

St. Chad's RCVA Primary School



**School Brochure
2018 - 2019**

St. Chad's Primary School Mission Statement

MISSION STATEMENT

Our school endeavours to promote a welcoming community based on trust and mutual respect,
where all individuals feel that they are all valued and belong.

We develop our spirituality through prayer, reflection and celebration whilst living out our
Catholic faith.

As a community of learners we dedicate ourselves to enabling each individual to achieve their full
potential.

We seek to develop confident, independent, enthusiastic and creative lifelong learners within a
caring, safe and supportive environment.

As we journey together with Christ, we seek to explore the joy and wonder of learning through
celebrating God's love in our lives.

'Come as you are and walk with us.'

ST. CHAD'S RCVA PRIMARY SCHOOL
THE BALTIC
WITTON PARK
BISHOP AUCKLAND
CO. DURHAM.
DL14 0EP

SCHOOL NO. 3465

Head Teacher: Mr. D.M. Brown
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Staff - September 2017

Mr. D.M. Brown	Head Teacher
Mrs. F. Brown	Deputy Head Teacher / Class 4 Teacher
Mrs. L. Bowtell	Class 1 Teacher/ Early Years Lead
Miss R. Walton	Class 2 Teacher
Miss J Bell	Class 2 Teacher
Mrs. N. Priestley	Class 3 Teacher/R.E> Co-ordinator
Mrs. D. Hannon	Higher Level Teaching Assistant
Mrs. S. Hebron	Higher Level Teaching Assistant
Mrs. G. Jackson.	Higher Level Teaching Assistant
Mrs. V. Tippey.	Higher Level Teaching Assistant

Non-Teaching Staff

Mrs. S. Shaw	School Administration
Mr. R. Barnham	School Administration
Mrs. C. Plowman	Caretaker
Mrs. R. Spraggan	School Cook
Mrs. P. Lyall /Mrs.C. Plowman	Supervisory Assistants
Mrs. P. Lyall /Mrs. C. Adamson	Breakfast Club

School Governors

Mrs. B. Quinn	Mrs N. Priestley
Mr. B. Jones	Fr. D. Tindall
Mrs. E. Taylor	Mrs. C. Haigh
Mrs. A. Wright	Mrs. L. Baker
	Mr. S. Jackson

Foundation Stage

This area is particularly spacious with areas of learning designated to meet the requirements of both Key Stages. These are set within a well resourced, colourful and stimulating environment. All pupils have access to a wide range of quality equipment, structured to develop not only social but also academic progress. The room is equipped with 1 inter-active whiteboard and a range of computers and iPads which are used throughout the whole curriculum.

The Foundation Stage also boasts a high-quality contained outdoor area where the children can extend their learning.

Key Stage 1

This room is quite spacious and well equipped for all curriculum subjects. There is 1 inter-active whiteboard and six computers that the children can use to extend their learning in all areas of the curriculum. There is also place for a variety of small learning areas where the children can explore preferred areas of learning. Pupils have access to the school hall through doors leading from the classroom and also access to an outdoor shaded play area.

Lower Key Stage 2

This room is large, suitably organised and well equipped to satisfy the needs of the older pupils. Again pupils and staff have the use of an inter-active whiteboard and six computers which can help to extend learning in all areas of the curriculum. The class has a canopy to enable outdoor learning in all weathers.

Upper Key Stage 2

Again the room is large, suitably organised and well equipped for our older children. Furniture is designed to reflect the needs of our older children and the room is also well equipped with an interactive whiteboard and eight computers and iPads to allow children to pursue learning in all areas of the curriculum.

The school enjoys access to continuous high speed broadband along with wireless networking facilities.

There is a bank of 15 wireless enabled laptops for children to use in their research and learning.

Homework

Children are asked to complete several homework assignments during the week.

Homework will normally consist of;

Class 1	Spelling	Number Work	Curricular Task	
Class 2	Spelling	Number Work/Tables	Curricular Task	Literacy Piece
Class 3	Spelling	Number Work/Tables	Curricular Task	Literacy Piece
Class 4	Spelling	Number Work/Tables	Curricular Task	Literacy Piece

Homework should not be too onerous and should build on children's existing knowledge and practice.

On occasion, homework may also involve completing online assignments - e.g. the school subscribes to 'Mathletics', enabling children to complete online numeracy challenges against pupils internationally.

All school pupils also have home access to Grid Club - an online learning resource. The password is available from the School Office.

School Hall

The hall is multi-purpose and is used for P.E. activities, assembly, school mass, lunches and breakfast club from 8:00-8:45.

The hall also has an interactive whiteboard and can be used as an additional classroom.

Library

The school has a very well stocked library, which is used by pupils to develop reference and research skills as well as an enjoyment of books. Children are allowed to borrow one book per week to take home and share with parents. The library is run by Mrs Hannon and boasts an electronic lending and classification system.

The library is also used to teach small groups of pupils throughout the day.

External Environment

Class 1 pupils have access to a very well equipped outdoor area which includes several key learning areas.

Class 2 have access to a small patio garden with a canopy, which opens out from the classroom.

There is a large yard at the front of school and a very large field and playground at the rear.

The playground has recently been extensively refurbished and now features a dedicated adventure trail, a football and basketball/netball court and outdoor board games.

Pupils are supervised at all times and encouraged to take part in team games and other activities. At lunchtimes two supervisory assistants organise games and encourage participation.

A 'Buddy Scheme' operates in school with older pupils acting as special friends and mentors to the younger children in their first few weeks at school.

Pupils who join our school mid-term are also assigned two buddies to act as friends and mentors for the first few weeks of arrival.

Wet Playtimes

During wet playtimes pupils are accommodated in school, supervised at all times and have access to a range of games/books and activities.

The internal and external environments play an important part in school. The building though small and built in the 1800's is well maintained and decorated providing pupils with a rich, highly colourful and motivating environment. Displays are used to aid their learning and encourage independence.

All areas of the curriculum are represented with emphasis being placed on children's own work forming a large percentage of the displays.

The School Day

St. Chad's runs a Breakfast Club each day from 8:00 onwards.

School starts at 9.00 a.m. (pupils should not be in the yard before 8.40 a.m.)

Morning break for all pupils is 10.30 a.m. until 10.45 a.m.

Lunch break starts at 12.00 noon. The lunch break and afternoon break vary for older pupils in order that KS2 pupils receive 30 minutes extra teaching time per day.

All pupils finish at 3.15 p.m. and leave together.

School Rules

An orderly atmosphere is necessary to have a happy school. Our school rules are few and mainly concerned with keeping order, preventing accidents, raising self-esteem and confidence. The school discipline system is based upon rewarding good behaviour, helpfulness, politeness and hard work. We hope that for the majority of pupils this will encourage positive attitudes and self image.

Where a pupil breaks the school rules or behaves badly, a firm word, or temporary exclusion from the playground or a particular activity is usually sufficient. The school uses the 'Good to Be Green' system which rewards children with a Green Sticker to build towards rewards. If children display inappropriate behaviour, then a yellow card is displayed next to their name. This acts as a warning. If behaviour is again below expectations, a red card is displayed next to their name. This means that the child will receive a consequence for their behaviour which may be in the form of a missed playtime or working in isolation.

Sanctions

1st orange card = 1st warning

2nd orange card = 5 minutes on the spot at playtime.

Red card = Miss lunchtime play. Write about behaviour and how to improve it.

Head teacher informed. Note home to parents.

Violent Conduct = immediate red card.

Parental support is especially helpful in unusual circumstances and difficulties.

As mentioned, parents are informed in writing and invited in to be made aware of any problems or misbehaviour and discuss the situation with the Head Teacher and any staff concerned.

Award/Merit Systems

Green all week = small sticker on bookmark

Every 3 small stickers = large sticker on bookmark and a raffle ticket for the treat box dip

At 21 stickers = Consistently good behaviour certificate and Good to be Green goodies,

Star of the week

Each class teacher to choose a '*Star of the Week*' this can be awarded to children for academic or personal/social excellence. A certificate and badge to be presented to the child during Friday assembly (a class mascot is also be given out for children to take home for the weekend)

Superstar learners

Children earn a smiley sticker for the class chart for outstanding work. Teacher can indicate this by using the 'superstar' stamper in children's books or verbally giving out stickers. Every 10th sticker children are rewarded with a certificate. The child with the most stickers at the end of each half term will receive a dip in the treat box.

Lunchtime Supervisor Award

Is chosen by our Lunchtime Supervisors to acknowledge excellent behaviour and manners from specific children. The children are given a weekly certificate and prize.

Top Table Award

Is chosen by our kitchen staff, again to reflect excellent manners and behaviour from the children during service. The children take their place on the 'Top Table' for a week, on a tableclothed table, with fruit juice to enjoy and other privileges.

Rights Respecting Schools

We are working towards becoming a Rights Respecting School where the United Nations Convention of the Child is at the heart of everything we do. We have a group of Key Stage Two children who have formed a steering group and who are making decisions about what we need to do in the school in order to become explicitly Rights Respecting. They meet weekly on a Monday afternoons and the minutes of their meetings are available for everyone to read on their display in the corridor.

Pupil Safety

Again, with your child's/children's safety in mind, we have bad weather arrangements, where in the event of the school having to be closed due to heavy snow falls, then parents will be sent a text before the start of the school day.

Parents will be asked for their mobile phone numbers and the school will use Teachers2Parents to contact them.

If the school is closed during inclement weather, the information will also be posted on the school website and on the galaxy fm website at www.galaxyfm.com <http://www.galaxyfm.com> . Local radio stations will also carry the news.

In the event of any club cancellation, parents will also be contacted via text.

Vehicle access is restricted, as is entry to the school. All visitors should report to the School Office. Staff should be informed of any deviation from the normal arrangements for collecting individual pupils at the end of the afternoon session. Children may only be collected by a parent or any other known adult, named by the parent.

To facilitate the smooth, efficient dispersal of children from the school gate at the end of the day it would be appreciated if all parents would personally come to the gate to collect their child/children from the Class Teacher. This helps to ensure that no child is mistakenly collected by an unauthorised person.

In the case of accident or illness parents are informed, with staff, in the meantime, taking any necessary appropriate action.

There is also a 'Late Start/Early Finish' book to be completed in the School office in the event of any child needing to leave the premises during the school day.

Pupil Council

- The Pupil Council have a direct say in how the school addresses the needs of our children
- The school is currently engaged with Votes for Schools and 'Educate and Celebrate', which celebrates diversity in our school. This helps to underline the children's responsibilities to further their own learning and development.
- Because the Pupil Council have a direct say in how the school addresses the needs of our children they feel empowered and able to create and sustain change.
- Meetings with the Pupil Council and initiatives led by the children include:
- Consultation on new equipment for the School Yard

- Choice of books for School Library
- Design of the school playgrounds.
- Energy/Carbon Group initiatives
- Rights Respecting Schools Consultation
- Health & Safety walkthroughs
- School meal consultations with SNAG group

The Pupil Council undertakes regular Health and Safety walks with a designated Governor to highlight any areas which need attention. The school has an action plan, produced by the School Council, which outlines areas for improvement.

As a result of this, children have a very good understanding of what constitutes safe or unsafe behaviour or situations - and they have an avenue to report these.

School Uniform

As part of our commitment to gender equality, we operate a gender neutral uniform policy. These are suggested uniforms only.

Our school is very happy to work with and support any in our community who may be transgender or questioning.

Suggested Uniform

School Sweatshirt	Blue
T-Shirt	White
Shoes	Black/flat. (Not training shoes).
Trousers	Black/dark grey
Dress	Blue Gingham
Skirt	Black/dark grey
Tights	Navy Blue/Grey

P.E.

KS1

T-shirt	White
Shorts	Navy Blue
Plimsolls	Black

KS2

T-shirt	White
Shorts	Navy Blue
Plimsolls	Black
Trainers	Black (Outside P.E.)

We'd sincerely ask parents to avoid the following;

- Nail varnish/fake nails/jewellery/piercings
- Extreme hair cuts (tramlines etc.)
- Make up/Cosmetics

Most educators now accept that students can become distracted by fashion trends and status symbol clothing. Therefore, when all students are dressed in school uniforms, there is less focus on fashion in the classroom and more focus on learning.

We also find that wearing a uniform five days a week often make students appreciate their weekend fashions more--maybe enough to even take good care of them!

Please note in particular, that make up and jewellery should not be worn in school (except small studs) and we may need to ask children to remove ear-rings that could distract or catch on clothing.

Long hair should be tied up whenever possible to avoid any possible injuries and full access to the curriculum.

Additionally, we would ask that parents remain firm in the face of requests for fashionable hair styles and excessive colourings that might likewise distract. We would also ask that if parents are planning for their children to have their ears pierced, that this could happen over a holiday period so that their child can continue to take part in P.E.

Lost Property

Unfortunately from time to time items of clothing/belongings may be lost or damaged on the school premises. Whereas the school endeavours at all times to safeguard all such items, it cannot accept responsibility for loss or damage. This is in line with School and County Policy. We find that clearly marking items of clothing and uniform solves most problems.

Absences

If your child is absent, you should contact the school office on (01388) 603632 before 8:55 a.m.

If you know that your child will be absent on a future date, for example for a medical or dental appointment it would be helpful if you could let us know before the absence. Teachers should not be telephoned at their homes. A letter of explanation regarding the absence should be brought by the child on his/her return to school.

Legal requirements regarding absences

Due to the legal regulations for the marking of attendance and meals' registers, would you please note the following?

Attendances

Any child coming into school:

- Between 9.05 a.m. and 9.10 a.m. will be considered late and given a late mark.
- After 9.10 a.m. will be counted as absent and marked accordingly, unless a satisfactory explanation is given, either by letter or telephone.
- Exceptions will be where a child has been taken for a medical appointment and a note has been sent to the school or a telephone call made, informing the staff that the child is expected to come to school. This mark will be granted as an authorised absence. However, if your child comes to school and is then taken out to keep an appointment, they will be given their mark.

All other absences, where no message of any kind, is received, are counted as unauthorised absences.

For your guidance - as it is now a legal requirement to state the number of Unauthorised Absences, i.e. absences for which no valid explanation, either by a telephone call, parental visit or letter has been given, it is vital for you to provide the requested explanations, otherwise truancy could be suspected and the Educational Welfare Officer called in to investigate. Word of mouth by another child is unfortunately not acceptable.

Authorised absences are essentially all those which are not attributed to truancy i.e. due to:-

- Sickness, medical, dental appointment or unavoidable cause.
- Religious observance by religious body to which parents belong.
- Failure of school transport involving children living over 2 miles away from school, (this only applies to children who travel on free school transport provided by the Local Education Authority).
- An approved public performance/holiday.
- Death of a close member of the family.
- Annual holidays during term time (usually a maximum of 2 weeks).

N.B. In order for any absence to be authorised the correct notification, as explained above, must be given at all times. It is vitally important for you to keep us informed of all circumstances.

There is a legal obligation to provide the Department for Education at the end of each term with the total number of unauthorised absences, as a percentage of total possible attendances and the total of absentees, as a percentage of whole school roll. Pupil numbers are based on the number of pupils on roll at the beginning of term.

The following table shows a record for the Authorised / Unauthorised Absence in the school for 2017

St. Chad's Primary School Attendance	
Attended	Absent
96%	4%

School Meals

School dinners are available at St. Chad's Primary School and are of excellent quality, provided by Taylor Shaw.

Meals are priced at £2.00 per day. We have a two choice menu available to parents who would like to take advantage of this and parents and children are asked to make their choices together for the term in advance. The menus are reviewed regularly with input from our Pupil Council.

Application forms for free meals are available from the School Office. Children who bring sandwiches have chilled water provided for them. To facilitate registration of School Meals it is requested that the children only change from school meals to sandwiches and vice versa upon receipt of a written request received 2 weeks before a half term/end of term holiday period.

At the beginning of each half term you and your child/ren are requested to decide whether they will take a school meal or bring a packed lunch. **That decision stands for the whole of the half term, but can be changed, if wished at the beginning of the following half term.**

It must be once again stressed that it is very important for dinner numbers to be absolutely accurate, as there are few allowances for error. Therefore, if you are taking your child for any kind of medical appointment, we must be informed, either in writing or by telephone, by 10 a.m. whether the child will be coming to school or not.

If you tell us that your child will be coming to school and needs a meal, that meal will be ordered. However, if you don't then bring the child to school and the meal has been ordered it will waste food. Similarly if you don't inform us that you will not be bringing them to school after the medical appointment, no meal will be ordered or provided. If in doubt about the time a medical appointment will end, it is best to give the child a packed lunch, or keep them at home for lunch, that day.

Admission Arrangements

Parents wishing to visit the school prior to applying for a school place should make an appointment with the Head Teacher.

Parents who wish their child to be admitted to the reception class should complete the County Preference Form provided by the Nursery School attended by your child. It should be returned to the School Admissions Section at County Hall no later than 24th October prior to the September in which your child is due to enter Reception.

Pre-School Attendance (New starters)

Parents of new pupils are invited to bring their children to school during the Summer Term prior to them commencing in September. This enables the children to meet the Class Teacher and future class members, and the parent is informed of the general routine etc. by the Head Teacher and Deputy Head Teacher.

School Visits

From time to time children go out of school, sometimes locally in the village and the surrounding area and at other times to places of interest, possibly connected with a project or an investigation that they are making. If it is a visit to be made that involves travelling by coach we would ask parents for their permission and to sign an indemnity/medical form, as well as asking possibly for a contribution to the cost.

Charging

The school does not charge for activities undertaken in school time. Donations are requested towards the cost of school visits but we do try to subsidise all visits through monies raised by sponsored events and other fund raising activities.

Parental Co-operation

Staff would appreciate parental co-operation in ensuring that homework is completed and returned on time. Parents are requested to support their children's reading development by hearing them read their Reading Books on a regular basis at home in the evenings and over the weekends and holidays. All children have a homework diary which is a way of parents and teacher's communicating about homework.

The school has separate policies on Homework and Home School Agreements, copies of which are available on request and are also to be found on the website..

Parental Help

Any parent who feels able to offer their assistance in any way is more than welcome to come along and help throughout the school whenever possible. Areas of assistance would include helping to hear young children read, baking with groups of children, supervising art work, general repairs of books and equipment, work with children using the computers etc. Parental helpers will need to undergo a statutory DBS check.

Extra Curricular Activities

The pupils are able to take part in a number of extra curricular activities the nature of which changes at different times of the year. Some of those held regularly are - Football, Art, Netball, Dance, Cookery, Recorders, Lego, Table Tennis, Gymnastics, Gardening, Cheerleading and Homework Clubs.

National Curriculum

During a normal school week the hours spent in teaching are:-

Reception/KS1 - 21 hours 40 minutes.
KS2 - 24 hours 10 minutes.

The foundation stage curriculum consists of early learning goals in 6 areas of learning which are:-

- Personal, Social and Emotional development.
- Communication, Language and Literacy.
- Mathematics.
- Knowledge and Understanding of the World.
- Physical Development.
- Creative Development.

Teaching and learning will take place in many different ways - playing (they think they are playing - we know they are learning!), singing, story, rhymes, games, as well as written work. Topics are carefully planned to provide a broad and balanced curriculum. We aim to stimulate their learning through exciting activities and the provision of a wide variety of experiences - children learn best if they are enjoying their learning. Your child will not only have fun but will also develop skills and knowledge at a pace appropriate to their stage of development.

In the Reception Class children are encouraged to develop their natural curiosity, to discover their own talents, become more independent, more confident and will be taught by enthusiastic staff, experienced and motivated to do the best for your child.

Key Stage 1

Pupils are given a thorough grounding in the basic skills of Literacy and Numeracy through appropriate use of materials and activities. Lessons are taught in all core and foundation subjects with ICT being an integral part of each one as well as being taught as a discrete subject.

Key Stage 2

Existing skills will continue to be expanded and developed in all subjects to ensure that each child achieves his/her full academic, physical and social potential. Full Literacy and Numeracy Strategy lessons are in place in all classes and the termly Literacy Action Plans are being followed to ensure continuity and progression throughout the whole school.

We use the 2/3 year curriculum plans for mixed year groups produced by Hamilton Trust, the Primary Inspection Advisory Team alongside the QCA guidance plans for each subject.

PSHCE is taught separately in both key stages through the Catholic Diocese Nurturing Human Wholeness Framework and used to support children's development at all times.

At all times each child's work is matched to his/her ability, but the pupils are encouraged to develop at a challenging pace without being placed under undue pressure.

All children's work is continuously monitored and assessed to enable staff to move them through the required levels of the National Curriculum in each subject. It is necessary for each child to become proficient at each level in turn, before they are able to progress through the following level. This can only be satisfactorily achieved if the child is given the appropriate work matched to their ability and the opportunity to make sound progress.

SATS and Reporting

In line with Government Policy the children are given a series of Standard Attainment Tests (SATS) at the end of the work covered in Key Stage One (KS1) when they are seven years old. Another set of tests is given at the end of Key Stage Two (KS2) when the pupils are 11. The results of these tests, together with the teacher assessments are reported to parents on an annual basis as follows:-

Written reports for all pupils, stating curriculum achievements in line with National Curriculum requirements and general progress, are sent out at the end of the Summer Term.

Near the end of the Summer Term, all parents are invited to come to school to discuss their children's work and progress. A duplicate copy is kept at school. When the children transfer to the Comprehensive School at the end of Year 6, the duplicate reports are sent along with their records. Termly reports are sent to parents at the end of each term, showing how their child is achieving compared to national expectations

A further Parents Afternoon takes place in the Autumn Term, at which the teacher discusses the expectations of the school with regard to the pupil's academic/social/moral and cultural development and the expectations the school has regarding parental support and involvement.

Drop in sessions for parents to call in to discuss their children with staff are arranged half termly.

Attainment

In Reception:

2018

GLD:	School	National
	79%	71% (TBC)

Phonics

Y1	School	National
	90%	81% (TBC)

Y2	100%	
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In KS1:

Attainment for this cohort of children are as follows:

Reading	School	National
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At/Above Expected Levels	83%	76%
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Writing

At/Above Expected Levels	83%	68%
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Maths

At/Above Expected Levels	100%	75%
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In KS2:

Reading	School	National
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At/Above Expected Levels	100%	75%
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Writing

At/Above Expected Levels	86%	78%
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Maths

At/Above Expected Levels	71%	76%
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GPS

At/Above Expected Levels	71%	78%
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Optional SATS/Testing

Pupils in Y3/Y4/Y5 are tested, during the Summer Term using a variety of testing materials. These help familiarise pupils in preparation for the end of KS2. Results are analysed, used to inform planning and identify areas for development on an individual and whole school basis. They are also used to support the on-going teacher assessment of pupils learning and achievement and aid the target setting process for the next academic year.

Baseline Assessment

In line with other Durham schools Reception pupils are assessed during the first half term. This assessment enables staff to monitor the skills and knowledge pupils already have when they join our school and to monitor their level of development over the reception year. This assessment is carried out at the following times:

- at the start of the reception year.
- at the end of the reception year.
- continuous assessment against the Foundation Stage Profile.

The assessment is not threatening and is carried out during a normal day, through games and observation by staff and is used to provide appropriate activities and teaching for pupils. The results are reported back to parents towards the end of the Autumn Term at Parents Afternoon. Suggestions are given for strategies to use with their child at home to aid their learning.

RE/Collective Worship

Our school uses the Come and See syllabus as approved by the Diocese of Hexham and Newcastle. An act of collective worship of Catholic beliefs is carried out daily within the school. We have four whole-school assemblies each week. We have Community Mass in school throughout the school year and this is led by our Parish Priest.

Sex Education

This is not taught as a discreet subject. Aspects of sex education are taught within the requirements of the Science National Curriculum. Relationships, feelings and emotions are addressed with PSHCE time. It is the policy of the school that questions about sex education will be dealt with, in a sensitive manner, by the class teacher, having regard to the maturity of the pupil involved. Y6 pupils are given a talk about Growing Up and watch a video by the school nurse. Parents are informed when this will take place and have the option to withdraw their child from it.

Swimming

In order to enable as many children as possible to learn to swim, Key Stage 2 children take part in swimming lessons at various times during their school career. At present some children go swimming on Tuesday afternoons. It is advisable that they wear a coat with an attached hood, or wear a separate hat to prevent them catching cold when they leave the baths with wet or damp hair.

Resources

There are computers and iPads in each classroom and interactive whiteboards with programmes covering all subjects of the National Curriculum suitable for each year group. These are accessible throughout the whole of the school day.

Pupils also have access to 30 laptop computers, digital cameras, interactive whiteboards in each class and learning area, wireless networking and video-conferencing equipment.

The school has a library of books alongside a number of County Library Books, all of which may be borrowed on a weekly basis.

Special Educational Needs

St. Chad's Primary School is committed to providing an education that includes and stimulates all children, regardless of ability. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential.

We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities. Our SEND Policy, available on our website, gives details of our approach and action we may take to support the pupils in our care.

General Information

Parents are very welcome to visit the school at any reasonable time but should you wish to discuss any matters of importance please make an appointment with the Head Teacher first.

The Governors will follow the Local Education Authority's guidelines about the Complaints' Procedure concerning the Curriculum and Religious Worship. These are available from the Head Teacher upon receipt of a written request.

Parents wishing further knowledge of these procedures and any other documentation may visit the school where they will be available for consultation. This includes divorced parents with joint legal custody, a separated parent, a legal guardian, a foster parent or a Local Authority or voluntary organisation in which parental rights have been vested.

Please note that the initial request for consultation should be made to the Head Teacher. Visits of this nature will require an appointment.

Your interest in the school is welcomed, and should you feel that you can help in any way, such as demonstrating any skills you may have, listening to children read, helping in the preparation of materials etc., please come along and offer your service. Should you have any queries about this information please don't hesitate to contact us for an explanation.

All visitors to the school, on whatever business, are requested to initially consult with the Head Teacher.

It should be appreciated that this information is correct at 1st September 2015, but it must not be assumed that there will be no changes affecting the relevant arrangements before the start of or during the school year in question.

Request for Leave of Absence During Term Time

The Department for Education have recently made amendments to the rules around school attendance.

Previously, as you know, Headteachers have been allowed to grant leave of absence during term time of up to 10 school days if the leave of absence application met the criteria set out by the Department for Education.

This is no longer the case. Under new rules, schools are no longer allowed to authorise leave of absence for family holidays. It's very specific.

From September, the amendments make it clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Each case will be looked at individually and on occasion, proof may be requested.

Parents should be aware that the Educational Welfare Officers are now able to issue penalty notices to **each** parent, for **each** child.

I do realise that this will present difficulties for all parents who are operating under a tight budget. These regulations however, are now in force and are being adopted by every school in the Bishop Auckland Cluster.

In summary:

Schools are no longer allowed to authorise leave of absence for family holidays.

Any leave of absence requests can only be authorised by the Head teacher in exceptional circumstances.

For further information, please read the attendance policy located on the school website.