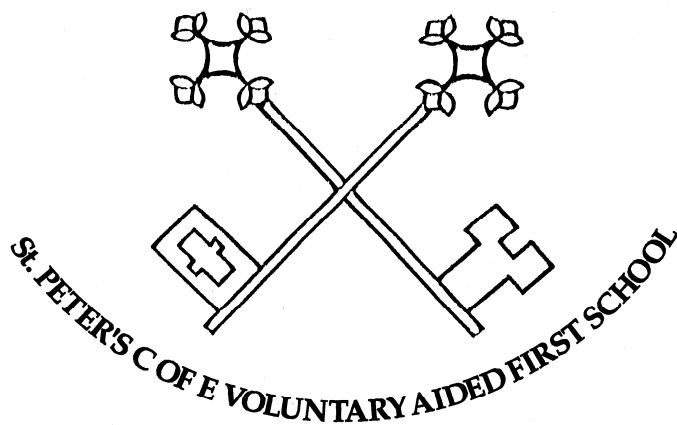
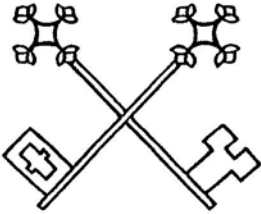


**ST. PETER'S
CHURCH OF ENGLAND
VOLUNTARY AIDED
FIRST SCHOOL**



**PROSPECTUS
2009-2010**



St. Peter's C.E.V.A. First School

St. Peter's Church Lane, The Holloway, Droitwich Spa, Worcs, WR9 7AN

Tel: 01905 772138 · Fax: 01905 794659 · Email: office@st-peterscofe.worcs.sch.uk

Headteacher: Mrs T O'Keeffe-Pullan, BA (Hons), PGCE, NPQH

Dear Parents and Carers,

Working together to achieve our best

Welcome to St. Peter's Church of England Voluntary Aided First School. This prospectus has been prepared to provide you and your child with information about our school and to answer some of the questions you may have.

We know, however, that a prospectus cannot capture the spirit of our school. We hope that you will visit our school when it is in session, to gain a real sense of our ethos. We feel sure that you will find our school to be a happy, friendly place where children work purposefully with caring staff in a modern, stimulating learning environment.

At St. Peter's we aim to develop happy and confident children who achieve both academically and as valued members of our school community. We are committed to working in partnership with parents and carers and, within our Christian setting, we strive to make all children feel safe, respected and valued.

As parents or carers of prospective pupils or as interested members of the community, you are very welcome to arrange a visit to St. Peter's. Each year we have an open day in the autumn term when parents or carers of current and prospective pupils are invited to visit the school to see us in action. Please contact us for more details. If you need more information in the meantime please visit our school website at www.st-peterscofe.worcs.sch.uk

If you decide to send your child to St. Peter's, you can be assured that all our energy and expertise will be directed at ensuring that they reach their full potential, both in preparation for the next stage in their learning journey and in order to develop skills for life.

We look forward to meeting you.

Yours sincerely

Tracey O'Keeffe-Pullan
Headteacher

Justine Cosson
Chair of Governors



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Copies of this prospectus are available from the school and also on the school's website at www.st-peterscofe.worcs.sch.uk. If you require this prospectus in any other language or format eg Braille, please contact the school office on 01905 772138.

GOVERNING BODY

Chair of Governors	Mrs Justine Cosson (Foundation Governor)
Vice Chair of Governors	Mr Keith Norrington (LA Governor)
Headteacher	Mrs Tracey O'Keeffe-Pullan (Staff Governor)
Deputy Headteacher	Miss Lucy Colclough (Associate Governor)
Foundation Governors	Reverend Canon Sheila Banyard (Ex Officio DBE) Mr Steve Penn (DBE) Mr Iain Williams (DBE) Mrs Liz Ross (DBE) Mrs Margaret Harle (DBE) Mrs Melanie Radford (DBE) Mrs Jill Wheeler (PCC) Vacancy (PCC)
Parent Governors	Mrs Sarah Richards Mr Simon Richards Vacancy
Staff Governors	Mrs Fiona Rouse Mrs Nicky Todd
Clerk to Governing Body	Mrs Janet Dale

The Clerk to the Governors and the Chair of Governors may be contacted through the school office.

CONTACT DETAILS**HEADTEACHER AND CHAIR OF GOVERNORS**

Headteacher – Mrs Tracey O'Keeffe-Pullan
Chair of Governors – Mrs Justine Cosson

C/O St. Peter's C.E.V.A. First School
St. Peter's Church Lane
Droitwich Spa
Worcestershire
WR9 7AN

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Website: www.st-peterscofe.worcs.sch.uk

DIOCESAN DIRECTOR OF EDUCATION

The Old Palace
Deansway
Worcester
WR1 2JE
01905 732821

DIRECTOR OF EDUCATION

Director of Educational Services
County Hall
Spetchley Road
Worcester
WR5 2NP
01905 763763

STAFF STRUCTURE**Senior Leadership Team**

		Tracey O'Keeffe-Pullan	Headteacher
		Lucy Colclough	Deputy Headteacher
		Lisa Long	Assistant Headteacher
Foundation Stage	Opal	Kate Harwood	Teacher – Foundation Stage Leader
	Pearl	Alyson Bateman	Special Support Assistant
	Jade	Amanda Hermiston	Teacher
		Judith Trevor	Teacher
		Kathryn Finch	Special Support Assistant
	Unit TA's	Helen Keen	Teaching Assistant
		Donna Webster	NNEB - Teaching Assistant
Year 1	Agate	Lisa Long	Teacher - Year 1 Leader
		Anne John	Teaching Assistant
	Quartz	Anna Harper	Teacher
		Tracy Ireston	Teaching Assistant
		Helen Farmer	Special Support Assistant
	Ruby	Elizabeth John	Teacher (Job Share)
		Anna Jack	Teacher (Job Share)
		Claire Teagle	Teaching Assistant
Year 2	Garnet	Caroline Sutton	Teacher - Year 2 Leader – TLR Phase Leader
		Suzanne Philpott	Teaching Assistant
	Amethyst	Joanna Greenwood	Teacher (Job Share)
		Carly Crawford	Teacher (Job share)
		Debbie Carter	Teaching Assistant
	Diamond	Rachel Rean	Teacher (Job Share)
		Carly Crawford	Teacher (Job Share)
		Pauline Wills	Teaching Assistant
		Sarah Sharp	Special Support Assistant
Year 3	Sapphire	Kay Hawkeswood	Teacher - Year 3 Leader
		Carol Lewis	Teaching Assistant
		Lisa Eling	Teaching Assistant & HLTA
		Karen Brownlee	Special Support Assistant
	Diamond	Margaret Wright	Teacher (Job Share)
		Lucy Colclough	Teacher (Job Share)
		Clare May	Teaching Assistant
		Lisa Eling	Teaching Assistant & HLTA
		Dawn Littlejohn	Special Support Assistant
		Paula Brass	Special Support Assistant
Year 4	Turquoise	Claire Taylor-Smith	Teacher - Year 4 Leader
		Fiona Rouse	Teaching Assistant
	Topaz	Nicky Todd	Teacher – TLR Phase Leader
		Angela Penn	Teaching Assistant
	Amber	Natalie Pinson	Teacher
		Janet Symonds	NNEB - Teaching Assistant

PPA & Management Cover

Catherine Baldwin
 Lisa Eling
 Carol Lewis
 Judith Moran
 Suzanne Philpott
 Janet Symonds

Lunchtime Superintendents**Lead Superintendent**

Fiona Rouse
 Alyson Bateman
 Paula Brass
 Karen Brownlee
 Debbie Carter
 Vicky Evans
 Tracy Ireston
 Sarah Sharp
 Heather Simonds
 Janet Symonds
 Claire Teagle
 Nicola Russell

Relief**Administration**

Janet Dale
 Jill Bennion

Finance Officer

Susanna Taylor

Site Manager

Jonathan Parker

Cleaners

Alyson Bateman
 Matthew John
 Janet Smith

Subject Co-ordinators and Responsibilities**SEN Co/Looked After Children**

Judith Moran

Safeguarding Officers

Judith Moran/Tracey O'Keeffe-Pullan

Disability Equality Scheme

Judith Moran/Tracey O'Keeffe-Pullan

Literacy

Kay Hawkeswood

Numeracy and ECM

Nicky Todd

Science

Caroline Sutton

ICT

Lisa Long

RE and Worship

Rachel Rean

History and Eco Council

Kate Harwood

Geography and Curriculum Planning

Judith Trevor

Art

Amanda Hermiston

Design & Technology

Carly Crawford

PE

Claire Taylor-Smith

Music and Website

Anna Harper

PSHEC and School Council

Joanna Greenwood

Library

Margaret Wright

Health & Safety/CPD/EVC

Lucy Colclough

Assessment

Lisa Long/Tracey O'Keeffe-Pullan

MFL

Natalie Pinson

Gifted and Talented (MAGOT)

Elizabeth John

Community Cohesion

Tracey O'Keeffe-Pullan

INTRODUCTION

St. Peter's is a Church of England Voluntary Aided School for boys and girls aged 4 to 9 years. Children are normally admitted in the September before their 5th birthday. This gives all children a full year in Reception, two years in Key Stage 1 and two years in Key Stage 2.

At St. Peter's we provide a happy, secure atmosphere where we nurture self-esteem, encourage children to be caring and considerate and develop an enthusiasm for learning. We have high expectations of all our pupils and challenge children to reach their potential in all areas of learning and school life.

Our history

St. Peter's School was founded by the Church of England in the middle of the 19th century before there were any state schools. In the 1940s, Church schools like St. Peter's were merged with the state system. The government, through Local Education Authorities, accepted financial responsibility for their day to day running, but, in Voluntary Aided schools, the trustees (or 'governors') still retain certain rights and responsibilities. The school moved to its present site beside St. Peter's Church and overlooking the Lido Park and St. Peter's Fields in 1982.

The school now

St. Peter's School is the only Church of England school in Droitwich. It has strong links with the Parish of Droitwich and regularly uses St. Peter's Church and its grounds for both worship and study. We are fortunate to be located within such a delightful setting and to have the benefit of a varied conservation area around us with many natural habitats. The school facilities include a hard surface playground and a playing field, an 'adventure trim trail', auditorium, gazebo, 'friendship' stop, and seating areas for the children. Our Forest School area is set within the grounds. In school we have a dedicated ICT suite and all classrooms are equipped with computers and interactive whiteboards.

Our motto and mission statement

Our motto	Working together to achieve our best
Our mission statement	We aim to enable all children to fulfil their potential in a caring setting where Christian values underpin all that we do
Our golden rules	We care We share We tell the truth

St. Peter's is a school where:

- Our enriched curriculum and high expectations promote a lifelong love of learning and lead to personal achievement and success.
- Everyone is treated fairly and equally in a safe and secure environment. High standards of behaviour are expected.
- We equip children with skills for life and provide opportunities for them to become active citizens who understand their place in an ever-changing world.
- We foster a positive attitude to healthy lifestyles and developing good relationships.
- Working with all members of the school community, we aim to help our children to make a positive contribution to all aspects of life.

These core values make St. Peter's C.E.V.A. First School a special place to be for both children and adults.

Open day for friends and families of St. Peter's

Parents and carers of existing and prospective pupils are welcomed into our bright and stimulating school during our annual open day in the autumn term. Families and friends may come into school and take part in lessons and activities with the children and enjoy a tour of the whole school. Visitors will have the opportunity to use the interactive whiteboards and experience, hands-on, the equipment used in our curriculum.

STARTING SCHOOL AND MOVING ON

Children joining our Early Years (or 'Reception') Unit in September are invited into school for several 'story-time activity afternoons' during the second half of the summer term prior to entry. Parents and carers attend with their children and are able to meet staff, governors and members of the Parent Teacher Association whilst enjoying a cup of tea or coffee.

Staff will arrange to visit the children at home during the first few weeks of the autumn term. The intake process takes place over four weeks in September when all the children will attend for half days. This allows the staff to get to know the children in smaller groups. Once this process is complete, parents and teachers can decide together the next step – starting full-time or continuing part-time for a little longer. By the half term holiday at the end of October all children should be settled and in school full-time.

Moving to the next year group

Each September children move on to the next year group. They will have met their new teacher on many occasions and visited their new classrooms during the previous summer term. All pupils are well prepared for the move.

What do pupils do after leaving St. Peter's?

St. Peter's First School belongs to the Droitwich Pyramid of schools. Pupils within the catchment area for our school and other pupils within Droitwich transfer to a Middle school at the end of Year 4.

There are two Middle schools in Droitwich:

- Witton Middle School
- Westacre Middle School

In 2009, 86% of our Year 4 pupils moved on to Witton Middle School and 13% of pupils moved on to Westacre Middle School. From the Middle schools pupils usually progress to Droitwich High School.

We have very strong links with both of the Droitwich Middle schools and liaise closely with the Year 5 staff. During their last year at St. Peter's, pupils will experience taster mornings, parent/teacher meetings, pupil activities and a transfer day to ensure a confident and smooth transition. Pupils will also complete planned units of work during Year 4 that will link in with the first work they will undertake as a Year 5 pupil in Middle school.

THE SCHOOL DAY

Key Stage 1 (Years 1 and 2)	
8.40 – 8.50	Registration
8.50 – 9.50	Session 1
9.50 – 10.10	Collective Worship
10.10 – 10.25	Playtime
10.25 – 11.35	Session 2
11.35 – 12.00	Everyone Reading In Class/Phonics
12.00 – 12.55	Lunch
12.55 – 2.10	Session 3
2.10 – 2.20	Playtime
2.20 – 3.00	Session 4

Key Stage 2 (Years 3 and 4)	
8.40 – 8.50	Registration
8.50 – 9.50	Session 1
9.50 – 10.10	Collective Worship
10.10 – 10.35	Everyone Reading In Class
10.35 – 10.50	Playtime
10.50 – 12.00	Session 2
12.00 – 12.55	Lunch
12.55 – 2.00	Session 3
2.00 – 3.00	Session 4

8.30am

Children go straight into school via classroom doors. A member of staff will be on duty on the playground to ensure children come into school safely. Parents of younger children are welcome to come into school at this time but older children are encouraged to come in by themselves. We encourage parents to see teachers at the end of day, where possible, or to call to arrange an appointment at a specific time.

The parent or guardian of any child not registered by 9am will receive a telephone call, unless they have already notified the office of their child's absence.

All children should have a book bag (available from the office) which is stored in their draw. At the beginning of the day all children have the opportunity to change their reading book and write it up in their school/home reading diary. Children are encouraged to send all correspondence from school and home via their book bags. The school newsletter (Tune In On Tuesday) is taken home every Tuesday by the eldest sibling.

8.40am

School bell rings for the beginning of the day. All children should be in class for registration.

Morning Break There is a 15 minute playtime break for each key stage during the morning. Children in Reception, Year 1 and 2 have fruit provided free of charge by the Fruit for Schools Service. Children in Years 3 and 4 may bring a small healthy snack of vegetables or fruit. Milk is provided free until a child's 5th birthday. It may then be ordered half-termly for a small charge. Order forms are automatically distributed.

Lunchtime Children eat their lunch in the school hall.

	12.00-12.30			12.30-12.55		
Hall	FS	Y1	½ Y4	Y2	Y3	½ Y4
Playground	Y2	Y3	½ Y4	FS	Y1	½ Y4

Afternoon Break Key Stage 1 has a short afternoon playtime.

3.00pm The school day ends with a prayer. The children are escorted to the playground by their class teachers. Teachers will ensure that all children have been collected and are safely on their way home. Members of staff are available to talk to parents if necessary. Any uncollected children are taken back into school to await their parents/carers.

Parking

St. Peter's First School is fortunate to be within close proximity of the car park at the bottom of Church Lane. Parents and carers use the car park for dropping off and collecting children. However, the car park does not belong to the school. It is the property of Wychavon District Council. St. Peter's School is not, therefore, responsible for the upkeep, maintenance or any liabilities that may occur as a result of parents and carers using the car park. The car park is also used by visitors to St. Peter's Church and the Lido Park and can become very congested at the beginning and end of the school day. We urge parents to be **considerate** to other drivers and to have regard to the **safety** of pedestrians, including the young children that attend both St. Peter's School and the pre-school located within the Church. There is a one way system in operation when using the car park and there are double yellow lines within the car park area which is patrolled regularly by traffic wardens and the Police.

Parking on The Holloway should be avoided as this causes congestion and inconvenience to residents and other motorists. There is a school crossing patrol on The Holloway and parents are advised to cross at this point for the safety of the children.

The double yellow lines on Church Lane are there to protect the children. **Please do not park or stop on them or pull into the entrance to the staff car park, even to drop-off or pick-up. Under no circumstances should any vehicle park on the Zig Zags outside the main entrance gate, even vehicles displaying blue badges.**

TEACHING AND LEARNING

Development of an exciting and personalised curriculum (a themed/cross curricular approach to learning)

At St. Peter's we offer a 'skills based' curriculum within every year group designed specifically for the needs of our children. Our aim is to develop in every child an enthusiasm for learning as well as to equip them with the skills they will need in order to be successful within a fast moving world. We actively encourage and promote high academic standards, and subjects are taught as set out in the National Curriculum for Foundation Stage, Key Stage 1 and Key Stage 2. Cross-curricular links are made whenever possible, with children being actively

involved in planning and organising topics.

Each year group holds a curriculum meeting towards the end of the school year. It provides parents with an overview of the content and type of work children will experience during the next year.

Literacy

Literacy unites the important skills of speaking and listening, reading and writing. Through literacy sessions and cross-curricular topic work, children practise and develop their literacy skills.

During literacy sessions, children engage in a variety of activities including discussion, presentation, role-play, creative and descriptive writing, reading for meaning and learning the rules and conventions for handwriting, spelling and grammar. Through topic work, children are able to practise and use the skills developed in literacy.

At St. Peter's we aim to develop enthusiastic and confident readers. Children have daily guided reading sessions in school during which they read with the teacher or undertake a reading based activity. The school has an extensive range of home reading books which children are encouraged to take home and read on a daily basis. This practice should continue throughout your child's time at St. Peter's. The children use reading diaries in which their reading books are recorded, and parents/carers are asked to use these to communicate with school about the child's reading. Children are also asked to carry out activities and investigations at home that are linked to their current learning and dependent upon their level of ability and developmental stage. In particular, children will be asked to work on phonics and learning spellings at home.

Numeracy

Our aim at St. Peter's is to provide children with a stimulating environment in which they will develop their mathematical skills with confidence and enthusiasm. Children are given many opportunities to apply their learning and develop their understanding of problem-solving, reasoning and numeracy in a broad range of contexts where they can explore, enjoy, learn and practise. Children are encouraged to share their ideas through partner-talk. This encourages them to develop an interest in mathematics as well as building their confidence.

At St. Peter's we follow the Primary Framework for Mathematics. Key objectives are taught through seven strands of learning. The seven strands are as follows:

- Using and applying mathematics
- Counting and understanding numbers
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data

Parents and carers can help their children by practising multiplication, number bonds, time and weights and measures at home. There are many internet sites which children can use to enhance their learning, as well being encouraged to play traditional games such as cards or board games. (See our school website for useful links - www.st-peterscofe.worcs.sch.uk)

Science

At St. Peter's we aim to make science fun. We follow a practical curriculum which develops scientific skills. We believe that children learn more from first-hand experiences. We therefore provide lots of practical activities to develop knowledge, understanding and enjoyment of the subject.

The curriculum has four strands:

- Scientific enquiry, which is used in all areas of the curriculum to develop predicting, planning, observing, recording, interpreting and evaluating.
- Life processes and living things including, for example, health, growth and living things in our local environment.
- Materials, their properties and how they are used or found around us.
- Physical processes which includes light and dark, forces and electricity.

Children enjoy lots of practical experiences both in school and within the local environment. The frequent introduction of new technology to school in the form of digital cameras, microscopes and data loggers helps to promote enquiring minds.

Information and communication technology (ICT)

Every classroom is equipped with a laptop, PC, digital photography equipment and an interactive whiteboard. St. Peter's has a dedicated ICT suite with 16 PCs and an interactive whiteboard and two smaller clusters of PCs in the library and Year 4 area, all of which are linked to the school network. In addition, children have access to a mobile bank of wireless laptops which can be used in classrooms and around school. These facilities provide the children with the opportunity to learn ICT skills in word processing, data handling and graphics as well as providing controlled access to the Internet. We use ICT to support teaching and learning across the whole curriculum.

Foundation subjects

The curriculum at St. Peter's includes Foundation subjects which are taught as 'stand alone' lessons or, more usually, in a linked or cross-curricular way. Foundation subjects include:

- History
- Geography
- Design and technology
- Art
- Music
- Modern foreign languages (currently French)
- Religious education
- Physical education
- Personal, social and health education

Sex education

Sex education is not formally taught at St. Peter's but any questions that may arise are sensitively answered within the context of the topic being taught.

The Local Authority Curriculum Policy statement is available to see at school and copies may be obtained from Worcestershire Education Authority, County Hall, Worcester WR5 2NP Tel: 01905 763763.

Collective worship

At St. Peter's, children take part in a whole school or key stage act of collective worship every day. In our acts of worship we reflect on themes we have been exploring in our work and aim to develop a deeper understanding of the Christian faith. We explore the moral and social issues that affect us and mould us into responsible citizens.

Children play an active part in leading and participating in our worship both at school and during our regular visits to Church. Parents and carers are invited to join us for their child's class assembly and will be notified of the date as far in advance as possible. On alternate Fridays, a celebration assembly takes place to acknowledge academic attainment/progress or

social achievement.

Once a week, whole school assemblies are led by visiting Clergy or Lay Readers from the 'Churches Together' group in Droitwich. Other visiting speakers are invited from time to time to cover a wide variety of topical, local and international issues.

Parents have the right to withdraw their child from religious education and from acts of worship. No alternative provision is made for children withdrawn in this way. Parents should make arrangements with the Headteacher to discuss such a course of action.

Religious education

Religious education in our Church of England Voluntary Aided School is a particularly important part of the curriculum. The Worcestershire agreed RE syllabus is followed, supported by the guidelines from the Qualifications and Curriculum Authority. Christianity is the main focus of teaching throughout school and children are also introduced to the faiths of Judaism and Hinduism. We aim to provide learning opportunities for children of the Christian faith, other faiths or no faith.

Curriculum and information events

Staff and governors present curriculum and information events to advise and update on the curriculum and other developments in school. These meetings are also used to assess parental concerns and to address any issues arising. They are extremely popular and very well attended.

The Governing Body may invite input from parents, carers and professionals within the community on a variety of topics. Working parties can be set up to make recommendations on issues that affect the school. An annual governors' newsletter is distributed to provide a wide range of information about the progress of the school and to invite parental participation in areas of school life.

Foundation Stage Curriculum

Child-initiated learning and play are key elements of the Foundation Stage Curriculum. We encourage independence, enquiry and co-operative play by the children.

Children in our Reception Unit follow the Early Years Foundation Stage Curriculum. This curriculum begins and is used in Early Years settings from birth and continues through the child's first school year until they reach the end of Reception. The Early Years Foundation Stage Curriculum then naturally leads into the National Curriculum which children follow through Key Stage 1, Key Stage 2 and Key Stage 3. The curriculum is divided into six areas of learning. These are:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Creative development
- Physical development

As well as following the Early Years Foundation Stage Curriculum, children in Reception follow a six phase Letters and Sounds teaching programme designed to help practitioners teach children how the alphabet works for reading and spelling. Children start Phase 1 of the Letters and Sounds programme in pre-school settings. This is designed to develop their basic speaking and listening skills. Children continue to follow the programme into Reception, where they learn the 26 alphabetic sounds and further writing and reading skills. The programme finishes at the end of Key Stage 1.

KEY STAGE 1 SATS RESULTS**Summer 2009**

Year 2 children complete Standard Assessment Tasks/Tests (SATs) towards the end of the academic year. These tests and tasks help to support the ongoing teacher assessment that continually takes place throughout the year.

Below you can see our Key Stage 1 results for 2009 and nationally for 2008.

Percentage of children attaining each National Curriculum Level: (Number of children – 65)

Reading	Level 2C+	Level 2B+	Level 2A+	Level 3+
School Results	89%	80%	57%	28%
National Results	84%	71%	49%	25%
Writing	Level 2C+	Level 2B+	Level 2A+	Level 3+
School Results	92%	73%	41%	18%
National Results	80%	58%	31%	12%
Mathematics	Level 2C+	Level 2B+	Level 2A+	Level 3+
School Results	88%	76%	48%	25%
National Results	89%	73%	48%	21%
Science	Level 2+	Level 2B+	Level 2A+	Level 3+
School Results	89%	n/a	n/a	23%
National Results	89%	n/a	n/a	22%

At Key Stage 1, Level 2B is the national average.

PARENTS' GUIDE TO SCHOOL ORGANISATION

Droitwich area only

Below is a table illustrating the stages through which children move during their time within the education system in Droitwich.

Age of Pupil (by 31 st Aug)	Year Group	'Key Stage' of School	National Curriculum Levels	Statutory Assessment	Phase of Education Droitwich
4	Nursery	Foundation	Foundation Curriculum	Record of Transfer to School	Nursery or Playgroup
5	Reception (R)	Foundation	Foundation Curriculum	'Baseline Assessment' on entry to school	First School
6	Year 1	Key Stage 1	1-3	Teacher Assessment	First School
7	Year 2	Key Stage 1	1-3	Teacher Assessment 'SATs'-(National Tests) used to assist teachers	First School
8	Year 3	Key Stage 2	2-5	Teacher Assessment (Optional QCA Tests)	First School
9	Year 4	Key Stage 2	2-5	Teacher Assessment (Optional QCA Tests)	First School
10	Year 5	Key Stage 2	2-5	Teacher Assessment (Optional QCA Tests)	Middle School
11	Year 6	Key Stage 2	2-5	'SAT' Assessment (National Tests – externally marked)	Middle School
12	Year 7	Key Stage 3	3-6	Teacher Assessment (Optional QCA Tests)	Middle School
13-14	Year 8-9	Key Stage 3	3-7	Teacher Assessment (Optional QCA Tests)	High School
15-16	Year 10-11	Key Stage 4	As appropriate	Teacher Assessment GCSE's (or other Vocational, GNVQ)	High School
17-18	Year 12-13	n/a	As appropriate	As appropriate	High School/College

St. Peter's is a Voluntary Aided school – what does this mean?

Voluntary Aided ('VA') means that the local authority finances the day to day running of the school but, because of its history as a church school, the land and buildings are owned by the school and not by the local authority. We can access government funding for any refurbishment, building works or grounds improvements in the same way that other schools can, but the school must contribute at least 10% towards the cost of those works. We rely on voluntary contributions from parents, carers and friends of the school to enable us to meet this cost.

The **VA Fund** is the fund the school maintains to enable us to contribute the 10% when it is required. We ask that all families contribute to the VA Fund in the sum of at least £10 per family per term, payable by a yearly payment of £30 or 3 termly instalments of £10. This enables us to carry out our planned programme of works so that we can continue to improve the facilities and environment for our children.

Our VA status also gives us certain rights and freedoms - in relation to the appointment of our governors, our staff and setting our own admissions criteria. Although VA schools tend to be mainly religious (or 'faith') schools, anyone can apply for a place according to the admissions criteria of the school and this is the case here at St Peter's. We are first and foremost a

school for the local community but, if there are more applicants than places available in any particular year, the governors will admit pupils according to particular criteria. You can read our Admissions Policy at the back of this prospectus or on our website.

Our VA status is especially important in the spiritual and moral life of the school. We teach our children about a variety of world religions, however, we actively promote the beliefs and values of the Christian faith.

Having VA status is part of what distinguishes our school from other schools and contributes to making it such a special place. In all other respects we are run in the same way as other state schools.

MEETING THE NEEDS OF INDIVIDUAL PUPILS

St. Peter's First School welcomes pupils of all abilities and aims to develop their learning. We target our learners through enhanced levels of 'differentiation' in the classroom. This enables all pupils, from those who are more able and gifted to those who are less able and have special educational needs, to enjoy their lessons and to reach their full potential.

All pupils

'I Can' sheets are used in all year groups for numeracy and literacy to indicate the development steps for each individual pupil. They are placed at the front of each child's exercise book and, as each development step is achieved, the pupil and their teacher will highlight the progression and agree the next target. This provides a sense of achievement for the child, motivating them to move onto the next development stage. It also enables the teacher to accurately track pupil performance and progression. When necessary, intervention strategies will be introduced to help a child achieve their full potential.

Able and gifted

From the time that children start at St. Peter's School, assessment opportunities are used to identify any talents they have. The assessment results are used to target learning strategies and to focus activities for these children. Pupils who are identified as more able, gifted and talented will be placed on a register, their progress carefully monitored and discussed with their parent or carer.

Special educational needs

Children at St. Peter's are recognised as having special educational needs (SEN) when they have a learning difficulty which is significantly greater than the majority of their peers and which affects their access to the curriculum.

The Special Educational Needs Co-ordinator (SEN Co) is **Judith Moran**.

Children with special educational needs are identified through different means which may include reports from a previous school or nursery, liaison with parents, discussion within school, observation and assessment.

Children who are deemed to need extra support are placed on the SEN register. This is reviewed each term by the SEN Co. A child who is identified as having special educational needs will be provided with appropriate intervention in addition to that offered as part of our school's differentiated curriculum. This is a graduated response following the SEN Code of Practice which is as follows:

- School Action – school input and regular monitoring at least once a term.
- School Action Plus – after an agreed period of monitoring and assessment, when progress is not evident, external agency advice is requested.
- Statement – when there is a significant and continued cause for concern, despite interventions, a request for Statutory Assessment is made.

All provision is assessed and monitored through Provision Mapping by the SEN Co and an individual record of each child's needs is recorded on an Individual Provision Map (IPM) which is shared with parents or carers. Parents or carers will therefore be made aware of any

SEN provision being made for their child. Our school recognises the importance of a strong partnership between school and home to support our SEN children, enabling them to make the best progress and to achieve their potential. Teachers value parental involvement and are open to all communication eg meetings, home/school books or telephone calls. There is a designated 'drop-in' time between 8.30am and 9.30am on Thursday mornings when a parent or carer with concerns can meet with the SEN Co.

Looked-After Children

Looked-After Children are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Education Authority has parental right which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

All teaching staff in contact with the child are made aware that he/she is looked after by the Local Authority. They work towards promoting their educational achievements and welfare; creating a safe, secure and settled environment and developing their confidence and self esteem.

The SEN Co is the co-ordinator and designated teacher and has received appropriate training. She is supported by Social Services, the Education Service and Integrated Services for Looked After Children (ISL).

Each child will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This is updated at least every six months as part of the Statutory Reviewing Process carried out by Social Services.

Disability

Access into and around St. Peter's School complies with the recommendations made in the *Disability Discrimination Act 1995*. Ramp pathways to accommodate wheelchairs are located throughout the grounds and in the playground area. St. Peter's has a disabled toilet and washroom facility.

SAFEGUARDING CHILDREN

The safety and welfare of our children is paramount to us. Here at St. Peter's we will only allow adults into school to work with pupils if they hold a suitable full and enhanced Criminal Records Bureau (CRB) check for our setting. We very much welcome adult helpers in school but, if you would like to come into school to volunteer or accompany children on a school trip, you will need to complete a CRB check well in advance. **No exceptions will be made whilst we are awaiting clearance.**

Safeguarding is defined in the *Children's Act 1989 & 2004* as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring children are growing up in an environment where there is safe and effective care.

All staff and governors have had training in safeguarding. The **Headteacher** and the **Special Educational Needs Co-ordinator** are the designated officers for safeguarding and both have received appropriate training. We have a named governor for looked after children and

safeguarding. Our policy and procedures are in line with those of the Worcestershire Safeguarding Children Board. A copy of our safeguarding policy is available on request.

HEALTH AND WELFARE

Each child's health and safety is of paramount importance to us. St. Peter's First School encourages:

- Safe practices in the classroom and around school.
- Healthy eating habits.
- Sensible play in the playground.
- Involvement of parents.

We are an eco-friendly school and encourage environmental awareness in our children through our Eco Council and School Council.

Health in school

A number of staff are accredited with current First Aid qualifications. Minor accidents such as cuts and bruises are treated in school. If a child receives a bump on the head which has been referred to a First Aid Officer and is not deemed to be serious enough for the child to be sent home, he or she will be sent home at the end of the school day with a 'bump' letter advising parents of the incident. In the event of an emergency or illness, parents or carers will be contacted as soon as possible. **Up to date contact information is therefore essential.** School must be informed if any child develops a medical condition which may affect him or her at school such as an allergy, asthma or chronic health condition. If we have any concerns about your child's health whilst they are in school, we will call you and invite you to come in, if necessary, to assess them.

Medicines in school

Only prescribed medication can be held in school. All children will have a Medical Information Form in school giving details of any medical needs. If children have prescribed medication in school then a Medical Care Plan must be completed.

Parents may come in to school to administer medicine themselves or nominate a relative or friend to do so. An appropriate time may be arranged with the school office.

School health service

Hearing tests are carried out by an audiometric nurse, and vision is screened in the Foundation Stage by an Orthoptist. We have a named school nurse based at Droitwich Health Centre who can be contacted for any health or behavioural issues. They can be contacted via the school office in the first instance.

Earrings and jewellery

Children with pierced ears may wear plain, stud earrings only. If earrings cannot be removed they will be covered with tape during PE activities. Watches should be small and discrete. Flexibility in this matter may be shown in the case of cultural or religious reasons. However, we look for your sympathetic co-operation for the safety of the children.

Healthy eating

To encourage children to eat a healthy diet we do not allow sweets, chocolates or fizzy drinks in school. Fruit is provided at break time for children in Reception and Key Stage 1. Key Stage 2 children may bring a healthy snack such as fruit or vegetables.

All children are advised to bring in a clearly labelled (name and class) water bottle with a sports cap for drinking out of during the day. Opportunities will be given for the children to replenish their drink supply. Bottles should be taken home every night to be washed.

If children bring in sweets for their birthday or following a holiday we will ask pupils to bring them out of school at the end of the day and to check first with the adult collecting them before eating.

Children will need a healthy packed lunch. Some families may be entitled to a free packed lunch. An application form is available from the school office. **Please advise us of your entitlement for our records, even if you do not wish to accept the free packed lunch.**

Milk

Milk for morning break time is provided free until a child's 5th birthday. If you would like your child to continue having milk after this date, it may be ordered half-termly for a small charge. Order forms are automatically distributed.

No smoking policy

Smoking is not allowed anywhere on the school premises.

Dogs

Dogs must **not** be brought into the school grounds at any time unless they are guide dogs or the visit has been pre-arranged with the Headteacher.

BEHAVIOUR, RULES AND REWARDS

At St. Peter's we follow 3 golden rules:

- **We care.**
- **We share.**
- **We tell the truth.**

These rules underpin the ethos of the school, and ensure that the children have clear and simple guidelines to keep them safe and happy.

Behaviour

We encourage children to respect everyone and to take responsibility for their actions at all times.

Most children respond well to our positive approach and when disciplinary measures are required a reprimand and/or a discussion with the child or children involved is often sufficient.

- We use zone boards to recognise good behaviour.
- In some cases privileges, such as part of playtime, may be withdrawn.
- Children may be asked to write a behaviour note.
- In the event of more serious or prolonged disruptive behaviour, parents will be contacted and invited into school to discuss ways in which home and school can work together and help the child.
- **Bullying in any form is not tolerated** and we ask parents to let us know immediately if they believe their child is suffering from any form of intimidation in school.

St. Peter's good behaviour code

- At St. Peter's School we want to be happy so we will always be kind to each other.
- We will speak nicely to everyone, look after our things and play together.
- We want to be safe so we will always walk in school.
- We will only go into safe places and where our teachers and helpers can see and help us.
- We want to enjoy school and will try hard with our work.

Positive rewards

Children of all abilities who consistently try hard and do their best deserve praise, recognition and encouragement. We are positive in our encouragement of good work and appropriate behaviour. We celebrate achievement in the following ways:

- We praise not only work, but also acts of kindness, helpfulness, friendliness and thoughtfulness.
- A 'reward sticker' programme is in place throughout the school. Children who have successfully collected 10 stamps receive an invitation to attend 'Tea with Mrs 'OKP'. This has proved to be a very popular reward for children in all year groups.
- Special achievements outside school are acknowledged.
- Celebration assemblies are used to reward achievement.

House system

A house system is in place at St. Peter's First School. All children and adults associated with the school are placed into one of four house teams named Winslow (red), Corbett (blue), de Wych (green) and Norbury (yellow). All siblings are placed into the same team to aid team spirit. The house system is used to help group children in different friendship groups during events throughout the school year. House points are awarded for good conduct and behaviour within school.

SCHOOL UNIFORM

Wearing our school uniform promotes a feeling of belonging and pride for all pupils within our school. We would therefore appreciate your support in ensuring pupils have the correct uniform and that it is worn in a smart way.

St. Peter's School colours are maroon, light blue and dark grey.

School sweatshirts and cardigans, polo shirts, ties, fleece jackets and coats are available from Ace Essentials in Droitwich High Street or School Togs in Worcester. Shoes should be navy or black and be a "sensible" school style. **Trainers and fashion boots are not part of the school uniform.**

Winter uniform

For boys and girls this is a **maroon school sweatshirt or cardigan, light blue polo shirt, dark grey trousers and dark grey socks. A skirt or pinafore dress and grey tights** may be worn by girls.

Summer uniform

During the summer, the uniform is **dark grey shorts or trousers, dark grey socks and light blue polo shirt** for boys and a **light blue gingham dress and white socks** for girls.

PE kit

All children require a pair of **plain navy blue or black PE shorts and a plain white T-shirt or polo shirt**. Children in Foundation Stage and Key Stage 1 will require **black pumps**.

Those in Key Stage 2 will require **trainers**. **All items should be clearly named and kept in a named drawstring bag at school.** They are sent home for washing at the end of each half term or as required.

During the winter months **navy blue or black sweatshirts and jogging trousers** can be worn for outdoor games.

Book bags

Children will require a 'book bag' in which they can carry reading books, reading record books, library books and newsletters to and from home. These can be purchased from the school office. **Children should not bring rucksacks to school as we do not have the space to accommodate them in cloakrooms or trays.**

Protective clothing

Outdoor play suits and artist aprons are provided for children in Reception.

From Year 1 to Year 4 a named overall with long sleeves is needed for painting and craftwork. An old shirt cut down with elasticated wrists and fastened at the back is ideal.

Children in Reception and Key Stage 1 will attend Forest School at some point during the year. A separate letter will be distributed regarding the clothing required.

Personal property

Experience has taught us that the loss or damage to treasured toys and possessions brought into school can be very distressing for a child. Please leave these items at home unless a particular request for topic related items has been made by the teacher. In these instances special arrangements for safekeeping will be made.

Lost property

Named clothing and other named items will be returned to their owners. Unnamed articles are placed in the lost property box and will be recycled after a few weeks if unclaimed.

Please ensure therefore that ALL possessions including uniform, watches, water bottles, lunch boxes, book bags, PE and swimming kits, shoes, pumps, trainers, wellingtons and any other items of clothing that may come into school on non-uniform days are clearly marked with your child's full name and that you check the items frequently as names do fade or become detached with washing and wear.

EXTRA CURRICULAR AND ENRICHMENT ACTIVITIES

Children are encouraged to participate in a wide range of lunchtime and after-school clubs.

Wednesday after-school clubs are run by our teachers and are open to all members of Year 4. Each term the children receive a letter about the clubs on offer and make up to three choices. A variety of different clubs are offered each term and may include art and craft, golf, sports, cookery, computers, netball, drama, dance, gardening, recorders and eco-warriors.

Some lunchtime activities and clubs eg dance and choir are available to pupils in other years.

Clubs run by outside agencies are also available in school from time to time such as table tennis, judo and football. Details are advertised by separate letter stating times and cost etc.

During Friday "University" afternoons children take control of their learning by choosing a new skill or activity to study including sport, history, music, poetry writing, making books, ICT, science investigations, art and craft. Children work in groups with their siblings and friends

from other year groups and classes. Older children mentor and buddy younger children and activities involve a number of challenges to extend their learning.

In addition to the above, children will participate in a variety of sporting and artistic activities within the curriculum which rotate term by term. Sports include tennis, tag rugby, football, golf, rounders, bell-boating and swimming in Year 4. All pupils take part in the annual Sports Day.

St. Peter's is supported by the 'Wider Opportunities Fund' which gives Year 4 pupils professional tuition for up to 3 instruments throughout the year. A team of specialist music teachers attend school to deliver group tuition. There is a modest charge for tuition.

Extra curricular events

St. Peter's takes part in a number of events with other schools during the academic year such as:

- Droitwich First Schools' Music Festival
- Country Dance Festival
- First Schools' Football and Tag Rugby Tournaments
- County Music Festival
- Voices and Visions Showcase
- Young Voices Concert at the NIA
- Droitwich Pyramid Athletics Festival
- Gymnastics & Dance Festivals

Children regularly present concerts and give performances for parents and carers and from time to time children entertain senior citizen organisations and visit local nursing homes. Permission is sought as and when these opportunities occur.

Trips and visits

We arrange visits for all classes throughout the year to places of interest both locally and further afield. We welcome visitors into school and speakers with specialist knowledge such as sportsmen, artists and authors to contribute to our topic work during book week, arts week or other special occasions. These visits are closely linked to educational projects within school and support and extend children's knowledge and learning.

Year 4 pupils participate in an annual residential visit to Malvern Outdoor Centre in the autumn term, which is an extremely popular and enjoyable experience for the children.

Charging and remissions policy

Most of our activities are provided as part of the general educational provision at St. Peter's. However, on some occasions it is necessary to invite voluntary contributions from parents or carers. The school is concerned to keep financial contributions to a reasonable minimum and to ensure, as far as possible, that all children are able to take part, irrespective of circumstance. No child will be excluded from an activity on the basis of non-payment of a voluntary contribution, but, if the funds available are insufficient, the trip or activity will not take place.

WORKING WITH PARENTS AND THE COMMUNITY

We encourage parents and carers to become actively involved in all aspects of school life at St. Peter's. As well as holding information and curriculum evenings, there are a number of other ways in which we work with the extended families of our children.

We place great value on your contribution to your child's education and encourage you to be involved in your child's school life as much as possible by coming into school and participating in discussion groups and events.

Parent helpers

Parents, carers and friends come into school regularly to help in a variety of ways such as listening to children read, helping with art, craft, cookery, needlework, sport, forest school or other activities during our university afternoons, looking after the library, displays or accompanying trips and outings.

If you would like to offer your skills or time as a voluntary helper, please contact Miss Lucy Colclough by phoning the school office. You can be assured that you will find it both enjoyable and rewarding and your efforts will be greatly appreciated by the children and staff .

All adults who work or volunteer in school must hold a suitable full and enhanced Criminal Records Bureau check. Please note that it is essential that this is obtained before you are allowed to work in school with children.

Parent Voice

The Parent Voice was established in the academic year of 2008-2009. Their aim is to foster close communication among parents, pupils and the school in order to raise standards and encourage parents to participate fully in the life and development of St. Peter's.

The role of the Parent Voice is consultative and advisory. The Governing Body remains the decision maker of the school and provides strategic leadership. The Parent Voice is not the channel for individual complaints and issues. It is a forum for whole school/year group issues to be addressed, based on the needs of all children, parents and the school.

St. Peter's Parent Teacher Association

St. Peter's is extremely fortunate to have a very active Parent Teacher Association (PTA) who organise a wide variety of social and fundraising events and activities. All parents and carers are automatically members of the PTA by virtue of having a child at the school. The dates of committee meetings are communicated on the weekly Tune in on Tuesday newsletter, and new committee members and helpers are always very welcome.

The PTA enhances the school with many of the 'extras' that benefit our children enormously and which they might not otherwise have. Over the last 2 years they have raised a staggering amount of money, which has provided IT equipment, digital cameras, projectors, playground markings and equipment, lunchtime seating, musical instruments and gifts and activities that help to mark special occasions throughout the academic year.

The children, staff and governors are extremely grateful for the hard work, commitment and never-ending enthusiasm of the parents that run and support the association.

Wider community

The pupils and families of St. Peter's have made a huge difference to the lives of others. Here are some of our achievements:

- We have provided sports and play equipment for an African orphanage, 'The Ministry of Hope & Kindness' in Kosele. The orphanage is in the process of expanding to enable them to provide homes and education for more orphans. We continue to sponsor them with money raised from collections at church services and have followed the children's progress at the orphanage through visitors, pictures and letters.
- We financed the construction of a 'St. Peter's Well' in Kenya providing water for a whole village.
- We sponsor Uresha, a child orphaned by a Tsunami in Sri Lanka.
- We take part in Operation Christmas Child, an annual event where children and their

families consider those children who are not as fortunate by donating a shoe box full of gifts and items that will enhance the lives of children who are not so fortunate around the world.

- Our School Council nominates charities for the year. We have donated money to Comic Relief, Children in Need and the 'Noah's Ark' Trust who provide a free service to bereaved children and their families.

Communication

Parents' evenings are held for you to meet staff and discover more about your child's progress and personal development. Parents are offered a 1-1 consultation with their child's class teacher during the autumn and spring terms. A report on your child's progress over the past year is issued towards the end of the summer term and you will have the opportunity to consult the teacher if you have any concerns regarding the report.

You are invited to visit the school for open days, curriculum information events, class assemblies, concerts, book fairs, fund-raising events, sports days and church services.

You will be kept up to date on current issues and forthcoming school events through an annual calendar of events and our weekly newsletter, 'Tune in on Tuesday'. A governors' newsletter is distributed annually providing detailed information about the school curriculum, standards and achievements and other school news.

Copies of newsletters, minutes of governors' meetings and any other information that we believe you may find of interest are available from the school office or on the school website www.st-peterscofe.worcs.sch.uk.

The Headteacher has an 'open door' policy for parents and carers, and will see parents without an appointment whenever possible. A telephone call to arrange a mutually convenient appointment time is appreciated for non-urgent matters. If a specific matter cannot be resolved, then advice may be sought from the Governing Body. Please see the Contact Details at the front of this prospectus for further information.

ATTENDANCE

Regular attendance at school is vital if your child is to benefit fully from the education provided. If your child is absent from school, you must advise us of the reason on the first day of absence. This can be by letter, telephone or in person.

If we are not contacted on the first morning of your child's absence, we will contact you by telephone. Without this information we will record the absence as UNAUTHORISED. If attendance is poor and falls below 85%, the Education Welfare Officer will be informed. The level of absence at St. Peter's is reported to the Governors each term.

Attendance for 2008/09	-	95.00%
Authorised absence	-	4.85%
Unauthorised absence	-	0.15%

Absence and holidays during term time

Permission for unavoidable absence during term time, up to 10 working school days, **MUST** be obtained from the Headteacher. **Permission to take a child out of school during term time for a holiday is at the discretion of the school and is not an automatic right.** Requests for absence should be made using a form available from the office **at least six weeks before** the absence begins. Requests for absence where the cumulative total exceeds 10 days in any school year must be submitted in writing to the Governors and will only be authorised in exceptional circumstances. Otherwise, it will be considered to be unauthorised.

We ask parents to note that the very important Key Stage 1 assessment period for children in Year 2 is from February to June and that formal assessments take place in May for all

children in Years 2, 3 and 4. Absence at the beginning of the school year in September is particularly unsettling for any child as they move into a new year group with a different class teacher.

It is the policy of the school that children will not be allowed to leave the school site unaccompanied or without permission during the school day.

It is the policy of the school that children will not be allowed to see relatives who may call at the school without prior arrangement with the Headteacher.

If your child needs to attend an appointment please let us know the circumstances and when you will be collecting him/her. Please sign children in and out with the school office.

Your child will enjoy each day at school by taking part in all routines and activities. It is therefore important for him or her to arrive at school on time. Children arriving after registration will be marked as LATE.

**ST. PETER'S C.E.V.A. FIRST SCHOOL
ADMISSIONS POLICY 2010/2011**

At St. Peter's, in keeping with the policy of this Local Authority (LA), we admit children in the September, or January if parents prefer, of the school year in which they become five years old. Children who are not yet five may attend part time and gradually move to full time attendance.

In September 2010 we will have places for 90 children. 90 is the admissions number for our school; that is the most we are allowed to admit.

The closing date for applications will be the same as that for the LA. Applicants should complete the **LA application form** and the school's **supplementary sorting form** which is for internal use only. Both of these forms are available from the school office. All applications must reach the **school office** by **22 January 2010**. Offer letters will be posted to applicants **by the LA** via second class post on **26 April 2010**.

Applications received between **23 January and 12 March 2010** may, at the Governors' discretion, be treated as being on time only in the following circumstances:

- Where a family have moved address into the catchment area for St. Peter's School.
- Where it is agreed by the Governors that individual circumstances apply and the delay was reasonable, given the circumstances of the case.

In each case, independent supporting documentary evidence will be required.

All applications received by the closing date will be considered equally without distinction on the grounds of disability or any additional needs. If St. Peter's is named on a Statement of Special Educational Needs the child will be given a place.

St. Peter's School operates an equal preference system. All preferences are treated as equal initially, and the oversubscription criteria applied to each preference.

Where there are more applicants than places available the Governors will admit pupils according to the following criteria in order of priority. The validity of any application considered under such criteria will be determined at the discretion of the Governors:

1. Relevant* 'Looked after' children. *Relevant is all those in the care of a Local Authority or provided with accommodation by a Local Authority under the terms of the Children Act 1989, 'looked after' at the time of the application for admission and who will still be 'looked after' at the time of admission.

2. Siblings. Children who have a sibling connection at school both at the time of application and at the time of admission. The sibling connection includes, as well as brother or sister, half-siblings (that is children who share one birth parent), step-siblings and legally adopted children. They must also be living at the same home address.

3. Denominational. Children whose families are faithful and committed worshippers in:

- a) the churches comprising the Parish of Droitwich Spa.
- b) any other Church of England church, and for whom this is the nearest Church of England school.
- c) one of the other Christian Congregations in the town of Droitwich Spa, that is Droitwich Baptist Church, Droitwich Methodist Church, Emmanuel Pentecostal Church, Sacred Heart RC, The Salvation Army, Witton Chapel.
- d) any other Christian denomination which acknowledges the Trinitarian faith, and for whom this is the nearest Church of England school.

For the purposes of criterion 3, families who are faithful and committed worshippers are families in which one or both parents attend worship regularly or in which the child attends worship regularly with a close family member. A letter from their parish priest, minister or church leader must accompany the application. This must include written confirmation of a history of at least monthly attendance for a minimum period of a year prior to the date of the application.

4. Other Faith Communities. Children from families where the parent or child is actively involved in the work and worship of a community of any other established faith and for whom this is the nearest Church of England school. A letter from the leader or representative of the religious community providing written confirmation must accompany the application.

5. Significant Reasons. Children who have a significant reason for admission. Such reason, the validity of which will be determined at the discretion of the Governors, may include medical, social or compassionate grounds. A medical certificate or other appropriate information from an independent source to support the application must accompany the application.

6. Catchment. Children whose primary residence is, on the closing date for applications, in the catchment area for St. Peter's School.

If there are more applications than places under any of criteria 1 to 6, places will be allocated to those children whose primary residence is nearest to the school by the shortest available walking route. The measurement will be taken from the front entrance of the child's primary residence to the nearest school entrance, which is the access point to the school site, along a road or made up footpath. In the event of equi-distant applications, lots will be drawn for any available place. The lottery will be supervised by a person independent of the Governing Body.

7. Distance. Children whose primary residence is nearest to the school by the shortest available walking route. The measurement will be taken from the front entrance of the child's primary residence to the nearest school entrance, which is the access point to the school site, along a road or made up footpath. In the event of equi-distant applications, lots will be drawn for any available place. The lottery will be supervised by a person independent of the Governing Body.

For the purposes of this admissions policy, "primary residence" is considered to be the permanent only or main residence of a child. Documentary evidence may be required. Where care is split equally, the address to be used for the purpose of allocating a place must be stated on the application forms.

In the event of applications on behalf of twins or multiple births, should an offer be made for one place, the parent must decide which child will accept the place.

In the event of applicants not being admitted to St. Peter's School as the school of their preference, they may submit an appeal in writing, setting out the grounds upon which the appeal is made, to the Chair of Governors at the school within two weeks of the date of notification of the refusal of a place. The appeal will be heard by an independent appeal panel.

If applicants who have been unsuccessful wish, they may have their names put on a waiting list in school in case further places become available. Pupils will be admitted from the waiting list according to the oversubscription criteria set out above as applied to those applicants on the waiting list at the time the place becomes available. Therefore new applicants may receive a higher ranking than those who may have been on the list for some time if they have a higher priority in the oversubscription criteria.

If you have any queries regarding your application, please refer to the Information for Parents booklet which you received with the LA application form or to the Headteacher at the school on 01905 772138.