



# **St Patrick's Catholic Primary School**

## **School Prospectus 2022-23**

**ST. PATRICK'S CATHOLIC PRIMARY SCHOOL  
SMITH STREET, RYHOPE  
SUNDERLAND  
SR2 0RQ**

**Telephone 0191 523 5050**

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Website: [www.stpatricksryhope.co.uk](http://www.stpatricksryhope.co.uk)**

We would like to welcome you to St Patrick's Catholic Primary School. Our school is situated in the village of Ryhope in Sunderland. We are a small, friendly school with currently 134 pupils on roll. At St Patrick's we strive to give every child the opportunity to develop their full potential and to be the best they can be. The Catholic faith and Gospel values underpin all that we seek to achieve at St Patrick's, whilst at the same time, embracing and celebrating a variety of other faiths and cultures.

The school was originally built in the late 1800's and retains much of its character. New sections have been added in recent years to improve its facilities, such as the kitchen and an Early Years outdoor area.

The school is situated next to St Patrick's Church, where we frequently join the Parish community for Mass and other services. Strong links exist and continue to develop between the school, the parish and the local community.

The school was judged 'good' after our most recent OFSTED Inspection in June 2019. The inspector reported that:

- Pupils are thriving and this is a very happy and truly inclusive school
- Strong and highly respectful relationships exist between staff and pupils and pupils and their peers
- Classrooms are vibrant learning environments
- Lessons are calm and purposeful and pupils demonstrate very positive attitudes to their learning
- Pupils respond well to the high expectations for good behaviour.

The school transferred into the Bishop Chadwick Catholic Education Trust on 1<sup>st</sup> April 2021. We work closely with other schools within the Trust to deliver the very best education possible for our children.

We hope that you find this information useful. If you have any further questions, please do not hesitate to get in touch with us via the School Office. The information in this publication is accurate as of July 2022. Visits are most welcome; we look forward to showing you around our wonderful school.

### Our Mission Statement

“Christ is the Centre of St Patrick’s School, where we live, love and learn together.”

At St Patrick’s we aim to create a community with Catholic values at the centre. We believe all of our aims are equally important:

- We aim to provide a positive, welcoming environment where all can achieve their potential;
- We aim to provide a broad, balanced and relevant curriculum through learning experiences, both inside and outside of the classroom, which meets the needs of all;
- We value all those who are involved in the life of the school and aim to work in partnership with them;
- We are committed to creating a community that recognises and celebrates difference regardless of age, gender, race, culture, faith, physical ability or social background.

### Aims

At St. Patrick’s we strive for the education of the whole person and take into account and provide for, by means of the Curriculum and Pastoral Care, the mental, physical, social, emotional, spiritual and moral development of the children.



### Admissions

St Patrick’s is a one form entry school and the admission number is 25 pupils. All admissions are determined by the Local Governing Committee, who will reserve the right to consider each application on its individual merits. The school’s Admissions policy is available upon request and can also be viewed on the school website.

## Staff at St Patrick's Catholic Primary School

### September 2022

#### Teaching Staff:

Executive Head Teacher: Mrs J Ward

Head of School: Mrs J Jobling

Reception Class Teacher: Miss B Sirey (Mrs L Laverick to provide maternity cover)

Year 1 Class Teacher: Miss R Imeson

Year 2 Class Teacher: Mr D Hauxwell

Year 3/4 Class Teacher: Miss R Smith (Miss M Humble to provide maternity cover)

Year 5/6 Class Teacher: Miss E Scott (Mrs J Jobling to have some teaching commitment in this class)

#### Teaching Support Staff:

Mrs G Baldassarra, Mrs N Haley, Mrs S Godfrey, Mrs G Dixon, Mrs A Kilty

#### Office Manager:

Mrs M Vincent

#### Caretaker:

Mr A Maven

#### Cleaner:

Mrs E Maratty

#### Lunchtime Supervisory Assistants:

Miss J Davison, Mrs A Ayre

#### Breakfast & After School Club Staff:

Mrs A Ayre, Mrs S Godfrey

#### Kitchen Staff:

Mrs L Frost, Mrs M French

## Governors of St Patrick's

Our Governing Body is committed in its support and challenge of our school. The Governing Body is made up of the following members:

#### Foundation Governors

Mr A McCourt (Chair)

Ms B Simpson-Turnbull (Vice-Chair)

Mrs G Hall

Mrs N Crowe

Mrs L Kenny

#### Parent Governor:

Vacant

Staff Governors:

Mrs J Ward

Mr D Hauxwell

The School Day

	<b>Times</b>
<b>Gates Open</b>	8:45am
<b>School begins</b>	8:55 am
<b>Morning break starts</b>	10:30 am
<b>Morning break ends</b>	10:45 am
<b>Dinner break starts</b>	11: 45 am Infants 12:00 pm Juniors
<b>Dinner break ends</b>	1:00 pm for both Infants & Juniors
<b>Afternoon break starts</b>	2:00 pm
<b>Afternoon break ends</b>	2:15 pm
<b>School finishes</b>	3:15 pm Infants 3:20 pm Juniors

Hours taught each week, excluding assemblies, registration and breaks are as follows:

Infants 22 hours

Juniors 23 hours 40 minutes

Punctuality and Attendance

It is very important that children are punctual and have good attendance. There is clear evidence to suggest that attendance directly affects the attainment and progress of the child – the more often a child attends school, the greater the chance of being more successful academically. Our school closely monitors absences and lateness.

When a child is absent, parents are asked to notify school as soon as possible, preferably before 9.30am on the first day of absence. If a reason is not provided, the school will endeavour to contact the parents or carers on the first morning of absence, for safeguarding reasons.

Absences for which no explanation is received, or which are not due to ill health, are recorded as unauthorised. The total number of authorised absences is reported to parents in the child's annual report. If records show that a child has had a significant amount of absences, the parents may be asked to attend school for a meeting with the Headteacher, or the case may be referred to the local authority's Attendance Team.

As regards leave during term time, the DfE made amendments to regulations from 1<sup>st</sup> September 2013. These changes make it clear that Headteachers may not grant any leave during term time, unless there are exceptional circumstances, and give no entitlement to parents to take their child on holiday during term time.

### Establishing and Maintaining Good Behaviour

Good behaviour is essential for the well-being of all our children and in helping us to maintain a safe and happy school, as well as a positive learning environment.

Our overall aim is positive; we reward good, well-mannered and caring behaviour around school. If, on occasions, misbehaviour occurs, sanctions take the form of loss of privileges.

Rules, rewards and consequences have been formulated and agreed by all staff, the School Council and all pupils.

The Head Teacher or Class Teacher is usually available at the beginning and end of the school day to discuss any problems that may arise or to receive information relevant to the education and welfare of your child. If the Head Teacher or Class Teacher is not available, then the Deputy Head Teacher may be able to help. Our staff work closely together and welcome the opportunity to share with you in the education and welfare of your child.





### Lunchtimes

Most children stay for school lunch. There is a choice of healthy, balanced meals, cooked on site.

Packed lunches are allowed, though we have limited space to accommodate children who wish to bring a packed lunch to school and currently have no facilities in which to store these. If packed lunches are brought into school we ask parents to ensure that these are healthy and nutritious.

Please let us know if your child suffers from a food allergy.

Our Junior Playground Leaders and lunchtime supervisors organise play activities for children throughout the lunch break.

### Healthy School

We encourage healthy eating and provide a healthy tuck shop for children at playtime. Children are also encouraged to bring in water bottles and drink water throughout the day. Water bottles are available to purchase from the School Office.

Children have access to 2 hours of quality curriculum PE each week and have opportunities to join after-school sports clubs.



### School Uniform

All children are encouraged to wear school uniform, this is mainly for practical reasons, but it also promotes a sense of belonging.

Our uniform consists of:

Grey sweat shirt or sweat cardigan with school logo  
White polo shirt with school logo  
Grey trousers/ shorts  
Grey skirt or pinafore  
Green/ white checked dress for summer  
Black school shoes

School jackets are also available.

Tracksuit bottoms, football shirts or jeans are not permitted. We would also prefer that children wore 'sensible' shoes for school and not trainers.

We ask parents to clearly mark uniform with their child's name, as items can sometimes become misplaced.

PE kit consists of black shorts, a plain white T-shirt with school logo and black plimsolls/ trainers.

All children are also asked to have a reading folder.



All uniform is available from Little Gems, 259 High Street West, Sunderland, SR1 3DH. Telephone number: 0191 510 8186 or online from [www.theschooloutfit.co.uk](http://www.theschooloutfit.co.uk) There is also a link to this on our school website, [www.stpatricksryhope.co.uk](http://www.stpatricksryhope.co.uk)

Please note that stencilled or patterned haircuts are not allowed in school.



### Money, Valuables and Jewellery

In the interests of health and safety, with the exception of a simple wristwatch, no jewellery is to be worn in school. Earrings may be worn but only if parents have signed an Earring Consent form, available from the School Office. If earrings are worn, they should only be of a stud variety. Earrings must be removed prior to PE lessons. It is recommended that children get their ears pierced at the beginning of the summer holidays to enable adequate time for healing. The school accepts no responsibility for injury caused through the wearing of earrings and accepts no responsibility for the loss of jewellery in school.

We are unable to accept responsibility for looking after valuable articles or money brought into school by pupils. Mobile phones are not to be brought to school except in cases of emergency and in arrangement with the Class Teacher or Head teacher.

### Health, Safety and Security

The health and safety of the whole school community is paramount at all times. The Local Governing Committee, Head teacher and all staff take their responsibilities very seriously. We adhere strictly to our Child Protection and related policies, copies of which are available from school.

All parents are requested to complete the Emergency Contact and Medical forms.

### Child Protection

Parents 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 Sunderland Safeguarding Board Procedures and inform Children's Services Social Care of their concern.

The Designated Safeguarding Lead, responsible for Child Protection and promoting the welfare of children who are at the school, is Mr G Kelly and The Nominated Deputies are Mrs J Jobling and Mr D Hauxwell.

### Medication in School

It is very important that parents provide the school with their child's up-to-date medical information. Emergency contact details should also be kept up-to-date so parents and carers can be notified if their child becomes ill during the day.

Where a child suffers from an ongoing medical condition, or if a child is well enough to be in school but is required to complete a course of prescribed medication, which is more than three times a day, arrangements can be made for a member of staff to supervise the child taking the medicine. Parents are also welcome to come into school to give their own child prescribed medication. Please contact the office for further details.

Where children suffer from respiratory problems, inhalers can be left in school – please see our Medication in School Policy or contact the office for further details.

Staff have also had training in the management of diabetes.

### First Aid

Accidents do occur in school. We have qualified First Aiders, who update their training regularly. Accidents are recorded and a notification slip sent home to parents. If a more serious accident occurs, we will contact parents immediately and, if necessary, call an ambulance.

### Sun care

On hot sunny days, please ensure that you apply sun cream to your child before school. Your child may bring sun cream into school, although staff will be unable to apply it due to safeguarding and health and safety issues. However, staff will endeavour to supervise children if they need to apply it. Please make sure that your child wears a suitable hat or cap on hot sunny days and that any clothing covers their skin as much as possible.

### Emergency Closure

Notification will be given in advance of any foreseen emergency closures/ repair work. In the case of other emergencies, such as severe weather, messages will be sent to parents via the school's Facebook page or by text. Also, a member of staff will notify parents on arrival at the school gate, by telephone, or on local radio stations and websites, such as Sun FM. As mentioned, we do have the facility to contact parents of school closures by text. If parents wish to receive these, please ensure that the office has your current mobile phone number.

### Racial Equality

There are clear procedures for dealing with any racially motivated incident. Legislation requires any incident to be reported to the appropriate authority. Our school follows guidance from the Race Relations (Amendment) Act 2000.

### Inclusion

Our school caters for the needs of all our children and aims to provide the best possible education for each within our resources.

Class teachers and support staff work closely with our SEN Coordinator to identify specific needs and to develop potential. Support is given to children on an individual or small group basis. Individual Support Plans are drawn up with the co-operation and involvement of parents and children. Targets are set out and reviewed on a regular basis.

The school involves the expertise of outside agencies, when necessary, in the support of children with SEN.

Parents, as always, are seen as partners in their child's education and are fully informed of their child's progress and are invited to share in the review process.

Children who are identified as being Gifted and Talented are given opportunities to extend their talents in a variety of ways.

Our school fully implements the Code of Practice for Special Educational Needs.

The SEN Policy and Disability Policy are available on request.



### Curriculum

We offer all our children a broad, balanced and differentiated curriculum. We continually assess each child's progress in the classroom and plan relevant, meaningful and purposeful activities which will enable him/her to fulfill his/her potential.

Every child in the school has entitlement to the Foundation Stage Curriculum in Reception and the National Curriculum throughout Key Stages 1 and 2.

Children in Reception class are assessed using the Early Years Foundation Stage (EYFS) profile in the summer term.

Children in Y2 and Y6 are assessed using the Statutory Assessments and Tasks/ Tests (SAT's) in May. Children in Year 1 are assessed in June using statutory phonics checks. Pupils in Year 4 are assessed in June using statutory multiplication tables checks. Formal tests and teacher assessments throughout the year are used to set individual, group and class targets and to plan for future learning. Individual targets for each child are shared with parents.

In order to achieve success, teachers use a variety of teaching methods and lessons are differentiated to suit the children's needs.

### Early Years Foundation Stage

Children beginning their learning journey in Reception at St Patrick's follow the Early Years Foundation Stage. The EYFS seeks to provide:

- ◆ Quality and Consistency across all settings, so that every child makes good progress and no child is left behind.
- ◆ A secure foundation through planning for the learning and development of each child, and assessing and reviewing what they have learnt regularly.
- ◆ Partnership working between practitioners and with parents and/or carers.
- ◆ Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

At St Patrick's, our pupils are at the centre of what we do. Their needs, interests and ideas inspire our planning and the provision available to them. We want children to feel that they belong as a part of our class family and that their opinions are valued and respected.

Our curriculum is underpinned by seven areas of learning. These are divided into three prime areas of learning and four specific areas. These are further broken down into 17 strands at the end of Reception, where we assess against the end of EYFS Early Learning Goals.

Alongside the 7 areas of learning, we reflect on how these learning opportunities promote the development of Characteristics of Effective Learning. These are playing and exploring, active learning and creating and thinking critically.

The **prime areas** which provide the foundations for effective learning, are:

- **Communication and Language:**

Children are provided with opportunities to experience a rich language environment; supported in the development of their confidence and skills in expressing themselves; and given opportunities to speak and listen in a range of situations. Communication is transferrable into all other areas. We encourage the children to speak in full sentences. As teachers, we model high standards of effective communication.

- **Physical Development:**

We promote a physically active lifestyle with opportunities to learn indoors and outdoors. Children are provided with opportunities with develop their gross and fine motor skills on a daily basis.

Our school kitchen provides children with a range of healthy meal choices. This provides children with a range of new food experiences and encourages a healthy approach to meal choices. In class, children are taught how to look after their bodies and minds, through healthy diets, exercise and mindfulness.

Children are encouraged to be independent in their self-care needs; toileting, dressing and attending to their basic physical needs.

- **Personal, Social and Emotional Development**

Strong friendships are built in children's early school journey. Children are taught how to be respectful of others feelings and values, and be respected for who they are.

Children will be encouraged to become resilient learners and persevere when challenges occur. They will be encouraged to be open and transparent, sharing their feelings and thoughts with others.

Routines and values are important from the offset. Our Catholic values are fundamental in everything that we do. We have high expectations of behaviour and will support children to self-regulate and manage their choices effectively.

The four ***specific areas*** are:

- **Literacy:**

At St Patrick's we follow Sounds Write as the approach to learning how to read. Initially, we focus on listening to the sounds we hear in words before introducing the corresponding symbol (letter.)

Phonics is taught daily. Reading books are sent home that are matched to your child's phonic level. We encourage children write their name on all of their creations from the beginning of Reception. We practice writing our first and then first and surname daily.

Each area of provision has opportunities for children to draw and write labels, create lists and captions. We even have opportunities for writing on a large scale outdoors!

- **Mathematics:**

Opportunities for Maths are in all areas of learning. We promote discussion, deeper thinking, problem solving and reasoning within our areas. Children are naturally exposed to a range of mathematical vocabulary that they use in their play.

White Rose Maths offers a sequence of learning that promotes the deeper understanding of what we are learning. Children are confident to discuss processes, use vocabulary and think of different ways to solve problems.

- **Understanding the World:**

Religious Education is taught two afternoons a week in Early Years. We recognise our beliefs, celebrate and learn about different cultures and traditions. We provide a united and inclusive environment for all children to thrive. Children take part in daily collective worship and will attend mass throughout the year.

As well as learning about ourselves, we focus on the world and environment around us. We observe and comment on the changes that take place as they happen. We encourage children to ask questions to deepen their knowledge.

- **Expressive Arts and Design:**

Children are encouraged and enabled to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**Parents as Partners:**

In Early Years, we use Tapestry to record our observations. Parents are asked to sign up so that they can view the learning taking place in school and contribute any learning or achievements from home.

We have received excellent feedback in previous years and parents have been very active participants on the platform.

Homework will be set weekly and will include a literacy or maths based task and a discussion question or practical task linked to developing a skill. These can be recorded on 'Tapestry' too!





### [The National Curriculum \(Year 1 to Year 6\)](#) English

In studying English, children develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with each other effectively.

At St Patrick's, English forms part of the daily timetable. In English lessons, we aim to ensure that all children:

- Develop a range of speaking and listening skills through a range of activities, such as drama and role play.
- Read easily, fluently and with good understanding. They will have the opportunity to read a variety of genre and respond to different texts. The school uses the Oxford Reading Tree reading scheme to support reading in school.
- Participate in daily phonics lessons in Reception and Key Stage 1. These lessons will help develop children's knowledge and understanding of letters and sounds. The school uses the 'Sounds Write' scheme to develop children's knowledge and understanding of phonics.
- Write clearly, accurately and coherently for a variety of contexts, audiences and purposes. Children will be encouraged to plan, draft and edit their work in order to improve it.
- Develop their knowledge and understanding of grammar, spelling, vocabulary and punctuation through a wide range of activities.
- Develop a neat joined handwriting style.

## Mathematics

Mathematics is important in everyday life. In school we provide opportunities for children to develop their mathematical skills knowledge and understanding through a range of problem-solving and investigative activities.

Again, maths is taught daily at St Patrick's. In maths we aim to ensure that all pupils:

- Become fluent in the essentials of mathematics, through varied and frequent practice with increasingly complex problems over time
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalizations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering to find solutions.

## Science

Science is one of the core subjects and is taught weekly. Science stimulates children's curiosity about phenomena and events in the world around them. Through Science children begin to understand how scientific ideas contribute to technological change and they learn to question and discuss science-based issues which may affect their own lives.

We aim to link scientific ideas with practical experience. We aim to ensure that all pupils:

- Develop scientific knowledge and understanding
- Develop understanding of the nature, processes and methods of science
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## Religious Education

St Patrick's is a Catholic School, seeking to encourage each child's deeper love and understanding of our faith; the family, the school and parish community are the main influences in the development of this. Religious Education, although part of the curriculum, is at the centre of our school life.

In teaching RE, the school uses the Diocesan approved scheme 'Come and see.' Children learn about the Catholic faith through a variety of topics and activities during the year.

Our Religious Education programme also provides opportunities for pupils to study other religions & cultures, fostering respect and an understanding for the beliefs of others.

Each day begins and ends with a classroom act of worship or a school assembly. Class liturgies take place throughout the year. These are an opportunity for prayer and reflection based on RE topics. Parents and carers are welcome to come into school to participate in these liturgies with their child. Mass is celebrated on a number of occasions throughout the term.

The school and the Parish Community of St Patrick's prepare children for the Sacraments of the Eucharist (Holy Communion) and Reconciliation (Confession). These Sacraments are received in Year 4.

Parents are reminded that our school exists to give a Catholic Education to its pupils. It is therefore expected that parents be in sympathy with the philosophy, values, aims and objectives of the school. Parents have the right to withdraw their child from all aspects of RE and collective worship.

### Computing

Computing prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We aim to enable pupils to use technological equipment to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ technology to enable rapid access to ideas and experiences.

We continue to increase the provision of and access to personal computers. All pupils use educational software to consolidate knowledge across the whole curriculum including access to the Internet, where appropriate.

### Design and Technology

Design and Technology prepares children to participate in tomorrow's rapidly changing technologies. They must look for needs, wants and opportunities to respond to them by developing a range of ideas and making products and systems. They learn to combine practical skills with an understanding of aesthetics, social and environmental issues and functions.

We aim to encourage pupils to reflect on and evaluate present and past design and technology, its uses and effects.

### History

History inspires children's curiosity about the past in Britain and the wider world. Through history we aim to develop children's chronological awareness of significant people and events and their ability to find evidence, to weigh it up and to reach their own conclusions and skills, which are essential in adult life.

### Geography

Geography develops children's knowledge of places and environments throughout the world, their understanding of maps and a range of investigative and problem-solving skills, both inside and outside the classroom. Such skills prepare pupils for adult life and employment.

### Art and Design

Art, craft and design encourage creativity and imagination. In studying art, craft and design pupils use colour, form, texture and different materials and processes. They learn about the work of artists, craftspeople and designers.

We aim to encourage children to make informed valued judgments and aesthetic and practical decisions. We hope an understanding, appreciation and enjoyment of the visual arts will enrich their lives.

## Music

Music is a powerful, unique form of communication which encourages active involvement in different forms of music making, developing a sense of group identity and togetherness. Through music we aim to develop the children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality.

## Physical Education

Physical Education provides opportunities for children to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. In PE children learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

Children in Key Stage 2 receive swimming lessons as part of the curriculum.

After school clubs linked to PE regularly take place throughout the school year.

## Languages

Spanish is taught to children in school. We teach the children to understand and respond to spoken and written language from a variety of sources and to write at varying length, using the variety of structures that they have learnt.

Children also learn aspects of other languages during our annual International Day and in multi-cultural education.

## Personal, Social, Health and Citizenship Education (PSHCE)

RHSE and PSHCE aims to cover the key aspects concerned with preparing our children to understand and care for their lives now, as teenagers and as adults. Children are made aware of what it means to be a good citizen, the risks of an unhealthy lifestyle and their responsibilities to themselves and others. Pupils have the opportunity to explore sensitive issues in discussions in class. The school participates in National Anti Bullying Week in November, participating in a range of activities to address this issue.

## Relationships, Health & Sex Education (RHSE)

The school is delivers Relationships, Health and Sex Education (RHSE) weekly to pupils using Diocesan-approved materials. Certain aspects of Relationships Education are also covered in our Science, Religious Education and PSHCE programmes.

## Homework

Homework is given to support the teaching and learning in class and gives valuable additional practice to pupils. It is important if homework is set that it is completed and handed in on time. Homework may take the form of reading, practising spellings, multiplication tables, or other tasks.



### Extra Curricular Activities

We believe that school has even more to offer than a balanced academic curriculum. We actively encourage children to join extra curricular activities both during and after school.



We are very proud of the wide range of activities we offer throughout the year and we feel we have something to interest everyone. Our clubs include football, netball, cookery, art and gardening. PEAK Sports also run an after-school clubs two evenings per week. PEAK Sports also lead lunch time clubs for our children. We also enter teams into a variety of sporting events, such as running, tennis and swimming.

The school liaises with other partnerships in providing enrichment activities for the children, such as basketball and skipping.

A variety of visitors come in to school to enhance our curriculum, particularly as regards health, safety and well-being, such as Walkwise, Cycling Proficiency, Water Safety, the fire brigade, the police and the school nurse.

Children from Reception to Year 6 are elected as members of the School Council.

Our Year 5 and 6 pupils have the opportunity to go on outdoor and adventurous residential trips. The trips are very popular. The children also go on class trips to support their learning.



### **Breakfast and After School Club**

The school runs a breakfast and after school club, which is popular with parents. The breakfast club runs from 8:00 – 8:55am (Monday to Friday) and the after-school club (Monday to Thursday) starts at 3:20pm and finishes at 5:20pm.

The cost of both clubs is very reasonable compared to other providers. Children are provided with cereal, toast and a drink at breakfast club and have a snack and a drink at after school club.

Please note that there is no after school club on Fridays. For further details please contact the school office.

### **Educational Visits and Journeys**

The Educational Visits Co-ordinator (EVC) ensures all visits and journeys comply with the policy of the School and Sunderland LA.

All visits and journeys will require a written parental consent form specifically for that visit or journey.



### **Charging and Remissions**

The school follows the Bishop Chadwick Catholic Education Trust's (BCCET) policy and a copy is available on the school website.

### **Complaints Procedure**

A copy of our Complaints Procedure is available from the School Office or on the school's website.

### Transfer to Secondary School

At the age of 11 years, pupils transfer to the secondary system. Parents have a choice of school for their child and most choose St Aidan's or St Anthony's. The schools liaise closely during the school years preceding transfer to ensure an effective transition to secondary school.

The Local Authority provides details to parents of the application process to secondary school. Please note that attendance at St Patrick's is not a guarantee of automatic transfer. All secondary schools have their own Admissions Policy and we would advise that you make yourself fully aware of this at the time of application for transfer.

### Partnerships with Parents

#### Contact with Parents

Parents can always make an appointment to discuss queries, concerns or their child's progress with their class teacher or the Head Teacher. This system ensures parents and teachers become partners in promoting the child's learning and well-being.

There are two formal parent teacher meetings organised in the Autumn and Spring Terms, followed by a written report in July. There is an option for a further meeting, following the written report, should parents request it.

#### Reports for Pupils and Parents

All pupils will receive an annual progress report in July, which will include teacher assessment and test results, where appropriate.

#### Helping in School

We warmly welcome parents and carers (grandparents etc) who would like to help with school activities. To meet the necessary safeguarding requirements, volunteers must undergo checks. Please contact the office for further details.

#### Friends of St Patrick's

We have an active parents' group at St Patrick's. The 'Friends of St Patrick's' parents group is instrumental in organising events to raise funds for the school. These funds contribute to improving the education for all our children in school. All parents automatically become members of the group when their child starts school. For more information, please contact the school office.

#### Parent Information Evenings

We aim to keep parents as up to date as possible with education and school initiatives and run information evenings throughout the year in order to do so. We hold information evenings for parents of Year 6 and Year 2 children regarding SAT's. Furthermore, we have open days for English and maths during the academic year.

