change of footwear and clothing for PE. This should be brought in a named PE bag. It is helpful if all clothing is marked. All children are expected to take part in all lessons. A letter from parents/carers is required if a child is to be excused for medical reasons. The School Medical Officer advises us that a child who is fit for school is fit for all lessons including PE.

Music

Children have opportunities to listen to music, make their own music and sing and play instruments during class lessons.

Art

Our pupils are introduced to a variety of techniques and media through creative activities ranging from drawing to textiles and pottery.

History

History is taught through topics which help our pupils appreciate the past.

Geography

Geographical work involves the children in investigations based on the local environment from which they begin to understand and compare other areas of the country and other parts of the world.

Design and Technology

Children are encouraged from an early age to identify the needs and opportunities for design and technology using the skills and knowledge acquired in other curriculum areas. They are also taught to design and make a range of items.

PSHCE

PSHCE and Citizenship help give our pupils the knowledge, skills and understanding they need to lead confident, healthy and responsible lives.

Pupils are encouraged to take part in a wide range of activities, class visits and experiences beyond the curriculum and to contribute fully to the life of the school.

Sex Education

It is not the policy of the school to teach sex education as an individual subject but part of health education. We endeavour to integrate it across the curriculum and it is based on the role of the family, caring for others and a sense of their own physical well being. The School Nurse visits school regularly and gives talks to all year groups on subjects such as personal hygiene and growing up.

Extra Curricular Activities

We offer additional learning opportunities to our pupils at dinnertime and after school. Throughout the year children have the opportunity to take part in clubs such as drama, computers, cross country, eco club, story club, multi skills, rounders, athletics, gymnastics, taekwondo and cycling proficiency.

Homework

The School has a clear homework policy. The purpose of homework is to:

- develop an effective home-school partnership
- involve parents/carers in their child's education
- consolidate and reinforce skills
- encourage pupils to develop confidence and self discipline
- to help pupils prepare for future education

From their early days in school children will bring reading books/a nursery rhyme home to share with you. Please set aside a quiet time to share this enjoyable activity with your child. You will be encouraged to write in a diary that can be a good communication channel between you and the class teacher.

As a guide homework may follow this pattern:

Nursery	-	Activity book once a week & 1 Nursery Rhyme
Reception	-	Activity Book once a week, home reading at least twice per week & phonics once a week.
KS1 - daily	-	English/Maths activity once a week, phonics & spelling daily, reading
KS2 (Y3-4)	-	2 Homework tasks once a week, reading & spelling daily
KS2 (Y5-6)	-	Maths once a week, Literacy once a week, reading/spelling daily, occasional research projects



Accessibility Policy and Plan

Revision Date: Spring 2017

1. Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term effect on his/her ability to carry out normal day to day activities.

- 1.1 St John's C E(A) Primary School is committed to the principals of accessibility, that the school should be available to everyone at the same level and on equal terms.
- 1.2 St John's Primary School already provides for the additional needs of disabled pupils who have Special Educational Needs. Under the 1995 Disability Discrimination Act any discrimination by schools against current or prospective pupils in accessing education will be outlawed. The new duties laid down by the D.D.A. are aimed to build on and complement the best inclusive practices
- 1.3 In accordance with requirements St John's will make their plans available to the public by including them in the school prospectus and Governors Reports. This will focus on the following areas:
 - admission arrangements for disabled pupils
 - arrangements for ensuring disabled pupils are treated equally to all other pupils
 - facilities to assist access to the school for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2. School Role

The school has a key role in planning to increase access to the curriculum for a range of disabled pupils. The building meets all aspects of the DDA as an S.S.J.V. project.

- 2.1 All schools have a responsibility to provide a broad and balanced curriculum for all pupils, but the curriculum is much broader than just teaching and learning. It also includes after school clubs, sporting and cultural activities and school visits. The National Curriculum provides the starting point for planning for children with

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specific needs. The statutory inclusion statement on the provision of effective learning opportunities for all outlines how the new National Curriculum can be modified to provide relevant and challenging work. The three essential principles for developing a more inclusive curriculum are:

1. Setting suitable learning challenges
2. Responding to pupil's diverse learning needs
3. Overcoming potential barriers to learning

Planned curriculum development is time intensive, so to be sustainable we aim to focus on a chosen area of the curriculum, co-ordinated with priorities in the school development plan.

2.2 Currently at St John's Church of England (Aided) Primary School all pupils are included in all aspects of school life. However plans will need to consider physical disabilities regarding:

- swimming to ensure that appropriate transport, staffing and training are provided
- school visits to ensure that appropriate transport, staffing and training are provided

2.3 Pertinent staff training (teaching and non-teaching) will be accessed through school and LA by specialists either on City wide courses or specific to our own needs. It may include training on:

Equality Act awareness/Deaf awareness/DDA awareness/Visual impairment

Mental health awareness/Equality/Behaviour issues/Safeguarding/SEN

The school will also be able to share and observe good practice with neighbouring schools. It is vital for pupils and parents who are disabled to access all information in a format which they can easily access if at all possible.

The main priorities in the school's plan:

- to ensure that discussed pupils are able to participate as fully as possible in all aspects of the school
- to provide full access to a broad and balanced curriculum
- to provide full access to the school environment
- to provide full access to information in a variety of formats as needed

Accessibility Plan

Key Issues to ensure that all pupils have full access to aspects of school life.

Targets	Strategies	Timescale	Outcome
<p>Broad and balanced curriculum</p> <p>Raise staff awareness of barriers to learning</p>	<ul style="list-style-type: none"> On-going staff training - whole and individual Monitoring of special needs/differentiation provision Use of outside agencies SEND Services/Educational Psychologist/ Young Minds/referrals Use of targeted support/ Pupil passports followed Training in SEN specialism 	<p>Termly on-going 2014-14 Ongoing</p> <p>Termly on-going</p> <p>Daily</p> <p>Termly</p>	<ul style="list-style-type: none"> Staff awareness and expertise increased All pupils making good progress Improved access of learning for all Lessons appropriately differentiated and pupils supported making best possible progress Staff expertise/knowledge increased
<p>To provide full access to the school environment</p>	<ul style="list-style-type: none"> SLT/SEN Team to monitor needs of disabled pupils Discussion item on Governors H&S Committee Link Governor visits Check visual alarm/signage for disabled Monitoring of provision for SEN/disabled pupils 	<p>Termly on-going 2014-15</p> <p>Termly 2014-15</p> <p>Termly</p> <p>On-going</p> <p>On-going</p>	<ul style="list-style-type: none"> Improved access of learning for all pupils Profile of accessibility raised Governing Body informed/able to question Safety for all increased No pupil denied access

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	<ul style="list-style-type: none"> To monitor gritted areas to check safely for disabled pupils 	on-going	<ul style="list-style-type: none"> Access for all
To provide access to information in a variety of formats as required	<ul style="list-style-type: none"> Provide a discrete facility of reading information for parents/carers with literacy difficulties Ensure loop system working effectively in hall and community room 	2014-15 on-going Termly	<ul style="list-style-type: none"> All parents/carers informed and information easily accessible Hearing impaired adults/children included



The School Creed

This is our school,
May all here live happily together,
May our school be full of joy,
May love dwell here among us every day,
Love of one another,
Love of all people everywhere
Love of life itself,
And love of God.
Let us remember,
That as many hands build a house,
So every child can make this school
"A lovely place".



Holiday list

September 2015 – July 2016

Autumn Term – 2015

Start of term	Wednesday 9 th September
Half term	Monday 26 th October to Friday 30 th October
School closes	Friday 18 th December

Spring Term – 2016

Start of term	Monday 4 th January
Half term	Monday 15 th February to Friday 19 th February
School closes	Thursday 24 th March

Summer Term – 2016

Start of term	Monday 11 th April
May Day	Monday 2 nd May
Training Day (Elections)	Thursday 5 th May
Half term	Monday 30 th May to Friday 3 rd June
School closes	Friday 22 nd July

Staff Training Dates

Monday 7th September
Tuesday 8th September
Thursday 7th April
Friday 8th April
Thursday 5th May

A Child

If a child lives with criticism
he learns to condemn

If a child lives with hostility
he learns to fight

If a child lives with encouragement
he learns confidence

If a child lives with praise
he learns to appreciate

If a child lives with fairness
he learns justice

If a child lives with security
he learns to have faith

If a child lives with acceptance and friendship
he learns to find love in the world

--ooOoo--

Hand in hand
we pray together,
learn together
and grow together.

