



St Thomas' C of E VA Primary School

School Prospectus



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ABOUT ST THOMAS' SCHOOL

St Thomas' School is a Church of England, Voluntary Aided primary school. It operates under Stockport Education Authority's priority area system, taking infant and junior children mainly from the communities of Heaton Chapel and Heaton Moor. The school shares its site with St Thomas' Church and encourages applications from families in the Parish who wish their children to have a Church of England education.

The original school was opened in 1867 and a new school building came into use in 1892. That building remains as the present School Hall. The School has been extended on a number of occasions since then, with a two storey junior block added in 1967, two more permanent classrooms opened in 2003, and a new administration block in 2007. Further extensions and refurbishments were completed in 2014 and 2016.

The original school is now the Infant Site. In 2016 we opened our new Junior Site on Buckingham Road, Heaton Moor.

We take pride in our school environment and make it a place where children are stimulated to learn. We encourage them to take pride in their work and surroundings and share achievements, both academic and sporting, with others.

Vision Statement

We aim to equip our school community to live in the fullness of life that Christ promised; learning courageously, flourishing in the community, knowing that we are each cherished and loved by God.

Learning and growing in the sight of God

LEARNING <i>Learning courageously</i>	GROWING <i>Flourishing in the community</i>	IN THE SIGHT OF GOD <i>Knowing that we are each cherished and loved by God</i>
Perseverance	Community	Faith
Joy	Compassion	Trust

Mission Statement

LEARNING: Empowering our children to be inquisitive learners, taking on new challenges with perseverance, courage and joy.

GROWING: Living out our Christian values together as responsible citizens loving God, ourselves and our community.

IN THE SIGHT OF GOD: Knowing that we are seen and loved by God.

"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10

THE GOVERNING BODY

Who are the Governors?

St Thomas' has a Governing Body of 11 people. Six of these are Foundation Governors, appointed to represent the interests of the Church authority that provides the School. In our case this is the Manchester Diocese of the Church of England, who appoint one Foundation Governor (Diocesan) themselves, leaving the Parochial Church Council to choose the rest. The other six Governors are known as Representative Governors. One is the Staff Governor, two are a Parent Governor, elected by parents of children at the school. one Governor is appointed by the Local Education Authority and the Headteacher is also entitled to be a member of the Governing Body. We have one Ex Officio and two Associate Governor who give their additional expertise.

The role of the School Governor and Governing Bodies.

All Governing Bodies have a range of duties given them by Parliament through various Education Acts. The role of the school governor is demanding but very rewarding and is a good way to give back to your local community. School governing bodies are responsible for working with the school to ensure that it delivers a good quality education. Together with the Headteacher, who is responsible for day-to-day management, they set the school's aims and policies.

Governors have three main roles:

- To provide strategic direction for the school
- To act as a critical friend to the Headteacher
- To ensure accountability

They also carry out a number of other important duties, which include:

- Determining how the school's budget is spent
- The appointing and dismissing of staff
- Hearing appeals and grievances
- Forming policy on the school's curriculum and collective worship
- Setting standards for pupil's behaviour and discipline
- Making sure school buildings are welcoming and safe
- Setting and monitoring the school's aims and policies

The Governors are also responsible for providing parents with the information they are entitled to by law.

Governors come from all sections of the community, and all walks of life. They can be parents, staff at the school, and residents in the locality or representatives of local churches or businesses.

There are usually, depending on the size of the school, between nine to twenty people who make up the governing body. Advice, support and training for the role are given by the council. Some governors are elected parents, some are appointed by the governing body itself, the local authority or local churches. This ensures governing bodies reflect the communities they serve.

Term of Office and Meetings

The term of office for a school governor is normally four years. Most schools have a full governing body meeting once a term (for approximately two hours). You will also join a committee which usually meets once a term. Most governors find they usually attend meetings or visit a school three or four times each term. You may be invited to special occasions such as assemblies, sports days, plays and presentations.

Although the Governing Body has a general responsibility for managing the school effectively, it is not expected to make detailed decisions about the day-to-day running of the school. These are matters for the Headteacher, who is responsible for putting into action the policies, agreed with the governors.

The full governing body must meet at least once a term. These meetings are open for parents to attend. St Thomas' also has governors' sub-committees dealing with the curriculum, personnel and resources, which meet regularly and report to the main body. Ultimately the governors answer to the Diocese, the parents and the LA for the running of the school. If you wish to contact one of our governors, please write, via the school or contact the Chair of Governors at cog@st-thomasheaton.stockport.sch.uk.

ST THOMAS' C of E PRIMARY SCHOOL (HEATON CHAPEL)

GOVERNING BODY

FOUNDATION GOVERNORS

Mrs Susie Oldfield (Chair)

Mr J Simpson

Mr D Hardy

Mr A Posner

Mr O Odudu

MANCHESTER DIOCESAN REPRESENTATIVE GOVERNOR

Vacancy

LEA REPRESENTATIVE GOVERNOR

Mrs A Graves

GOVERNORS ELECTED BY PARENTS

Mrs L Yuill

Mrs A Moment-Potter

GOVERNOR ELECTED BY STAFF

Mrs S Thomas

EX OFFICIO

Rev. M Read

HEADTEACHER

Ms L Loynes

ASSOCIATE MEMBER

Mr P Campen (Deputy Headteacher – Monday to Wednesday)

Mr C Kemal (Deputy Headteacher – Thursday/Friday)

Mr C Silk (Deputy Headteacher)

Mrs B Billington (School Business Leader)

St Thomas' C of E VA Primary School Admissions Policy 2024-25

St Thomas' Church of England Primary School, Heaton Chapel is a Voluntary Aided Primary School. The Governing Body is the admission authority for the school, and the school is required to act in accordance with the School Admissions Code. The admissions process is co-ordinated by Stockport Council (the Local Authority) and the school liaises with the Local Authority on admissions issues. The following arrangements for admissions, which include the criteria used to determine the allocation of places when the school is oversubscribed, have been agreed following consultation with parents, Manchester Diocesan Board of Education, neighbouring admission authorities, other interested parties and Stockport Local Authority.

Admission arrangements

The school's published admission number (PAN) agreed for admission to the Reception Year is 90. If no more than 90 applications are received for admission to the Reception Year, all applicants will be offered places.

40 part time children may be admitted to the Nursery class. Please see the separate Nursery admissions policy for full details. A separate application must be made for any transfer from the Nursery class to the Reception Class in the Primary School.

Responsibility for admissions is delegated to the Governing Body Admissions Committee.

The school will admit all children having a statement of special educational needs or an Education, Health and Care Plan (EHCP) in whose statement or EHCP the school is named.

Oversubscription criteria

When the number of applications received is greater than the number of remaining places (after the admission of any children with a statement of special educational needs or an EHCP naming the school), the decision on which children will be allocated places will be made using the following oversubscription criteria, which will be applied in the order of priority set out below:

1	Looked after children and previously looked after children. (See Note (a))
2	Children whose exceptional medical or social circumstances mean that their needs can only be met at this school. (See Note (d))
3	Children whose normal home address is within the Parish of St Thomas the Apostle, Heaton Chapel, and one of whose parent(s)/guardian(s) is in regular attendance at public worship at the Parish of St Thomas. (See Note (c))

4	Children whose parents/guardians reside within the catchment area of St Thomas' CE VA Primary and are in regular attendance at public worship at the any of the churches within the school's catchment area belonging to the Heaton's Churches Partnership and/or members of the Evangelical Alliance. (See Note (f))
5	Children whose normal home address is within the catchment area of St Thomas' CE VA Primary School who will have an older brother or sister attending the school at the time of their admission. (See Notes (b) and (e))
6	Other children whose normal home address is within the catchment area of St Thomas' CE VA Primary School. (See Note (e))
7	Children whose normal home address is outside the catchment area of St Thomas' CE VA Primary School who will have an older brother or sister attending the school at the time of their admission. (See Notes (b) and (e))
8	Any other children

Notes

- a) A "looked after child" is a child who is (a) in care of the local authority, or b) being provided with accommodation by a local authority in the exercise of their social services functions at the time of making an application to a school. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order).
- b) Brother' or 'sister' includes full, step, half, foster and adopted brothers or sisters living at the same address and full brother or sister living apart.
- c) The normal home address of the child will be taken to be the home in which the child sleeps for the majority of the school week. Parent(s)/guardian(s) may be asked to show proof of address.

Regular attendance means a minimum of fortnightly attendance at church at public worship for at least the year prior to 1st September in the year before admission to the school. Evidence of regular attendance of the parent/guardian, or the child, at public worship must be provided by a member of the clergy or other designated church officer/faith leader. Applicants seeking admission under criteria 3 and 4 will need to complete and return the Supplementary Information Form available on request from the school.

A map of the Parish of St Thomas the Apostle, Heaton Chapel is available from the school office.

- d) Where admission is sought under exceptional medical or social circumstances criteria, professional supporting evidence, e.g. from a doctor, psychologist or social worker, is essential. Such evidence must set out the particular reasons why the school is the most suitable for the child and the difficulties that would be caused if the child had to attend another school.

- e) A map showing the school catchment can be viewed at the School Office or via the Local Authority and is available to see on the school website.
- f) A list of local churches (those part of the Heaton's Churches' Partnership and/or members of the Evangelical Alliance) is available to see on request from the school.

Tie-breaker

Where there are more applicants for the available places within a category, the distance to the child's normal home front door from the main gate of the school in a straight line measured on a map will be used as the determining factor, nearer addresses having priority, using Stockport Local Authority's mapping system and definitions. The Local Authority undertakes this mapping on behalf of the Board of Governors. The 'normal' home address of the child will be taken to be the home in which the child sleeps for the majority of the school week. Parents may be asked to show proof of address. For children of Active UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

If the distance from home to school does not distinguish between two or more applicants with equal priority for the remaining place, random allocation will be used as the final tie-breaker. This will be supervised by someone independent of the school.

Children from multiple births

Where there are children of multiple births wishing to be admitted and the sibling (brother or sister) is offered the final place the governors may admit over the published admission number if it is possible to do so.

Infant class size

Under the School Standards and Framework Act 1998 and the School Admissions Code, infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) **must not** contain more than 30 pupils with a single school teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- a) Children admitted outside the normal admissions round with statements of special educational needs or Education, Health and Care Plan specifying a school
- b) Looked after children and previously looked after children admitted outside the normal admissions round
- c) Children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process
- d) Children admitted after an independent appeals panel upholds an appeal
- e) Children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance
- f) Children of UK service personnel admitted outside the normal admissions round
- g) Children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil
- h) Children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

Applying for places

Applications must be made on the local authority's application form. Details of all the applications made will be forwarded to the school by the local authority.

In addition to the local authority form, please complete and return the school's Supplementary Information Form (SIF) if you wish your child to be considered for entry under the faith-based criteria (criteria 3 and 4) above.)

Late applications for admission

Where the Local Authority accepts that there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of pupils to be admitted, then it will be considered alongside all the others. Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the oversubscription criteria.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as a result of a fraudulent or intentionally misleading application (for example, a false claim to residence in the catchment area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then under the School Admissions Code the governing body is able to withdraw the offer of the place. The application will be considered afresh and a right of appeal offered if a place is refused.

Waiting list

Where we have more applications than places, the oversubscription criteria will be used to determine the allocation of places. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application is not one of the admissions criteria, it cannot be a criterion for the order of names on the waiting list, and late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus, it is possible for a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted. This waiting list will operate until 31st December at the end of the Autumn term following admissions in September.

Appeals

Where the governors are unable to offer a place because the school is over-subscribed, parents will be informed of the reason why admission was refused and of their right to appeal to an independent admission appeal panel.

Parents wishing to appeal must set out their grounds for appeal in writing and must send the appeal to: Stockport Local Authority, Admissions Department.

Deferred Admissions

Children are entitled to a full-time place in school in the September following their fourth birthday.

Once they have been offered a place in the Reception Year at the school, the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond beginning of the final term of the school year for which the original application was made.

Where parents wish, children may attend part time until later in the school year but not beyond the point at which the child reaches compulsory school age.

Admission outside the child's normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than Year 1.

Parents requesting admission out of the normal age group must put their request in writing, addressed to the Headteacher at the school, together with any supporting evidence that the parent wishes to be taken into account. The governing body will make decisions on requests for admission outside the normal age group on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; any information provided about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The governing body will also take into account the views of the Headteacher. When informing a parent of their decision on the year group the child should be admitted to, the governing body will set out clearly the reasons for their decision.

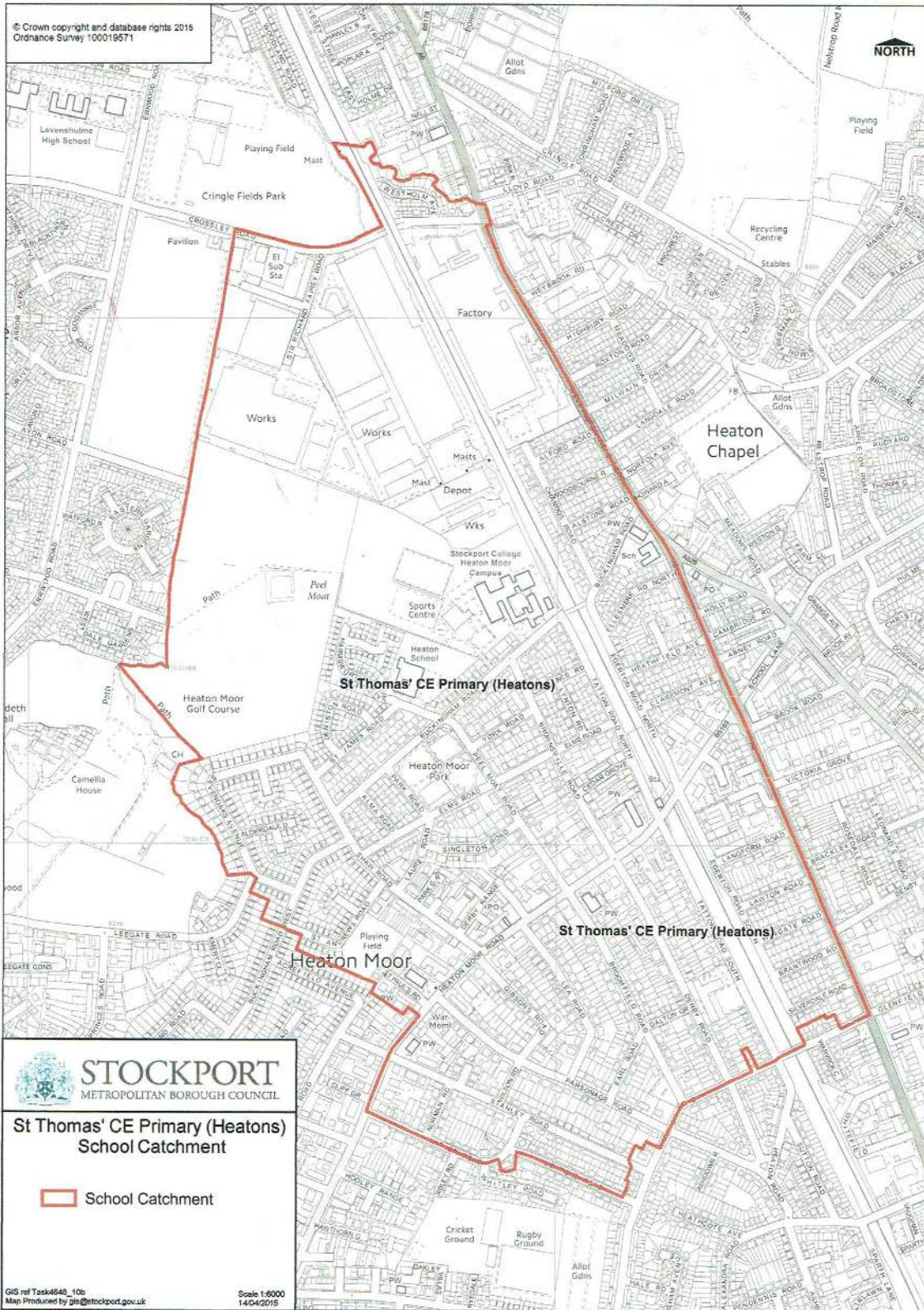
Where the governing body agrees to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and governing body must process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable.

Non-routine/In- year admissions

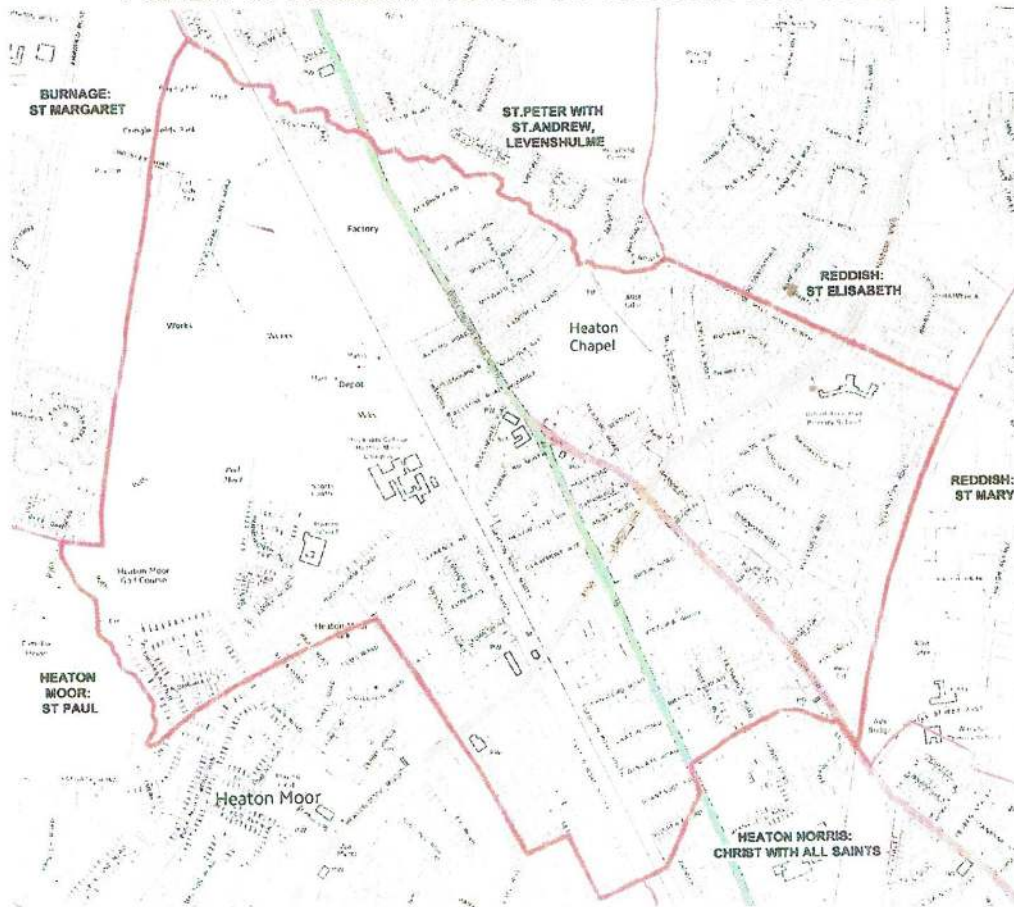
It sometimes happens that a child needs to change school other than at the "normal" time. Such admissions are known as non-routine or in-year admissions. Parents wishing their child to attend this school will be asked to apply to the Local Authority who manage admissions for the school. If the application is not accepted, the applicant will be informed in writing and information about how to appeal against the refusal of a place will be provided.

Please note that you cannot re-apply for a place at a school within the same school year unless there has been a relevant, significant and material change in the family circumstances.

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Ordnance Survey 100019571



Parish of Heaton Norris St Thomas MO3520



SCHOOL ORGANISATION

If your child is joining our Early Years Reception Class, he/she will be invited to an open afternoon in July, to meet their teacher and some of the children in their class as well as an induction meeting to explain how we start your child at our school. As part of your child's induction into school you will be invited to make an appointment with your child's teacher where you can discuss your child's individual needs before they start.

Twice yearly we hold parents' meetings. Parents are offered an appointment with the class teacher to discuss progress and to see children's work exhibited. A written report of your child's progress, strengths and areas for development is also sent to you at the end of the Summer Term and our open evening is held to display your child's work in their current classroom and for you to meet their new teacher informally. This is normally from 3.30 until 6pm. There are no appointments for the Open Evening. Please check the school dates on the website.

On occasions you may feel that you would like an interim appointment. Please do not hesitate to contact your child's class teacher, who will be pleased to arrange this for a mutually convenient time. There are many occasions when you will be invited into school to share in our success and achievements. During the year children may perform concerts, plays and musicals. We also hold class assemblies when your child's class has prepared something special for you to see. Parents are invited to share all these occasions with us.

At the end of Reception and Year 2, we will look at the makeup of the classes and reorder the children into new classes ready for the move to Year 3 at the Junior Site. We also arrange visits to the new site and opportunities to meet the new teacher.

From time to time, school may wish to discuss some matters with you and will contact you by letter or phone. Newsletters and bulletins are sent regularly to your children. These are very informative.

Parents have many skills and talents and we would welcome your help and assistance. If you can help with curriculum activities, support with hearing children read, helping in the school library or would be willing to come into school and work with a small group of children under the supervision of the teacher, please contact us.

THE SCHOOL STAFF

In the academic year 2024/25 there are 630 pupils on roll in 22 classes. The school staff and class arrangements are as follows: -

Senior Leadership Team

Ms L Loynes – Headteacher
Mr P. Campen – Deputy Headteacher – Infants, Monday/Tuesday & Wednesday
Mr C Kemal – Deputy Headteacher – Infants, Thursday & Friday
Mr C Silk – Deputy Headteacher - Juniors
Ms N Wood – Special Educational Needs and Disabilities Co-Ordinator (SENDCO)
Mrs N Bailey – Assistant Headteacher - EYFS
Mr C Kemal – Assistant Headteacher – KS1, Monday/Tuesday & Wednesday
Mrs T Brokenbrow – Assistant Headteacher – KS1, Thursday & Friday
Mrs V Shaw – Assistant Headteacher – Lower LK2
Mrs F Stockton – Assistant Headteacher – Upper KS2
Mrs B Billington – Business Leader

Foundation Stage Team

Mrs N Bailey – Reception Teacher/Assistant Headteacher - EYFS
Mrs K Johnson – Reception Teacher
Mrs K Roberts – Nursery Teacher
Mrs S Brierley – Nursery Teacher
Mrs A. Mellor – Reception Teacher

Mrs K Nocon – EYFS Teaching Assistant
Mrs M Zambrano – EYFS Teaching Assistant
Miss H. Scott – EYFS Teaching Assistant
Mrs M Nugent – Nursery Teaching Assistant

Key Stage One

Miss G Flowers – Year 1 Teacher, Monday/Tuesday & Wednesday
Mr R Callanan – Year 1 Teacher, Thursday & Friday
Mrs H Eves – Year 1 Teacher
Mrs E Sargent – Year 1 Teacher
Mrs T. Brokenbrow – Year 2 Teacher/Assistant Headteacher
Mr C Kemal – Year 2 Teacher/Assistant Headteacher
Mrs M Meredith – Year 2 Teacher
Mrs A Bleasdale – Year 2 Teacher

Mrs A Brocklehurst – Higher Level Teaching Assistant
Mrs M Cross – Teaching Assistant
Miss C Dolan – Teaching Assistant
Ms H Roach – Teaching Assistant
Mrs J Hilditch – Teaching Assistant
Mrs L Yuill – Teaching Assistant
Mrs T Kanaya – Teaching Assistant
Mrs S Rashid – Teaching Assistant

Key Stage 2

Mrs V Shaw – Year 3 Teacher/Assistant Headteacher

Mr M Powell – Year 3 Teacher

Mr J Flemons – Year 3 Teacher

Miss S Theobald – Year 4 Teacher

Mr M Attwood – Year 4 Teacher

Miss L Grenham – Year 4 Teacher

Mrs H Gibbs – Year 5 Teacher

Mr Y Leung – Year 5 Teacher

Mrs S Galbraith – Year 5 Teacher

Mr S Bleasdale – Year 5 Teacher

Mrs F. Stockton – Year 6 Teacher/Assistant Headteacher

Miss A Hughes – Year 6 Teacher

Miss B McGuire – Year 6 Teacher

Music Teacher/Cover – Mrs P Walkinshaw

Mrs H. Follows – Higher Level Teaching Assistant

Mrs T Potts – Teaching Assistant

Mrs A Solway – Teaching Assistant

Mrs A. Gallagher – Teaching Assistant

Miss F Emanuel – Teaching Assistant

Mrs J Eade – Teaching Assistant

Mrs J Lindon – Teaching Assistant

Learning Support Team

Mrs E. Boardman – Senior Learning Mentor

Mr L Buckley – Pastoral Lead

Learning Support Assistants – Mrs K Tebb, Mrs S Qasi, Miss J Linklater, Miss J Thomas, Mrs Z Vasi, Mrs S Kaur, Miss A McNamara

Administration Office

Mrs B. Billington – Business Leader

Mrs C Hill – School Administrator - Infants

Miss K Howell – School Administrator – Infants

Mr G Towey-Swift – Clerical Assistant - Infants

Mrs J Taylor – School Administrator – Juniors

Mrs S Cooper - Clerical Assistant – Juniors

Catering Staff

Mrs J Greenwood – School Cook - Infants

Miss S Mooney – School Cook - Juniors

Mid-Day Team

Mrs J Hind – MDA Supervisor – Infants

Mrs L Buckley – MDA Supervisor - Juniors

Mid-Day Assistants – Infants

Mrs G Yaqoob, Mrs K Flynn, Mrs K Turnock-Barnett, Mrs S Akhtar, Mrs C Derbyshire,

Mrs M Mahmood, Mrs J Orange, Mrs S Rashid, Mrs C Rigby, Mrs S Uddin

Mid-Day Assistants – Juniors

Mrs J Cope, Mrs S Stendall, Mrs C Reidy, Miss C Bradshaw, Mrs G Jitca, Miss A Price, Miss S Taylor

Site Managers

Mr T Birch – Infants

Mr N Donegan - Juniors

Caretaking Team

Miss S Taylor

Miss B Watson

Mrs B. O'Grady

Mrs S Mooney

Mrs K Flynn

Mrs C Derbyshire

Miss C Bradshaw

PALS

Mrs S. Thomas – PALS Manager

PALS Assistants – Mr L. Buckley, Miss S. Stendall, Miss P. Dunleavy, Miss A McNamara, Mrs K Turnock-Barnett, Mrs K Flynn, Mrs S Kaur, Mrs J Lindon, Mrs G Jitca, Miss A Price, Mrs Z Vasi

AIMS

While they are at St Thomas' School we aim to help the children be happy, confident in their own beliefs and ideas and able to communicate these ideas to others. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with Parents, Governors and members of the wider community.

OBJECTIVES

Within these general aims, we expect that most children will be able to do the following by the time they transfer to secondary school:

- Read fluently and accurately, with understanding, discrimination and enjoyment.
- Speak and write clearly, confidently and with good grammar and punctuation.
- Use mathematical skills and ideas in everyday situations.
- Know where to look for information and how to record findings.
- Understand how technology and especially information technology can be used.
- Work independently or in a team to find things out, interpret and solve problems
- Use a range of creative arts and crafts as a means of expression
- Possess enough skill, strength, endurance and mobility to take part in a range of physical activities
- Show awareness of local geographical and social influences, and of other times, places and cultures.

- Understand how to keep themselves safe and how to relate well to people around them (PSHE).

The curriculum is the means by which these aims and objectives are pursued.

THE CURRICULUM

The curriculum is the whole learning experience offered by a school. It is not only all the lessons and activities, which are planned, organised and provided while the children are at school. It is also the tone, standards, quality and the attitudes it puts forward.

We aim to teach the curriculum in an exciting and interesting way and in a happy and productive atmosphere. We try to give the children as much first-hand experience as possible. In Early Years, especially, much of the work is through planned and free-flow, purposeful play, as we know that children learn more effectively and happily this way.

ORGANISATION

In planning the curriculum and putting it into practice we aim to ensure that:

Excellence is pursued and valued in every way and that lessons are challenging and have pace and direction.

Every child's learning programme is varied and balanced, and each part of it relates to the others.

Our universal offer centres on quality first teaching with adaptive practices utilised in all classrooms. Targeted support and individual support is offered when necessary.

Gender stereotyping is avoided.

As far as possible learning is rooted in the pupil's personal experience and relates to practical, everyday needs.

Every child's learning progresses smoothly from teacher to teacher through Early Years, Key Stage 1 and 2, so that work at one stage follows naturally from the work of the stage before.

Each year children work to year-end expectations provided by the National Curriculum

Information about the areas of the curriculum covered each term can be found on the school's website.

NATIONAL CURRICULUM

The curriculum covers everything that goes on in school.

In Reception, children will follow the guidelines outlined in the Early Years Foundation Stage Curriculum. At the heart of this curriculum are the three **Prime** areas of Physical Development, Communication and Language and Personal, Social and Emotional development. Through these, development in the four **Specific** areas of Literacy, Mathematics, Understanding the world and Expressive Arts and Design, is delivered.

The National Curriculum requirements consist of three core subjects – English, Maths and Science – and seven other foundations subjects – History, Geography, Information Technology, Design Technology, Art, Music & Physical Education. RE is taught in all year groups at St Thomas’

End of year expectations are set for each year group in school from Early Years upwards.

OFSTED INSPECTION

St Thomas’ School was inspected by Ofsted and the Diocesan Inspectors in June 2023 & November 2018. A summary of the Inspection Reports is attached to this prospectus and is available on our School website.

SIAMS INSPECTION

As a Church of England Primary School we undergo Statutory Inspection of Anglican and Methodist Schools (SIAMS) every 4 years of so.

St Thomas’ is required to demonstrate that the school is distinctively Christian, through all aspects of its life as a school. We are inspected by the SIAMS process (Statutory Inspection of Anglican and Methodist Schools.) and we are required to be different to community schools, showing that our Christian Vision impacts all that we do.

A summary of the inspection findings is detailed below and the full report can be found on our website.

- ***The Christian vision threads through all aspects of school life. It is discernible in the relationships, care and support offered within this highly inclusive school.***
- ***The curriculum, shaped by the Christian vision, offers a wealth of experiences and opportunities that meet the academic and spiritual needs of pupils.***
- ***The principles of restorative justice are universally understood. This brings depth to pupils’ understanding of Christian teaching and of their own place in society as Children of God. As a result, pupils’ behaviour and attitudes, in lessons and around school, are very good.***

- *Effective teaching in religious education (RE) supports pupils in developing a clear understanding of the ways in which biblical teaching influences the lives of the believers.*
- *Thoughtful and well-delivered worship, alongside opportunities for prayer and reflection around the school, support pupils; spiritual development.*

Statutory Inspection of Anglican and Methodist Schools. November 2018

RELIGIOUS AND MORAL EDUCATION

Religious Education

The RE programme at St Thomas' is currently based upon the Manchester Diocesan syllabus (2024) and is delivered through RE lessons. Biblical stories, tales of morality and the lives of great men and women of various faiths are studied as part of the syllabus. Children are encouraged to consider the impact belief and faith have in the lives of people every day and the Christian faith in particular and its outworking is a part of all aspects of learning across the wider curriculum. To get a flavour of this please go to www.whatiflearning.co.uk/.

In addition, our children also learn about and learn from other faiths such as Judaism and its links to the Christian faith as well as Islam, Hinduism and Sikhism as part of their Religious Education.

RE is a popular subject. Lessons focus on issues of importance to pupils such as leadership, and gifts with enduring value. Debate is encouraged and pupils develop understanding of the interaction between religious belief and cultural heritage. They listen carefully to one another and are respectful of differing viewpoints. Subject leaders attend regular diocesan meeting for local RE teachers. These inform school based professional development and lead to a shared understanding of standards and subject content. The teaching of RE meets statutory requirements.

Worship

Children attend collective worship either as part of the whole school, within their Key Stage group or with their own class. Worship contributes to our pupils' personal and spiritual development and their understanding of how Christians worship. ***“Worship reflects the school's Christian vision and inspires, enthuses and encourages pupils. Through story, drama and music pupils reflect on issues relevant to them that affect the ways in which they live. They actively engage with extensive opportunities for spiritual reflection and share their responses respectfully. Pupils are familiar with the story of Jesus' life and develop a practical understanding of Christian teaching. Prayer is a natural part of the daily life of the school. Reflection areas in classrooms and prayer stations in each building provide a space for pupils to pray. This provision enriches pupils' prayer lives and contributes to the maturity of their approach to contemplation. The involvement of pupils, teachers and members of the church community in planning and leading worship brings a richness of experience. Staff pray together each week and value this time of re-committal to the school's Christian vision and purpose”*** (SIAMS inspections report November 2018).

Children may be exempt from the Act of Worship if the parent so wishes, however this is extremely rare. The vast majority of our parents of faiths other than Christianity or no faith, encourage their children to attend services where they are held in Church, as we consider this to be integral to life at St. Thomas'. No child is forced to pray but we require all our children so show respect. Applications should be made to the class teacher. Your child will be given alternative work to do during this time.

At St Thomas' CE we are also concerned to instil and uphold the moral values and beliefs of the Christian community, whilst teaching our pupils to respect the beliefs and

opinions of others. We encourage children to feel responsibility for themselves and their actions and to care for others and their surroundings. We believe that our Religious Education and our Acts of Worship contribute to the high standards of behaviour and attainment at our school, as well as our 'St Thomas' Way'.

Values and core values each half term:

Compassion, Trust, Perseverance, Faith, Joy and Community

RELATIONSHIPS AND SEX EDUCATION

Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum. We believe that RSE includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood - to live a life in '*all its fullness*'.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. The Christian message of love, joy and the celebration of humanity without exception or exclusion is fundamental to all that we do and uphold within our school and is at the heart of the Church of England's guidance in *Valuing All God's Children* (2014).

For Church schools, RSE is not just about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. We passionately believe this is paramount for teaching pupils the skills, wisdom and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

Relationships and Health Education are **statutory** at Primary School and there is **no right to withdraw** from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As **Sex Education** is **not statutory** at Primary level (other than what is taught as part of the Science Curriculum), parents / carers have the **right to request to withdraw** their child from all or part of the Sex Education curriculum (for Primary schools this only covers **sex and conception**).

At St Thomas', sex and conception is only taught in Year 6, and these lessons are the only ones that parents have the right to withdraw their child from. Before considering this option, we would always encourage parents to come and talk to us, and any requests made will need to be submitted in writing to the Headteacher.

ASSESSMENT

Records are kept of the individual children's progress in the various curriculum areas and examples of individual children's work are passed on from teacher to teacher as the child progresses through school. Individual and class targets are set each term and for each year, based on end of year expectations, to ensure children know what is expected of them.

The skills of mathematics, language and science are clearly defined and assessments of individual children are made periodically.

In addition to regular-in class assessments, the following national assessments take place:

Reception	-	Baseline Assessments & On-going Foundation Stage Profile
Year 1	-	Phonics Screening Check
Year 2	-	Optional Key Stage 1 Assessment tests

Year 4	-	Multiplication Tables Check
Year 6	-	Key Stage 2 Assessment tests

SPECIAL EDUCATIONAL NEEDS

Children with special educational needs are monitored and assessed during their school career. There is a teacher in school who has special responsibility for monitoring these children and liaising with their parents.

Children experiencing difficulties within the classroom are referred by the class teacher to the special educational needs co-ordinator. Specific difficulties are then:

- Identified and assessed
- Responded to
- Monitored and evaluated

The Special Education Needs and Disability Co-ordinator (SENDCo) is responsible for liaison between parents, the School, Governors, other professionals and Local Authority. She is also responsible for ensuring that the requirements of the Authority's guidelines on assessment and statementing are fulfilled. Advice & Support is sought from the Authority's Inclusion Service where recommendation advice will be given.

We will endeavour to include children with physical disabilities within all aspects of school life, providing high quality teaching and learning within a structured environment. Due to building restrictions we may have to adopt certain activities to cater for wheelchairs. It would be wise to discuss such problems on an initial visit, if your child has mobility difficulties. The Disability Discrimination Act establishes a requirement to avoid discrimination on the grounds of disability. Stockport LA makes certain that educational establishments ensure that pupils with disabilities are not subjected to less favourable treatment and must make reasonable adjustments to overcome disadvantages caused by disability. For further information please see our School Offer which is located on our school website under Key Information.

Special Education Needs encompasses supporting children who may require additional or different from their peers. We will support all our children.

EXTRA CURRICULAR ACTIVITIES

According to the skills and interests of staff and their willingness to give up their own time out of school hours, the School endeavours to maintain a wide range of extra-curricular activities. These have recently included football, netball & choir.

Peripatetic music teachers visit school. In 2024/25, we are providing a wide variety of music tuition. French, dance, various sports, football and Science clubs are also available this academic year. These are organised and run by private providers and therefore a small charge is necessary. Payment is made directly to the provider.

SCHOOL MEALS

Approximately 99% of infant children in school have school dinners. Approximately 40% of junior children have school dinners. The meals are prepared on the premises and always have a range of choices (including a vegetarian option). Special dietary needs are catered for by arrangement.

Payment for School Meals should be made via 'The School Gateway' or brought into school on Monday morning (if you wish to pay weekly) in a clearly labelled envelope. If you wish to pay termly, this can be done on the 'Gateway'. Please speak to office staff for current costs. Cheques should be payable to St Thomas' C of E Primary School. All children in Early Years., Years One and Two are currently provided with a free school meal by the government (Parents of children in Key Stage 2 still need to pay for meals).

This is separate from the system that provides free school meals where there is some financial hardship for example. Please see eligibility criteria below

We would strongly urge you to continue to apply for this benefit regardless of government provision of meals to under eights as the school receives extra funding to support your child.

If you think you are entitled to free school meals, please apply at the Local Authority offices. If you wish to change your lunchtime arrangements, please give at least one week's notice in writing.

Children bringing in their own lunches are requested not to bring breakable containers including glass bottles and flasks and **no nut products, including spreads**, are included in packed lunches as we have children in school with severe allergies.

FREE SCHOOL MEALS

You can claim for free school meals if you receive:

- Income Support
- Universal Credit (provided the parents income is no more that £616.67 in the last Universal assessment period.
- Income related Employment and Support Allowance.
- Income based Job Seekers Allowance
- Support by Part VI of the Immigration & Asylum Act 1999
- Child Tax Credit only with an income of less than £16190
- The guaranteed element of Pension Credit

Free School Meals and Clothing Grants Team
Corporate and Support Services
PO Box 70
Stockport
SK1 3ZY

Email: benefitsfsm@stockport.gov.uk

Tel No: 0161 - 217 6015

ARRIVING AND COLLECTING FROM SCHOOL

Please have a care for children's safety when arriving at and leaving school. Observe the parking restrictions and do not obstruct the school gates.

Dogs and other pets are not allowed on school premises, including playgrounds or parking areas at any time. We request that all adults visiting school (including the playground) support our Healthy Schools initiative by observing a 'No Smoking' ban. This includes vaping.

We would appreciate it if you would be prompt if collecting your child at the end of the day. Children (especially younger ones) become very anxious if they see everyone going home and they cannot see their parent/carer. Please let school know of any changes to arrangements for collecting your child by three o'clock in the afternoon or if there is an emergency.

VALUABLES

On occasions, children bring sums of money or valuables to school. Official money should always be sent in an envelope clearly marked with the child's name and class. Any personal items should be clearly marked. Please discourage your child from bringing toys and expensive items, or sums of money to school. When lost or mislaid this causes great distress and it wastes valuable teaching time. We do have a policy of no mobile phones on site without written authorisation from the Headteacher. If you wish your child to have a mobile phone in school, please ask at the school office for the appropriate form. The school takes no responsibility for the safety of such items in school.

LOST PROPERTY

We do have a lost property tub in school and it is amazing how many strange items are left in it! **Please mark all clothing and personal effects quite clearly.** Any loss of items should be reported to the teacher without delay. Lost property is collected and stored in a weatherproof container accessible to parents on both sites.

CHILD PROTECTION/SAFEGUARDING

School works closely with all relevant bodies for children in vulnerable situations. In matters of urgent or continuous child protection, the Headteacher (or Deputy Designated Safeguarding Officer will, in the first instance, liaise with Social Services.

St Thomas' C of E VA Primary seek to protect children and young people from the influences of all violent extremism including, but not restricted to:

- Extremist Far Right / Neo Nazi / White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to

future manipulation and exploitation.

ABSENCE FROM SCHOOL AND SICKNESS

Please inform school as soon as possible by either telephone or email if your child is absent,

Absence from school, other than through illness, should be applied for using the absence request google form on our website.

Sick children should not attend school, but those who become ill whilst here are telephoned to collect their child/ren. A contact telephone number is required in case of an emergency (please ensure that this is always up to date).

If your child has to stay indoors at playtime a note stating the reason must be given to the class teacher. This should not continue for longer than two days. **Please note that children suffering from any sickness/diarrhoea should not return to school until at least 48 hours after the last bout of illness.**

MEDICINES

If medicines need to be administered at school, parents must arrange for an adult to attend school to administer them; where this is not possible parents need to complete a medical consent form. Please seek the advice of your doctor before returning a child to school with a need to take medication during the school day e.g. for antibiotics or pain relief. For Health and Safety reasons it is not possible for members of staff to administer these items. – **Please note only medicine prescribed by a GP or hospital can be in school.**

APPOINTMENTS (Medical or otherwise)

Should your child have an appointment at a clinic or surgery, please make arrangements to meet them at school whenever possible. No child will be allowed to leave school unless a request has been made. If you are not collecting your child in person we must have a written note of authorisation. We are sure you will appreciate that our concern is for the safety of your child.

MEDICAL NEEDS

Children who suffer from asthma should have inhalers in school. In the case of severe allergies requiring emergency medication such as epipens, all medicine should be provided for school use and will be kept in a designated and safe area in school. All emergency medicines should be clearly labelled with their name along with written instructions from parents for their use. In addition, a medical care plan should be completed and kept with the medicine. These should be taken home each holiday and the dates checked. For further information please see our Medical Needs Policy on the school website or speak to office staff. This guidance also applies where children have allergies or other specific medical conditions.

SCHOOL HOLIDAYS

A current list of school holidays is on our school website. **Parents are advised that it is our policy not to authorise holidays during term time.** This is particularly important at all stages of school life as missed school is detrimental to education and may result in an Education Penalty Notice (EPN) being issued. Please see our Absence from school

policy on our website. Periods of absence exceeding 14 days must be reported to the Governing Body. Children with poor attendance or persistent lateness will be reported to the School's Education Welfare Officer.

ST THOMAS' TERM DATES 2024-25

	DATES
AUTUMN 1	Monday 2 nd September 2024 - Friday 18 th October 2024 INSET DAY 1: Monday 2nd September 2024 (children start School on Tuesday 3rd September 2024)
HALF TERM HOLIDAY (DAYS OFF)	<i>Monday 21st October 2024 - Friday 25th October 2024 inclusive</i>
AUTUMN 2	Monday 28 th October 2024 - Friday 20 th December 2024 INSET DAY 2: Monday 28th October 2024 – children start School on Tuesday 29th October 2024 (Christmas Holiday - children break up on Friday 20th December 2024)
CHRISTMAS HOLIDAY (DAYS OFF)	<i>Monday 23rd December 2024 – Thursday 2nd January 2024 inclusive</i> <i>Public holidays: Christmas Day 25th Dec 2024, Boxing Day 26th Dec 2024</i> <i>& New Year's Day 1st January 2025</i>
SPRING 1	Friday 3 rd January 2025 - Friday 14 th February 2025 INSET DAY 3: Friday 3rd January 2025 (children start School on Monday 6th January 2025)
HALF TERM HOLIDAY (DAYS OFF)	<i>Monday 17th February 2025 - Friday 21st February 2025 inclusive</i>
SPRING 2	Monday 24 th February 2025 – Friday 11 th April 2025 INSET DAY 4: Monday 24th February 2025 (children start school on Tuesday 25th February 2025)
EASTER HOLIDAY (DAYS OFF)	<i>Monday 14th April 2025 – Friday 25th April 2025 inclusive</i> <i>Public holidays: Good Friday 18th April 2025, Easter Sunday 20th April & Easter Monday 21st April 2025</i>
SUMMER 1	Monday 28 th April 2025 – Friday 23 rd May 2025 (children start School on Monday 28th April 2025) Public holiday: Monday 5th May 2025
HALF TERM HOLIDAY (DAYS OFF)	<i>Monday 26th May 2025 – Friday 6th June 2025 inclusive</i> Public holiday: Monday 26th May 2025
SUMMER 2	Monday 9 th June 2025 - Friday 25 th July 2025 INSET DAY 5: Monday 9th June 2025 - children start school on Tuesday 10th June 2025 (children break up for the Summer holiday on Friday 25th July 2025)

SCHOOL UNIFORM

We ask all parents/ carers who send their children to our school to support the school uniform policy. We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork.

Parents/Carers should ensure their child has the correct school uniform, appropriate for the weather conditions and it is clean. They should also clearly label each item with a distinguishable name.

The school uniform is listed below but please note that it is not compulsory to have uniform with the school logo on and children can wear plain clothing as follows:

Standard Uniform	<ul style="list-style-type: none"> • Nursery – Green sweatshirt/cardigan, preferably with the school logo • Infants- Navy blue sweatshirt /cardigan, preferably with the school logo • Infants - Plain white polo shirt with collar • Juniors - Navy blue V necked jumper , preferably with the school logo • Juniors - Plain white shirt or blouse • Juniors – Blue tie with white diagonal stripes • Plain grey long trousers or skirt • Plain grey pinafore or shorts • Plain grey/ black/white socks or tights • Waterproof coat
Summer Options	<ul style="list-style-type: none"> • Blue and white gingham check dress- any style may be worn in warmer weather • Tailored school shorts • White short sleeved shirts or blouses
Footwear	<ul style="list-style-type: none"> • Flat, black, plain school shoes • Trainers/ boots/ high heels/open-toed sandals are not permitted • Wellington boots may be worn to school but children must have their school shoes to change in to
Indoor P. E. Kit Football shirts are not allowed for PE lessons.	<ul style="list-style-type: none"> • Navy shorts and white, short-sleeved t-shirt • Infant children wear black pumps, trainers or have bare feet • Junior children wear trainers for indoor games or have bare feet • Kit to be kept in a named bag

<p>Outdoor P.E. Kit</p> <p>Football shirts are not allowed for PE lessons.</p>	<ul style="list-style-type: none"> • White t-shirt (not baggy) and navy shorts • Navy sweatshirt and jogging pants for cold and damp weather • Trainers or stronger pumps are required
<p>Swimming kit (Junior children only)</p>	<ul style="list-style-type: none"> • Swimming trunks or swimming costume and swimming cap • Towel
<p>Jewellery</p>	<ul style="list-style-type: none"> • The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons • A watch may be worn. Wearable devices are prohibited unless a prior arrangement has been made with school.
<p>Hair / Head</p>	<ul style="list-style-type: none"> • Long hair (both girls and boys) should be tied back while at school; this is especially important during P.E. • Bows, hairbands and scrunchies need to be in school colours, please, blue, black, white and grey and hair bows must not be too large • Headscarves may be worn for religious purposes
<p>Make up / Nails</p>	<ul style="list-style-type: none"> • Children should not wear make-up or have their nails painted • Parents to ensure children's nails are trimmed and a safe length
<p>Bags and belongings</p>	<ul style="list-style-type: none"> • Nursery and infants- A bookbag with the St Thomas' logo is recommended for carrying books, homework, letters and other materials to and from school. Rucksacks are not appropriate for EYFS / KS1. • Juniors- Rucksacks may be used for carrying books, homework, letters and other materials to and from school.

Swimming

A programme of swimming lessons is followed in Key Stage 2 at Grand Central Swimming and information will be given at this time.

Please make sure that all items of clothing carry your child's name.

For safety reasons, jewellery (excluding watches) must not be worn in school. Children with pierced ears may wear studs, but must remove them before swimming. (It would be helpful if Parents removed studs on swimming days for younger pupils). Smart watches capable of taking photographs, messaging or recording voices are not permitted.

HOMEWORK

Foundation Stage and Key Stage 1 children are expected to practice their maths, reading, spelling and/or phonics. Older Key Stage 1 children will have further maths and English tasks. In Key Stage 2 children are given tasks from the following: spelling, reading, tables, maths and English. Homework is usually given to practise work covered in lesson time. Key Stage 2 children should be able to complete homework on their own. Please contact your child's teacher if you have any worries about homework. The school's homework policy can be obtained from the school website.

HOMEWORK GUIDELINES

It is not our intention to unduly burden children with additional work at home but we do feel that constructive homework can be beneficial to both children and parents. A home/school partnership will enhance your child's education progress. If you feel that your child is struggling with homework tasks please see their class teacher. As your child gets older, being able to work at tasks independently and without prompting demonstrates maturity.

ENVIRONMENT

It is vital that children work in the right environment at home. Ideally this should be a quiet, comfortable place without the distraction of television or computer games and with an adult nearby to offer support and advice when necessary.

RECEPTION

In Reception year, homework consists mainly of reading and learning letters and sounds. Shared reading plays a very important part during the child's first weeks at school. The children bring home a variety of story books and picture books to read with or to be read by parents.

Gradually, as the child begins the School Scheme, reading books are brought home each week. At this stage in a child's school career, it is important that parents spend about 10 minutes each day sharing reading and encouraging their child to enjoy their early experiences through a wide variety of books.

Key Stage 1

Reading books are changed each week. Ideally your child should be reading for 10 minutes each day with support from an adult. The scheme books that are sent home are pitched to the correct phonics level of your child which means they should be able to read these without much support. Your child may need to re-read these to add fluency to their reading. As well as reading the school scheme book your child will bring home a library book to read with you for pleasure. You can further supplement reading with texts at home or your local library.

A homework task is set weekly on Purple Mash which will relate to some of the learning that is happening within the classroom. This can be completed on the website or on paper if you prefer.

.Lower Key Stage 2

At St Thomas' we promote a love of reading. The children will bring home a Book Band book and have a library book. It is essential that children bring their reading book and library book home and to school each day. Please support your child by encouraging

them to read on a daily basis, for a minimum of 15 minutes to yourself or to themselves. The children should complete the date and pages read in their reading diaries. Homework is set on a Friday, and is due to be completed by the following Wednesday. Homework consists of a maths task, learning times tables, and online there will be a spelling activity, the children may also be asked to complete research connected to their history/geography learning.

Upper Key Stage 2

At St Thomas' we promote a love of reading. The children will bring home a Book Band book and have a library book. It is essential that children bring their reading book and library book home and to school each day. Please support your child by encouraging them to read on a daily basis, for a minimum of 20 minutes to yourself or to themselves. At this age, most children will not need to be heard reading at home, but they do need the facility to read quietly each evening. School will monitor progress so that the children experience a full range of reading materials. The children should complete the date and pages read in their reading diaries.

In Year 5, homework is set on a Friday, and is due to be completed by the following Wednesday. Homework consists of a maths task, learning times tables, and online there will be a spelling activity, the children may also be asked to complete research connected to their history/geography learning.

In Year 6, maths homework is set on a Tuesday and due on a Friday. English homework is set on a Friday and due back the following Tuesday. Homework consists of a maths task, learning times tables, and online there will be a spelling activity, the children may also be asked to complete research connected to their history/geography learning.

It is expected that children will be able to work on their homework tasks with minimal parental help, as this is, in general, reinforcement of work already covered in class.

SCHOOL DETAILS

The School Day

Nursery

8.45am – 3.15pm (11.45am on Wednesday – half day)

Reception

8.55am – 11.45am

1.00pm – 3.10pm

Key Stage 1

8.55 am – 11.45 am

1.00 pm – 3.15 pm

Key Stage 2

8.55 am – 12 noon

1.00 pm – 3.30 pm

All children who have siblings at both sites are allowed into the school playground from 8.30 am onwards. Two members of staff will be positioned to supervise until the gate is closed at 8.55 am

If you only have one child on either site you should enter the school playground from 8.45am

If you arrive after 8.55 a.m. you will need to sign your child in as late.

At break time children may bring fresh or dried fruit or vegetables with no additives. This links with the Government's provision to those under eight years.

Lunch is seen as a social occasion and good table manners and behaviour are encouraged. The entire lunch break is well supervised by experienced ancillary staff whose prime function is to ensure the well-being and safety of the children.

At this time children still in the playground are brought inside to join those already in the classrooms so that school can begin.

PALS – Breakfast Club and After School Club & Nursery Wrap Around Care

Currently runs during term time only and offers a wide range of activities and games under trained supervision.

Breakfast club runs from 7.45am - 8.45 am costs £5.50 per session and includes breakfast (cereal, toast, yoghurt, fruit, etc).

After school club runs from 3.15 p.m. – 6.00 p.m., costs £11.00 per session and includes fresh fruit, fruit juice and a further snack (sandwiches, yoghurt, dips, etc).

We also offer wrap around care for our Nursery. This runs from 7.45am to 8.45am, costs £8.00 per session and includes breakfast (cereal, toast, yoghurt, fruit etc).

After Nursery wrap around care runs from 3.10pm - 5.30pm, costs £16.00 per session and includes fresh fruit, fruit juice and a further snack (sandwiches, yoghurt, dips, etc)

Children who wish to use this facility must be registered and may occasionally need to go on a waiting list until a place becomes available.

Please contact Stella Thomas, the PALS manager to reserve a place.

Charging policy of the Governing Body

The Governing Body recognises the valuable contribution that a wide range of additional activities can make towards enriching children's education. School fund is used to a great extent to subsidise such activities. Parents / carers will be invited to make voluntary contributions to meet the cost of activities which take place in school hours. Although no child will be excluded from any visit for financial reasons, the Governing Body reserves the right to cancel any activity if sufficient voluntary contributions have not been received. Families who have difficulty meeting the full cost can apply for financial assistance to the School Business Leader for support. Parents and carers are always informed well in advance of such activities and payment can be made in instalments. In case of loss or damage to school equipment and resources, parents and carers may be asked to contribute towards the cost of replacing the item. The Governing Body reserves the right to charge the full cost for activities which take place outside school hours.

Damages and Losses.

Charges may be made for the cost of repairing or replacing any damaged property or item resulting from a pupil's inappropriate behaviour.

Charges may be made for the cost of replacing any property or item which has been loaned or hired to a pupil and not returned.

COMPLAINTS ABOUT THE CURRICULUM

Details of the Local Authority's and Schools complaints procedure are available from the School Office. Concerns should, in the first instance, be discussed with the Headteacher.

ST THOMAS' SCHOOL PARENT AND TEACHERS ASSOCIATION (PTA)

All parents, guardians, governors, teachers and ancillary staff at St Thomas' are automatically members of the Parent/Teacher Association.

The Association is a Registered Charity constituted with the objective of advancing the education of pupils in the School. It is committed to achieving this objective in a number of ways, which include developing relationships between all those involved with the School and raising money to assist with the provision of resources in school.

BEHAVIOUR

St Thomas' Way

At St Thomas' Primary School we believe that there should be a whole school Relationships & Behaviour Policy, which creates a positive atmosphere, based on a sense of community and shared values and reflecting the distinctive Christian ethos of the school. We call this the 'St Thomas' Way', and it contains the fundamental values by which all of us at St Thomas' live our lives and go about our school day – faith, hope and love in action. By following the St Thomas' Way, we aim to both nurture and challenge our young people to enable them to reach their full potential.

A summary of our Relationships and Behaviour Policy is available to see on our School website.

ATTENDANCE RETURNS 2022/23

The following school performance information was supplied to the Local Authority for the school year 2022/23, as requested by the Department of Education.

Attendance rate – 95.7 %
Authorised Absences – 3.8 %
Unauthorised Absences – 0.5%

SCHOOL LEAVERS In the school year ended July 2023 the destination of Year 6 pupils was as follows:

Priestnall School – 70%
St Anne's RC High School – 7%
Stockport Grammar School – 2%
Trinity CE High School – 6%
Stockport Academy – 1%
Levenshulme High School – 10%
Reddish Vale High School – 3%
Cheadle Hulme School – 1%

DATA PROTECTION

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, and characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

The Local Education Authority uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The Qualifications and Curriculum Authority uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The Department for Education and Skills uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified by them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising the right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- The school at Wellington Road North, Heaton Chapel, Stockport SK4 4QG
- The Council's Data Protection Officer at Stockport Metropolitan Borough Council, Town Hall, Stockport, SK1 3XE
- The QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA

- The DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

For further information regarding our Data Protection Policy please ask at the school office.

IMMUNISATION

The benefits of immunisation are clear – very few children suffer from serious illness or die as a result of any of them.

It is strongly recommended that your child should have had the following immunisations prior to starting school.

IMMUNISATION SCHEDULE

Age due	Diseases protected against	Vaccine given and trade name		Usual site ¹
Eight weeks old	Diphtheria, tetanus, pertussis (whooping cough), polio, <i>Haemophilus influenzae</i> type b (Hib) and hepatitis B	DTaP/IPV/Hib/HepB	Infanrix hexa or Vaxelis	Thigh
	Meningococcal group B (MenB)	MenB	Bexsero	Thigh
	Rotavirus gastroenteritis	Rotavirus ²	Rotarix ²	By mouth
Twelve weeks old	Diphtheria, tetanus, pertussis, polio, Hib and hepatitis B	DTaP/IPV/Hib/HepB	Infanrix hexa or Vaxelis	Thigh
	Pneumococcal (13 serotypes)	Pneumococcal conjugate vaccine (PCV)	Prevenar 13	Thigh
	Rotavirus	Rotavirus ²	Rotarix ²	By mouth
Sixteen weeks old	Diphtheria, tetanus, pertussis, polio, Hib and hepatitis B	DTaP/IPV/Hib/HepB	Infanrix hexa or Vaxelis	Thigh
	MenB	MenB	Bexsero	Thigh
One year old (on or after the child's first birthday)	Hib and MenC	Hib/MenC	Menitorix	Upper arm/thigh
	Pneumococcal	PCV booster	Prevenar 13	Upper arm/thigh
	Measles, mumps and rubella (German measles)	MMR	MMRvaxPro ³ or Priorix	Upper arm/thigh
	MenB	MenB booster	Bexsero	Thigh
Eligible paediatric age groups ⁴	Influenza (each year from September)	Live attenuated influenza vaccine LAIV ^{3,6}	Fluenz ^{3,6}	Both nostrils
Three years four months old or soon after	Diphtheria, tetanus, pertussis and polio	dTaP/IPV	REPEVAX	Upper arm
	Measles, mumps and rubella	MMR (check first dose given)	MMRvaxPro ³ or Priorix	Upper arm

If you need any further information about immunisation, see your practice nurse or health visitor.

Some children may also be recommended to have BCG (vaccination against tuberculosis), pneumococcal vaccine or influenza vaccine. Again speak to your practice nurse or health

visitor if you need information about these.

If your child has not had any of the above immunisations, these are available from your GP surgery.

CONCLUSION

We are pleased to issue this booklet with the intention of providing useful information about our school.

Our teachers are aware of the importance of establishing an effective and harmonious partnership between home and school. Working together, with your support, we ensure that your child's school years are happy and productive and that we have a school of which we can be justly proud.

It is a partnership and we cannot do it alone. A home-school agreement is confirmed annually to continue our good working relationship.

Please support your school by: -

- Praising its good points
- Valuing the work that goes on
- Praising your child's success and activities
- Giving a helping hand when you can
- Attending meetings that the staff have organised
- Thinking the best of everyone's intentions
- Discussing difficulties with us when they first arise, and NEVER in the hearing of your child

And in our turn we will say THANK YOU from time to time.

We assure you we will place all our professional skill, expertise and enthusiasm at the disposal of your child.