**St Padarn’s Catholic Primary School**

 **Prospectus**



**Ysgol Gynradd Gatholig Padarn Sant**

**Llawlyfr Ysgol**



2018 / 2019

**St Padarn’s RC Primary School, Ysgol Gatholig Padarn Sant,**

**Llanbadarn Road, Ffordd Llanbadarn,**

**Aberystwyth, Aberystwyth,**

**Cardiganshire, Ceredigion,**

**SY23 1EZ SY23 1 EZ**

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**St Padarn’s Roman Catholic Voluntary Aided Primary School, Aberystwyth.**

St Padarn’s Primary School is situated in the town of Aberystwyth, on the main A44 adjoining the University playing fields. The School buildings provide five permanent classrooms, an SEN room and a large School hall which is used for assemblies, Masses, PE and school meals which are cooked on the premises. The age range of pupils is from four to eleven years, with a child being admitted to School if he/she has attained the eligible age of four years by:

 31st August for admission in Autumn Term

 31st December for admission in Spring Term

31st March for admission in Summer Term

**Name and address of School:**  St Padarn’s Roman Catholic Primary School,

**Enw a chyfeiriad yr Ysgol:** Llanbadarn Road, Aberystwyth, Ceredigion, SY23 1EZ

**Acting Headteacher:** Mrs E Brophy

**Pennaeth:**

**Deputy Headteachers:**  Mrs M. Rowe

**Dirprwy Bennaethiaid:**

**Chairperson of the Board of Governors:** Mrs Anne Adamson

**Cadeirydd y Llywodraethwyr:**

**Classification of School:**

**Math o Ysgol:**

Voluntary Aided LA Maintained Roman Catholic Primary School. St Padarn’s is an English medium school with significant use of Welsh.

**Organisation of the School:**

**Trefn yr Ysgol:**

Five class units are organised in the mornings. Each class is grouped according to the age of the children. Since it is our school’s policy to do the best for each child, teachers will organise their classes in a variety of ways in order to cater for the individual needs of the children in their care.

* Reception Class Mrs S. Edwards
* Year 1/2 Class Mrs M. Rowe
* Year 2/3/4 Class Miss R Whalley
* Year 4/5 Class Mr Steven Evans
* Year 5/6 Class Mrs L. Field/ Miss C Jones

**MISSION STATEMENT**

***Growing in faith . . . Growing in understanding . . . Growing in love . . .***

We believe that everyone is a child of God. We try to live like Jesus by :

Celebrating God in everyone and everything.

Using our gifts to the very best of our ability.

Being kind and helping each other.

The School Categorisation for the Academic Year 2017-2018 was B Yellow

**AIMS**

To enable us to live our Mission Statement, we aim:

1. To become aware of our dignity as children of God, and to develop a

 relationship with God and with others.

2. We aim to provide an atmosphere of warmth, care and justice for the children.

3. To help one another to explore our uniqueness and so grow in self-worth.

4. To develop our vision to go forward with eagerness to make a better world.

5. To encourage respect, courtesy and sensitivity towards others.

6. To nurture values of justice, honesty and freedom.

7. To provide a rich, stimulating environment, where we will be encouraged to

 discover our gifts and strengths and where we will develop enquiring minds

 and an enthusiasm for life.

8. To provide an integrated curriculum, which develops the spiritual, intellectual,

 social, physical, emotional, aesthetic, ethical and moral potential of each child,

 in accordance with the National Curriculum. The specific aims of each subject

 area are dealt with in more detail within this booklet.

9. To keep open dialogue between home, school and parish.

10. To encourage involvement with the wider community.

11. To be aware of, and respond positively to people in need.

**+ + + + + + +**

**Specific School Aims**

1**.** To develop in each child good manners, self-respect, tolerance and a sense of

 responsibility.

2. To develop each child’s independence and self-belief.

3. To develop in each child, a sound knowledge and commitment to Christianity

 and the Catholic faith, through the 'Here I Am' scheme, in conjunction with

 the Catholic Directory and through communal worship.

4. To instill a desire to become a contributing member of the community, with a

 tolerance for other races, religions and ways of life.

**5.**  To provide children with experience in all areas of the curriculum

 (a) by developing the skills to use number and language effectively.

 (b) by developing lively and enquiring minds, with the ability to question

 and reason.

6. To develop each child's co-ordination, skills, attitudes and sense of team work,

 through a balanced physical education programme.

**The Religious Life of the School and Religious Education**

It is our aim to provide a community that lives, worships and works together as a family. We see ourselves as an extension to each family and our role, as assisting every family in the nurture and development of their children to a full life in the church.

In order to contribute in this way, the religious life of the school is part of everything we do. It is not just by the religious lessons of the RE. scheme, but by the relationships and love shared by the whole school community. The entire life of the school is determined by values such as respect for others, forgiveness, trust, freedom and justice. It is these values based on the life and teaching of our Lord in his church, concerning faith and moral living, that give the reason for our existence and life as a Catholic school.

To this end, assemblies and masses are integral to our daily life, together with opportunities for prayer and reflection. Children are encouraged to support charities, thus appreciating the world-wide application of charitable Christian action.

We welcome our Parish Priest and other members of our religious communities on regular occasions, to celebrate Mass and to contribute to everyday life at school.

Children are taught traditional prayers and are encouraged to reflect and create their own prayers regularly.

In conjunction with parents and with the Parish, children of Year three are prepared for the Sacraments of Reconciliation and First Communion.

We welcome opportunities to foster close relationships with the Parish and are always pleased to welcome parishioners and visitors to join in our school masses.

The Religious Education scheme used in school is 'Come and See, in conjunction with the Catholic Schools' Directory. It seeks to relate the children’s own experiences to their faith and emphasises close cooperation with parents and the local church. It is important for parents to be active participants and it should be remembered that the school's role should be supportive in the development of the children’s spiritual life, the school itself can be no substitute for parental involvement.

School

Parishh

Home

**Under 5’s - Foundation Phase**

Children under 5 are motivated to become independent learners in an environment which promotes self-discipline and self-esteem. Learning is encouraged through exploration, talk and play. The children’s personal and social development and well-being is at the heart of our Under 5’s education and is developed across the curriculum.

**Curriculum**

All the core and foundation subjects of the National Curriculum are taught at St Padarn’s. Some parts of the curriculum are taught as specific subjects whilst in some classes, others are taught through a cross-curricular approach, based upon termly themes. The following curriculum descriptions are brief, if you would like any more information, please contact any class teacher or the Head teacher. The school has been awarded the Basic Skills Agency’s Quality Mark for the third time.

**English**

Our English language teaching is delivered by a literacy session, which is a time dedicated to teach specific literacy skills. The three modes of speaking / listening, reading and writing are developed in an integrated, structured and sequential way. A balance of whole class teaching and group work is evident within the sessions, which contains work at whole text, sentence and word level. Our planning documents are developed in accordance with the National Literacy and Numeracy Framework (LNF) and encourage the development of the basic skills across curriculum subjects.

**Speaking and Listening**

Emphasis is placed upon children’s ability to speak fluently and clearly and with a growing vocabulary, whether it be reading aloud, relating their own experience to others or dramatic role play. Children are expected to listen for a sustained period of time and respond according to their age and development. We ask that parents support their children by talking to them about what happens in their family life and experiences.

**Reading**

Our aim throughout the school, is that children should gain pleasure from all types of reading material so that they can use it in their learning. The importance of the role of parents in this cannot be over emphasized. It is hoped that parents will support the work of the School by encouraging children in all matters relating to reading - reading to their children, listening to their children read and showing an interest in whatever books are being read. A variety of ways are used to help children learn how to read, such as phonic awareness. The reading schemes used throughout the school are Ginn 360, Oxford Reading Tree and Rigby Star. As children become independent readers, they are able to select their own library book, we are fortunate to have well-equipped, up to date libraries within each classroom. In cases where a child’s reading age is identified as being slightly below their chronological age, they are incorporated into the ‘Catch-up’ scheme, which is designed to develop the reading skills of these pupils.

**Writing**

The variety and depth of writing will develop as the children themselves develop, from the earliest stages when their writing is entirely about their own experience e.g. news, to later when children are expected to write in a variety of modes to suit different occasions e.g. letter writing, poetry composition, informative writing and note taking. Spelling is taught by several methods, it is not taught in isolation, but applied to the words used by children in their written work. The school follows the Ceredigion Language Continuum throughout the school. From Year 2, the Nelson or Busy Bee Spelling scheme is used through the school and the children learn spellings each week which are suited to their ability.

**Welsh**

Welsh is taught as a 2nd language throughout the school and is supported by the Athrawon Bro at Key Stage 2 (provision is currently 0.1 - one half day per week). A scheme peovided by the Local Authority is used drive the pupils’ Welsh language learning. It is the policy of the school that children use Welsh in the normal daily routine and therefore come to see its relevance and to enjoy using it. Some children are proficient enough to transfer to Ysgol Gyfun Penweddig at the end of Key Stage 2. The School also works towards introducing some Welsh immersion, mainly in curriculum areas such as Art, Music or P.E. Here a specific class is targeted and they take part in an intensive immersion course, which sees a proportion of their learning delivered through Welsh medium. This has been successful in developing the language of the children and assisting in developing a Welsh ethos throughout the school.

**Mathematics**

We aim to ensure that children develop a positive attitude to Maths and an appreciation of the importance of the subject. Not only are the necessary skills taught, but much emphasis is placed on an understanding of mathematical principles, developed through practical activities. Within the National Curriculum, Maths is dealt with under four broad headings: using and applying mathematics; number; shape, space and measures and data handling. Children are encouraged to talk about their practical activities and investigations and to see how they relate to other areas of the curriculum and to life as a whole. Continuity and progression are maintained with the aid of the Heinemann Mathematics scheme, which incorporates the elements of the National Numeracy Strategy. The School has adopted the Ceredigion Maths scheme of work and plans. In the Foundation Phase, great emphasis is placed upon practical elements as opposed to recording, which becomes more apparent at Key Stage 2. Our planning documents are developed in accordance with the National Literacy and Numeracy Framework (LNF) and encourage the development of the basic skills across curriculum subjects.

**Science**

Science is the third core subject of the National Curriculum and is taught throughout the school. Opportunity is given at every level for the children to acquire the skills, knowledge and concepts appropriate to their level of ability and development.

Science for young children is about exploring, discovering and investigating the world around them. These finding out activities help children to gather the experience they need to understand the world in which we live. Science is taught through investigations in a series of chosen topics that children repeat at various stages through their primary education. These topics are closely related to the programmes of study laid down in the National Curriculum and lead the children to develop a good knowledge and understanding of scientific ideas. In the Foundation Phase, Science is taught through topic work under the umbrella of Knowledge and Understanding of the World.

**Pwnc**

The school uses Cornerstones as a foundation on which to build its topic work. Some of the Units lend themselves more readily to either History, Geography, Art, Music, Science or Design Technology. A thematic approach which incorporates all these subjects in KS2.

 The teaching of **History** is directed towards arousing an interest and understanding of the past and how people and events of the past, with particular reference to Welsh History, influence our present.This development takes place through activities that use a wide range of sources such as stories, eyewitness accounts, pictures, photographs, music, artefacts and visits.

The local area provides the starting point for the study of **Geography**, in order that we may give pupils a better understanding of the area in which we live. From this we aim to develop a deeper understanding of our own area in relation to our country and to the rest of the world. **Design Technology** is about solving problems or finding alternative solutions. It is about decision making, planning, communicating ideas and evaluating. Children carry out activities in order to develop skills in designing and making, whilst developing a knowledge and understanding of the materials and components that could be used to make mechanisms and control systems.

 **Information Technology** incorporates the use of a wide variety of hardware and software, which includes the use of digital cameras and various other types of equipment where appropriate, as well as access to electronic mail and the internet, to gather, process, share and present information. It is a Key Skill, which permeates the curriculum and is used at all levels to enhance pupils learning. It is our aim that the children will achieve a level of 'information technology capability', whereby they can be considered competent and confident users of technology. We aim for our children becoming discerning in their use of IT and selection of information, sources and media appropriate to their work and present it with some thought to their audience.

The teaching of **Art** in St Padarn’s aims to develop both a creative aspect and an evaluative element. Children are encouraged to view themselves as artists using a variety of materials and equipment to make realistic or imaginative representations to express their own ideas and feelings. The evaluative element enables children to develop skills in evaluating both their own and other peoples' work, including that of established artists, craft workers and designers, especially from Wales.

 The teaching of **Music** at St Padarn’s follows two main strands; creation and evaluation. The creative element involves children in using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills of listening to and appraising their own work and that of other musicians and composers. Instrumental tuition is available at St Padarn’s at Key Stage 2 for a nominal yearly contribution of £100. Flute, clarinet, brass, drums and violin tuition are undertaken by some pupils The school also has a choir, who sing at a variety of local events and in the Urdd competitions.

**PE**

Through the teaching of PE at St Padarn’s we aim to develop a physical confidence that assists the children to move efficiently, effectively and safely. We also aim to develop qualities such as commitment, fairness, enthusiasm and enjoyment. We wish to promote a positive attitude to exercise and safety. Health related exercise is an important element of our PE curriculum and is taught alongside gymnastics, dance, outside adventurous activities, swimming and games. Children from Year 2 to Year 6 have swimming lessons.

**Key Skills**

The 2002 education Act indicates that if a curriculum is to be seen as balanced and broadly based, then it ‘prepares . . . pupils for the opportunities, responsibilities and experiences of later life.’ ACCAC concluded that a revised curriculum should focus clearly on the needs of learners and the process of learning, accompanied by fuller development and application of skills and the aim is to develop a curriculum which provides appropriate learning activities which:

* focus on and meet learners’ needs
* are inclusive and provide equality of opportunity
* equip learners with transferable skills
* are relevant, challenging, interesting and enjoyable for all learners
* transform learning to produce resourceful, resilient and reflective lifelong learners
* are achievable and adequately resourced

The school is working towards using the Skills Framework in order to help develop the children’s communication skills in both English and Welsh (speaking, listening, reading and writing); mathematical skills / numeracy; IT skills; problem-solving skills; creative skills; as well as developing their ability to learn independently and with others. By using the Skills Framework, we hope to ensure greater continuity and progression for our learners.

**Cwricwlwm Cymreig**

It is our intention whenever possible, to give our learners the opportunity to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

**Personal and Social Education (PSE)**

At St. Padarn’s School, we aim to prepare our learners to develop their personal and social skills, by providing them with learning experiences which allow them to explore personal attitudes and values, whilst enhancing their knowledge and understanding. We strive to achieve our aims of developing our children’s self-esteem and sense of personal responsibility, whilst promoting self-respect and respect for others. Through our involvement with the Welsh Network of Healthy Schools we hope to inspire our learners to live healthy lives and to make appropriate choices. We are currently working towards fostering positive attitudes towards our environment and one of our aims is to be recognized as an eco-friendly school.

**Additional Learning Needs**

At St. Padarn's School, every child is given the opportunity to achieve to the best of his / her ability and to work to the level suited to them. A child experiencing additional learning needs (ALN) at any stage in their school life, will have both their strengths and weaknesses recognised and nurtured. It is our aim that every child will work to fulfil his/her own potential and it is the right of every child experiencing ALN at any stage in their school career to be offered support either from the class teacher or teaching assistants or outside agencies. The parents of any child experiencing ALN or emotional or behavioural difficulties is informed of support offered and progress made, this may be at an Annual Review or Parents' Evening or both. The School’s ALN Policy is currently reviewed as part of a two yearly cycle and any changes to legislation are noted and included. Currently the School’s additional learning needs register is audited in the Autumn Term and this along with pupil numbers and Local Authority formula dictates the financial provision for the forthcoming year.

Class teachers differentiate work accordingly within the curriculum for the children in their classes. The Special Educational Co-ordinator's (SENCO) role is undertaken by Mrs Mandy Rowe and Mrs Anne Adamson is the Governor with special responsibility for ALN.

**Curriculum complaints**

Where parents consider that the provision for National Curriculum, Collective Worship, Religious Education and the curriculum in general for their child is not satisfactory they are invited to express their concern to the school through:-

 1. The class teacher

 2. The Head teacher

 3. The Board of Governors

 4. The LA Director of Education

Parents should refer to the full Complaints Procedure Policy attached with this document if they wish to make a complaint about any aspect of our provision at St Padarn’s.

**Relationship and Sex Education**

This forms part of Personal and Social Education (PSE) and is the way in which we help our children to develop responsible healthy attitudes to personal relationships and to understand about themselves, their own and others’ feelings, physical and emotional development, family life and related ethical and social issues.

It is our aim to provide an environment and a developmental programme which will equip all pupils in our care with the skills to manage their personal relationships in a healthy and responsible way; to understand the skills, attitudes, knowledge and self-esteem to live a happy and fulfilled life. We deliver this area of education in line with the teachings of the Catholic Church, the law regarding SRE in Wales and the guidance provided in the NAW circular no. 11/02. In 2018-19, the school will trial a new RSE scheme.

**Extra Curricular Activities**

The school has a very active extra-curricular programme. After school clubs which the children have the opportunity to take part in are football, hockey, gymnastics, netball, athletics, cricket, French Club, film club and the Urdd club. Unless you are otherwise informed, any after school activity ends at 4.30 pm. Please collect your child promptly.

**Homework**

Homework is anything that the children do outside the school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers designed to support children's learning. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools' where homework was seen as 'an essential part of good education.' A wide variety of homework activities are set across the Key Stages and the amount of homework given to the children as they move through the school will increase. At Foundation Phase level we expect children to spend approximately one hour per week doing homework, although this may well include reading with a parent. We expect children in Years 3 / 4 to spend approximately 15 - 20 minutes per night on homework and children in Years 5 / 6 to spend approximately 30 minutes per night by reading and learning spellings. However more formal homework is set once or twice a week. This is in line with DfE guidelines issued in 1998. Parents also have a vital role to play in this process and we ask that parents encourage their child to complete the homework tasks set.

**Assessment and Record Keeping**

The children from Years 2 – 6 are given National Literacy and Numeracy tests in May. Monitoring of pupils work and activity is an integral part of teaching and is continuous throughout the child’s time at school. Through the school year, pupils are assessed formally and informally, to evaluate both progress and development, in line with the school's policy and the children are also provided with opportunities to discuss termly targets with their class teacher. In addition to the above and in accordance with the legal requirements of the National Curriculum there are three stages of formal assessment

 Individual Pupil Profile / Baseline Assessment Age 4

 End of Foundation Phase Y2 - Teacher Assessment

 End of Key Stage 2. Y6 - Teacher assessment

The school also uses the Cognitive Profiling System (CoPS) with children aged 5 years.

Open evenings are held twice a year, in the Autumn and Spring terms, when parents are invited to come and discuss their child’s progress with the class teacher. A written report is also prepared in the Summer Term for the parents of all pupils.

**Pastoral Care**

We believe that St Padarn’s should be a happy place for children and a welcoming place for parents. The spiritual, physical and emotional well-being of each child is central to all aspects of school life. We aim to create an atmosphere that will cater for the pastoral needs of each child. The ethos of St. Padarn's is **care for each other.**

**School Councils**

At St. Padarn’s, we have had a school council for a number of years. The council is composed of two pupils from each of the year groups 2 - 6 – in the Junior classes representatives stand for council, deliver their manifesto to their class and the children cast their votes by secret ballot. These council members then meet regularly at meetings, observed by a member of staff, to discuss matters which are of concern to them or their peer group and where possible, changes are made when they are seen as being of benefit to the whole school community. The school also has an Eco-council, Healthy School council, ICT council and Welsh council (Criw Cymraeg) and there is a group of Faith Ambassadors which aid in developing the Catholic Life of the school.

**School Discipline**

Effective teaching is impossible without proper discipline. Our approach is a positive one. Good behaviour, manners and courtesy will be encouraged and openly acknowledged. Pupils need to know what is expected of them and what are acceptable standards of behaviour

Behaviour we are seeking to develop:

 to respect and value others and their views

 to show sensitivity to the feelings of others.

 to be caring and helpful.

 to be courteous and polite.

 to share with others.

 to be trustworthy and honest.

 to resolve problems peacefully.

 to move gently and quietly about the school.

 to show patience.

 to develop independence and confidently accept a challenge.

 to persevere at a task, with or without success.

 to listen attentively.

 to have a sense of humour.

 to respect the property of others.

 to respect the school environment and keep it tidy.

 to win and lose graciously.

**Rewards**

Public praise and encouragement in front of peers and in weekly assembly where public mention is made of good examples of behaviour/ work.

Sharing achievements with parents.

Opportunities for greater responsibilities in school.

A merit system (Green tickets from Reception to Year 6) is operated. A behaviour system is linked to our traffic light system. The traffic light system is reviewed every year by the School Council and staff. Achievement certificates are also awarded at the end of each term. All children have work displayed around the school.

While emphasis is on praising good behaviour, it has to be understood that negative behaviour will not be tolerated and will be punished.

Negative behaviour is any behaviour that is detrimental to the caring and loving atmosphere of our school.

**Unacceptable Behaviour**

Bullying, be it physical or emotional.

Violence to others.

Comments of a racist or sexist nature.

Pupils acting in a manner so as to endanger their own safety or that of others.

Stealing.

Using bad language.

Rudeness to adults.

Disobedience

Intentional damage.

Misdemeanours will be dealt with by the member of staff responsible for the child at that time.

**Sanctions will include:**

(In no particular order)

Use of the orange and red traffic light

Parental involvement.

Referral to another teacher.

Referral to Head teacher or Deputy Head teacher.

Loss of some / all playtime

Involvement of Chairman of Governors.

Involvement of Educational Welfare Officer.

Involvement of Board of Governors.

Each individual case will be considered on its circumstances, especially if a child’s behaviour is considered to be product of having a medical or ALN needs. Also repeated or consistent patterns of behaviour will be taken into account.

**Charging and Remissions Policy.**

In line with Educational Reform Act requirements it is the policy of the Board of Governors to:

 - maintain the right to free school education for all pupils.

 - establish that activities organised wholly or mainly during school

 time should be available to all pupils:

* confirm its right to invite voluntary contributions for the benefit of

 the school or in support of activities organised by the school:

* make charges in respect of optional extras, as determined by the Board Governors.

**Health and Safety and Safeguarding**

The school has a Health and Safety Policy which complies with statutory legal requirements. However, over and above this, every care is taken to try to ensure that all our children are properly supervised in healthy, safe conditions throughout the school day.

Children may not leave the school premises during the day without the written consent of their parent or guardian and only when collected by a responsible adult.

Parents are asked to inform us whenever someone new or unknown to staff is due to collect children from schoolas failure to do so will result in the pupil not being released.

**The Safeguarding of our pupils is of paramount importance**. We believe that Safeguarding children and young people is **EVERYONE’s business**. If you or others have concerns about the safety or welfare of children or young people, it is your responsibility to act on those concerns. The school’s **Child Protection Coordinators** are Mrs E Brophy (Head teacher) and Mrs M Rowe (Deputy Head Teacher, Head of Foundation Phase/SENCO) and Miss Rh. Whalley (Year2,3,4 class teacher). The **Governor responsible** for Child Protection is Mrs Anne Adamson. If you have **any** concerns, no matter how minor you think they may be, please contact any of the above named coordinators without delay. For a copy of our full Child Protection Policy, please ask a member of staff at school or refer to our website’s ‘Policy’ page at [www.stpadarnsschool.weebly.com](http://www.stpadarnsschool.weebly.com). Ceredigion Social Services Team: 01545 574000. The **Out of Hours contact number** for Ceredigion Social Services Department is **0300 456554.**

When a child makes an allegation against a family member or someone at the household, then, parental consent to make a referral to Ceredigion Social Services will NOT be sought by the school. The Social Services Department and the Police will need to speak to the child as soon as possible if it is believed that a crime has been committed.

**Medical Care**

**Medicine**

If a child is receiving medication please ensure, by consultation with your doctor, that he/she is fit to return to school whilst still taking medication.

If a child does need to take medicine or tablets during the school day, parents should arrange for them to be left in the safe-keeping of the class teacher with the child’s name, class and dosage clearly marked. Please note that will only administer medication that has been prescribed by your G.P. filled out a medicine form and if the parents of the child have signed and returned the Home / School Agreement.

**Asthma**

As with all medical conditions staff should be notified in writing where children may need particular attention or medication. Asthma inhalers should be clearly marked with name and dosage.Parents are asked to ensure that these details are provided at the start of every academic year, or as situations change.

Illness and infections are very easily passed on from child to child and it is often the case that when one child catches something they quickly share it around the class. We therefore ask that should your child fall ill or pick up an infection, that you keep them home until the risk of infection to other children has passed. It would also be appreciated if you could telephone the school so that we may be aware of the possible cause of illness in other children.

**Infectious or contagious diseases**

If your child is suffering from any of the following infections or contagious diseases please keep them home from school. Such illness should also be reported to the school:

* Chicken Pox - 6 days minimum from appearance of rash and until spots have crusted over.
* Measles -7 days minimum from appearance of rash.
* Mumps - until swelling goes down.
* **Sickness and/or diarrhoea** - **48 hour exclusion rule** (from the last symptom experienced). *Exclusion from swimming - two weeks following last episode of diarrhea.*
* Whooping Cough - until cough and ‘whooping’ have ceased for 14 days.
* Throat infections - until child is properly fit.
* Worms or other parasites, Athletes foot, Impetigo - Treatment should be sought immediately from the doctor. Please keep your child home from school until they have been treated.
* Verrucae - Children are not excluded from swimming providing they wear a ‘Verrucae Sock’.

Headlice infestations are quite common among young children and can cause a great deal of discomfort. Please check your child regularly and notify the school so that others know to check. There is no need for any embarrassment, it is a common occurrence and headlice do prefer clean hair!

**Medicals**

During the first year of school each child is seen by the school nurse who will check for any health problems which might hinder learning. Parents are notified of these visits and examinations are not compulsory, but parents are strongly recommended to allow their children to be examined.

**Nut Free School – St. Padarn’s is a nut free zone. Please do not allow your child to bring in nuts. Any cereal bars containing nuts, peanut butter or a nut based chocolate spread. Thank you.**

**Looked After Children**

The Head teacher is the person responsible for the wellbeing and promoting the educational achievement of children who are under Local Authority Care. The Head teacher will ensure that LAC are monitored closely and given every opportunity to achieve their academic potential. Our policy for LAC ensures that strong links are maintained between foster parents and the LA to ensure the highest possible standards in education and wellbeing.

**School Uniform**

It is important that each child comes to school neat and tidy. We are proud of our school uniform which reflects the individuality of our school and offers to all children a common form of dress. In the interest of Health and Safety we request that no jewellery other than stud earrings is worn to school. We also request that pupils do not wear perfume or make-up to school.

The school uniform is:

**For boys**

School sweatshirt, School polo-shirt and grey / black / navy trousers or plain, navy, grey or black shorts.

**For girls**

School sweatshirt or navy cardigan, (preferably with the school badge), School polo-shirt and navy blue/ grey/ black skirt, pinafore, or tailored trousers. No patterned leggings please. In the Summer Term girls may wear blue/white gingham dresses. Girls can wear plain navy, grey or black shorts with their polo shirts if the weather is warm.

Sweatshirts and polo-shirts other than those with the school badge are not considered to be school uniform. We ask that all items of clothing are clearly labelled with your child's name. School sweatshirts and polo-shirts are available from Ffigar Sport, Alison Jones or Stormriders in Aberystwyth. We ask that children attend school in suitable and sensible footwear, which is appropriate to children of primary school age. Training shoes are permissible.

**Personal Property**

Earrings, bracelets and necklaces can be dangerous in PE, sports or playground games and therefore, we request that jewellery is not worn to school. Similarly money should not be brought to school unless required as payment for lunches or organised activities. The school cannot be held responsible for valuables left in our possession. Please note that mobile phones are not allowed in school and will be confiscated and returned to parents. In the case of emergency or the need to pass on information to parents, the children are allowed access to the phone in school.

**School Closures**

Should adverse weather conditions occur during school hours, we ask that you collect your children from school at the earliest opportunity and not wait until the end of the school day. In the case of severe weather which may prevent the school from opening, parents are advised to listen to morning bulletins on Radio Ceredigion (103.3 – 97.4 - 96.6 FM) for up to date information. This information will also be displayed on the school’s website on: [www.stpadarnsschool.weebly.com](http://www.stpadarnsschool.weebly.com) and on the Ceredigion County Council website on: [www.ceredigion.gov.uk](http://www.ceredigion.gov.uk)

**School Meals**

Hot meals are cooked on the premises and currently cost £2.50 per day and £12.50 per week. Free meals for those eligible are available by application to the Education Department, Canolfan Rheidol, Aberystwyth. Forms are available in school and on our website. When paying for school meals by cheque, they should be made payable to Ceredigion County Council (CCC)

**Home School Agreement** - Main Points of the Agreement

In order to fully support the ethos and standards of St. Padarn’s School:

 \* I will be supportive of the School’s discipline and behaviour policy.

 \* I will ensure that my child attends school regularly, punctually and

 equipped adequately for their day at school (e.g. with PE kit etc).

 \* I will encourage my child to complete homework when set.

 \* I will attend parents’ evenings and keep the school informed of any

 changes to personal circumstances which may affect my child’s

 progress in school.

 \* I will keep the school informed of any condition which may require

 my child to receive medical treatment or prevent them from

 attending school.

 \* I will be supportive of the school’s uniform policy and requests

 regarding the wearing of jewellery, make-up etc.

 \* I will adhere to St. Padarn’s School Parental Behaviour Policy

 \* I will be supportive of the school’s ICT Agreement

**Parent Teachers Association (PTA)**

There is an active Parents Teachers Association at the School which helps to organise a variety of events. It plays a very important role in supporting the school with the organisation and running of social events and Fund raising.The Committee meets regularly to arrange such events and welcome all offers of assistance from other parents. All parents are kept informed of activities by regular letters and displays in the notice board outside the School kitchen. The AGM of the PTA, when new officers are elected, takes place early in the Autumn Term.

**Outside Links**

It is the schools policy to enhance the children’s education by the use and development of all available links within the immediate and wider community e.g.

Ceredigion Museum Craft/Dance/Music courses at the Arts Centre Castell Henllys Aberystwyth Library Urdd Centres Naturesbase University Physics Department National Library University Botanical Gardens Llanerchaeron Nant yr Arian Carew Castle RSPB at Ynyshir CAT Penmorfa Penglais School Penweddig School Penglais woods Pen Dinas

The school has also received visits from :-

Creative Dance Teachers Creative Music Teachers Writers and poets Arad Goch Theatre Group Local Historians Mission Club NSPCC Community Police A variety of Theatrical Workshops Fire Brigade Aberystwyth Coastguard

In addition to this, the school has helped the following causes :-

Mission Club Cafod Children in Need Senior Citizens at the local Day Centre MacMillan Cancer Relief Fair Trade The Aberystwyth Food bank The Alzheimer Society

The School has a strong sporting tradition and has competed in inter school activities for many years. There is currently a school soccer team, which plays matches against local schools, a netball team which does the same and a hockey team which participates in a local league. The school also competes in inter-school swimming, gymnastics, cross-country, cricket and athletics events. These teams compete locally, at county level and at the National Catholic Athletics Championships in Cardiff when invited.

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**Extended Visits**

There is an opportunity each year for children in the top three year groups to go on extended or overnight visits. In Year 4, children attend Natursebase Centre for a variety of outdoor activities. Year 5/6 children take part in a visit to the Urdd Centre either at Llangrannog, Glanllyn or in Cardiff to develop Welsh language and to engage in a variety of activities.

**Daily Routine**

The daily routine is as follows:-

**Foundation Phase Timetable**

 8:15 – 8:45 Pre-School Club

 8:55 – Pupils line up and enter classes

 9.00 School starts

 10.30 -10.45 playtime.

 10.45 -11.45 classtime.

 11.45 -1.00 lunchbreak.

 1.00 - 2.15 classtime.

 2.15 - 2.30 afternoon play.

 2.30 - 3.30 classtime.

 3.30 School closes, home time.

 **Key Stage 2 Timetable**

 9.00 School starts.

 10.30 -10.45 playtime.

 10.45 -12.00 classtime.

 12.00 - 1.00 lunchbreak.

 1.00 - 2.15 classtime.

 2.15 - 2.30 afternoon play

 2.30 - 3.30 classtime

 3.30 School closes, home time.

Other than when children are involved in after school activities, parents are requested to ensure that children are collected from the school premises at 3.30pm.

**Staff at St Padarn’s School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year**  | **Class**  | **Medium**  | **Teacher**  | **Responsibilities** |
| D/Bl.1 | 1 | Bilingual  | Rh Davies/ S Edwards | ICT/Digital Learning CoordinatorWelsh Coordinator |
| Bl.1/2 | 2 | Bilingual  | M Rowe  | Deputy HeadHead of Foundation PhaseSENCOPSHE Coordinator |
| Bl.3 | 3 | Bilingual  | R Whalley | Creative Coordinator |
| Bl.4/5 | 4 | Bilingual | S Evans | Maths and Numeracy Coordinator |
| Bl.5/6 | 5 | Bilingual  | L Field  | Deputy Headteacher (2 days)Science and Technology Coordinator |

**Teaching Assistants**

Mrs Karen Walker

Miss Ffion Walther

Miss Lucille Lloyd

Miss Laura Samuel

Mrs Dawn Davies

Mrs Susan Evans

Mrs Chrissie Ellis

Miss Samantha Merry

**Ancillary Staff.**

 Ms Beti Gordon Cook in Charge

Ms Samantha Mason Kitchen Assistant

**Chair of Board of Governors : Mrs Anne Adamson**

The Foundation Governors are appointed by the Trustees of the Diocese of Menevia.

**Admissions Policy**

The admission of children to school is controlled by an ‘Admission Authority’. In the case of St. Padarn’s School, the Admission Authority is the governing body of the school. They are responsible for determining and administrating the policy relating to admission of pupils to the school. It is guided in that responsibility by:

* the requirement of the law.
* the advice of the Diocesan Trustees on the nature and purpose of its duties and in

 fulfilment of its Trust Deed and Instrument of Government.

* its duty towards the school and Catholic community it serves.
* the Catholic character of the school and its Mission Statement.

Places will be allocated up to the school’s admission number. However, should the number of applications exceed the admission number the following oversubscription criteria, listed in priority order, will be used to allocate places, remembering that as a Catholic School it is our obligation to provide a Catholic education for baptised Catholic children and therefore, Catholic children will always have the first right to admission. However, all children have to apply for a place through the Admissions Committee, which is a sub-committee of the Board of Governors. If the school is named in a statement of Special Educational Needs, the Governing Body has a duty to admit the child to the school.

* Catholic children of compulsory school age who have a brother or sister presently in the school. This includes half-siblings, step siblings adoptive and foster children living in the same house.
* Catholic children of compulsory school age.
* Children regarded by the board of governors, on the basis of supporting evidence provided by parents and / or statutory agencies, as having special circumstances e.g. Looked after pupil; the school for which a preference has been expressed is the nearest suitable school; cases referred by Social Services or the relevant medical officer where the admission to a particular school is necessary for the medical or social well-being of the child. In such cases a letter from a registered health professional such as a doctor or social worker will be required, which provides supporting evidence in order that full consideration can be given to the case.

In the event of a tie, a place will be offered to the pupil who lives nearest to the school. All distances will be measured by the shortest walking distance between the nearest school gate and the point where the pupil’s dwelling meets the public highway.

Should the School not be able to offer a place to a child during the normal admission round their name will be kept on a waiting list until 31st August prior to the start of the relevant academic year.

Priority for places will be given according to the above criteria and not according to the date on which the application for a place was originally submitted. Overseas pupils shall be admitted to a school where appropriate provision can reasonably be made to meet their needs.

The School does not permit admissions by selection or banding nor based on the interview of parents or financial contribution to the school.

**Admission Number and Capacity**

Admission numbers are calculated based on the Welsh Government formula which is directly linked to the school’s capacity. Admissions to the school are the responsibility of the Governing Body. The number of pupils to be admitted annually shall be determined by the admission number which shall be revised annually by the LA and the Governing Body in consultation with the Diocesan Council for Education. The admission number is currently **19**. The official capacity of the school is **134** pupils.

**Deadline for Receipt of Primary Admission Applications**

The deadline for receipt of applications for admissions to primary schools in January, April or

September 2017 will be **30th March 2017**. Applications for admission during the 2017 calendar

year will be required by **30th March 2018**. Admissions will take place termly. All applications for the School will be considered together following the deadline. In the event of oversubscription, the criteria shown earlier are applied.

**Early and Late Applications**

Priority will not be given to applications based on the date order in which they were received. Applications submitted after the closing date will be considered after the applications submitted on time.

**Admissions at Other Times**

Admissions to schools outside the normal cycle e.g. for those moving into the county, will be considered in the same way as those applying for entry at the usual time.

**Deferred Entry**

Parents may apply for a school place for a child who is not of compulsory school age (5 years) and the admissions authority, at the request of the parent, may agree to the child deferring entry to the reception class until he/she is of compulsory school age. The effect of this is that the place is held for that child and is not available for another child.

**Appeals**

If parents are unsuccessful in obtaining a place for their child at the school then they will be notified in writing of the reason(s) why a place has not been secured and of their right of an independent appeal. Any appeal against non-admission to the school must be made in writing within ten days of the date of notification that an application for a place was unsuccessful. The letter of appeal should be addressed to The Chair of Governors, c/o St. Padarn’s RCP School, Llanbadarn Road, Aberystwyth, Ceredigion SY23 1EZ

**Equal Opportunities**

We at St. Padarn’s School are committed to providing the highest possible standards of education for our pupils and will endeavour to meet the needs of all without unfair discrimination of any kind.

We will:

-oppose all forms of unfair discrimination, whether individual or institutional, direct or indirect, on the

 grounds of gender, colour, ethnicity or national origin or religion. Disability, financial resources, social

background, HIV status, age, appearance, ability, language, political views, size, marital status or sexual

orientation.

-challenge prejudice or unreasonable beliefs about groups in society and endeavour to instil tolerance and

acceptance of differences.

-promote and celebrate diversity within our community and beyond.

-seek to become an inclusive community, in the widest sense of the word.

-prepare pupils for adult life in a multi-cultural society

**Disabled Pupil Arrangements**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.

We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

We will try to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

**St. Padarn’s R.C.P. School - Accessibility Plan**

The Accessibility Plan covers the measures we have already taken, and are still taking, to try to ensure that our school does not discriminate against disability.

**Improvements made to date**

* Ramped access from the end of the school drive to the main entrance of both main buildings.
* Disabled ramp with handrail installed at rear entrance to the school.
* Disabled toilet installed.
* Shower facility installed.
* New frontage of School Hall included two fire exits suitable to allow wheelchair access.
* New emergency doors installed at the rear of the school allow wheelchair access.
* Disabled ramp with handrail installed to the hall patio allowing access to the School Hall.

**Improvements still required –**

Action Plan – based on Disability Access Survey (attached)

* Access to the first floor of the main school building (costs are likely to be prohibitive, as it will possibly mean the installation of a lift).
* Access to the area at the rear of the school where the outside learning area is located.
* Suitability of furniture and equipment in all areas.
* Establish one or two disabled parking bays.

**Introductory Visits**

Parents who wish to visit the school are asked to telephone the school to arrange an appointment with the Head Teacher. Parents are always welcome, please come prepared to ask any questions you may have. We assure you that no question is considered unimportant or insignificant. If there is anything you are unclear about please pick up the telephone or come to see us and ask. It helps us to give you a clearer picture of our life here at St Padarn’s School.

**Transfer to Secondary School**

At the end of Key Stage 2 (Year 6) when children are transferring to secondary school parents are notified by the LA with regard to transfer arrangements.

**Destination of Pupils when leaving St. Padarn’s**

Children leaving St Padarn’s usually go on to either Penglais School (English medium) or Penweddig School (Welsh medium).

**Attendance**

The School’s percentage attendance for the academic year 2016-17 was **95.41%** which was lower than the 96.8% target set and adopted by the governing body. The target for 2017-18 is 97%

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**Accuracy of Information.**

Although every effort has been made to ensure that the information in this booklet is correct, there may be changes that are beyond our control. Any changes that do occur during the year will be notified to the parents through circulars and letters.

**Further Information and Clarification.**

We hope that this School Prospectus gives you some idea of what your child will experience here at St. Padarn’s. If however you do have any queries or would like any further information please do not hesitate to contact the school on: **(01970** **630632)**



**YSGOL GYNRADD GATHOLIG PADARN SANT**

**APPLICATION FORM**

**Date of application ………………………………………. 20……..**

**Surname of Pupil ………………………………………………………………………………………….**

**Christian Name(s) …………………………………………………………………………………………**

**Child’s Date of Birth ……………………………………………………………………………………...**

**Names of Parents / Guardians Names ………………………………………………………………**

**…………………………………………………………………………………………………………………..**

**Address ………………………………………………………………………………………………………**

**…………………………………………………………………………………………………………………..**

**Postcode ……………………………………………………………………………………………………..**

**Tel.No. ………………………………………………………………………………………………………..**

**Mobile No. …………………………………………………………………………………………………..**

**Denomination (e.g. Catholic, Anglican) ……………………………………………………………..**

**Name / Address / Telephone No. of Nursery attended or previous school:**

**…………………………………………………………………………………………………………………..**

**…………………………………………………………………………………………………………………..**

**…………………………………………………………………………………………………………………..**

**Birth and baptismal documentation must be produced to support this application**

This box should be ticked to indicate that documentation has been seen.

**Signature(s) of Parent(s) or Guardian(s) ……………………………………………………………**

**………………………………………………………………………………………………………………….**

**Date application received (school use only)………………………………………………………………………………**