



School Brochure

2021-2022



St. Patrick's R.C.V.A Primary School,
Goatbeck Terrace,
Langley Moor,
Durham.
DH7 8JJ

This page is blank for printing purposes

St. Patrick's School

St. Patrick's is a Roman Catholic Voluntary Aided Primary School catering for the education of children between the ages of 4 years to 11 years.

The first school was a large zinc building which was erected by Father Hanley in 1879, and acted as both Church and School. In 1905 the present school was built by Father Joseph Thorman - who was later appointed as Bishop of Hexham and Newcastle. In 1967 the hall, kitchen, four classrooms and junior cloakroom were added to the original building.

St. Patrick's School has a happy, caring, friendly atmosphere where everyone is expected to be respectful, courteous and considerate to others at all times.



Mission Statement

Inspired by our love and faith in Jesus Christ, St. Patrick's school community will value the individuality and uniqueness of each person and provide a happy, safe and stimulating environment where all can learn and grow.



The Aims of the School

The Governing Body has approved the "Mission Statement" and states the school's aims for every pupil in the school.

1. Ethos

Our aim is to assist everyone who is involved with the school in their faith development.

2. Worship

We aim to develop a 'team' approach to Christian development by encouraging everyone to become involved in the faith life of the school.

3. Curriculum

Details of our curriculum, for each class, is available on our school website. Our aim is to provide a balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of all pupils,
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

R.E. Curriculum:

We aim to support an understanding of the religious and spiritual dimensions of life. While the teaching of the Catholic Faith is at the heart of R.E. lessons, other World Religions are taught to all age groups and pupils are encouraged to show respect and understanding for all points of view. This is particularly important in today's world where there is a need for greater community cohesion.

4. Relationships Within the School Community

Our aim is to foster and promote good interpersonal relationships between all members of the school community.

In line with our Mission Statement, we aim to achieve high standards through a carefully planned curriculum and by creating an active and stimulating environment where we can all thrive. Our mission is summed up in our School Motto which is, "Use well the gifts that God has given you".

Governing Body

Governors:

Mrs. P. Burnside		Head Teacher
Mrs. C. Bainbridge	Chairperson	Foundation Governor
Mrs. H. Riddles		Foundation Governor
Mr. K. Coad		Foundation Governor
Mr. J. Edwards		Foundation Governor
Mr. G. Blount		Parent Governor
Ms. M. Dennis		Parent Governor
Mrs. P. Davies		Staff Governor
Canon P. Douthwiate		Priest Foundation Governor
Mrs. L. Readman		Local Authority Governor



Proposed Organisation of the School September 2021

Head Teacher: - Mrs. P. Burnside B. Ed. (Hons.), NPQH

Class 3 – Mrs. H. Nowell (Class Teacher), Mrs. M. Griffiths (Teaching Assistant)

Reception	11
Year 1	7
Year 2	<u>9</u>
	27

Class 2 – Mrs. A. Bennett (Class Teacher), Miss. Z. Reeves (Teaching Assistant)

Year 3	11
Year 4	<u>14</u>
	25

Class 1 – Mrs. M. Graham (Class Teacher), (Teaching Assistant) – Miss. L. Baggot

Year 5	14
Year 6	<u>15</u>
	29

School Administrator: - Mrs. S. Hodgson

Teaching Assistant: - Mrs. L. Lowes
(*providing cover for teachers' non-contact time*)

Caretaker: - Mr. C. Skillcorn **Cleaner:** - Mrs. M. Barugh

Lunchtime Supervisors: - Miss M Dennis – Infants
Mrs. A. Heslington – Juniors
Mr. C. Provan – Sports Coach

Kitchen Staff: - (Employed by Taylor Shaw)

Cook: - Mrs. V. Williamson

Cook's Assistant: - Ms. J. Taylor

School Uniform

School uniform was introduced into St. Patrick's, by parental consent, some years ago. The wearing of a school uniform gives pupils a sense of belonging to the school community and encourages high standards in presentation. This in turn impacts favourably on both behaviour and attitudes.

Please mark all items of clothing, including P.E. kit, with your child's name.

Our uniform is as follows:

Light blue polo shirt

Navy sweatshirt, V neck jumper or cardigan

Navy knee length skirt or school style black/grey or navy trousers

Plain socks/tights



Sweatshirts and polo shirts bearing the school logo can be purchased in two ways:

- Via Moette custom clothing - log on to www.moette.co.uk and select 'Schools' and 'Primary Schools' from the menu. Select the St. Patrick's Primary School logo to order and pay for your selected items.
- You may also order embroidered uniform from My Clothing <https://myclothing.com/> and enter the school's postcode - DH7 8JJ.

Physical Education Kit

Indoor P.E. Kit	Outdoor P.E. Kit	Swimming Kit (Juniors only)
Plain white polo shirt	Plain navy sweatshirt	One-piece swimming costume/trunks
Plain navy shorts	White socks	Swimming cap
Black plimsolls	White trainers	Towel
	Plain, dark tracksuit bottoms	Swimming Goggles (optional)

You will be advised when your child will be swimming. However, pupils should always have P.E. kit in school for both indoor and outdoor lessons. **In the infants**, P.E kit should be brought into school on a Monday and taken home on a Friday for laundering purposes. **In the junior classes**, P.E kit should be brought in on the day your child has P.E only.

Where assistance in the provision of a school uniform is required, please contact the school office or the Head Teacher.

Jewellery and Hairstyles

Hair should be tidy for school and long hair should be tied back. Pupils are not allowed to have extreme hairstyles and dyed hair which can cause a distraction in school including closely shaved heads and shaved patterns in hair.

No earrings or jewellery may be worn by any pupil. (Requests in particular circumstances will be considered). A wrist watch may be worn; (smart watches must not be worn in school).

No make-up or nail varnish.

The School Day

Arrival

Children enter school each morning via the main front gate and enter the school playground. For safety's sake, this area is only to be used as a waiting area during the periods leading up to the beginning and end of the school day. It is **not to be used as a play area during these times.**



All pupils are made aware of this expectation and the reasoning behind it and are expected to co-operate fully. We ask that you too support us in this, by supervising your child (ren), while waiting in the yard to ensure the safety of all concerned.

The school doors are opened at 8.50am, children are requested to walk into school and go to their respective cloakrooms to store their coats and bags. Reception class children go straight to their classroom. Class teachers will be waiting in their classrooms to greet the children, staff members will also be available in the cloakrooms.

Timekeeping

Pupils come into school at **8:50am** so that registration can take place by **9:00am**. Please ensure your child is in the front yard ready to come into school in time when the doors are opened at 8:50am.



Bags and other belongings should be handed over to pupils before they begin to enter the school building.

It disrupts the school day if pupils arrive late; office staff need to answer the door and update attendance registers; teaching and learning in the child's class is disrupted and the child themselves misses out on becoming familiar with the usual procedures at the beginning of the school day and valuable teaching time; which if your child is persistently late, can add up to a very significant amount of time.

The school day ends at 3:15pm. Please ensure an adult, with authorisation, to do so is ready to collect your child at this time (or whenever an after-school club they have attended ends).

If you are allowing your child to make their own way home, or if an older child is collecting them, we must have this in writing.

Please encourage good habits in terms of timekeeping and show consideration for staff and other pupils by ensuring your child is on time for school.

Parking

To ease congestion on the roads immediately around the school, at peak times of the day, including when pupils and parents are arriving or leaving, please park away from the school and walk either all or part of your journey.

We have permission for parents to park in the Sports Centre/Council car park across the road, and at Lidl on the same side of the street, at the beginning and end of the school days. Both car parks are very close to school and we would encourage parents and carers to use these options if they need to use a car and then walk down to the crossing patrol.



Parents' parking on the school premises, including the access road to the staff and visitor car park, is strictly forbidden at the beginning and end of the school day, **including the extended school day, e.g. picking up after clubs or activities**. To flout this rule will endanger other parents and their children who need to cross the access road to this car park on foot during these busy times.

Please ensure you take great care crossing the opening, between the church and school, on foot. While staff are already parked before pupils begin to arrive and do not usually leave until well after the end of the school day; it is an entrance to a car park used by visitors to both the school and the church.

Unavoidable Closure

Whilst we hope it is either not necessary or a very rare occurrence; there may be occasions when, due to circumstances beyond our control, we must close the school. In times of severe weather, heating breakdown etc., we may have very little notice of such closure. Should it become necessary to close the school, we will post a notice on the school's website www.stpatrickslangleymoor.org.uk and endeavour to contact all parents via our ParentMail system whereby you should receive a text message (mobile) or voice mail (landline) informing you of the situation. Please ensure contact details are up to date. If practicable, we will display notices in a prominent position near the entrance of the school and information may be broadcast on Radio Newcastle 95.4 FM.

Breakfast Club & Tea Club

The Breakfast Club is available to all pupils of the school. It runs from 8:00am each morning. Children take part in a variety of activities or physical games and enjoy a light healthy breakfast. The cost is £3.00 per child per day (discount for siblings).



Tea Club is also available to all pupils, daily, from 3:15pm up to 5:00pm. Children bring a light snack from home and enjoy a range of activities with a sports coach. Parents can book and pay for a place for either club in advance, or turn up on the day.

Please support extra-curricular activities which include the Breakfast Club and after school clubs where you can. These can only continue if they are financially viable.

Lunchtime Arrangements

Two members of support staff and a sports coach currently supervise pupils over the lunch time period.

Pupils are encouraged to show the same respect and consideration for support staff that they afford their class teacher. To ensure the safety and wellbeing of all pupils, support staff have the authority to reward and sanction in the same way as the teaching staff. We ask that you support this systematic and consistent approach to the management of behaviour.



Cost of School Lunch

School lunch has been free for all infant pupils since September 2014.

The cost of school lunches for pupils in the juniors currently stands at £2.10 per day (£10.50 each week).

Packed Lunch

Some children prefer to bring a packed lunch. Please do not include any glass containers. Packed lunches are eaten in the Dining Hall at the same time as school lunches.

The following guidelines are strongly encouraged to ensure that packed lunches adhere to similar standards in terms of healthy eating and a balanced diet that we aim to provide with school lunches. The lunch should include a sandwich or salad, a piece of fruit and water or fruit juice.



Please note the following:-

- Only one of the following should be included each day – either crisps or a biscuit (chocolate or plain) or a cake.
- Processed meat products such as sausage rolls, pasties and pies should be limited to no more than **once a week**.
- No fizzy drinks, sweets or chocolate bars should be brought to school.

Please help the school and other parents in promoting healthy eating.

Educational Outings

Educational Outings provide invaluable first-hand experience beyond the classroom situation. Such visits provide the children with opportunities for discussion, observation, prediction, recording, research and follow up work. Your support in providing voluntary contributions to cover the costs of the visits is much appreciated.

After School Activities

After school activities run from 3:15pm to 4:30pm (unless stated otherwise). Places should be booked and are allocated on a 'first come, first served basis'. Parents are advised as to availability of activities, for particular year groups, at the beginning of each half term.

Information that School requests from Parents

It is essential that '**emergency**' phone numbers are available so that parents can be contacted when required and the school is informed immediately of any changes to contact numbers.

Please ensure that you complete the Data Collection sheet before your child starts school and that this lists contacts in order of priority (texts and voice mails about emergency closures and other messages that school needs to send at short notice will always be sent to Priority 1).

Details of adults who you give permission to collect your child should also be given and under no circumstances will children be handed over at the end of the day to anyone not named by a parent on this form. **If you wish your child to make their own way home, we must have this in writing.**

Any medical issues should also be noted on this sheet. In these circumstances you will be asked to develop a Health Care Plan in conjunction with the school. This will be based upon guidance from your child's doctor or other health professional (such as the School Nurse). Details will include signs and symptoms and agreed procedures.

Children ill or injured while in school



The relationship between the class teacher and the child is very important and, therefore, if a child is poorly during the day, it will be the class teacher to whom he or she turns. If a child is not well enough to be in school, the parent will be contacted.

Accidents are recorded in school and parents receive a copy of the accident form that is completed so that they are fully informed about any injuries their child sustains.

In the case of an accident which requires professional medical attention, we make every effort to contact the child's parents. If appropriate, professional medical assistance will be called for immediately. Such incidents are formally recorded and this information is forwarded without delay to the Local Authority.

If parents subsequently seek professional medical attention for an accident that happened at school, please advise the Head Teacher who will record this and ensure the relevant authorities are notified.

Medicines in School

Parents whose children need access to inhalers for asthma/chest complaints, must ensure that inhalers are available in school. All inhalers must be marked with the child's name and dosage and initially handed into the Office. Appropriate consent forms and a Health Care Plan must be completed. These restrictions are necessary for the safety of all in school.

Medication that is to be given three times a day can usually be administered by parents/guardians before school, after school and at bedtime (please contact the school if you have a query regarding this).

If your child has prescribed medication and this needs to be administered **more than three times day**, we will supervise one of these doses in school subject to the following:-



- The Headteacher (or their deputy) agrees.
- Your child is well enough to be in school.
- Parents complete the appropriate form/s prior to any medication being left in school.
- All medication is brought to the School Office by an adult and not left in coat pockets or bags.
- All medication is clearly labelled with a pharmacist's label, bearing your child's name and details about dosage administration.

The Curriculum

The curriculum emphasises activity and experience whilst incorporating the statutory guidelines of the National Curriculum. It enables the development of appropriate skills and strategies for learning and it encourages children to develop the social skills necessary for forming positive relationships. The following gives a little more detail about the curriculum.

Early Years Foundation Stage



Our four-year-old children are educated in Reception where all the children reach their fifth birthday some time during the academic year. When they enter school, they have had a variety of learning experiences and learning opportunities and have reached different levels of social competence and intellectual development. A few of them have had no nursery school experience and so it is important to work closely with the parents in making a smooth transition from home to school.

The curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- **personal, social and emotional well-being:**
- **positive attitudes and dispositions towards their learning:**
- **social skills:**
- **attention skills and persistence:**
- **language and communication:**
- **reading and writing**
- **mathematics**
- **knowledge and understanding of the world:**
- **physical development:**
- **creative development:**

Areas of learning and early learning goals

The Foundation Stage curriculum has seven areas of learning:

- personal, social and emotional development;
- communication and language;
- literacy;
- mathematical development;
- understanding of the world;
- physical development;
- art and design.

The seven areas help the reception teacher plan the learning environment, activities and experiences and provide a framework for the Early Years curriculum.

The **early learning goals** establish expectations for most children to reach by the end of the foundation stage, so laying secure foundations for future learning. By the end of the foundation stage, some children will have exceeded these goals.

Key Stages 1 and 2

Religious Education

The school provides:

- a) teaching of religious education for all pupils in accordance with the National/Diocesan agreed scheme;
- b) a daily act of collective worship for all pupils.

Parents have the right to withdraw their children from a)



We follow the National R.E. Scheme 'Come and See' which is supplemented by other RE resources which respond to the aims and objectives of religious education set out by the Bishops Conference of England and Wales. Children in Year 4, who have been baptised as Catholics, are able to receive the Sacraments of First Reconciliation and First Holy Communion. Preparation for these Sacraments involves the Parish, Home and School.

Mathematics



Development of key mathematical skills are taught throughout the year groups and meet with National Curriculum requirements. Learning is promoted through the use of a range of materials and resources. The school follows an agreed and systematic approach to calculation strategies. The children also experience a more investigative open-ended approach to encourage use of their knowledge of number, shape and measurement.

English

Progressive development of the key skills in speaking, listening, reading, writing, spelling and handwriting are taught. Phonics is taught from Reception through to Year 3 using the Letters and Sounds Scheme throughout, other resources are also used if required. Pupils are taught in small groups to meet their current needs. The teaching of reading is supported through various reading schemes including Active Learn in Bug Club, Ginn, Oxford Reading Tree and Big Cat Phonics.



Science



Central to our approach to Science is experimentation and investigation. As far as it is possible all work will have an element of such enquiry. Through this important emphasis we hope to teach the children essential skills in:

- Planning and Experimentation
- Obtaining evidence
- Considering evidence

Children are also given the opportunity to explore the varied and interesting environment within the school grounds. This area contains trees, both mature and sapling, bushes and various tall grasses and plants. Wild life includes rabbits, hedgehogs and a variety of birds.

I.C.T. and Computing

The skills of ICT and Computing are taught through other subject areas as well as discretely as appropriate. Resources in class include both computers and laptops. There are also Smartboards in all classrooms.



History, Geography, Technology, Art, Music



These are organised around carefully planned half term / termly topics, bearing in mind the programmes of study and attainment targets, ensuring continuity and progression.



Physical Education

Physical education is taught in accordance with the National Curriculum document. P.E. is timetabled for **at least** two hours per week for every child. The school works closely with the Schools Sports Partnership throughout the year and pupils are also taught sessions supported by professional coaches; covering a range of skills and sports.

Relationships and Sex Education

Respect for one another forms an integral part of our Sex and Relationships Education. In Key Stage 2 relationships and reproduction are covered at a level appropriate to the development and understanding of pupils, in the same way as other parts of the curriculum are personalised. The school nurse supports the learning of pupils in Years 5 and 6 and this includes puberty and pre puberty talks.

If you would like to either withdraw your child from these lessons, or you require any further information, please contact the school to make the necessary arrangements.

P.S.H.C.E.

Personal, Social, Health and Citizenship Education (P.S.H.C.E.) is an integral part of our curriculum and is taught both discretely and through other subject areas. Development in this area permeates the whole of school life and is inextricably bound to our school's ethos. The developments of personal and social skills are encouraged at playtimes, lunchtimes, through interaction in the classroom and through reflection in assembly. Extra-curricular activities aim to develop each child's personal skills and promote their development as citizens.

Special Educational Needs and Disabilities

It is important to identify children with Special Educational Needs and Disabilities as early as possible. As soon as a class teacher has a concern about a child, the matter will be discussed with the parents and the school's Special Educational Needs Coordinator. The D.f.E.S. S.E.N. Code of Practice is followed to ensure school meets the statutory duty to identify, assess and make provision for children's special educational needs. Such provision is likely to include a range of possible interventions, including in class support, agency involvement (with parental consent) and the withdrawal of individuals and groups to participate in activities aimed at "narrowing the gap". The school holds a register of all pupils for whom provision additional to or different from the usual is offered.

However, the school does provide a whole range of different learning opportunities to ensure the needs of all pupils are met and unless your child's teacher has specifically advised you that they are concerned about the progress your child is making, either socially, emotionally, behaviourally or academically and has been identified as having particular needs, then your child is not likely to have been identified as having Special Educational Needs. If you are in any doubt, please feel free to talk to your child's class teacher.

Assessment and Reporting

All children are continually assessed by the class teacher in line with Early Learning Goals or National Curriculum Attainment Targets as appropriate.

Pupils in Year 1 are formally assessed in Phonics and if they fail to meet the required level, they are retested at the end of Year 2.

At the end of Year 2 pupils are teacher assessed in Mathematics, Reading and Writing. These tests are externally set but internally marked. The results of these are reported at the end of the year. Year 6 children take part in Statutory Assessment Tests (SATs) in Mathematics, Reading and in the areas of Grammar, Spelling and Punctuation in May each year (no test in Science as from September 2009). Appointed markers mark these tests externally. Pupils are teacher assessed in writing. The results are reported to parents in the summer term.

We hold three parents' evenings during the academic year, one each term. In this way parents receive regular updates on their child's progress and are able to use this information to support their child's learning. We are required to report once a year to parents on their child's progress and attainment. However, in this school we report in writing to parents at the end of each term. Each child's records are passed on to the next teacher, who uses this, along with other assessment information, to plan a programme of work according to the needs of each child.

Homework

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.



The purpose of homework

- Developing an effective partnership between the school and parents and other carers;
- Consolidating and reinforcing skills and understanding, particularly in English and maths;
- Exploiting resources for learning, of all kinds, at home;
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own, and preparing them for the requirements of secondary school.

Types and Amount of Homework

Reception and Year 1: 45 minutes to 1 hour per week
(reading, spellings, other English and mathematics)

Years 2 and 3: 1 hour – 1 hour 30 minutes per week
(reading, spellings, other English and mathematics)

Year 4: 1 hour 30 minutes – 2 hours per week
(reading, spellings, English and mathematics with occasional assignments in other subjects)

Years 5 and 6: 2 hours – 2 hours 30 minutes per week
(reading, spellings and a weekly schedule with continued emphasis on English and mathematics but also ranging widely over the curriculum)

Policies

Key policies are posted on the school's website. Hard copies are available by request.

Safeguarding

The protection of children is of paramount importance. All adults receive a Disclosure and Barring Service Check (formerly known as a Criminal Records Bureau (CRB) check) before working alone with children in school. Other adults who come into school infrequently will be in the presence of a member of staff at all times and will not be either left alone with pupils or work unsupervised on the school premises.

Other adults who are occasionally in the school building before, during and after the school day obviously include parents.

Parents coming into school should sign in as a visitor, wear a visitor badge and remain in the areas they have been given access to by school staff.

Under no circumstances should parents access areas that they have not been given permission to enter. Nor should parents access cloakroom/toilet areas unless they have permission from staff already present in these areas.

Toilets for the use of parents and preschool children needing the assistance of their parents can be found in the main corridor.

There is always a member of staff on the premises who has First Aid Training and when Reception pupils are on site, there is always a member of staff who is specifically trained in Pediatric First Aid. Key members of staff have received training, and are responsible for, the administration of medicines. Appropriate risk assessments are in place and first aid cover is always considered when pupils are off site.

There are Designated Members of Staff responsible for Safeguarding and Child Protection. The lead on Safeguarding and Child Protection is Mrs. Burnside (Head Teacher), supported by Mrs. Nowell (Class teacher) and Mrs. Davies (Deputy Headteacher).

School has a responsibility to report concerns to the relevant authorities and there may be occasions when it is not possible to make parents aware of this first.

Attendance

The school prides itself on its good attendance record.

It is expected that all children will be punctual and attend school regularly. Below 95% attendance is classed as persistent absenteeism. **If your child is ill or absent from school for any reason, please telephone the school no later than 9:30am on the first day's absence and keep the school informed.**

We are required to maintain a strict register on why children are absent from school as we have to submit returns on both authorised and unauthorised absences. It is, therefore, very important that you inform the school whenever your child is absent, otherwise the absence is recorded as 'unauthorised' (truancy).

The Head Teacher is able to authorise absences from school for the following reasons:

- Sickness
- A Family Bereavement
- Educational purposes
- Medical appointments
- Other exceptional circumstances

Unauthorised absence (truancy) will be recorded as such on a pupil's records.

Annual Holidays

Annual holidays should be planned to fit in with school holidays. The Head Teacher may not authorise absence (not including sickness) from school unless the circumstances are exceptional. If parents take pupils out of school for holidays without permission, they risk a fine (given to each parent in respect of each child) and the absence will be recorded as unauthorised (truancy).

A pupil's absence during term time can seriously disrupt their continuity of learning. Not only do they miss the teaching provided on the days they are away, they are also less prepared for subsequent lessons, after their return. There is a risk of under-achievement, which we must seek to avoid.

School Discipline and Code of Behaviour

Parents are required to encourage children to concentrate on their work, to come to school prepared to give of their best and to help, not hinder, others working in the school environment. We expect children to be courteous and to show care and consideration for others.

The development of self-discipline is part of a child's education and it is important that both parents and teachers work together to promote and value independence and self-control. Good discipline is necessary for the safety and well-being of all children.

The support given by parents in encouraging good standards of work and behaviour from their children will not only continue to uphold and promote the good name of St. Patrick's School but also secure for children a sound religious, personal, social and academic grounding for their future.

There is **no** corporal punishment in school. A rewards and sanctions system operates in school. Rewards include praise, stars/stickers, house points and Dojo points. Sanctions include time out, loss of play time, the imposition of extra work. If misbehaviour is either persistent or serious, the Head Teacher will inform parents and will look towards working together to ensure an improvement.

There is a Celebration Assembly each week during which good work, positive and caring attitudes and good behaviour are rewarded.

Complaints

We hope that the channels of communication between home and school are always open and that parents who have any queries will informally approach a member of staff. However, in accordance with the Education Act 1988 a formal complaints procedure has been drawn up. Complaints should always be brought to the Head Teacher in the first instance. If the situation remains unresolved, parents then have the right to take their complaint to the Governing Body and if necessary, the Local Authority. Full details are available on the school website or from school.

Please ensure you do bring your concerns to the school, as unresolved issues lead to ill feeling. If the correct procedure is followed, the school can either clarify matters or work with parents and their children to improve situations. This is not possible if we are not given this opportunity.

Transition

New Intake

There is an information evening for the parents of all new entrants in the Summer Term. This will include a welcome by the Head Teacher; the opportunity to meet other members of the school community, including staff, governors and members of our parent group; a tour of the school and a presentation by your child's Class Teacher.

The Reception Teacher visits the main feeder nursery in Langley Moor during the Summer Term before pupils start in September. New entrants are invited to up to three sessions in school to help prepare them for September. This helps to ensure a smooth transfer from home/nursery to school. We encourage all children to stay at school for lunch from the day they are admitted.

Transferring to Secondary School

Children transfer at the end of Year 6 to Secondary Education. The school to which most of our children transfer is St. Leonard's School. However, parents have the right to make an alternative choice. During a child's last year in Primary School, parents will be asked to complete a form stating their choice of Secondary School. Links with St. Leonard's School are very good.

The Head Teacher of St. Leonard's visits our school during the year to speak to pupils in Year 6 and Year 5. There is also an Open Evening at St. Leonard's in the Summer Term.

Year 6 children transferring to St. Leonard's make a number of arranged visits to St. Leonard's during the year and a transition worker who is based at St. Leonard's makes a number of visits to St. Patrick's to prepare the children ahead of their transfer.

We are happy to work closely with other settings to which pupils may transfer and have done this in the past.

Moving Classes

Pupils in school transferring from one class to another, visit their new class for one full day during the summer term. While this is aimed at aiding transition, we see the preparation for moving year groups/classes as a process rather than an event and work towards ensuring pupils are ready for the next phase in their education throughout the year. In such a small school, pupils know all staff members and this too helps children settle quickly.

A Final Note

The information contained in this Brochure is to provide assistance and support for all who share in the partnership between Home, School and Parish. This partnership is valued and nurtured for the benefit of every child who attends St. Patrick's School.

We repeat, it is our aim, as a school, to look to the needs of each child in our care, taking into account the psychological, social, emotional and spiritual needs as well as their intellectual and learning needs. Each of these aspects is essential to create a balanced and happy individual.

Together we will endeavour to fulfil each child's potential and make their important formative years in St. Patrick's, the foundation for a happy and fulfilling future.

All details in this booklet are correct at the time of printing. Changes may occur in the light of future developments. For further details, please contact the school.

St. Patrick's R.C.V.A Primary School,
Goatbeck Terrace,
Langley Moor,
Durham.
DH7 8JJ
Tel: 0191 3780552
E-mail: langleymoorstpatricks@durhamlearning.net

