



SS Peter & Paul RC Primary School Mission Statement

We would like everyone involved in the life of our school to explore and promote God's values so that everything that happens in our school demonstrates God's love for everyone.

Together with the Spirit we will create an oasis where every child matters.

This is achieved through...



A Catholic teaching and Christian staff which promotes the Catholic faith and the distinctive nature of our school community who will care for all children equally.

Our structured pastoral care system which encourages care respect and value for each other and which promotes a positive Christian ethos.

Providing a variety of educational opportunities for every child to achieve their maximum potential.

Fostering teacher, home and pupil relationships, where there is a tolerance for others and an appreciation of each person's worth.

An ability to work together to promote a happy, secure and stable environment in which relationships are cultivated.



**Every person in our school
is made by God
and deserves to be respected and loved.**

About Our School

We are a Roman Catholic Primary School that has been established in Tyne Dock since 1889. The present school was built in the late 1960's.

We are a close-knit family school with a developing Pastoral System to help your child and the school's staff to grow together in a positive and caring way. We have many links with the parish and the parents. We *encourage you* to be actively involved in your child's education.

S.S. Peter & Paul's School is *a voluntary-aided parish school* which means that it is supported, pastorally and financially by the church going people of our Parish.

Our Parish school has a long family tradition. Perhaps you are continuing that family association or you may be making contact for the first time. Whatever the reason, you, and your child are very welcome in what we hope will be a warm and successful partnership.

Parents who do send their child to a Catholic school do so because they desire for the children to have not only a good secular education, but also a meaningful, spiritual and moral education.

We expect parents who send their children to our school to be in sympathy with our ethos.



Getting In Touch

Our School Website is www.sspeterpaul.co.uk

Our School Email is info@sspeterpaul.s-tyneside.sch.uk

Head Teacher:

Mrs M. Butt BEd (Hons.) MA Edn
SS Peter and Paul RC Primary School
Olive Street
South Shields
Tyne & Wear
NE33 4RD

Telephone: (0191) 455 2862

Chair of Governors:

Mr T Whalen - SS Peter and Paul RC Primary School
Olive Street
South Shields
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NE33 4RD

Telephone: 0191 4552862

Diocesan School's Commission:

Mrs Deborah Fox – Spirituality, Formation and Education Service
St. Cuthbert's House
West Road,
Newcastle – upon-Tyne

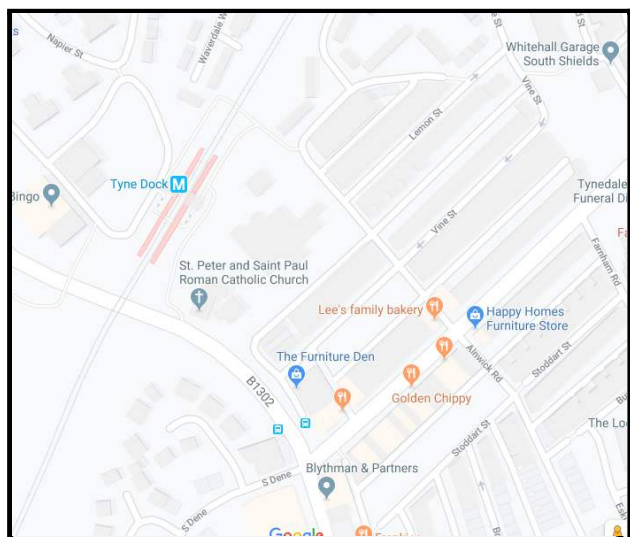
Telephone: 0191 2433313

Corporate Director Children, Adults and Health:

Mike Conlon
South Tyneside Council
Town Hall
Westoe Road
South Shields

Telephone: 0191 4247568

Where to find our school



[\(image taken from Google Maps\) click on link for more detailed map\)](#)

Staff

Classroom Organisation in the School as from September 2020

Teaching Staff	
Mrs M Butt	Headteacher, DSL
Mrs C Godfrey	Interim Deputy Headteacher
Mrs J Parker	Nursery
Miss K Todd (SENDCo)	Reception
Miss Williams	Year 1
Mrs Eyres	Year 2
Mrs Cooke	Year 3
Mrs A Hawkins	Year 4
Mr Gregg	Year 5
Mrs Coyne	Year 6

Non Teaching Staff	Full Time Support Staff
Mrs P Wetherelt	Inclusion and Attendance Co-ordinator, Deputy Safeguarding Lead
Mrs A Moss	HLTA Nursery
Mrs D Carter	HLTA Year 5
Miss R McStea	HLTA Year 3
Mrs J Francis	Teaching Assistant Year 2
Mrs J Coyne	Teaching Assistant Year 1
Miss M Rutter	Teaching Assistant Year 6
Mrs V. Lee	Office Manager
Mr L Chilton	Site Supervisor

Part Time Support Staff	
Miss C. Graham	Teaching Assistant Reception / First Aid Lead
Mrs N Knowles	Teaching Assistant Year 4
Mrs C Curry, Mrs D Allan & Mrs I Korba	Office Administrative Assistant
Mrs G Kesteris- Graham	Breakfast Club Lead
Mrs I Korba	Level 1 Teaching Assistant
Miss N Johnson	Level 1 Teaching Assistant
Mrs C McKenzie	Level 1 Teaching Assistant
Miss J Kennedy	Level 1 Teaching Assistant
Miss S Robertson	Level 1 Teaching Assistant
Mrs G Tate	Level 2 TA Inclusion Support
Mrs D Golightly	Level 2 TA Inclusion Support
Mrs A Fairweather	EAL (English as an Additional Language-EMTRAS)
Jane Ramm	School Nurse
Mrs L Rudd	School Cook

The National Curriculum core subjects are English, Mathematics, Science, Computing and RE. The other Foundation subjects are Design and Technology, Geography, Art & Design, Music, PE, Modern Foreign Language and PSHE. We also teach Relationships and Sex Education(RSE).

In addition, every school must provide a daily act of collective worship.

Within the National Curriculum, **Programmes of Study** set out the content to be taught. **Attainment Targets** for each subject describe what children are expected to know and should be able to do.

The Nursery and Reception Class are known as the '**Early Years Foundation Stage**'. They follow the guidelines stipulated by the DfE Early Learning Goals.

The School Curriculum

In this school, through the curriculum, we aim to foster in children the development of the number of qualities we believe will enhance their lives and help to make them responsible citizens with an awareness of the needs of others and a responsible attitude towards society.

The curriculum has the characteristics of **breadth, balance, relevance** and **differentiation**.

Curriculum Breadth relates to a focus other than the narrow mechanical aspect of learning to read and write and calculate.

Curriculum Balance means an exploration of a wide variety of subjects and ideas.

Curriculum Relevance means that subjects become part of a living experience, helping pupils to understand why things happen and how it influences us today.

Curriculum Differentiation means that children of varying abilities are catered for so that all children, of whatever ability make progress.

The methods we use in this school are based on the understanding that all children are individuals who have different abilities and different rates and ways of learning as well as the different home experiences before they come to school. Consequently, arrangements are made to ensure the needs of all children are met. They are also based on the belief that children need to understand, as far as possible, what they are taught, rather than learning purely by rote.

We believe that it is essential to provide children with first hand experiences that are multi-sensory. This often means that pupils use the school grounds or immediate locality, visits to local museums, theatres etc to give the children experiences that are impossible to duplicate in the classroom.

Co-operative Learning

All of the staff have recently undertaken training on Co-operative Learning.
Co-operative learning is based on the theory that children learn:

70% of what we DISCUSS with others

80 % of what we EXPERIENCE personally

95% of what we TEACH to someone else

Cooperative Learning is a successful teaching strategy in which small teams of students work together towards a learning goal. Students may also work with partners or the whole class. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the learning task until all group members successfully understand and complete it.

The benefits of Cooperative Learning are that:

- It involves students actively in the learning process;
- Promotes critical thinking;
- Increases a long list of social skills, including: listening, taking turns, conflict resolution skills, leadership skills, and teamwork skills which can help to boost self-esteem and responsibility and ultimately helps to prepare students for success in life;
- Encourages a “can-do” attitude because students have opportunities to process their thinking and answers.

The Core Curriculum Subjects

English

English focuses on the important skills of reading, writing, spoken language and vocabulary development. Children are encouraged to read a wide variety of books from an early age and follow published reading schemes within the school.

Mathematics

Mathematics focuses on developing skills in number and applying those skills in a real-life context. Approximation, probability, shape, space, measure and data handling are also important aspects that are explored.

Science

Science focuses on developing scientific knowledge and understanding through the disciplines of biology, physics and chemistry. Our children are involved in planning practical investigations and designing experiments which build upon their own interests and experiences. They learn how to make predictions, change variables and communicate results.

Computing

Computing forms an important part of the curriculum and, apart from being a subject in its own right; it is applied to many other cross curricular subject areas. Computing ensures pupils become digitally literate, able to use and express themselves and develop their ideas through information and communication technology. We now have a new ICT suite in school and interactive white boards in each class. Children are given opportunities to become confident and safe users of this valuable life skill. Use of the Internet is monitored and protected to ensure only appropriate access is gained, in line with health and safety and e-safety . Parental consent forms are sent home.

Religious Education

R.E. is taught in accordance with the Roman Catholic Diocese of Hexham and Newcastle's agreed syllabus. This is the new **COME and SEE** Religious Education Scheme. As a community we regularly celebrate Mass and the children prepare class liturgies and religious-based assemblies. Catholic children in Year 4 celebrate the Sacraments of First Holy Communion and the Sacrament of Reconciliation.

To equip our children to take their role in today's society we ensure that all elements of our children's development are incorporated into our R.E. curriculum and school ethos. (Social Moral Spiritual and Cultural) We ensure that children have an awareness and appreciation of other world religions.

Parents have the right to withdraw their child from collective worship. However as parents have made a conscious decision to send their child to a Roman Catholic school the Governors do not see parents wishing to take up this option.

Curriculum Foundation Subjects

Design Technology

In technology the children are taught how to plan, design, develop their own ideas, make and evaluate their own work.

History

In History children are taught how our present lives are affected by the past. Chronology and legacy of past ages are key elements. The children will learn about Britain's past and that of the wider world.

Geography

In Geography children study the local area, making comparisons with other parts of the country and other countries. They find out how geographical features were formed and use and interpret a wide range of maps. We make use of our local environment.

Art and Design

Children are encouraged to explore and develop their own ideas. They have an opportunity to explore a range of media when investigating and making art, craft and design. Children are also encouraged to appreciate art in many forms both past and present.

Music

We make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music, use musical notation and how to compose music. We also teach children how to work with others and to make music and how individuals combine together to make sounds. KS1 and 2 receive music tuition from Mrs Parker, our music lead.

Modern Foreign Languages/ International and National links

The teaching of Foreign Languages is statutory in KS2. The children receive lessons from a visiting specialist. Children celebrate languages throughout the school through events such as the European Language Day. We have links with schools in China, Prague and Birmingham.

Physical Education

Physical development is catered for by structured physical education (P.E.) and games lessons. The curriculum aims to develop individual skills, social awareness and a healthy body emphasising enjoyment of participating in sports. All classes from Year 3 onwards receive swimming tuition. We have a range of coaches working with the children and staff.



Personal, Social and Health Education (PSHE)

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. Alongside this, our school is keen to support all children in learning about and deepening their understanding of British values, culture and systems. Staff are also trained to deliver the KIDSAFE Programme with the children; this focuses on keeping safe and safe behaviour.

Mental Health and Wellbeing

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. We have two Mental Health Champions in school, Mrs Wetherelt and Mrs Carter. Mrs Wetherelt is a trained counsellor and leads friendship and emotional resilience groups in school. Mrs Carter leads friendship and emotional resilience groups as well as Lego Therapy. She is also qualified to deliver the RAINBOWS support group which helps children who have experienced the loss of someone important to them either through death or a change in family circumstances.

Relationships and Sex Education (RSE)

Following guidance in our relationships and sex education policy each year group will be taught as part of the curriculum with additional talks from the school nurse in Y5 & 6. The school has a Health Education policy and Drugs Accord policy. We follow Diocesan guidelines in these matters and use the 'Journey in Love' scheme.

School Documents

The following documents may be made available to parents, on request, and / or examined in school at a mutually agreed time: Many policies are regularly amended in line with the current legislation. Most of these are available on the school website.

The School Prospectus

The Local Authority (LA) Curriculum Policy Statements.

The Governing Body's Statement of Curriculum Aim.

Department for Education circulars and documents relating to the Education Acts.

OFSTED Reports relating to the school. (2017)

The National Curriculum Syllabus and Schemes of work followed in school.

The Foundation Stage Profile

GDPR

The LA's agreed R.E. syllabus.

The school's R.E. policy and religious inspection report.

The charging for LA and school activities policy.

The school's annual budget and LA's outline statement for the school.

A copy of the arrangements for the consideration of complaints about the curriculum and other issues.

Safeguarding Issues, child protection and allegations against staff.

The school promotes equality of opportunity throughout and adopts current initiatives and procedures in its policies against any discrimination including disability, race and gender. The school has strong links with our partner school St Wilfrid's College.

The school offers a variety of **extra curricular** visits and activities throughout the year. As well as offering a number of additional curriculum activities after school clubs are run by the staff to enhance the children's overall curriculum e.g. Netball, Choir, Enterprise, Coding and Football.

In addition the school works with community organisations to further enhance the curriculum by offering specialist coaching both during and after the school day e.g. Involvement in the South Tyneside Dance and Music Festivals, Science Club, Sports clubs, cookery, art and craft clubs and breakfast clubs.

Pastoral Care

To help cement our ethos and provide a channel for its development, we have a well established *House System*. This is mutually beneficial to children and staff alike. It is based upon seven House Groups named after friends of Jesus.

Each teacher looks after a House Group. The aim of the house group is to give the children a sense of belonging and to teach them respect for each other and responsibility. Every child has an important part to play within the house group system in a special way.

House Group	Colour	Teacher
Andrew	Yellow	Mrs Hawkins
James	Red	Mrs Parker
John	Green	Mrs Williams
Luke	Blue	Mrs Cooke
Mark	Orange	Mrs Eyres
Matthew	Purple	Mrs Coyne
Thomas	White	Mr Gregg

Within each House Group the children are randomly grouped in mixed ages based on the need to care for each other in our school. This helps to develop the whole child. The children meet regularly in their House Groups and share good news, good work, birthdays and perhaps a self-esteem activity. We have weekly Celebration assemblies where children can share their successes both inside and outside of school. Children awarded a Golden Certificate are invited to dine at the 'Golden Table' on a Friday. We have a weekly ethos statement for the school. The meetings are structured and reflect our Personal Social and Health Education Policy / Citizenship. The school uses the Nurturing Human Wholeness programme.

Special Education Needs

“Every child is a unique gift from God with his/her individual needs and gifts. The challenge for our School is to ensure that, in partnership, with parents, these needs are identified and strategies developed to meet them”

[Catholic Education Service Sept 1994. Meeting Special Educational Needs].

From September 2014 a New SEN Code of Practice became statutory.

Local authorities and schools have the responsibility to meet the needs of children with SEN. Where any child's needs are deemed to be severe or complex, then an Education, health and care plans (EHC plan) will be introduced. However, for the significant number of other children whose needs can be met from within the resources normally available to schools, then it is the responsibility of individual schools to identify such children and make appropriate arrangements to ensure that their needs are met and kept under review.

Aims

Our aims in teaching children with Special Educational Needs are that:-

- They will be identified and assessed as early as possible,
- They will have access to a broad and balanced education, as stated in the National Curriculum / Foundation Stage Guidelines.
- Parents will be fully informed and encouraged to be actively involved in a working partnership with School.
- We will liaise effectively with all outside agencies necessary to further address the needs of the child.

Code of Practice 2014

Children are assessed on their progress in the Foundation Stage Profile, National Curriculum. This information, together with consultation between the teaching staff of the school, helps us to decide if a child needs, or will benefit from support teaching because of learning difficulties.

A joint decision is made by the SENCO, Head teacher, class and support teacher, as to whether a child continues or ceases to have support. The parents are informed if it is suggested that a child needs to be placed on the school's Special Educational Needs Register. The Special Needs Register conforms with the National Code of Practice for Special Educational Needs. Below is a summary of provisions available to children identified as having Special Educational Needs (SEN).

Where children experience learning difficulties they may receive differentiated work or additional help. Help may be given either in a classroom situation or by withdrawing a small group of children with similar difficulties. Children who are extremely academically advanced may be offered similar support. In either case, the children are identified by monitoring academic and social performance. The progress of every child is carefully reviewed and assessed and extra help is given for as long as it is felt that the particular child is benefitting from the provision. If this happens the school will draw up an individual provision map for each child, to meet their specific need.

Safeguarding – Child Protection

All school staff have undertaken training in child protection. Senior staff take full responsibility for safeguarding and they are identified below.

Designated Safeguarding Officer:	Mrs M Butt
Deputy Safeguarding Officers:	Mrs P Wetherelt
Governor Safeguarding Officer:	Mr T Whalen
Teacher for Looked after Children:	Mrs M Butt

As a school we work closely with South Tyneside Safeguarding team. We follow the guidance of 'Keeping Children Safe in Education' 2016. Parents should be aware that the school will take any reasonable action to ensure the safety of the pupils. In cases where the school has reasons to be concerned that a child may be subject to significant harm, ill treatment, neglect or other forms of abuse, staff will follow LSCB (Local Safeguarding Board Procedures) Child protection procedures and inform Children's Services Social Care of their concerns.

We are constantly updating our safeguarding procedures in making our school as safe and secure environment for all.

All staff and workers are systematically DBS checked before they can work in school. All visitors to school must sign in, in the main entrance, and only staff are permitted to gain access.

Operation Encompass

We are very proud to be an 'Operation Encompass' school. This means that we are working closely with the police and safeguarding teams within South Tyneside to help children feel safe and help them to receive appropriate support if required.

For more information visit <https://www.operationencompass.org/>

Kidsafe

We are a Kidsafe school. Key school staff are trained in the delivery of the 'Kidsafe child protection and safeguarding programme.' This initiative enables children to know how to stay safe both inside and outside of school.

Behaviour - Anti-bullying

The school has a behaviour and anti-bullying policy. We are very proud of how the children behave both in and out of school. We appreciate the parents partnership in maintaining these high standards.

School Organisation

S.S. Peter & Paul R.C. Primary school has a one form entry class catering for Catholic Primary school pupils between the ages of 3 and 11. It is a day school and is co-educational. The children are taught in mixed ability year groups.

Foundation Stage
Key Stage 1
Key Stage 2

Nursery and Reception
Pupils aged 5 to 7 years old.
Pupils aged 7 to 11 years old.

	Morning	Afternoon
Nursery	8.50 – 11.50	12.20 – 3.20
Reception and Key Stage 1	8.55 – 12.00	1.15 – 3.15
Key Stage 2	8.55 – 12.00	1.00 – 3.15

Doors will open at 8.45am and children are encouraged to come into school then to begin the learning day as lessons will begin promptly at 9am. The bell rings at 8.55am.

Health

The school works closely with the health and welfare agencies, and the school nurse visits on a regular basis. If there are any problems, parents will be contacted.

For minor accidents in school we administer first aid, but if a child is ill, or has a serious accident at school, professional assistance will be sought and parents contacted. It is essential that parents provide current home, work and relatives' phone numbers as **an emergency contact** in case any matter concerning a child's health or welfare arises during school hours. If parents have made arrangements for any person other than themselves to collect children from school, then the school should be informed.

Please be assured that we will always act in the best interests of your child.

Please let us know if your child has any medical problems such as epilepsy, diabetes, allergies or asthma. Inhalers are kept in the class, where they are only accessible by the children to whom they belong. Other medicines **must not** be brought to school.

The School follows LA and national guidelines on administering medication in school and where necessary a Health Care Plan is drawn up with the school nurse.

Guidance is available in school on current support for pupils with medical needs.

The school actively supports promoting health and safety for our staff and pupils and is working in accordance with the **Healthy School Standards**.

Illness

Please telephone the school office, on the first day, to inform us of the circumstances indicating how long the absence may be. A written explanatory note to the class teacher is necessary when your child returns to school.

Dental / Medical Appointments

Please send notification in a letter in advance of the absence. Children attending a medical appointment must be collected from the reception area by a named **adult**.

School Meals

Lunch break is at 1200- 1.15pm for KS1 and 12.15pm- 1.15pm for KS2; it is supervised by the Supervisory Assistants. School meals are provided on the premises. Several choices are available each day, including the sandwich bar and 'fruit and veggie' bar. The Catering Service sends home a twice yearly menu. The pupils have dinner class by class on a rota. **We would greatly appreciate the correct dinner money put in the dinner packet provided, to be paid on a Monday morning.** Cheques can be made payable to **South Tyneside Council**. Anyone wishing to enquire about free school meals should contact the school.

Packed lunch space is limited. There is no provision for packed lunch for children in the Foundation Stage and Key Stage 1(YR to Y2).

Free School Meals for Reception and Key Stage 1 Children

From September 2014 Children in **Year Reception, Year 1 and Year 2** are entitled to free school meals. All parents / carers must complete an application form available from the school office.

In September Reception class parents will be invited to come and see the meals, dinner time organisation and supervision. Reception parents will also have the opportunity to meet the Supervisory Assistants and the cook. There will also be an opportunity to talk to the School Nurse, the Education Welfare Officer and the Parent Governor. Parents are welcome to observe the meals at anytime by telephoning the school for an appointment.

After careful consideration it has been agreed that children are not allowed to bring sweets or snacks into school. All children in Key Stage 1 are given the choice of a piece of fruit each day, provided free. KS 2 pupils are encouraged to bring fruit to eat at break time.

Care of Property

Please ensure that all items of clothing and any personal possessions are **clearly named**, as there is a much better chance of finding labelled belongings. Any mislaid articles whose owner cannot be identified, are put in the lost property box, which is situated in the infant cloakroom. The school does not accept responsibility for any

loss, or damage to property. Children should not bring any valuables; toys and money to school as such items often are mislaid by young children.

UNIFORM

The children are expected to wear a royal blue sweatshirt with the school badge, a blue polo shirt, grey school trousers or skirt and sensible school shoes. In the summer children may wear a light blue gingham dress or grey school shorts. Children are expected to wear a plain white T-shirt and blue shorts for P.E.

Children are NOT allowed to wear ANY jewellery.

Wearing Elastoplasts to cover jewellery is not an option.

No tramline haircuts or extreme hair styles

Please ensure that all items of clothing are labelled with your child's name on.

Parking and Collecting Children

As with many schools, parking is a problem. There are parking facilities in Vine Street. Please **do not** park in the no parking area, block access to the footpaths and observe road markings. The safety of the children is important in this congested area especially the back lane. The school is part of the Safe Routes to School Initiative.

While waiting for your child at the end of the day it would be appreciated if you could ensure that the children are not disturbed in class. Please wait beside the school fence, keeping a clear space across the yard so the children can clearly identify who is collecting them at night.

Children must be collected at 3.15 pm. prompt, as the school cannot be responsible for children left unattended in the yard.

Attendance

Family Holidays: Time away from school may adversely affect a pupil's performance and for this reason we request that children are not taken away during term time unless it is absolutely necessary. It is a legal requirement that permission be obtained from the head teacher in advance. New Government legislation means that leave of absence will only be granted in extraordinary circumstances. Leave of Absence forms are available from the school secretary. We have a school attendance officer, who visits school every two weeks to monitor attendance. We use our traffic light system in school identifying if children's attendance is in line with government expectations (Green= 95%+), at risk of persistence absenteeism (Amber= 90-94%), identified as persistent absenteeism (Red= below 90%). These letters are sent home every term. We have used a range of strategies to raise and monitor attendance including awards, letters, phone calls home and meetings.

Punctuality

The school will open at 8.45am so the learning day can begin. This will allow for a prompt start at 9 am when the bell rings. Punctuality is vital to the success of the school day. If your child is persistently late they miss the start of the lesson and cause unnecessary disruptions for the rest of the class.

Latecomers should not be left in the yard but must be brought in through the main entrance. Once registration / lessons have started children coming in late must be brought in via the main entrance where they will be logged in a Late Book.

Unauthorised Absenteeism

A child is deemed as being absent without authorisation when parents or guardians fail to inform school of the reason for absence. We work closely with the School Attendance Monitoring Team from the Services For Young People to tackle poor attendance and lateness.

Homework Policy

We are focusing on reinforcing our basic and key skills through homework- reading, phonics, spelling and arithmetic.

Reading

It is an expectation that all children in school should read **every night**; in the early years parents and carers can share books with their children. Parents and carers are expected to complete the reading diary each night and this is recorded in school the next day by the class teacher. Reading is a key skill which enables children to access all other curriculum areas; it is important to practise this skill every day.

Phonics and Spelling

In nursery and reception children will begin to learn phonics i.e. the sounds that make up words. This is a key skill when learning to read. As children move through school, they will be taught spelling patterns; which again is a key skill for reading as well as writing.

Arithmetic

We are focusing on developing the children's mathematical fluency skills i.e. counting, number bonds and times table facts. This will enable the children to become more proficient and confident in maths.

Educational Visits

The school does not have a special fund in order to pay for educational visits. Parents are asked to contribute to their child's share of the cost of any educational visit. A letter outlining any visit will be sent to parents well in advance. Consent is taken at the beginning of every autumn term for visits throughout the year in the form of a parental/ carer signature must be returned to school. The school makes risk assessments for all visits before the children leave school.

Photographs

Parental consent is gained via a signed consent form returned to school to confirm that children's photographs can be taken and used and stored appropriately.

Parental Involvement

Parents are very valuable to the school and help in many ways. We are indebted to parents who help organise events, run the school library and help to support by sharing their skills and expertise. DBS guidelines will now be introduced for parent helpers. Parents are encouraged to be involved in their child's education and during the school year several invitations will be extended to visit school for assemblies, concerts, open nights and parents nights where progress reports will be given by the class teacher.

In September a curriculum evening is arranged and a booklet is given out lining the curriculum subjects, RE topics and any information relevant to class visits or visitors.

Parents/ carers will be invited to Parent meetings in the autumn and spring terms to discuss their children's progress.

At the end of the academic year parents will receive a written report.

Curriculum Aims

The school curriculum is designed to create and promote the intellectual, physical, personal and social cultural development of the individual pupil. This includes not only the formal subject based curriculum, but also the '*Hidden Curriculum*' which deals with building relationships, developing positive attitudes and fostering Christian values which make our school ethos and give our school its distinctive nature. The teaching and learning styles used are varied and appropriate to particular areas of the curriculum and ages and abilities of the child.

- We aim to create a happy and relaxed learning environment where everyone is encouraged to come to school and give of their best.
- We aim to develop lively and enquiring minds and the ability to question and reason.
- We aim to provide a balanced curriculum suited to the individual needs of the pupil.
- We aim to provide an exciting curriculum with opportunities for co-operation and which prepares our children for life in the 21st century.
- We aim to educate the whole child.

The National Curriculum is followed by pupils from Year 1 to Year 6. The content is determined by the Department of Education and Skills and is contained in National Curriculum Council documents.

The **core** curriculum subjects are **English, Mathematics, Science & RE** in RC schools.

The **foundation** subjects are Computing, Design and Technology, History, Geography, Art and Design, Music, Languages and P.E. We also teach PSHE and RSE.

Assessment

The reception children are assessed during the first terms in the Early Years Foundation Stage using the Foundation Stage Profile.

The children in Year 2 and Year 6 will be tested using Standard Assessment Tasks (SAT's) and teacher assessment. Children in Year 1 have a Phonics Screening Test. Years 1, 3, 4, 5 & 6 are also assessed using teacher assessment. This information is used to give an overview of standards and as a tool for planning and target setting. There will be an opportunity for parents to see their child's work and discuss progress and attitude at Open Evenings and Curriculum evenings held throughout the year.

End of Reception Year Data

Assessment

END OF FOUNDATION STAGE	Good Level of Development
2016	72%
2017	67%
2018	69%
2019	67% (LA 73%, NAT 71.7%)

Year 1 PHONICS SCREENING	% passed
2015	67%
2016	83 %
2017	89.3%
2018	83%
2019	83% LA 81.9% NAT 81.9%

Year 2 PHONICS SCREENING	% passed
2016 10 CHILDREN	7 CHILDREN PASSED = 70%
2017 3 CHILDREN	2 CHILDREN PASSED = 67%
2018 3 CHILDREN	0 CHILDREN PASSED
2019 6 CHILDREN	4 CHILDREN = 67%

KS1	2016	2017	2018	2019	2019 LA	2019 NA
<u>Reading</u> Age Related Expectation (ARE)	73%	75%	76%	83.3%	76%	75%
Greater Depth (GDS)	30%	18%	24%	27%	28%	25%
<u>Writing</u> ARE	70%	71%	72%	73.3%	70%	68%
GDS	10%	11%	10%	13.3%	17%	15%
<u>Mathematics</u> ARE	83%	79%	72%	83.3%	76.9%	75%
GDS	20%	14%	21%	20%	23%	22%
<u>R/W/M</u> ARE	67%	64%	69%	73.3%	66%	65%
GDS	7%	11%	7%	13.3%	13%	11.2%

KS2	2016	2017	2018	2019	2019 LA	2019 NA
<u>Reading</u> AGE RELATED EXPECTATION (EXS)	78	70	89	80	74.4	73.2
GREATER DEPTH (GDS)	7	23	32	40	24.8	26.9
AVERAGE SCALED SCORE (AVSS)	104	104	107.1	107	104.4	104
<u>Writing</u> EXS	85	83	75	84	80.7	78.5
GDS	18.5	13	18	32	24.3	20.2
<u>Mathematics</u> EXS	81	50	71	80	79.6	78.7
GDS	0	17	18	24	24	26.6
AVSS	102	101.5	104.2	105.4	104.9	105
<u>Grammar, Punctuation, Spelling</u> EXS	81	67	75	80	79	78
GDS	11	27	21	24	34	36
AVSS	102	104.3	104.2	105.5	106.3	106
<u>R/W/M</u> EXS	67	47	64	76	66	64.8
GDS	0	7	7	20	11.5	10.5
AVERAGE PROGRESS						
READING	0.3	-1.3	2.8	2.7	0.14	0
WRITING	0.9	0.5	0.4	2.8	0.75	0
MATHS	-2.1	-3.3	0.7	0.9	0.07	0

Privacy Notice (How we use pupil information)

The categories of pupil information that we collect, hold and/or share include:

- Personal information (such as name, unique pupil number and address, adult emergency contact information)
- Characteristics (such as free school meal eligibility, Pupil Premium Information)
- Special Categories (such as Ethnicity, Language, Nationality, Country of birth & Religion)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical information (Special Category Data)
- Special Educational Needs information
- Exclusions and Behavioural information.
- Financial Information (such as dinner money transactions, trip transactions)

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- Financial audits
- to provide a rewards structure
- to track how well the school is performing as a whole

The lawful basis on which we use this information

We collect and use pupil information under the Education Act 1996/ Data Protection Act 2018 and EU General Data Protection Regulation (GDPR) Article 6, and Article 9 -from 25 May 2018.

Special category data from article 9 is processed under condition (a) the data subject has given explicit consent to the processing of those personal data for one or more specified purpose, except where Union of Member State law provides that the prohibition referred to in paragraph 1 may not be lifted by the data subject.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this. This will be via the

pupil information sheet that you are requested to complete upon your child's entry to the school.

Storing pupil data

We hold pupil data if it is lawful for us to do. Any data that we are no longer required to hold lawfully is deleted/destroyed in accordance with the school's GDPR Data Ecosystem document.

Who we share pupil information with?

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)
- Medical information as appropriate/necessary with the NHS
- Third party companies/partners who are assisting the school. All third-party companies/partners who process data on our behalf will have a data processing agreement with the school.

Why we share pupil information

- We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.
- We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.
- We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.
- We share data with schools that your child attends after leaving us to assist with the school transition process.
- We share data with third party companies/partners who may require this information to assist the school.
- We share pupil data with the NHS when appropriate to assist with medical needs of children within the school.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the school. Please see the schools subject access request policy for further information.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, restrict processing, erased or destroyed
- Data portability
- claim compensation for damages caused by a breach of the Data Protection regulations; and
- Withdraw consent for special categories by requesting a new pupil information sheet

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office: · Report a concern online at <https://ico.org.uk/concerns/>

- Call 0303 123 1113

- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact

If you would like to discuss anything in this privacy notice, please contact the data protection officer by e-mail (below) or contact the school who will pass your details to the data protection officer.

Bryan Chapman
Chapman Data and Information Services Ltd
dpo@chapmandis.co.uk



SS Peter & Paul Roman Catholic Primary School



ADMISSIONS POLICY 2019- 2020

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

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

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

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

Parishes served by the school

The school serves the parish of Ss Peter and Paul, South Shields.

Published Admission Number

The governing body has set its published admission number (PAN) at 30 pupils to be admitted to the reception year in the school year which begins in September 2019.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round (not in-year applications), a Common Application Form (CAF) must be completed. This is available from the local authority in which the child lives.

The parent will be advised of the outcome of the application on 16 April or the next working day, by the local authority. If the application is unsuccessful (unless the child gained a place at a school the parent ranked higher) the parent will be informed of the decision, related to the oversubscription criteria listed above, and has the right of appeal to an independent appeal panel.

If the parent is required to provide supplemental evidence to support the application (e.g. a baptismal certificate), this evidence should be provided at the time of application. If not provided, evidence may be sought by the governing body following

the closing date for applications. This information must have been correct at the date of closing for applications.

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 15 January 2019.

Pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs (see note 1)

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

Late Applications

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

Admission of Children below Compulsory School Age and Deferred Entry

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

Admission of Children outside their Normal Age Group

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

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

Summer Born Children

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

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

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

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

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

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

Waiting Lists

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

Infant Class Size Regulations

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

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

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. For information on making an in-year application, parents should contact the local authority admissions team at School Admissions, Town Hall & Civic Offices, Westoe Road,

South Shields, Tyne & Wear, NE33 2RL on 0191 424 7706 or by email at school.admissions@southtyneside.gov.uk. Parents will be advised of the outcome of their application in writing.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied. If there are no places available, a request can be made that the child is added to the waiting list (see above).

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

Right of Appeal

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

Fair Access Protocol

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

Nursery

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

False evidence

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

Oversubscription Criteria

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

First priority in each category will be given to children who will have an older sibling attending the school in September 2019.

1. Looked after and previously looked after children. (see notes 2&3)

2. Catholic children who are resident in the parish of Ss Peter and Paul. (see note 3)
3. Other Catholic children. (see note 3)
4. Catechumens and members of an Eastern Christian Church. (see notes 4&5)
5. Children of other Christian denominations whose membership is evidenced by a minister or faith leader. (see note 6)
6. Children of other faiths whose membership is evidenced by a minister or faith leader. (see note 7)
7. Any other children.

Tie Breaker

Where there are places available for some, but not all applicants within a particular criterion priority will be given to children living closest to the school determined by the shortest distance.

Distance will be measured as a straight line, from the Ordnance Survey coordinates for the parental home residence (including flats) to the school main entrance, using South Tyneside Council's Geographic Information System (GIS). In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out in a public place and supervised by a person independent of the school.

Notes (these notes form part of the oversubscription criteria)

1. A **Statement of Special Educational Needs** is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. An **Education, Health and Care Plan** is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
2. A **looked after child** has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A **previously looked after child** is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order or special guardianship order.

3. **Catholic** means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest

demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

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

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

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

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

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

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

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

8. **Home address** is the primary parental address which will be used in applying the admission criteria. This means that, when stating the choice of school, the parental address at the time of application should be given. The address of childminders or other family members who may share in the care of the child must not be used as the home address. Documentary evidence may be requested.

9. **Sibling** includes:

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

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

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

St. Peter



Simon, son of John, was chosen by Jesus to lead the Apostles and become a 'Fisher of Men'. It was Simon Peter's faith, which made him the rock (Latin PETRA) on which Christ was to found His church. Peter had been a fisherman from Bethsaida in Galilee before his brother, St Andrew, introduced him to Jesus. Peter was bishop of Antioch before he went to Rome, the capital of the western world. Tradition has it that while escaping persecution he was stopped with a vision of Jesus. QUO VADIS. "Where are you going Lord?" so Peter returned to Rome where he was crucified, upside down as he was unworthy to die like his master. This happened in the reign of the Emperor Nero. Peter is known as the first Bishop of Rome (Pope = Father of Fathers). Later a magnificent basilica was built over his tomb on Vatican Hill. Our present Pope, Benedict XV1 is the 265th successor of St. Peter.

St. Paul



Paul was from Tarsus in Turkey. He was an educated Jewish/Roman citizen. By trade he was a tent-maker. The name Paul or Saul as he was, means small or little, perhaps indicating the fact that he was humble. Paul was not one of the 12 Apostles, but is known as the Apostle of the Gentiles (non Jews). Following Paul's conversion on the road to Damascus, he became a zealous Christian and embarked upon many missionary journeys. He, perhaps more than most, is responsible for the rapid spread of Christianity. His influence on the early church opened it up to all and made it a Catholic Church. He was friends with Mark and Luke, and his letters to the early churches are still appropriate 2000 years on. He too was martyred in about 64 A.D. at the same time as Peter. Being a Roman citizen, he was beheaded.



Our School Badge



We are a Roman Catholic School. Roman because we are in communion with the Christian Church in Rome, and follow the rites of that community, under the authority of the Bishop (Pope). Catholic means Universal and anyone may join our community. Our school badge depicts the cross keys of Heaven given to Peter in Matthew XV1 and the sword is the symbol of Paul's martyrdom. The 'and' joining the names Peter & Paul is the early Christian symbol of the fish.

A VISION STATEMENT FOR

THE DIOCESE OF HEXHAM & NEWCASTLE

“Listen, I am standing at the door, knocking; if you hear my voice and open the door, I will come in to you, and eat with you and you with me.”

(Rev.3:20)

This Word of God challenges us as a Diocese to:

- Worship God
- Proclaim the Gospel
- Serve everyone with love.

Building on this vision we are encouraged to be rooted and grounded in a loving relationship with Christ.

Formation in this relationship must undergird everything we say and do as a Diocese.

To this end we need to commit ourselves, clergy and laity alike, to formation together as the People of God in Hexham and Newcastle.

It is our responsibility to build up Christ's Church.

It starts with each one of us.



South Tyneside Council

Education Department

Vision Statement

Our Vision is to be an outstanding Education Service.

Our Goal is to make South Tyneside a great place to learn for everyone.

We will:

- Challenge and support schools to raise achievement
- Stimulate enthusiasm for learning
- Demand high standards of ourselves in all that we do
- Ensure improvement through working together – within the Borough and elsewhere.

We will know we are succeeding when:

- School standards are above the national average
- Teachers, parents and learner have high expectations of themselves and each other
- The community believes that learning is never over.

OUR JOB IS TO LEAD, SUPPORT AND ENCOURAGE

- WE PROMISE TO DO SO.

INFORMATION ABOUT THE GOVERNING BODY

GOVERNOR	STATUS	APPOINTED BY	TERMS OF OFFICE
		Hexham & Newcastle	
Mr T. Whalen	Chairman	Trustees of the Diocese	30.9.2019- 29.9.23
Mrs T Mienie	Vice Chairperson Foundation Governor	Trustees of the Diocese	12.06.17- 11.06.21
Mrs Lois Benson	Foundation	Trustees of the Diocese	8.10.20- 7.10.24
Mrs S Bell	Parent Governor	Elected	2.11.20- 1.11.24
Mr Anthony Kennedy	Foundation Governor	Trustees of the Diocese	9.7.2019- 8.7.2023
Mrs Rachael Hunter-Garthwaite	Parent Governor	Elected	04.11.19-03.11.23
Paula Wetherelt	Staff Governor	Elected	4.10.2019- 3.10.2023
Mrs M. Butt	Head teacher	Ex office	Ex office

In September we will appoint 3 new Foundation governors.

Mrs Margaret Armstrong is our School Improvement Partner.

The role of Governors is voluntary and none of the Governing Body have claimed any allowances.

Chairman Mr T. Whalen ~ Ss Peter + Paul School
Tyne Dock, South Shields. NE33 4RD Tel. No. 4552862