

*St Padarn's Catholic Primary School  
Prospectus*



*Ysgol Gynradd Gatholig Padarn Sant  
Llawlyfr Ysgol*

**CROESO!**



**ST. PADARN'S**

2015 / 2016

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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

**Headteacher:** Mr Peter Leggett  
**Pennaeth:**

**Deputy Headteacher:** Mrs Patricia Slater  
**Dirprwy Bennaeth:**

**Chairperson of the Board of Governors:** Mrs Anne Adamson  
**Cadeirydd y Llywodraethwyr:**

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

**Math o Ysgol:**

#### **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. For three afternoon sessions, classes in Key Stage 2 merge into two units – Year 3/4 and Year 5/6.

- Reception Class Miss R. Davies
- Year 1/2 Class Mrs M. Rowe
- Year 3/4 Class Mrs P. Slater
- Year 4/5 Class Mrs E. Brophy (0.6) Mr Steven Evans (0.4)
- Year 5/6 Class Mrs L. Field

#### **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.

## 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.

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### 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.

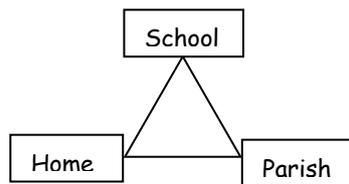
We welcome our Parish Priest and other members of our religious communities on regular occasions, to celebrate Mass and to contribute to everyday life at school.

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.



### 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 Headteacher. 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. From Year 2, the Nelson Spelling scheme is used through the school and the children learn spellings each week which are suited to their ability. This also applies to points of grammar, which children have to learn in order to write fluently. At key stage two, the Nelson Grammar scheme is currently used. Structure and continuity in all aspects of writing, are supported by the use of the Nelson Language scheme, Focus English, Literacy World and a wide variety of exemplar texts. Handwriting is taught using the Nelson handwriting programme.

## **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 provided 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 recommendations of the LA's Key Stage 2/3 Maths steering group, which focused on the four rules of number in order to ensure consistency in written methods between the key stages, as well as a consistency of understanding between schools. 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, and at Key Stage 2, the children follow a scheme based around Ginn Star Science.

### **History**

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, artifacts and visits. These are all used as children develop a knowledge and understanding of how to study historical evidence by following topics in the study units laid down in the National Curriculum.

### **Geography**

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. Geographical skills are developed through the study and comparisons of similar and contrasting environments, as outlined within the National Curriculum.

### **Design Technology**

Design Technology incorporates much of what has always been called craft in its widest sense. It incorporates science work, language work and art work. The subject 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**

IT 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. KS1 and 2 classrooms have all been equipped with interactive whiteboards.

### **Art**

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.

### **Music**

The teaching of Music at St Padarn's is centred around the scheme 'Music Express' and it 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 termly contribution of £22. Flute, clarinet, brass, recorder and violin tuition are undertaken by some pupils and there is a guitar club run by teaching staff. The school also has a choir, who sing at a variety of local events, as well as participating with the Aberystwyth Schools Choir. Some of our children also progress to be members of the area orchestra.

### **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 (St. Padarn's has been accredited with achieving the fifth phase and is currently working towards a national award) 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 Headteacher

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 (All that I Am) 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.

### **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 and cricket. 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. 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**

As part of the LA's data harvesting, the pupils are assessed in October, using NFER reading, spelling and Maths tests and pupil targets are based upon the information collected. 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 Council

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 Year 5 / 6 class representatives stand for council, deliver their manifesto to their class and the children cast their votes by secret ballot, the Year 3 / 4 pupils are also provided with the opportunity to vote. 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 who help drive special initiatives which relate to the environment, sustainability and Global Citizenship.

## 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

'Star of the Week' in infant assembly.

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 ('Smileys' from Reception to Year 5) is operated and this is linked to a weekly class 'Golden Time', when the children have the opportunity to participate in a variety of structured play activities. Merit certificates (Gold, Silver and Bronze) are also awarded at the end of the academic year and linked in with this system.

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)  
Isolation within the classroom.  
Removal of merit (Smiley) awards.  
Parental involvement.  
Referral to another teacher.  
Referral to Headteacher or Deputy Headteacher.  
Loss of 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, with repeated or consistent patterns of behaviour being 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 school as 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 Coordinator** is Mr Peter Leggett (Headteacher) and Mrs Patricia Slater is the **Deputy Coordinator**. 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) The **Out of Hours contact number** for Ceredigion Social Services Department is **0845 6015392**.

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 we 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.
- 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.

### **Looked After Children**

The Headteacher is the person responsible for the wellbeing and promoting the educational achievement of children who are under Local Authority Care. The Headteacher 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, dark shorts.

### **For girls**

School sweatshirt, School polo-shirt and navy blue skirt or pinafore, or tailored navy trousers. In the summer term girls may wear blue/white gingham dresses or plain dark shorts with their polo shirts.



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 labeled with your child's name. School sweatshirts and polo-shirts are available from Ffigar Sport, which is located in Pier Street, 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.stpadarnschool.weebly.com](http://www.stpadarnschool.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 £2.30 per day and £11.50 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 Manor Adventure in Llanwrtyd Wells (3days) Urdd Centre - Cardiff (3 days) Llain Activity Centre (2days) FEI Bio-diversity University Physics Department National Library Heatherton University Botanical Gardens Llanerchaeron Nant yr Arian Carew Castle Bobinogs RSPB at Ynyshir CAT Penmorfa Penglais 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 :-

Operation Christmas Child Mission Club Cafod Children in Need Senior Citizens at the local Day Centre MacMillan Cancer Relief Fair Trade Aberystwyth Night Shelter Beacon of Hope Sport Relief Children with Cancer

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.



## International Links

The School has been involved in two international partnerships with European schools through Comenius, the most recent under the title "My Country, Our Europe". We have had partner schools located in Ireland, Austria, Italy, Germany and Denmark and these links enabled all pupils in our school to interact with those in our partner schools, as well as providing staff with the opportunity to visit partners and exchange views on education. We hope to establish further links and hopefully a new partnership in the near future. The school has been successfully assessed for the International Schools Award, this being the second occasion that the school has been recognized as achieving the requisite exacting standards for this award. The school is currently involved in a global partnership with St. Augustine School in Mangochi, Malawi.

## 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 Llain Activity Centre for a variety of outdoor activities. Year 5 children take part in a visit to the Urdd Centre either at Llangrannog, or in Cardiff to develop Welsh language and to engage in a variety of activities and our Y6 children travel to Glanllyn, Bala for adventurous activities.



## Daily Routine

The daily routine is as follows:-

### Foundation Phase Timetable

8:15 – 8:45 Pre-School Club  
 8:45 – 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.

ACADEMIC YEAR 2015 / 2016

## School Holiday Dates 2015/16

Term	Begin		End	Total School Days
Autumn 2015	Wednesday 2 September 2015	<b>Half Term</b> Monday 26 October 2015 - Friday 30 October 2015	Friday 18 December 2015	73
Spring 2016	Monday 4 January 2016	<b>Half Term</b> Monday 15 Feb 2016 - Friday 19 February 2016	Thursday 24 March 2016	54
Summer 2016	Tuesday 12 April 2016	<b>Half Term</b> Monday 30 May 2016 - Friday 3 June 2016	Wednesday 20 July 2016	66
Plus directed teachers' closure days Tuesday 1 September 2015 & Monday 11 April 2016				2
			<b>Total</b>	<b>195</b>

## Staff at St Padarn's School.

### Teaching Staff.

Mr Peter Leggett	Head Teacher
Mrs Patricia Slater	Y3/4 (Deputy Head Teacher)
Mrs Leanne Field	Y5/6
Mrs Enid Brophy & Mr Steven Evans	Y4/5
Mrs Mandy Rowe	Y1/2 (SENCO)
Miss Rhian Davies	Reception

### Support Staff

Mrs Annwen Jones	Welsh language support (0.2)
Mr Steven Evans	PPA Support (0.6)

### Teaching Assistants

Mrs Carys Watson-Davies	(Foundation Phase)
Mrs Karen Walker	(Foundation Phase)
Miss Ffion Walther	(Foundation Phase)
Miss Lucille Lloyd	(Foundation Phase)
Miss Laura Samuel	
Mrs Dawn Davies	
Mrs Susan Evans	
Mrs Chrissie Ellis	
Miss Anna Irving	

### Ancillary Staff.

Mrs Sian Cory	Cook in Charge
Miss Samantha Mason	Kitchen Assistant

## Board of Governors.

### Chair

**Mrs Anne Adamson** Foundation

### Clerk to the Governors.

### Ceredigion LEA.

### Governors

(Vacancy)	Foundation
Fr. Paul Joseph	Foundation
Mrs Anne Parry	Foundation (Vice -Chair)
Mrs Margaret Rose	Foundation
Mrs Jane Thorogood	Foundation
Mrs Gina Glasby	Foundation
Miss Claire Cox	Parent Governor
Cllr. Paul James	Ceredigion LEA Representative
Cllr. Lucy Huws	Minor Authorities Representative
Mrs Patricia Slater	Teacher Governor
Mrs Sian Cory	Ancillary Staff Governor
Mr Peter Leggett	Headteacher

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 administering 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 April 2016**. Applications for admission during the 2017 calendar year will be required by **30th April 2017**. 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). At the end of the academic year 2012 – 2013, eleven children left St Padarn's School, all of them transferring to Penglais School.

### **Attendance**

The School's percentage attendance for the academic year 2014-15 was **96.62%** which was higher than the 95.2% target set by the Local Authority and adopted by the governing body. There was 0.77% unauthorized absences during the academic year

95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.
90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.
80-85% attendance	At least 5 ½ weeks of learning missed	Your child's poor attendance has a significant impact on learning.
Below 80% attendance	At least 7½ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

### **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)**

School Prospectus. 2015/2016



## School Comparative/Validation 2015 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

### Ceredigion

Ysgol Padarn Sant

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	43.8	56.3	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	8.3	50.4	36.8	1.2	88.4
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	43.8	43.8	6.3	93.8
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	8.2	49.0	38.5	1.4	88.9
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.8	81.3	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	9.0	47.9	38.3	1.6	87.8
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	2.7	13.2	52.3	29.1	1.2	82.7
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	8.0	51.0	36.9	1.1	88.9
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	56.3	43.8	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.5	6.9	51.9	38.2	0.2	90.3
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	50.0	43.8	0.0	93.8
	Wales	0.2	0.6	0.3	0.1	0.1	1.2	4.0	20.4	56.6	16.3	0.2	73.1

Core Subject Indicator \*\*

School	100.0
Wales	86.1

### Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

\* : Cohort is less than five or cannot be given for reasons of confidentiality

\*\* : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

## School Comparative/Validation 2015 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

### Ceredigion

Ysgol Padarn Sant

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	11.8	11.8	76.5	0.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	0.0	5.9	47.1	47.1	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	11.8	58.8	29.4	0.0
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

SAINT PADARN'S RC. PRIMARY SCHOOL



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).....