



**School
Prospectus
2021 - 2022**

AN INTRODUCTION TO ST. JOSEPH'S RC PRIMARY SCHOOL

Welcome to St. Joseph's RC Primary School. This prospectus sets out some general information about our school which we hope will be useful to those choosing a school and to parents/carers whose children already attend the school. The information is also designed to inform the wider community. The prospectus refers to the 2021-2022 school year and was correct at the end of August 2021. It is possible that changes in Government legislation or LA policy, (in so far as it affects Voluntary Aided Schools), could affect particulars described during this school or subsequent years. If you would like clarification on any matter outlined in the school prospectus, please don't hesitate to contact us.

General Information

School Address and contact details

St. Joseph's RC Primary School
Rutland Street
Millfield
Sunderland
SR4 6HY

Telephone: (0191) 510 8484

Email: st.josephs@school360.co.uk

Headteacher: Miss S M Brown

Chair of Governors: Mrs P Martin-King

Local Authority: City of Sunderland

Director of Children's Services and Chief Executive of Together for Children:

Jill Colbert

Diocese: Hexham and Newcastle

Diocesan Schools Commission Director: Deborah Fox

About the School

St. Joseph's RC Primary School is a multi-cultural, co-educational voluntary aided primary school for boys and girls of all abilities from 4 – 11 years of age. The school also has a nursery class for children from 3 to 4 years of age. Through the provision of a caring Catholic environment and dedicated effective teaching, we at St. Joseph's aim to equip our pupils with the skills, knowledge and understanding they will need to live their lives according to the teachings of Christ. The school Vision Statement embodies these ideas:

St Joseph's is a **happy,**
welcoming **community,**
enriched by our **diversity,**
where we strive to be
better than our best.

A place where we **love**
one another, love
learning, love **Jesus** and
love life.

The school and parents have formed a PTA, known as the “Friends of St Joseph’s”. They meet to organise social and fund raising events.

The SCHOOL DAY

The length of the school day is slightly different for different age groups.

Nursery class	8.50 am to 11.50 am for morning children 12.20 pm to 3.20 pm for afternoon children 8.50am to 3.20pm for 30 hours children
Reception Class	8.50 am to 11.50 pm 1.10 pm to 3.20 pm
Key Stage 1 (aged 4 to 7)	8.50 am to 10.30 am Break 10.45 am to 11.50 am Lunch 1.10 pm to 3.20 pm
Key Stage 2 (aged 7 to 11)	has the same times as Key Stage 1 but their morning session ends at 12.00 noon.

Doors open at 8.50am to allow the children to come straight into school where they will be greeted in the classroom by their class teacher. The bell for the morning session goes at 8.55am to allow for prompt registration. The playground is supervised throughout the morning, and midday breaks.

The teaching day for pupils is 4 hours 35 minutes for infants and 4 hours 45 minutes for juniors.

COLLECTIVE WORSHIP

Collective Worship is undertaken daily and is usually class based, except for Mondays and Fridays when we have whole school Liturgical Prayer. We celebrate Mass at the beginning and end of each term and Key Stage 2 classes have the opportunity for individual Class Masses on a termly basis. Liturgical Prayer are a regular feature of our collective worship arrangements and parents are invited to attend those led by classes on a Friday morning and others marking special occasions.

SACRAMENTAL PREPARATION

Preparation for the sacraments of Holy Communion and Reconciliation takes place in Year 4. Preparation is based in school supported by our parish priest, our staff and parents, and a team of catechists.

THE SCHOOL YEAR 2021-2022

The school year is 190 days for pupils and 195 days for staff. Parents will receive advanced notice of in-service training days or changes caused by emergencies.

A copy of term dates is attached for your reference in Appendix 2.

SATs week for Year 6 is week beginning 9 May 2022.

AIMS OF THE SCHOOL

We aim to provide a warm, safe, happy, responsible and well-ordered community in which the children can learn and be valued as individuals. We will seek to achieve this by:

- ✚ Promoting and treasuring Christ's values and the values of the Gospels through daily living and teaching.
- ✚ Providing an inclusive environment for all members of our school community, thus enabling equal opportunities to be practiced and fostered by all, regardless of age, gender, race, culture, faith, disability and social background.
- ✚ Ensuring that our curriculum is broad, balanced, relevant and suitably challenging and differentiated, to meet the learning needs of our children.
- ✚ Providing the best possible learning experiences both in and out of the classroom, thus ensuring our children have a social responsibility that encompasses both local and global responsibility in becoming true citizens.
- ✚ Creating an ethos where the efforts and achievements of children and staff are valued, celebrated and communicated through an atmosphere of praise, reward and fun.
- ✚ Fostering a genuine partnership between home, school, and parish, which is productive in supporting the interests of the child, and in enabling them to fulfil their educational and social potential.

In this way we seek to work with parents to fulfil each child's intellectual, spiritual, moral, cultural and social development.

ST. JOSEPH'S SCHOOL STAFF

Teachers:

Name	Title
Miss S M Brown	Headteacher
Mrs A Toward	Deputy Headteacher
Miss M Banks	Class Teacher
Miss C Brack	Class Teacher
Mrs L Forbister	Class Teacher
Miss L Forbister	Class Teacher
Miss H Gillingham	Class Teacher
Mrs S Mills	PPA Teacher
Miss R Oliver	Class Teacher
Mrs L Stennett	Class Teacher
Mrs L Teasdale	Class Teacher

Non-Teaching Staff:

Mrs E Archer	Support Staff
Miss S Everett	Support Staff
Miss B Hudson	Support Staff
Mrs C Hughes	Support Staff
Mrs A Moore	Support Staff

Mrs K Proud	Support Staff
Mrs C Smith	Support Staff
Mrs A Swinhoe	Support Staff
Mrs E Zientek	Support Staff
Mrs R Bettinardi	Lunchtime Assistant
Mrs D Catcheside	Lunchtime Assistant
Mrs G Dixon	Lunchtime Assistant
Mrs K Gorzelanczyk	Lunchtime Assistant
Mrs W Park	Lunchtime Assistant
Mrs M Potts	Lunchtime Assistant
Mrs R Reay	Lunchtime Assistant
Mrs S Collier	School Cleaner
Mrs J Hewitt	School Cleaner
Mr D McNally	School Cleaner
Mr B Varughese	School Cleaner
Mr J Farrer	Site Supervisor
Mrs N Atkinson	Office Manager
Mrs P McKenzie	Administrative Support

ST. JOSEPH'S SCHOOL GOVERNORS

The Governing Body of St. Joseph's RC Primary School is made up of parents, members of the local community known as Foundation Governors and Parent Foundation Governors, one staff governor and a representative of the Local Authority. The full Governing Body meets at least once per term although all governors are members of at least one committee of the Governing Body which meet more regularly.

The Governing Body are responsible for many areas of school life including policy development, the curriculum, financial management, recruitment, premises management and the production of the school's annual School Improvement Plan.

Your current governors are:

Chair	Mrs P Martin-King
Vice Chair	Miss D English
Parent Governor:	Mrs R Bettinardi
Foundation Governors:	Mr A Bernal
	Ms E Brooks
	Mr J Pallister
	Mrs R Sojo
	Miss T Thomas
Headteacher Governor:	Miss S Brown
Staff Governor:	Mrs A Toward

Clerk to the Governing Body: c/o Specialist Minute Taking Team
South Tyneside Council
Westoe Road, South Shields NE33 2RL

Governors are also linked to specific curriculum areas within school e.g. English, Mathematics, Special Educational Needs and special areas of interest e.g. Safeguarding Children, Equal Opportunities. They visit school regularly and play an active and important role in the management of the school.

VISITING THE SCHOOL AND ADMISSIONS

If after having read this prospectus you would like to know more please bear the following in mind about visits.

Choosing a school – if you are choosing a primary school we are always happy to meet new parents and children, but please make sure there is someone free to see you. It is always best to telephone first and make an appointment – if you would like to see our school at work we would be happy to show you around.

Admissions to the nursery class are dealt with at the school. Names for the nursery class are accepted from a child's second birthday.

Children can join the reception class at the beginning of the school year in which they will be five. Once a child has a place in the nursery or reception class, they begin attendance on a phased basis in accordance with the procedure recommended by the Local Authority. Full details about school and nursery admissions are contained in a booklet available free from the Admissions Section of the Local Authority based at the Civic Centre. A reference copy of this booklet is available at the school and your branch library.

ADMISSION FOR PUPILS WITH DISABILITIES

The school does not discriminate against pupils with disabilities within the admissions criteria. Consultation between school, parents and the Local Authority will always be given the highest priority in order to facilitate effective admissions procedures into the school.

CLASS ORGANISATION

St. Joseph's is a one form entry school. Our classes contain pupils across the whole range of ability. At the end of the school year, children move automatically to the next year group, until it is time to transfer to secondary school. Apart from specific individual circumstances described under the heading 'Special educational Needs', children receive all their teaching as part of their class. This teaching may be individual, in small groups, whole class group or school based, as is appropriate to the task.

PASTORAL CARE

Each class teacher is responsible for most of the teaching their class receives. Class teachers also look after a wide range of the children's other needs, including acting as the main link with parents. Each teacher normally stays with their class for one year and sometimes two if a teacher moves class.

HOMEWORK

Homework is set from early in the reception year throughout the school to Year 6. With our youngest pupils we endeavour to give on average 10 minutes per night increasing to on average to 30 minutes per night in Year 6. We look to, and expect from our parents, support for their children in ensuring homework is completed. The school has a tradition of laying emphasis on the development of reading. Therefore from early on, reading books are taken home for pupils to practise and extend their reading. This enables parents to listen to their children read and gain an appreciation of their progress. Work relating to Mathematics, English, Science, or other aspects of the curriculum, may be given. Within Key Stage 1 this will involve, for example, worksheets relating to the core subjects or design technology projects.

Sometimes the child will be asked to find out information relating to a given subject topic he/she is covering in the school. At the lower end of Key Stage 2 work will be given on Mathematics and English tasks. Extended topics are sometimes given which are cross curricular and designed to be open ended both in length and time. In Year 6 work related to the core subjects is given to practise, extend and revise knowledge and skills to be assessed in the end of Key Stage SATs.

The teaching staff greatly appreciate the interest and support which is given by parents. We feel this is a vital ingredient to the successful completion of homework tasks.

GOOD BEHAVIOUR AND ANTI BULLYING

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring, Christian community whose values are built on mutual trust and respect for all.

Our overall aim is positive praise and reward thus supporting good, well mannered, caring behaviour. We do this on a weekly basis with an Achievement Assembly.

From time to time, poor behaviour occurs and sanctions are required. These usually take the form of loss of privileges. In accordance with the school's policy and Local Authority regulations, there is no corporal punishment. Further sanctions, including exclusion, will be used in exceptional circumstances.

It is essential that school and home work together. Our aim is simply to encourage and develop self-discipline in every child, to enable each one to become a responsible member of our school community.

We are very proud of the behaviour of our children at St. Joseph's, both in and out of school. We have very few behaviour concerns and feel that parental support is excellent in maintaining this position.

We take firm measures to ensure that all our staff, pupils and visitors to the school can be sure that the school is safe and secure. The governors have developed a wide range of procedures for reporting and dealing with bullying in all its forms. Information about these procedures is published on our website and also available directly upon request. We expect the support of all parents in keeping school safe and secure.

ACCESSIBILITY

St. Joseph's school is fully accessible and we respond positively to children with a range of disabilities. Pupils are admitted according to our Admission Policy whether they have a disability or not.

EQUALITIES STATEMENT

At St Joseph's we aim to give the best possible education to every child at our school and we recognise that a feeling of self-confidence and self-worth is essential for every child to make the most of learning opportunities offered. With this in mind, we aim to provide an environment where children are free to develop without being discriminated against by age, gender, race, faith, language, ability, disability or social class. We value the enrichment diversity brings and firmly believe:

**Everyone is Equal
Be Yourself
Everyone Counts**

RACE EQUALITY STATEMENT

The Governors and staff of St. Joseph's School are committed to working with all our communities to ensure that everyone has an equal opportunity to succeed, and that no member of the school will suffer or be disadvantaged by direct or indirect racial discrimination. At all times we will be vigilant for aspects of our work and play, which may hurt or disadvantage others. Any acts of deliberate bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged generally, but particularly where the provisions of the Race Relations Act are broken. This school will work within the provisions of the law, and do everything to meet the standards for Race Equality.

SAFEGUARDING CHILDREN

Parents/Carers should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Children Board procedures) and inform Children's Services Social Care of their concern.

The Designated Person in school with responsibility for safeguarding is Miss Brown (Headteacher).

The Nominated Deputy safeguarding leads are Mrs Toward (Deputy Head), Mrs Forbister, Miss Forbister and Mrs Teasdale.

The Nominated Governor with responsibility is Ms English.

PUNCTUALITY

Please make sure that your child arrives on time with all that they need for the school day. It is of great importance that your child arrives punctually. This ensures that they are feeling positive

about the day ahead and ready for learning. Late arrivals must use the main entrance and report to the office straight away to ensure that their safe arrival is recorded.

ATTENDANCE

Your co-operation in ensuring regular attendance is crucial to your child's education and development. If your child is sick or away from school for any reason please contact the school before 9.30am on the first day of absence. If you do not let us know your child is absent the school administrator will telephone you to ensure your child is safe. This is especially important as the school is legally required to report reasons for absence. If you need to take your child out of school during the day it is very important you:

- Let us know in advance
- Collect your child from the main school office – children are not allowed to leave school on their own.

You will be asked to sign your child out of school stating the time and reason. If your child is to be collected by an adult other than the parents, the school must be given the name of the person in advance to ensure our children are safe at all times.

There is a staged process where a child's attendance is a matter of concern. Any proposed absence other than illness or medical appointments requires written permission from the school. There is a form for this purpose that can be obtained from the school office, though leave will only be granted in exceptional circumstances. In line with government regulations, holidays in term time cannot be authorised. The school has the legal responsibility to refuse to authorise an absence if the stated reason is considered to be detrimental to the child's educational well being.

CONTACT NAMES AND TELEPHONE NUMBERS

All parents/carers are asked for daytime telephone contact numbers. All parents/carers will be asked for the names of others who can take responsibility for their child when they are not available or in case of emergency. Only these people will be contacted in such circumstances. It is vitally important that parents/carers let us know of any change of address or new telephone number.

MEDICATION

Several staff are able to administer medication under very strict guidelines. This is to protect pupils but also means all children can be included in activities where medication is necessary.

Only medication prescribed by a doctor is allowed in school and will be administered in line with our "Medicines Policy". Children capable of administering their own medication will do so under the supervision of an identified person for medication. Parents must complete a care plan with an identified person (medically trained member of staff), for complex or going medical treatment regimes but for short term medication, ie antibiotics, a short term medication request form must be completed. All medication must be documented and appropriate permission given. Some medication requires the child to be at home in order to be effective and prevent cross infection. We ask that parents use sensible discretion in deciding when their child should return to school which can arise with a too hasty return to school.

If your child has Asthma or an Epi-Pen, it is important that you provide school with an in-date inhaler/ in-date Epi-Pen marked with your child's name. Inhalers are kept in an appropriate place

in the classroom and will be available to use whenever required. It is the responsibility of parents to ensure that the inhaler/Epi-Pen is fully charged and functioning properly.

Parents must ensure that they are aware of expiry dates and replace beforehand.

It is the parent's responsibility to ensure that the school is aware and up to date of any vital medical information concerning their child.

Should you require any further information, please ask for a medication leaflet from the school office.

FIRST AID

First Aid will be administered to all minor injuries such as cuts and bruises. The school has several qualified First Aiders. We will give all children a short note to take home to alert parents that minor first aid has been administered. In the case of more serious illness or accident at school, parents/carers will be informed as soon as possible. It is also crucial that parents provide information about specific medical conditions that may affect their child whilst in school to ensure that we will provide excellent care for your child.

VISITORS TO SCHOOL

All visitors are asked to report to the main office and sign in. If parents/carers would like to speak to a class teacher, please go to the school office first. The office staff will inform the class teacher of your arrival. Please do not enter the school through the children's entrances. This protects your child whilst in school and yourselves in case of fire.

This is a No Smoking school. Please do not smoke on school premises, including the playground.

Dogs are not allowed onto school premises, (except guide dogs).

ARRANGEMENTS FOR LUNCH IN SCHOOL

Dinner money should be paid via ParentPay. Should you wish to change any arrangements (from a hot meal to a packed lunch) please let us know well in advance in writing, (at least one calendar month), both to ease administration and to avoid children becoming confused or distressed.

All children in Reception and Key Stage 1 are required to have a free school meal or bring a packed lunch from home.

Special diets can be catered for upon production of medical letters.

Some of our Key Stage 2 children bring a packed lunch. The supervision and clearing arrangements are especially important and we suggest that a healthy packed lunch should contain a variety of items that could include:

- Bread as part of a sandwich
- Fresh fruit and/or vegetable
- Yoghurt
- Dried fruit and raisins
- Plain biscuit or cake as a treat
- Water/milk/fruit juice

- ✦ Could you make sure that the packed lunch is made up in a neat box or bag and labelled with your child's name and class.
- ✦ Drinks should be suitable (not fizzy) and contained within secure containers kept within the lunch box/bag. Glass bottles are not allowed for safety reasons. Bottles with sports tops are particularly suitable as they do not need opening.
- ✦ Children are requested to take unfinished food and containers home, so that parents can monitor what their child is eating.
- ✦ If you send your child to school with a packed lunch please note that we do not have any special storage areas for packed meals or means of refrigeration especially during the warm summer months when keeping food cool is more difficult than at other times.

Some families will be eligible to receive free school meals. More information and how to apply can be found at <https://www.togetherforchildren.org.uk/parents-carers/free-school-meals>.

UNIFORM AND PE KIT

Children need comfortable, hard-wearing clothes for school, which are also inexpensive and easy to wash. Unless it is a special occasion organised by the class teacher or the school, please do not send your children in their best clothes.

Our school uniform is important to us and a source of pride. It costs no more than other garments and is both a unifying factor and a source of pride in St Joseph's School. It is one way in which we identify ourselves as a school family and it promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life Purple sweatshirts, purple cardigans, ties, white polo shirts, shirts, white PE tops, backpacks, PE bags, book bags, plimsolls and coats can be ordered from Little Gems or online at <https://theschooloutfit.co.uk/collections/st-josephs-r-c-primary-school-sunderland>.

Grey skirts and trousers can be readily purchased from a number of stores and supermarkets as can black shoes. Black plimsolls are also required to be worn indoors.

Parents are requested to ensure that all articles of clothing are clearly marked with their child's name. This is important because children change for P.E. and games and items of clothing are easily mislaid.

In the interests of health and safety, the Governors' policy is that **NO jewellery**, including earrings, rings or necklaces are to be worn to school. If you wish to have your child's ears pierced, the Governors advise that you arrange this to be done at the beginning of the summer holidays so that the wounds are healed in time to avoid the wearing of sleepers when the child returns to school.

Make up and nail varnish are not allowed in school and extreme haircuts are not permitted.

GAMES, CLUBS AND SOCIETIES

A variety of clubs and activities take place at lunchtime or after school. These may change according to the level of interest and support. Some examples currently on offer include Multi Sports, Gymnastics, Choir, Violin, Saxophone, Clarinet, Drums, Guitar and Orchestra.

CURRICULUM

The curriculum is not just a list of subjects taught in a school. The curriculum describes everything that goes on in the school and helps children to learn about the world around them. Any curriculum must cover all the activities in a school designed to promote the academic, spiritual, moral, social, cultural, and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of life and society.

At St. Joseph's, we aim to provide all our children with a broad and balanced curriculum which develops the potential of all children in accordance with provision made under the 1998 Education Reform Act. Teachers plan the delivery of the curriculum using a balance of approaches which include: whole class, group and individual teaching as and when appropriate. We firmly believe;

- ✚ All children must be valued equally whatever stage their development and are entitled to experience the maximum sense of success and the minimum sense of failure.
- ✚ All children must be afforded equality of opportunity and not be discriminated against on the grounds of class, race, colour, gender, religion or disability.
- ✚ Personal development is a life-long learning process.
- ✚ In helping pupils to develop personal, spiritual and moral values and a tolerance of the way of life to others.
- ✚ In helping pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
- ✚ In developing in pupils the ability to appreciate critically human achievements and endeavours.
- ✚ In developing in pupils lively, enquiring minds, to help them enjoy the acquisition of knowledge, to promote the ability to question and argue rationally; to encourage pupils to apply themselves to a range of tasks

The provision of education is a partnership between schools and colleges, parents and the wider community, each having contributions to make to the development of the other.

In the primary years the school's curriculum is planned with a view to the fact that children learn best when all their senses are used and tasks are seen to be relevant to their present and possible future lives.

ST. JOSEPH'S SCHOOL CURRICULUM

At St. Joseph's we aim to provide a broad and balanced curriculum for all our children including the most able, those with special educational needs and those with English as an additional language.

Early Years Foundation Stage Curriculum

At St. Joseph's RC Primary School, we follow the Early Years Foundation Stage Curriculum which enables our children to learn and develop skills, attitudes and understanding in the following areas of learning:

The Prime areas:

- ✚ Personal, Emotional and Social Development
- ✚ Communication and Language
- ✚ Physical development

The Specific areas:

- ✚ Mathematics
- ✚ Literacy
- ✚ Understanding the World
- ✚ Expressive Art and Design

It is important that the Foundation Stage is seen as a discreet phase in a child's development and not simply as preparation for Key Stage 1. All children learn through play with a mixture of child initiated and teacher led learning experiences. Learning takes place both indoors and in our wonderful outdoor area. As children learn best when parents and staff work closely together, we encourage a strong home/school partnership.

The Early Years Foundation Stage curriculum prepares children for the National Curriculum which starts in Year 1.

National Curriculum

In September 2014, a new National Curriculum was introduced, which was a radical 'shake up' in primary schools. It is more demanding than that previously taught and forms the basis of our curriculum from Years 1-6.

More information is available on our school website.

The following table sets out the main changes:

Subject	What's New?
English	<ul style="list-style-type: none">• Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)• Handwriting – not previously assessed under the national curriculum – is expected to be fluent, legible and speedy• Spoken English has a greater emphasis, with children to be taught debating and presenting skills
Mathematics	<ul style="list-style-type: none">• Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the previous curriculum) and learn number bonds to 20 (currently up to 10)• Simple fractions (1/4 and 1/2) will be taught from KS1, and by the end

	<p>of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)</p> <ul style="list-style-type: none"> • By the age of nine, children will be expected to know times tables up to 12x12 (currently 10x10 by the end of primary school) • Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic
Science	<ul style="list-style-type: none"> • Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms • Evolution will be taught in primary schools for the first time • Non-core subjects like caring for animals will be replaced by topics like the human circulatory system
Design and Technology	<ul style="list-style-type: none"> • Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future • More sophisticated use of design equipment such as electronics and robotics • In KS2, children will learn about how key events and individuals in design and technology have shaped the world
Computing	<p>Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs</p> <ul style="list-style-type: none"> • <u>From age five, children will learn to write and test simple programs, and to organise, store and retrieve data</u> • From seven, they will be taught to understand computer networks, including the internet • Internet safety – previously only taught from 11-16 – will be taught in primary schools
Languages	<ul style="list-style-type: none"> • A modern foreign language or ancient language (Latin or Greek) is mandatory in KS2 • Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language

At St Joseph's we teach foundation subjects through a cross curricular approach, which we call the creative curriculum. In the creative curriculum, staff deliver half termly units of learning centred on a given theme to make learning more engaging for the children. We make use of special days and weeks, themes and a range of visitors. Visits also enhance learning and the school is keen that all pupils are able to enjoy and learn from the residential experience offered by Derwent Hill in the Lake District when they are in upper Key Stage 2.

Personal, Social and Health Education along with Citizenship are also taught in a cross curricular way, as well as through dedicated programmes such as 'Statements to Live By'. We currently hold the Healthy Schools Award and Platinum Anti-Bully award.

We have four wonderful music specialists who support curriculum delivery at St. Joseph's. Additionally, we have a thriving school choir and we offer a range of individual music tuition in chalumeau, clarinet, saxophone, violin, guitar and drums. Further details are available from the school.

Termly curriculum information is available to parents via the school website or the school office should anyone require a hard copy.

Religious Education and Collective Worship

All schools are required to teach Religious Education. In Catholic Schools, however, it is regarded as a core subject accounting for 10% of the timetable. The Diocesan programme 'Come and See' is followed in all classes in school.

Parents are informed in advance of the topics to be covered through a termly leaflet distributed to all children. Topics are explored at a level appropriate to the age and experience of the children. Visits are made and visitors come to school to support learning.

The beliefs and practise of our faith permeate the day-to-day life of the school and most parents choose to send their children to St. Joseph's because it is a Roman Catholic school. Nevertheless the Governors are required to remind parents of their right to withdraw pupils from religious worship and Religious Education. However, parents are also reminded that the school exists to give a Catholic education to its pupils and that they are expected to be in sympathy with its aims and objectives. Each day begins with a corporate act of worship – class or whole school. Children also have the opportunity to worship with the parish at regular intervals in church.

PE, Sporting Aims and Provision

We recognise the health benefits, social benefits and enjoyment of participation in sporting activities and are continually working to extend our provision both within the curriculum and extra-curricular activities.

The taught PE curriculum covers Dance, Athletics, Games, Gymnastics, Outdoor and Adventurous Activities. All of our junior classes, (Years 3- 6), attend swimming classes at Silksworth Community Pool. Lessons are delivered in half termly blocks and the children learn skills such as sculling, treading water and swimming strokes such as front and back crawl. Safety rules both in and out of the water are also taught.

The formal school curriculum is not used to practise full sided team games – the emphasis is on small sided games that ensure much activity by all participants. Match skills are developed via participation in festivals and competitions as appropriate to the age of the children.

Children are also encouraged to join some of the many sporting activities organised by external agencies or individuals. The school invites specialised coaches, from time to time, in a number of disciplines, to coach our pupils. These include Skipping, "Touch Rugby" and Short Tennis. All activities are open to all children; boys and girls work together as equals. Staff are committed to supporting the provision of better sporting opportunities for all.

Sex Education

The school has a policy on Relationship and Health Education which has been agreed by governors. It is linked closely to the 'Ten Ten' Programme we use throughout school.

Ten Ten is a leading provider of faith-based resources for Catholic primary schools, working with tens of thousands of children, teachers and parents throughout the UK.

The Collective Worship programme helps school communities grow in faith, love, understanding and compassion.

Following consultation with parents, Year 6 pupils are given the opportunity to discuss matters to do with puberty with the school nurse. They are able to see a video and have a discussion concerning the changes they experience. They will also discuss this in Relationship and Health Education lessons.

At any time pupils can approach their teacher to discuss matters of a personal nature.

Parents have the right to withdraw their child from sessions on sex education should they wish to do so.

Special Educational Needs

St. Joseph's School welcomes all children into its community. We ensure all children have the same opportunity to fulfil their potential and to participate in all areas of school life including access to the National Curriculum. The school takes its duties to children with SEND and disabilities very seriously and will take all reasonable steps to give children with SEND and disabilities the fullest possible access to premises and curriculum.

As a mainstream school, all of our classes are mixed ability and all teachers provide for individual differences in pupil needs and capabilities, adapting instruction through grouping within the class and careful selection of resources and teaching materials. It is our aim to provide in each class the widest and most comprehensive range of equipment and materials possible to support individual pupil needs. Specialist help is provided in the classroom wherever possible, but there are occasions when individual or small group work is appropriate.

In accordance with the existing Special Educational Needs Code of Practice, the school has established a policy, procedures and documentation to enable the special educational needs of pupils to be identified at an early stage and for relevant provision to be made. Where concern is expressed about a pupil, the procedures are set in motion. Parents are always consulted when specialist help is suggested for children and, where possible, encouraged to participate in the programme.

For the few children who experience obvious and persistent learning or behaviour difficulties, we are able to consult an educational psychologist who after consulting parents and staff, sees the child and offers advice to the school. In the case of an even smaller proportion of children, the school may need to involve other specialists in a formal assessment of complex special educational needs. In such circumstances there is always prior consultation with parents who are involved in the assessment process.

A copy of the school's Special Educational Needs Policy is available in school on request. The Deputy Head, Mrs Toward, is currently the Special Educational Needs Co-ordinator.

COMMUNITY LINKS

Considerable emphasis within the school is placed on links with the community and many of our programmes of work benefit from these. Particular mention might be made of our links with the

Diocese, Monkwearmouth Deanery Partnership of Schools, Sunderland Echo, Sunderland Royal Hospital, CAFOD and Holy Cross Home.

ASSESSMENT AND REPORTING TO PARENTS

Assessment is an on-going process throughout children’s schooling as it is a vital tool for teachers when planning the school lessons.

The following statutory assessments are carried out:

EYFS	Reception baseline early in the year End of Reception
Phonics Test	Year 1
End of Key Stage 1 SATs	Year 2
End of Key Stage 2 SATs	Year 6

Two parents’ evenings are held each year – one in the autumn term and one in the spring term. These are more formal opportunities to discuss your child (ren)’s work. A written report will be given to parents in the summer term. This will indicate progress and achievement (in line with age related expectations), as well as covering areas such as behaviour, effort, attendance and punctuality.

OTHER INFORMATION

If you are considering joining us at St. Joseph’s you need to be aware of:

OUR CHARGING POLICY

All education during the school day is free and we do not charge for any activity undertaken as part of the National curriculum, nor materials and ingredients for things made in school, which pupils or parents do not want to keep.

The Governing Body reserves the right to make charges for the following:

- ✚ Individual music tuition which is not part of the syllabus for an examination
- ✚ Certain excursions where a third party is involved
- ✚ Board and lodgings where a school activity involves a residential element
- ✚ The exact cost of “optional extras” i.e. things not connected directly with the national curriculum

Voluntary Contributions

The school Governors have decided that, in general, charges will only ever be made for a school activity if this is the only way to guarantee the event takes place. This is most likely to apply to class visits or bringing some outside visitors (e.g. artists) into school. These activities, which relate to work in progress, are felt to have a high educational value but the policy of governors is that the school cannot subsidise these to a large extent and they can only take place if sufficient voluntary funds are received. We will always inform parents at the outset and try, however, to assist parents who would have genuine difficulty in paying including Pupil Premium pupils. If insufficient contributions are raised, however, we have the right to cancel any trip and we will make this clear to parents from the outset.

The school and 'Friends of St. Joseph's' subsidise transport costs each year on an equal basis across all classes.

PARENTAL CONCERNS

Existing parents – if you are concerned about any aspect of your child's schooling the first step is to speak to the class teacher. If it is a confidential or complex matter do not try to deal with it immediately before or after school, ask to see the class teacher at a more suitable time. Most matters can be dealt with by your child's class teacher but some things may have to be referred to the Headteacher or other senior staff. It is not always possible for the Headteacher to see a parent immediately, especially if she is in a meeting or teaching, but an early appointment will be offered.

OUR COMPLAINTS POLICY

We hope to be able to resolve any complaint parents might have. In the first instance, complaints should normally be made to the Headteacher, and in most cases we find that complaints can be dealt with successfully at this informal level. If the complaint remains unresolved, parents may approach the Governing Body. Full details of the process are available in our Complaints Policy on the school website.

CURRICULUM COMPLAINTS

You have particular rights in making a complaint about:

- ✚ curriculum provision, including RE and collective worship
- ✚ the implementation of the national curriculum
- ✚ the availability of external qualifications
- ✚ exemptions from the national curriculum
- ✚ the operation of charging policies

The complaint must first go to the school through the Headteacher. If the complaint cannot be resolved it may be necessary for it to be considered by the Governing Body.

If the complaint is not resolved by the Governing Body it may be referred to the Local Authority. If that fails, the complaint can be referred to the Secretary of State for Education. This procedure does not apply to complaints on matters like pupil discipline or individual teachers.

We do, of course, hope that any complaints can be resolved by the parent discussing the matter with an appropriate member of staff. However, if you do require any detailed information on complaints please speak to the Headteacher.

OUR POLICY ON MAKING INFORMATION AVAILABLE TO PARENTS AND OTHERS

By law school must make certain information available for viewing by parents or members of the public. All the documents listed below are available for viewing at the school.

- ✚ Any Statutory Instruments (including those for national curriculum subjects), circulars and administrative memoranda relating to powers and duties under the “Curriculum” section of the Education Reform Act.
- ✚ Any published HMI or Ofsted reports on the school.
- ✚ Any schemes of work and syllabuses currently used by teachers in the school.
- ✚ A full copy of the curriculum complaints procedure.
- ✚ The agreed syllabus for RE.

IN CONCLUSION

St Joseph’s is a very special school and we do our utmost to provide a warm, happy and engaging learning environment for our children. Everyone is an important part of our school family and we try our very best to make everyone feel special.

If you would like any further information about our school, please don’t hesitate to contact us.

We hope this prospectus will help you and your child. Please keep it handy so that you can refer to it when necessary. Things do change from time to time and updates will be sent out as and when necessary.

Miss S Brown
Headteacher

Appendix 1

ST JOSEPH’S RCVA CATHOLIC PRIMARY SCHOOL, SUNDERLAND ADMISSION POLICY 2021-2022

St Joseph’s RCVA Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government, and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school’s activity. It is essential that the Catholic character of the school’s education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

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

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the coordination of admission arrangements during the normal admission round for reception year admission in September.

Parishes served by the school

The school serves the parish of St Joseph's Sunderland.

Published Admission Number

The governing body has set its published admission number (PAN) at 30 pupils to be admitted to [the reception year] in the school year which begins in September 2021.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round (not in-year applications), a Common Application Form (CAF) must be completed. This is 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, by the local authority. If the application is unsuccessful (unless the child gained a place at a school the parent ranked higher) the parent will be informed of the decision, related to the oversubscription criteria listed above, and has the right of appeal to an independent appeal panel.

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 which are submitted on time will be considered at the same time and after the closing date for admissions which is 15 January 2021.

Pupils with an Education, Health and Care Plan (see note 1)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Late Applications

Late applications will be administered in accordance with the home local authority Primary Coordinated Admissions Scheme. Parents are advised to ensure that the application is submitted before the closing date.

Admission of Children below Compulsory School Age and Deferred Entry

A child is entitled to a full-time place in the September following their fourth birthday. A child's parents may defer the date at which their child, below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age, or beyond the beginning of the final term of the school year for which an offer was made. A child may take up a part-time place until later in the school year, but not beyond the point at which the child reaches compulsory school age. Upon receipt of the offer of a place a parent should notify the school in writing, as soon as possible, that they wish to either defer their child's entry to the school or take up a part-time place.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to the headteacher of the school. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

Summer Born Children

The parents of a summer born child, i.e. a child born between 1 April and 31 August, may request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that that the child will remain in this cohort as they progress through school.

Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request and in addition it should be made in writing to the headteacher of the school. The local authority will liaise with the governing body that will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher, who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed by the governing body, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year.

One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools.

Waiting Lists

In addition to their right of appeal, applicants will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out below and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term. Inclusion on the school's waiting list does not mean that a place will eventually become available.

Infant Class Size Regulations

Infant classes may not, by law, contain more than 30 pupils with a single qualified teacher (subject to the provisions in the School Admissions Code for 'excepted children'). Parents do have a right of appeal in accordance with the infant class size regulations if the school is oversubscribed and their child is refused a place.

The governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's PAN.

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. Applications should be made to the school by contacting Miss S Brown at St Joseph's RCVA Primary School. Parents will be advised of the outcome of their application in writing.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

If there are no places available, a request can be made that the child is added to the waiting list (see above).

The parent has the right of appeal to an independent appeal panel if refused a place.

www.stjosephssunderland.school

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made by the local authority to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the chair of governors at the school address.

Fair Access Protocol

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the diocese and the governing body for the current school year. The governing body has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).

Nursery

For children attending the school's nursery, application to the reception class of the school must be made in the normal way, to the home local authority. Attendance at the school's nursery does not automatically guarantee that a place will be offered at the school.

False evidence

The governing body reserves the right to withdraw the offer of a place or, where a child is already attending the school, the place itself, where it is satisfied that the offer or place was obtained by deception.

Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

First priority in each category will be given to children who will have an older sibling attending the school in September 2021.

1. Catholic looked after and previously looked after children, including children previously in state care outside of England who have ceased to be in that state care as a result of being adopted (See Notes 2 & 3)
1. Catholic children who are resident in the parish of St Joseph's Sunderland (see note 3)
2. Other Catholic children. (see note 3)
3. Other looked after and previously looked after children. (see note 2)
4. Catechumens and members of an Eastern Christian Church. (see notes 4&5)

5. Children of other Christian denominations whose membership is evidenced by a minister or faith leader. (see note 6)
6. Children of other faiths whose membership is evidenced by a minister or faith leader. (see note 7)
7. Any other children.

Tie Breaker

Where there are places available for some, but not all applicants within a particular criterion priority will be given to children living closest to the school determined by the shortest distance. Distance from home to school when measured by the shortest walking route will be the deciding factor. Measurements will be calculated using the Local Authority's Geographical Information System, (GIS.)

In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out in a public place and supervised by a person independent of the school.

Notes and definitions

1. An **Education, Health and Care Plan** is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
2. A **looked after child** has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) or (c) those who have been adopted from state care outside of England at the time of making application to the school.

A **previously looked after child** is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order or special guardianship order. Previously looked children also includes those children who appear (to the Governing Body) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

3. **Catholic** means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child living with a family where at least one of the parents is Catholic.
For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
4. **Catechumen** means a member of the catechumenate of a Catholic Church. For the purposes of admissions this refers to the child on whose behalf the application is being made. This will normally be evidenced by a certificate of reception into the order of catechumens.

5. **Eastern Christian Church** includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church. Those who have difficulty obtaining written evidence of baptism or reception should contact the Diocese who will decide how the question of baptism or reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
6. **Children of other Christian denominations** means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

Applicants must provide a baptismal certificate or where child baptism is not practised, a letter confirming their church membership from their minister or faith leader.

7. **Children of other faiths** means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 6 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:
 - A religion which involves belief in more than one God, and
 - A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

Applicants must provide a letter of support to confirm their faith membership from their minister or faith leader.

8. A child's **home address** refers to the address where the child usually lives with a parent or carer, and will be the address provided in the Common Application Form ("CAF"). Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part of the school week.

9. **Sibling** includes:

- (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
- (ii) the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same home address as the child who is the subject of the application.

10. A **parent** means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child (having care of a child means that the child lives with and is looked after by that person).

This policy should be read in conjunction with the local authority's admission guidance for parents.

Appendix 2

SCHOOL TERM DATES 2021/22

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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28	29	30	31			

 Shaded areas are bank holidays
 Shaded areas are school inset days
 Shaded areas are school holidays