

St. Anne's Catholic Primary School

Prospectus 2012-2013



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Welcome to St. Anne's

On behalf of the staff and Governors may I welcome you to St. Anne's Catholic Primary School.

At St. Anne's we try to create a happy, welcoming, safe and creative environment for all our children. Your child is at the centre of all we do.

We appreciate your support in all aspects of school life. We hope that you will become involved in the life of our school and the Parish it serves.

This booklet gives information about the school as required by DCSF circulars and was accurate at the time of production.

We hope that it will provide you with a positive introduction to life at St. Anne's and that you will find it a useful reference resource.

We look forward to getting to know you and your child.

Miss K Leonard
Head Teacher

Mission Statement

St Anne's School aims to create an ethos of Catholic values, belief, practice and knowledge so that all children will have the opportunity for their faith to be nurtured in a warm, caring and secure atmosphere.

We believe this will allow our young people to develop their potential to the fullest and prepare them for the many challenges of secondary education and as future responsible citizens, who will play a useful role within the communities they serve.

To achieve this, our priorities must be:

To create within our school an extension of traditional Christian values based upon the Gospels and to encourage to the best of our abilities the full and active participation of our pupils, parents, staff and governors in living out these values.

To promote the full and active support by building a strong partnership between home and school initially, but expanding outwards into the local community and the parish of St Anne's.

To ensure that all our pupils are offered an equal opportunity to experience and participate in a full range of activities relevant to their age, ability and maturity, without discrimination as to sex, social background, disability, religion, race and culture. Our curriculum will offer breadth, balance, relevance, differentiation, progression and continuity.

To consider the needs of the whole child by educating in a way that stimulates and fosters growth and potential, and wherever possible to make the process an enjoyable one utilising the experiences of that child.

To value all staff and provide the means and opportunities to enable them to develop their skills and realise their potential.

To foster within each child a moral, and social responsibility by promoting self discipline from which will flow a disciplined, orderly, respectful community within a loving, caring and forgiving framework.

To further develop links will all our fellow schools but in particular to strengthen and support our relationships with all our feeder comprehensives and in particular Cardinal Hume Catholic School.

This document has been created, reviewed and revised following discussion with parents, teachers, school management teams and governors.

Statement on Racism, Sexism and Disability Equality

“Members of St Anne’s Catholic Primary School Community wish to declare themselves totally committed to an ethos of racial, gender and disability equality, and justice for all. The staff accept responsibility for developing this in every aspect of school life. It is a fundamental principle on which the school runs. It is regarded as essential that all persons having some involvement with the school support this principle”.

General Information

No Smoking Policy

St. Anne’s School operates a ‘No Smoking Policy’ and we ask parents, visitors and employees to abide by this policy and to make our school a smoke free environment.

This also includes smoking within the school grounds.

Dogs

We ask that dogs (with the obvious exception of guide dogs and hearing dogs) are not brought into the school grounds as some children may be afraid of them and dog faeces are dangerous if rubbed into children’s eyes or ingested.

School Staff

Head Teacher

Miss K Leonard

Deputy Head Teacher

Mrs R Donnelly

Teaching Staff

Mr A Smith (Leadership Team)

Miss C Gray

Mrs H Graham

Mrs R Noble

Mrs G Wright

Miss C McGoldrick

Mrs L Thompson

Teaching Assistants

Mrs A Russell (HLTA)

Miss S Thirlaway (HLTA)

Mrs D Johnson (TA)

Mrs J Graham (TA)

Support Staff

Mrs P Bell

Mrs Z Wardle

Mrs I Goodfellow

Mrs J Graham

Miss D Mitchell

Mrs S Moffit

Mrs N Hill

School Business Manager

Administrative officer

Caretaker

Cleaner

Mid-day Assistant

Mid-day Assistant

Mid-day Assistant

Pre-School Staff

(on our site although not officially part of our school)

Mrs T French

Mrs J Triggs

Mrs G Curran

The Governing Body

Foundation

Mr J Consterdine(chair)
Fr G Williams (vice-chair)
Mrs J Birney
Mrs E Morris
Mrs A Bennison
Mrs H Cresswell
Mrs C Johnson

Parent

Mrs D Owens

Staff

Miss K Leonard (Head Teacher)
Mrs I Goodfellow
Miss C Gray

LA

Councillor J McElroy

Clerk to the Governing Body

Mrs L Buchanan
Dryden Centre

Tel: 4338627

Communication between Home, School and Parish

You will also find further information on our school website at stannesprimary.org

Parish

The School's local parish Church is St Anne's on Waverley Road. The school attends Mass in the Church on Holy Days of obligation and at other times during the term. The children assist in the liturgy at Mass on the first Sunday of the month (during term time)

Curriculum Awareness

The school realises the importance of a good working relationship with all parents. We welcome enquiries and communicate regularly through letters, newsletters and meetings.

It is our intention that parents can fully appreciate the work of the children and the school, by being more aware of the curriculum. We hold meetings to inform parents of curriculum matters and other school issues.

If you wish to look at any of our policies please contact the school office where Mrs Wardle will be glad to help you.

Newsletters

Newsletters are sent home regularly in order to keep parents informed about coming events and to celebrate achievements in school.

Reporting To Parents

There are three opportunities in the school year where parents have the opportunity to meet with the teachers. These are normally held in October, March and July.

Children's personal targets are sent to parents termly and a written report is given at the end of the academic year.

Parents are welcome to see the Head Teacher on any matter by appointment. Class teachers will be happy to speak to parents about their child after school or by appointment.

Assisting In School

Parents, friends and grandparents who have some spare time and feel they could help in some capacity in the school are always welcome. All persons helping in school require a police check, references and a health check. The school will give out the necessary forms and send them to the relevant body to be processed.

Educational visits out of school

Groups of classes and individual classes plan visits and activities throughout the year. Years 5 and 6 are offered the exciting opportunity to experience a long stay residential visit with their school friends and teachers. In the past we have stayed at Robinwood Centre in Alston, Derwent Hill in the Lake District and at Chateau Beaumont in France. All of these visits involve studies related to their school work.

When we plan these visits the safety and security of the children is always put first. We only use minibuses and coaches which are fully fitted with seatbelts and we ensure that fully qualified staff are in attendance during outdoor activities.

We believe that opportunities for children offered by residential and day trips are an integral part of their education. They give valuable experiences and learning opportunities which cannot be provided within school.

Recent legislation stipulates that financial contributions from parents to cover the costs of some of these activities must be voluntary. On occasions, activities may have to be postponed if there are insufficient contributions to cover our costs.

Before any trip (day or residential) takes place a detailed Risk Assessment is drawn up to ensure the Health and Safety of all children and adults. Parents and Carers are most welcome to view these by appointment.

School Organisation

The School Day: Bell rings at 8.45 to bring children to classrooms

Key Stage 1

Morning Session

Lessons 8.50 – 10.30
Break 10.30 – 10.45
Lessons 10.45 – 11.50
Lunch 11.55 – 1.00

Afternoon Session

Lessons 1.00 – 2.05
Break 2.05 – 2.20
Lessons 2.20 – 3.15

Key Stage 2

Morning Session

Lessons 8.50 – 10.30
Break 10.30 – 10.45
Lessons 10.45 – 12.00
Lunch 12.05 – 1.15

Afternoon Session

Lessons 1.15 - 3.20
No afternoon break

School Assemblies

Monday	Whole School Liturgy	9 am
Thursday	Class Assembly	9.10 am (Parents Welcome)
Friday	KS2 Assembly	1.45pm
	KS1 Assembly (Rewards assemblies)	2.30pm

Length of the Taught Week

Key Stage 1	22hours
Key Stage 2	23hours 30mins

ADMISSION POLICY FOR 2012-13 ST ANNE'S CATHOLIC PRIMARY SCHOOL

The governing body of St Anne's Catholic Primary School is the Admissions Authority for this school and is responsible for determining the school's admissions policy.

Details of parish boundaries are available from the school

The Planned Admission Number (PAN) for St Anne's Catholic Primary School is 30.

The Admissions Policy Criteria will be applied on an Equal Preference basis.

How and When to apply

Applications must be made on the Local Authority Common Application Form. Parents applying to St Anne's Catholic Primary School should also complete section B of the application form. All forms must be returned by the closing date set by the Local Authority.

Late Applications

Any applications received after the closing date may be considered but only after those received by the closing date.

Oversubscription Criteria

Children who have a statement of **Special Educational Need** which names our school will be admitted to the school.

Parents are asked to note that admission to the Pre-School is no guarantee of entry into the main school.

Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order based on the information provided on the application form at the time of application:

1. Catholic Children in the care of a Local Authority.
2. Catholic Children whose home address is within the parish(es) served by the school.

3. Catholic Children whose home address is outside of the parish(es) served by the school with a sibling attending the school at the time of admission
4. Catholic Children whose home address is outside of the parish(es) served by the school who will not have a sibling attending the school at the time of admission
5. Other Children in the care of a Local Authority.
6. Children who are baptised or dedicated members of other Christian Churches as recognised by Churches Together in England (see note 4) with a sibling attending the school at the time of admission.
7. Children, of other Faith traditions with a sibling attending the school at the time of admission.
8. Other children with a sibling attending the school at the time of admission
9. Children who are baptised or dedicated members of other Christian Churches as recognised by Churches Together in England (see note 4) who will not have a sibling attending the school at the time of admission
10. Children, who are members of other Faith traditions who will not have a sibling attending the school at the time of admission.
11. Other children

If applicants are seeking admission under criteria 6, 7, 9 or 10 above, they will be asked for a letter to confirm their church membership from their minister or Faith leader, or suitable equivalent.

ADDITIONAL NOTES

1. Definition of Catholic

For the purposes of this policy the definition of a Catholic child is one who has been baptised as Catholic or who has been formally received into the Catholic Church. All applicants seeking admission under criteria 1, 2, 3 or 4 are asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice. This should be submitted with the application form.

2. Definition of Children in the care of a Local Authority

A child, who is looked after by a Local Authority in accordance with Section 22 of the Children's Act 1989(b) at the time application for admission to the school is made and who the Local Authority can confirm, will still be looked after at time of admission to the school.

3. Definition of Sibling

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

4. Churches Together in England

(See www.churches-together.org.uk for further details on membership)

The Baptist Union

British Antiochian Orthodox Church

Cherubim and Seraphim Council of Churches

The Church of England

Church of God Prophecy

Church of Scotland (in England)

Congregational Federation

Coptic Orthodox

Council of African and Caribbean Churches

Council of Oriental Orthodox Churches

Ichthus Christian Fellowship

Independent Methodist Churches

Joint Council for Anglo-Caribbean Churches

Lutheran Council of Great Britain

The Methodist Church

United Reform Church

Wesleyan Holiness Church

All applicants seeking admission under criteria 6 or 9 are asked to provide evidence that the child has been baptised or has been received into one of the above Churches. A baptismal certificate or a letter from their minister of religion confirming their baptism or reception into their Church will suffice. This should be submitted with the application.

Other Faith Traditions

All applicants seeking admission under criteria 7 or 10 are asked to provide evidence that the child has been received into another faith tradition. A certificate or a letter from their minister of religion confirming this will suffice. This should be submitted with the application.

Tie-breaker

Where there are places available for some, but not all applicants within a particular criterion, distance from home address to the school entrance will be the deciding factor. Distance will be measured in a straight line from the centre of the home residence (including flats) to the main entrance of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made 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.

Home Address

It is the parental address which will be used in applying the admission criteria. This means that, when stating your choice of school, you should give the parental/guardian address at the time of application. The address of childminders or other family members who may share in the care of your child should not be quoted as the home address.

Waiting Lists

If your child has been refused admission, a waiting list is available where priority will be given according to the above criteria. The waiting list will be open until the last day of the Autumn term.

Application Information

It is very helpful to have an early indication of the number of children to be admitted to the Reception class in the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place on the date specified by the Local Authority.

School Uniform

All children are encouraged to wear school uniform. This ensures that the children look smart and eliminates any competition between children to wear the latest expensive fashions (including trainers). Parents are asked to clearly mark all uniform with their child's name.

Boys

Grey Trousers

Blue Shirt/Polo Shirt

Navy Pullover/Sweatshirt

Girls

Grey Skirt (not shorter than knee length)/
OR Grey Trousers (full length not $\frac{3}{4}$)

Blue Blouse/Polo Shirt

Navy Pullover/Sweatshirt/Cardigan

Tracksuit bottoms, football shirts or jeans are not permitted. Children must wear sensible black shoes [no heels] and not trainers for school.

Hair

Girls should tie long hair neatly back with unfussy bands / bobbles / slides to avoid it being pulled or caught especially during PE. Boys should have neat short hair without tramlines (again to avoid competition between children over latest trends)

Jewellery

The wearing of any kind of jewellery in school is prohibited. The school cannot be held responsible for any lost items. Children who wish their ears to be pierced should wait until the beginning of the summer holidays, after which the earrings can safely be removed while in school. It is not permissible to cover earrings with a sticking plaster. Children may wear a watch but this must be removed during PE lessons.

P.E. Uniform

Infants

Navy Shorts

Plain White Tee-Shirt

Black Plimsolls

Juniors

Navy Shorts

Plain White Tee-shirt

Black Plimsolls/Trainers

Black Plimsolls are most appropriate for indoor and outdoor activities although older children may wear trainers for outdoor activities. Children may wear tracksuits for outdoor PE in cold weather.

Football shirts or strappy tops are not permitted for PE lessons or after school clubs.

School Uniform can be ordered from school. A current price list can be obtained from school office.

Healthy School

We have ten Gateshead Healthy School Awards and have achieved the National Healthy School Award. We put a lot of effort into educating the children about healthy lifestyles.

We give every child a water bottle and encourage them to drink water throughout the day. There are two cold water dispensers for children to use.

We do not allow sweets, chocolate or fizzy drinks in lunch boxes and actively encourage fruit snacks.

A piece of fruit or veg is provided for KS1 children each day free of charge. A healthy fair trade tuck shop selling cereal bars and fruit juice is open to all on Fridays. This tuck shop is run by the children themselves.

School Meals

St Anne's is a healthy school. Our school meals are cooked on site and comply with Government standards. A choice of hot food is available and children can select salad vegetables to accompany their meal from a salad bar.

Menus are provided and displayed in advance and children are free to alternate between school dinners and packed lunches whenever they choose.

In line with our Healthy School Policy we ask parents to provide a balanced packed lunch containing eg sandwich, fruit, a biscuit and drink. Please do not send fizzy drinks, sweets or chocolate (including chocolate covered biscuits and cakes).

Children are rewarded for eating healthily with stickers given by lunch time staff.

We ask that dinner monies be brought in on Mondays in a sealed envelope with the child's name and amount of money clearly written on the envelope. The cost of school meals can be obtained from the school office.

Pupil Welfare

Safeguarding / Child Protection

At St Anne's we are committed to keeping all children safe and to promoting their welfare. The Head Teacher is the designated Child Protection Officer for the school (Deputy Head in the absence of the Head Teacher) and we follow the Child Protection Guidelines as agreed by the LA.

Where it is felt that a child is at risk of being neglected or abused the Head Teacher (or Deputy Head teacher) will, as necessary, call upon the appropriate agencies (e.g. social services, education welfare) to support the families concerned in accordance with school and Local Authority guidelines.

All persons working, training or volunteering in the school have CRB clearance. Our health and safety policy is in line with the LA's guidelines. All these policies are available to view by contacting the school office.

Security

We request that all visitors enter and leave the school building by the main door having first signed in at the school office. All of our external doors are fitted with a secure door entry system which prevents access from the outside.

Staff, workmen and visitors will only be allowed on site during the school day with enhanced CRB disclosure. Parents and visitors may only enter the building with prior permission from the Head Teacher or at the invitation of a member of staff.

Emotional Health and Wellbeing

As well as catering for your child's educational and physical needs we are also concerned that his/her emotional needs are met within school. We hope that your child will get to know and trust their class teacher and other members of staff well enough to confide in them if they have a problem. We also have Y6 children trained to be "buddies" if a child would rather talk to someone of their own age.

Confidentiality

We have clear guidelines regarding the confidentiality of information supplied to us by pupils, parents and outside agencies. Our Confidentiality policy is available at the school office should any parent wish to view it.

Vulnerable Children

Outside “specialist” agencies can be called upon to support vulnerable children and their families as and when necessary.

These include:

- Bereavement counsellors
- Counsellors at the QE Child and Family Unit
- Behaviour Support
- Emotional Well Being Team
- Education Welfare
- Social Services
- Educational Psychologist
- School Nurse
- Triple P Parenting Programme
- Children’s Centre

Punctuality

Please ensure that children are on time for school. The school bell rings at 8.40 and all children are expected to be in class by 8.50 for the start of lessons. Latecomers cause disruption for pupils and teachers, and learning time is lost. All latecomers are required to sign a 'Late register' in the main entrance.

Attendance

Your child’s safety is of great importance to us. St. Anne’s have introduced a system of registering children’s absences so that we can chase up unexpected absences promptly.

If your child is ill, please inform us by phone on the first day of absence before 9 am telling us how many days you expect your child to be absent from school. If your child is not able to return on the day you state in your phone call then we would ask you to ring again. If we do not receive a phone call from you on the first morning of absence, then we will call each of the contact numbers you have given us until we find someone who can explain your child’s absence. Please make sure you give us enough numbers to ensure that we will find someone to speak to. If you wish to leave a mobile number or work number to be used in emergencies as well as your usual contact numbers then please speak to Mrs. Wardle in the school office. It is important that you give us as many numbers as possible because our

system will fall down if we run out of people to ring. In extreme situations where we have a real concern about a child's safety then we will hand the matter over to an education welfare officer or the police.

We do not encourage holidays in school time. All parents/guardians must fill in a leave of absence request form at least a week before the holiday date. Holidays during SATs will not be authorised.

Contrary to popular belief children are not entitled to time off school for holidays and the Head Teacher cannot give permission for children to be absent from school to go on holiday. The Head Teacher can authorise up to 10 school days for the purpose of holidays but this simply means that the Head Teacher is aware of and acknowledges the reason for a child's absence. Holidays are still counted as absences in your child's records and are still included in the figures returned to the LA and government.

Persistent absences and lateness will be referred to an Education Welfare Officer (EWO).

Accidents

Accidents do occasionally occur. Minor injuries will be dealt with by first aiders in school. If an injury of a more serious nature occurs we will contact parents immediately. It is vital that the school holds up to date emergency contact information. Miss S Thirlaway, is the school's designated First Aider. Other members of staff have attended First Aid courses and can assist with First Aid.

Special Educational Needs and Inclusion

The school seeks to cater for the needs of all of the children and to provide within the resources available the best possible education. We recognise that many pupils will have special needs at some time during their school life. Our overall aim is to ensure that all children are supported as necessary in order that they may work confidently towards reaching their full potential. Our Inclusion and SEN policies are available to view at the school office.

The main aims of our SEN policy are:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible.
- To ensure that pupils with SEN take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEN are involved, wherever practical, in decisions affecting their SEN provision.

The school keeps a register of children with special needs and parents will always be informed and consulted before a child is placed on this register. Parents are informed of progress and invited to participate in the review process on a termly basis although teachers are always happy to speak to parents about their child's progress at other times throughout the year.

Two KS2 classrooms and Reception class are accessible via ramps and there are accessible toilets in the KS2 block. There is a "drop off point" at the front of the school which has been allocated to disabled drivers / passengers. We have an accessibility plan which highlights areas the school needs to address in order to be fully accessible to people with disabilities. We are working with the LA and diocese to address these issues.

The school's Special Educational Needs Co-ordinator is Mrs R Donnelly and our Learning Support Teacher is Miss G Straughan.

Pastoral Care

Links with St Anne's Parish

We have strong links with the parish of St Anne. The Parish Priest, Fr. Graham Williams is always available to parents, staff and children who wish to speak to him about Sacramental Preparation or any other issue.

Changed or Special Circumstances

Please notify the school office of changes to address or telephone number. If you feel that your child has been affected by a change of circumstances at home or at school or if your child has a medical concern please make an appointment to speak to the Head Teacher to discuss what support he/she might need in school.

Sickness

The school has limited facilities for staffing or caring for sick children. Should your child be unwell in the morning, it is advisable to keep him/her at home. If a child becomes unwell during the day we will contact you if we feel the child should return home. It is therefore important that we have an emergency phone number.

Medication

In general, staff will administer no medicines. Children with a permanent or long-term medical dependency will be catered for with parental permission. Parents must see the Head Teacher and fill in a medical form before any medicines can be administered in such cases.

Insurance

The Governors and teachers are committed to providing the highest possible safety for both children and visitors to the school. We are aware, however, that despite our efforts to ensure the existence of an accident free zone, events can occur which result in injury to the child or his/her property. A high level of liability insurance cover is maintained to protect the school against claims arising out of such accidents. This insurance would only apply where a degree of negligence on the part of the school or its officials could be proved.

Establishing and Maintaining Good Behaviour

Good behaviour is necessary for the safety and wellbeing of all of our pupils. We expect the children to be well behaved and so bring credit upon themselves, their parents and the school.

Our overall aim is to praise, rewarding good well-mannered caring behaviour. We do this within the classroom by teachers and every Friday in assembly in front of the whole school.

On occasion bad behaviour occurs and sanctions are required. These usually take the form of a loss of privileges. In accordance with the regulation of the LA there is no corporal punishment. Further sanctions including exclusion will be used in very exceptional circumstances.

Parents are informed of both good, exemplary behaviour and serious or persistent bad behaviour. We operate a green / amber / red card system to support children in maintaining good behaviour.

It is essential for school and home to work together in developing self-discipline in every child, to enable each one to become a responsible member of society.

Complaints Procedure

Every school has to provide parents with an opportunity to raise concerns. The following arrangements have been adopted to enable parents to exercise this right.

Concerns expressed by parents should in the first instance be discussed directly with the Class Teacher. It is usual for most complaints to be settled this way.

If the Class Teacher cannot settle the complaint the Head Teacher will become involved either at the request of the teacher or the parent.

After investigation by the Head Teacher, should the matter still not be resolved, then the complaint should be put in writing to the Chair of Governors who will apply the procedures outlined in the school's Complaints Policy. A copy of this policy is available at the school office on request.

The Curriculum

We aim to provide our children with a broad and balanced curriculum in accordance with the provision made under the Education Reform Act.

The children will follow the National Curriculum framework which sets out the most important knowledge and skills that every child has a right to learn.

The National Curriculum includes the core areas of English, Mathematics and Science. These subjects and in particular English and Mathematics count for over 40% of lesson time and emphasise the strong commitment the school has in developing basic skills of Language and Numeracy.

Religious Education and ICT are also core subjects at St Anne's.

The other compulsory subjects called Foundation Subjects include: Design Technology, History, Geography, Art and Design, Music, Personal, Social and Health Education and Citizenship.

We aim to provide at least two hours of quality PE and sporting activity per week.

We also teach Modern Foreign Languages with children learning French from Reception class through to Year 6.

Curriculum Delivery

In delivering the curriculum we use a combination of subject and topic led approaches concentrating on building children's skills as well as building knowledge. We are committed to making learning exciting and we use many other professionals to enhance the curriculum. All classes make good use of ICT as a teaching and learning aid.

Our children are taught in single age groups, lessons are delivered using whole class, individual and group teaching depending upon the nature of the activity. Differentiated work is always set. The use of specialist subject teaching is on occasion a strategy employed by the school. This means that more than one teacher may teach children.

On occasion we make use of outside help and visits to specific locations to help us deliver the planned curriculum.

Assessment

St Anne's believes strongly in "Assessment for Learning". There is a danger that with traditional methods of marking and feedback that children are simply given a mark or grade and then move quickly on to the next topic without having time to consolidate their learning or address any problems they may have encountered. Assessment for Learning does not give grades or marks but instead offers supportive comments and carefully worded questions (written or spoken) which help the child to improve the work they are doing. Research has shown this to be a very powerful means of giving feedback to children about their learning.

Assessment for Learning also gives children the opportunity to work alongside each other to support each other's learning as well as allowing children time to think and reflect on their learning.

In addition the children are regularly tested in spellings, tables and other parts of the taught curriculum. Evidence of regular assessment is collected and stored in the child's individual portfolio. The school can also draw on a range of standardised tests to help in gaining an overall view of the progress being made by the child.

At the end of the Key Stages the children are tested in line with every other school in England and Wales. Results are fully reported to parents and comparisons made with national averages.

Religious Education

All schools are required to teach Religious Education. In Catholic schools, Religious Education is considered a core subject accounting for 10% of all curriculum time. We follow the framework 'Here I Am' recommended by the Diocese of Hexham and Newcastle.

The children learn about Religion and in particular about the Catholic faith. They are encouraged to learn from Religion and in particular to develop their own relationship with God through prayer and reflection.

The governors are required to remind parents of their right of withdrawal of pupils from religious worship and education. However, parents are also strongly reminded that the school exists to give a Catholic Education to its pupils and therefore they are expected to be in sympathy with its overall philosophy.

Our Justice and Peace Group meet every week. The children raised money to sponsor 2 children in an orphanage in Thailand. In June 2011 they received the Impetus Award in recognition of their hard work.

English

St. Anne's School uses the National Literacy Strategy Framework for teaching.

In English the children are taught three elements:

Speaking and Listening – children learn to speak to different audiences and use language for effect, particularly in drama productions. They are expected to listen carefully, picking out the main points of what people say, asking questions or making comments.

Reading – children will read a broad range of materials and use their knowledge of words, sentences and texts to understand the meaning.

Writing – children are taught to write in a range of ways to explore feelings, explain, persuade, review and comment. They are taught to plan and draft their work checking it for spelling, punctuation and grammar. They are taught and encouraged to write in joined-up and printed styles.

Mathematics

St. Anne's School uses the National Numeracy Strategy Framework for teaching maths.

In Mathematics children are taught about:

Number – this includes numbers and the number system, calculations and ways of solving problems.

Shape, Space and Measures - this includes work involving two-dimensional and three-dimensional shapes, position, movement and measurement.

Handling Data – this includes working out which questions can be answered by collecting data, organising it, putting it into graphs and diagrams and working out how it helps to answer the original question.

Science

In Science children are taught to look and explore:

Life Processes and Living Things – this includes facts about their own bodies, the purposes of roots and flowers in plants, how animals and plants are classified, and the habitats animals and plants need to live in.

Materials and their Properties – which includes how they can be used, how they change and how some materials can be mixed and separated.

Physical Processes – which include work on electric circuits, magnets, the forces of gravity and friction and how light and sound travel. They also learn some basic facts about the Sun, Earth and Moon.

Through work in these areas children will be taught about:

Scientific enquiry – the teacher or children ask questions then the children work together to try to answer the questions by finding things out and recording data (e.g. measurements). They look for patterns in the data. They think about their tests and comparisons and whether or not these are a fair way to help answer the question.

Climate Change Lead School

At St. Anne's we are committed to preparing the children for life in the 21st century. We are a Climate Change Lead School and as such have been working with the Science Centre North East based at Durham University to pilot teaching materials and resources.

Our youngest children grow flowers and vegetables in their outdoor area using recycled water whilst older children learn about such things as carbon footprints and global warming. As part of the project the children challenged their parents and the local community to consider their own carbon footprint and to make changes to save our planet.

ICT

In Information and Communication Technology_(ICT) children are taught:

To use a wide range of ICT tools and information sources, such as computer software and the Internet, to support their work in other subjects. Research and communication skills are developed with the realisation that information needs to be accurate and relevant.

We have developed an e safety policy to safeguard children and staff when using the internet and other forms of ICT including mobile phones. This can be viewed on request.

Modern Foreign Languages

We are keen that our children learn about other European cultures and with this in mind we introduce French to KS1 and KS2 children.

Art and Design

In Art and Design children will be:

Encouraged to use colour, form, texture, pattern and a variety of materials to communicate what they see, feel and think. They learn to review their own and others' work, saying what they think and feel about it and to investigate the roles and purposes of artists, craftspeople and designers in different times and cultures.

PSHE&C

Personal, Social and Health Education and Citizenship are also taught using the Diocesan guidelines and a published scheme of work. Our work on the Healthy school project covers much of this area. Progress is assessed at the end of each unit of work using the end of Key Stage Statements taken from the National Curriculum Guidance

We also use SEAL (Social and emotional aspects of learning) materials to support the children's learning. Our aim is to give the children a sense of identity and belonging, to prepare them for life as good citizens in our society.

History

In History children will learn about:

Local, British European and International history and the historical order in which people lived and events happened. They learn to consider how the past influences the present. Visits to local historical sites are a feature of study.

DT

In Design and Technology children are taught to:

Look at products to see how they work and how they are used, and ask the views of people who use them. Children practice practical skills and tasks, such as cutting and joining, fixing and connecting and they develop the skills needed to design and create their own products, using what they have learned.

Geography

In Geography children will learn:

To use geographical skills to find out about different places, physical and human features in the environment, changing environments and the ways people and the environment affect each other. This is done through the study of places, both in our local environment and further afield.

Music

In Music children will be taught:

To sing and play musical instruments in a controlled way. They will learn to perform music in groups, and see how their own contribution makes a difference to the whole performance. The children will begin to learn how to express their ideas and feelings through their own music. They will listen to many different types of music, picking out the detail and learning how it was created and used.

Music plays a very important part in the life of our school. Our choir has performed at venues such as the Sage and St. Mary's Cathedral in Newcastle. Children in year 4 all have the opportunity to learn percussion whilst year 5 children all play the violin. Our Christmas concerts with the church choir have become a very popular annual event.

The children regularly enjoy concerts given by staff from the local authority's music service and have opportunities to visit the theatre and other musical events during their time with us.

PE

In Physical Education children will be taught:

Dance – they will create and perform dances from different cultures to express ideas and feelings through movement.

Games – they will play and invent games to score points against others either on their own or in small teams.

Gymnastics – they will make up and perform sequences of movements, still shapes and balanced poses, both on the floor and using apparatus.

Swimming Activities and Water Safety – they will learn skills such as sculling, treading water, swimming strokes such as front and back crawl. Safety rules both in and out of the water will be taught.

Athletics – the children will learn to run, throw and jump competitively, trying to beat their own records.

Outdoor Adventurous Activities – the children are taught teamwork through activities in the outdoors such as orienteering. This kind of activity is often done during an educational visit or residential.

Sporting Aims

It is the intention of St. Anne's School that sport will be given a high priority as part of the taught curriculum and in our provision for out of school activities.

We believe that every child deserves the opportunity to realise their 'sporting potential' and hopefully take a lifelong interest and active participation in sport.

In order to achieve this we will:

- provide an atmosphere where sporting participation and success is recognised and valued;
- provide regular opportunities to participate in a positive and competitive environment;
- seek to develop a positive attitude towards sport and encourage a true sense of fair play;
- aim to cater for all needs and abilities;

Activities are open to all children, boys and girls work together as equals. Children with physical disabilities are particularly encouraged to join in with physical activities. Staff are committed to supporting the development and provision of better sport for all.

The taught curriculum covers Athletics, Dance, Outdoor Adventurous Activities, Gymnastics, and Games - Swimming is taught in Years 5 and 6. The Games Curriculum allows the children to participate in Hockey, Cricket, Football, Rugby, Netball, Tennis and Basketball. Specialist help is brought into the school to promote sport.

Opportunity exists for all children from Year R – Year 6 to develop their interest further by participating in our many and varied after school sporting clubs.

Extra-Curricular Activities

The school has a strong commitment to extra-curricular activities which take place on a number of nights of the week finishing at 4.15 pm and also at lunchtimes. Provision is made for children from Year R to Year 6 in a wide range of activities, which could include:

Music	Tennis	Dance	Basketball	Fun Fit
Rugby	Cricket	Athletics	Skipping	Science
Skiing	DT	Gardening	Art	Cookery

Homework

St. Anne's School seeks to use homework as another step in the all round development and formation of our children.

Homework is seen by the school as an opportunity to extend, develop and reinforce work undertaken in school. It also gives parents the opportunity to see what their children have been learning in class and to work with teachers to support children with their learning. Homework will concentrate on basic skills particularly those involving Literacy and Numeracy.

The arrangements for homework lie with the class teacher. The school will provide a Reading Diary/Homework Diary. Homework bags can be purchased from the school

We seek parental co-operation in returning material to school promptly and in good condition.

We will provide homework for sick children if requested but not for children taking a holiday during term time.

How can you help at home?

Many of you like to support your children's learning at home. Research has shown that children who are supported at home e.g. through having stories read to them progress more quickly at school.

We hold regular parents' meetings when class teachers will discuss particular activities with you. From time to time we will be holding additional meetings for you giving details of developments in certain areas of the curriculum.

One area of the curriculum that you can always help your child with is reading. Sharing books with your child is extremely important, it is fun for all concerned and it does not require a lot of time or expertise.

Some ideas to get you started – Reading

- * Point out street names
- * Listen and Read (books and cassettes)
- * Show your own interest in reading books, newspapers and magazines
- * Keep a selection of books in your home
- * Join the library and visit it regularly

Children will also bring home homework tasks on a regularly basis. These tasks are designed to consolidate the learning taking place in the classroom.

Some ideas for Maths

- * Practice telling the time
- * Practice with money
- * Play board games
- * Involve children in practical measuring activities e.g. weighing when cooking, counting out the correct number of cups and plates for the family
- * Involve children, when possible, with the shopping

Family Learning

We work with Gateshead Family Learning Service to offer short courses aimed at helping parents "keep up with the children". In other words, parents are offered the opportunity to learn some of the skills their children are acquiring in school so that they can help their children more effectively at home.

These sessions are offered in small friendly groups and are open to all parents and carers (including grandparents).

Recent courses have included ICT, literacy, art and maths.

Charging and Remission Policy

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards the pupils' education. The Governors aim to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

Charges

The Governing Body reserves the right to make charges in the following circumstances for activities organised by the school.

Education during School Hours

The board and lodgings element of residential activities deemed to take place within school hours.

Education Outside School Hours

The board and lodging element of residential activities deemed to take place outside of school hours. The full cost to each pupil of activities deemed to be optional extras taking place outside school hours.

Educational Visits

Parents are asked to make a voluntary contribution towards the cost of transport, entrance fees and insurance.

Remission

Where a pupil is entitled to free school meals, the Governing Body will remit in full the cost of board and lodgings for any residential activity that it organises for the pupil if the activity is deemed to take place during school hours.

Where there are cases of family hardship, which make it difficult for pupils to take part, in particular activities for which a charge is made, the Governing Body may remit all or part of this charge at the discretion of the Head Teacher.

SCHOOL RESULTS

These tables show the percentage of year 6 pupils achieving each level in 2010, compared to national end of key stage 2 teacher assessment levels and test results for 2009.

The number of eligible children is: 29

Figures may not total 100 per cent because of rounding.

Please note that St Anne's School did not take part in national SATs tests in 2010

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	0	14	45	41	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	0	0	14	28	55	3	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	0	0	10	28	62	0	0	0
	National	1	1	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	0	0	0	0	0	0
	National	6	14	51	29	0	1
Reading	School	0	0	0	0	0	0
	National	7	7	38	47	0	1
Writing	School	0	0	0	0	0	0
	National	5	27	48	19	0	0
Mathematics	School	0	0	0	0	0	0
	National	5	15	44	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.

Secondary Education

In line with Diocesan Policy and arrangements we encourage St. Anne's children to continue their education at Cardinal Hume Catholic School.

The governors recognise the right of all parents to choose whichever school they wish for their children in deciding upon secondary education.

Routes taken by pupils leaving St. Anne's School 2009:

Cardinal Hume Catholic School
St. Thomas More R.C. School

School Term Dates 2012 / 2013

	From	To	Half Term Hols
Autumn Term	Monday 3 September 2012	Friday 21 December 2012	29 October to 2nd November 2012 incl
Spring Term	Monday 7 January 2013	Thursday 28 March 2013	18-22 February 2013
Summer Term	Monday 15 April 2013	Friday 19 July 2013	27-31 May 2013 (incl 1 bank hol 27 th May)

The information contained in this prospectus which was prepared in July 2011 relates to the 2012/13 school year commencing September 2012
The particulars it contains about the school were correct at the time.

It must not be assumed that there will be no changes affecting the relevant arrangements or certain matters before the start of, or during this school year or subsequent years.

Such changes could arise from the variation in Government legislation or the LA policy in so far as it would affect Voluntary Aided Schools.