

St Augustine's Catholic Primary School



Prospectus

2018 - 2019

Welcome

to

St Augustine's Catholic Primary School

Dear Parent/Carer

Welcome to St Augustine's Catholic Primary School. We believe that you have made the best choice for your child's education and this has been endorsed by our OFSTED inspection which stated that the school is "a vibrant, purposeful place in which to learn, underpinned by its strong, distinctive Catholic ethos".

At St Augustine's, we value your involvement in the life of the school. Only with your support can we work in the best interests of your child. Throughout the year, there will be many activities and events to which we invite you, including sacramental celebrations, assemblies, curriculum workshops, concerts, open evenings, PTA events and sports' days, and a variety of clubs for pupils and parents to enhance life long learning for all.

We want your child to feel happy and secure and to be respected and valued in his/her own right. With your support, we will work to enable your child to reach his/her full potential - developing in faith, confidence, skills and achievements.

We hope that you will find this Prospectus both interesting and informative. Please take a little time to read this booklet. We aim to provide you with all the information you need about your child's school. If at any time you have any questions, please let us know.

St Augustine's is a happy, caring and successful school. As one family working together to be the best that we can be, we look forward to working with you and your child during the coming years.

Mary Stanley (Mrs)
Headteacher

Fr Peter Smith
Parish Priest

Mission Statement

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

At St Augustine's we aim:

- ❖ with Christ at its centre, to endeavour to respect the uniqueness of all those who are involved in the school community
- ❖ to create a happy, organised and stimulating working environment, enabling all children to realise their potential for learning and their capacity for enjoyment
- ❖ to encourage co-operation with each other, to be sensitive to the needs of others and to develop an awareness and an appreciation of other races, religions and ways of life
- ❖ to encourage parents to take a supportive role in their children's education and the daily life of the school.



St Augustine's School Prayer

May all the children
and adults in our school
Live, Love and Learn your ways, O Lord.
Let us follow in your footsteps
and continue to grow in peace
and share friendships with each other
now and for ever.

Amen

The Governing Body

Chair:

Mrs P Wisniewska Kawecka

Headteacher:

Mrs M M Stanley

Foundation Governors:

Fr P Smith
Miss H Burke
Mrs M Crawford
Mr N Harding
Mrs B Lewis
Mr M Rose

Local Authority Governor:

Parent Governors:

Mr J Shovlin
Vacancy

Teacher Governor:

Mrs S Delahaye

Associate Member:

Miss A McGrath

Clerk to the Governors:

Mrs B Corbett

The Staff

Headteacher:	Mrs M M Stanley (DSL Safeguarding)
Deputy Headteacher:	Miss A McGrath (DSL Safeguarding)
Teachers:	Mrs S Delahaye Miss K Garratt Mrs M Hyland Mr P Jones Miss V McGovern Mrs S Tovey-Jones Mrs L Tran (DSL Safeguarding) Mrs R Warren (DSL Safeguarding)
Intervention Teaching Staff:	Mrs M Tranter Mr I Smith Miss B Hyde
Teaching Assistants:	Mrs K Adilypour Mrs M Beet Mrs S Chana Mrs S Halford Miss J Hancock Mrs M Kumari (1:1 support) Mrs P Mahay Miss D Mahon (1:1 support) Mr S Mahon Mrs MA Porter Mrs J Rogers
Learning Mentors:	Mr S Berry Mr C Pritchard
Bursar:	Mrs M Figgins
School Secretary:	Mrs B Corbett
Caretaker:	Mrs B Shovlin
Cook in Charge:	Mrs V Morris
Senior Lunchtime Supervisor:	Mrs MA Porter

'A school is a building with four walls and tomorrow inside' - Anon

Pupil Roll

In the academic year 2018-2019 there will be 210 pupils on roll and up to 52 children attending the Nursery on a part-time basis.

St Augustine's is a Catholic Voluntary Aided school providing all ability and co-educational day schooling.

Children are admitted to Nursery in the school year of their fourth birthday and to Reception in the school year of their fifth birthday. They transfer to secondary education in the September following their eleventh birthday.

St Augustine's is situated within the city and Archdiocese of Birmingham.

Admissions: Arrangements for Admission

Application forms for Reception Class will be automatically sent to you by the Local Authority. Information must be read very carefully as there will be strict deadlines to meet. In order to meet our selection criteria (see below), this school will then contact all those parents requesting a place here for proof of Baptism in the Catholic Church. If there are not enough baptised Catholic children to fill the places available, the remaining places will be filled following the selection criteria outlined below.

30 children were offered places in September 2017 and the Governors intend to admit no more than 30 children to the Reception Class in September 2018. This is the standard number for the school.

Selection Criteria

The policy on admissions which the Governors have adopted seeks to reflect the aims of the school. The Governors decided that in September 2018 the number of pupils aged 4 to be admitted will be 30.

The Governors have made a special arrangement with the LA (under Section 6(6) of the 1980 and Section 30 of the 1988 Education Act) in order to preserve the Catholic character of the school.

All admissions to the school are to be determined by the Governing Body. If the number of applications exceeds the standard number, places will be allocated in the following order of priority:

1. Baptised Catholic children who are in the care of a local authority (looked-after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989)
 2. Baptised Catholic children living within the Parish of St Augustine who have a brother or sister in the school at the time of admission
 3. Baptised Catholic children living within the Parish of St Augustine
 4. Other Baptised Catholic children who have a brother or sister in the school at the time of admission
 5. Other Baptised Catholic children
 6. Non-Catholic children who are in the care of a local authority (looked-after children) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989)
 7. Non-Catholic children who have a brother or sister in the school at the time of admission
 8. Non-Catholic children
- i Children with a statement of special need that names the school must be admitted. This will reduce the number of places available to applicants.*
- ii The definition of a brother or sister is:*
- A brother or sister sharing the same parents;
 - Half-brother or half-sister, where two children share one common parent;
 - Step-brother or step-sister, where two children are related by a parent's marriage; Adopted or fostered children.
- iii If there is over subscription within a category, priority will be given to children living closest to the school determined by the shortest straight line distance measured from the main door of the school to the home address.*

The above policy is reviewed annually.

Appeals Procedure

Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may appeal in writing to Chair of Governors.

Appeals will be heard by an independent panel. Please refer to school website for timeline.

Complaints Procedure

Any parent wishing to make a complaint about any aspect of school life should contact the Headteacher in the first instance. Should a formal complaint be made, the school will follow the Governors' complaints' procedures.

Verbal Abuse

We all have a responsibility for own health and safety under the Health & Safety Act. It is the duty of the Headteacher and Governors of this school to ensure not only pupils but staff are protected. St Augustine's is proud of its positive relationship with the community. However, if on any occasion a member of the school staff receives verbal or physical abuse, it will not be tolerated. If any such incident occurs, depending on its nature, either a letter will be sent informing the party that such behaviour will not be tolerated and it will set out the consequences of any re-occurrence, or we may feel that an instant ban from the school premises is necessary. All incidents are formally recorded.

Disability Discrimination Act

The school's learning environment fulfils the requirements of the above act.

Smoking

The school has a **NO SMOKING** policy and we expect everyone to abide by it. Please do not smoke anywhere on the school premises nor near the entrance gates.

Organisation and Structure

St Augustine's is a one form entry school catering for children in the three to eleven year age range. Children are grouped in each of the eight classes from Nursery to Y6 according to age. In Reception to Y6, teaching is on a class basis. We have several initiatives that involve targeting small groups of pupils for English and Mathematics plus Arts' Activities where pupils work with a range of providers in small groups.

Particular Needs

As a Catholic community, all teachers are concerned with the effective development of every child. This uniqueness of the individual is respected and every child is held in equal esteem as a child of God and their needs are carefully assessed and monitored in the light of ability, talents and past experience, allowing for their spiritual, emotional and intellectual growth. All teachers are teachers of children with particular educational needs. This whole school approach involves every teacher in the school in the design and development of our school policies to meet each child's particular needs. When a child has been assessed as having a particular need at any point in time, an appropriate programme is devised and implemented in conjunction with the parents, when appropriate. The use of the school's internal record of Individual Special Educational Needs and Provision supports this process. In some cases the involvement of the Advisory or Psychological Service will be sought. An important development in the Education Act is the provision of a Special Needs Code of Practice for LAs, Governors and other agencies.

The Governing Body is ultimately responsible for ensuring:

- a) that special provision is secured for those children who have learning difficulties
- b) that school policy is in line with recent legislation
- c) that parents are informed of current provision

Pastoral Care

The pastoral care of the children is invested primarily in the Headteacher with day to day needs being met by the class teacher. A team of Designated Senior Leaders (DSLs) has responsibility for managing Safeguarding and Child Protection issues in all aspects of school life. Work in these areas is guided by "Keeping Children Safe in Education" and "Right Service, Right Time" documentation. Every pupil who enters the school is a member of God's family, redeemed by his Son and able to receive his Spirit. Regard for this individual worth and dignity permeates every level and area in the school's endeavour so that pupils develop the same regard for one another and transfer this in turn to the wider world beyond the school community. There is a positive search for, and encouragement of abilities and talents so that children leave St Augustine's confident in who they are and ready to face what challenges come their way. Our aim is to ensure that no child leaves school with a poor self image or sense of personal failure. The Child Development Centre, Educational Psychology Service and the Education Welfare Service are some of the outside agencies who are called upon to help provide care and support for the children in conjunction with the Headteacher, parents and the class teacher.

Behaviour and Discipline

Discipline is seen in the context of a loving and caring relationship between pupils and teachers where the children are encouraged to practise Christian witness in the respect they show to each other as well as to all the adults who work in the school. They are expected to take a pride in their own work and appearance. They are also encouraged to appreciate the need for school rules and to practise them so that they develop habits of self-discipline and acceptable behaviour.

In view of this, a whole-school policy on behaviour operates throughout the school. It is built on the principle that good behaviour leads to a rewarding atmosphere where each pupil is allowed to be successful and happy. When necessary, sanctions which are fair and consistent are applied when pupils misbehave.

In VERY SERIOUS cases a pupil may be excluded from attendance at the school and parents are informed immediately in writing. The action is always reported to the Chair of Governors and the Strategic Director of Learning and Culture, to whom any parent may appeal against the exclusion of their child.

A copy of the school Behaviour Policy is sent to each family when a child is admitted to the school and parents are asked to sign a slip to say that they support the school in implementing this kind of behaviour throughout the school. Parents are also required to sign a copy of our Home/School Agreement.

Child Protection and Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people thus protecting them from harm and requires all members of staff and volunteers to share this commitment.

We work in partnership with parents to support children in every way possible.

You are welcome to share any concerns you may have. We are happy to discuss problems and signpost you to other organisations which may be able to provide more specialist support if required. Support available in school includes:

Mrs Stanley (Headteacher), Miss McGrath (Deputy Headteacher), Miss Hancock (Senior First Aider), Mr Berry (Learning Mentor), Mr Pritchard (Learning Mentor). Other identified senior leaders will also offer guidance and support on request.

The Children Act places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

As a result, if concerns are raised within the school or a child or parent reports a situation involving possible abuse, we cannot guarantee confidentiality. The matter would have to be referred on to Social Care and Health, formerly known as Social Services. This is in line with Government and Birmingham LA policy.

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Birmingham Safeguarding Children Board. If you want to know more about this procedure, please speak to the headteacher.

When members of staff become aware of or feel the need to become involved in situations where there is a risk of children being involved in any of the following:

- ❖ self-harming
- ❖ causing injury to other children, members of staff, parents and visitors
- ❖ causing damage to property

they will intervene in line with our Care and Control (Restraint) Policy . Members of staff will make dynamic or planned risk assessments to help keep all children safe. The Children Act makes it clear that in any decision involving a child, "the paramount consideration must be the child's welfare".

Hours of Attendance

The School Day



Mornings:	09:00 - 12:00	Key Stage 1
	09:00 - 12:25	Key Stage 2
Afternoon:	13:25 - 15:30	Key Stage 1
	13:20 - 15:30	Key Stage 2 (Y3 13:15 - 15:25)

Nursery times vary slightly but are largely in line with those given above.

Children are supervised on the site from 08:50 until 15:40. No supervision is provided outside these hours unless children are taking part in an organised activity.

When children arrive at school in the mornings, they should wait under the canopy until the door is opened at 08:50. The playground is not open at this time. This is to ensure the safety of all pupils.

Lunchtime supervision from 12:00 - 13:30 is provided by a team of mid-day supervisors led by a Senior Supervisor who is directly responsible to the Headteacher.

We ask parents to make every effort to collect their child on time. Should a parent or carer be delayed for an unavoidable reason, please contact the school office staff as soon as possible. If a different adult is due to collect your child on a particular day, you must inform the office staff or class teacher. The person collecting your child will be asked to provide evidence of identification which includes a photograph eg driving licence, passport.

Holidays

Every parent will be given plenty of notice of term dates in order to enable families to plan their holidays in advance. This is done via the weekly newsletter and other printed means. **Local Authority policy clearly states that time for holidays cannot be authorised in term time.** Any request for absence should be made on the appropriate form which is available from the school office. All requests will be given due consideration by the Headteacher.

2018-2019 Holiday Dates

Autumn Term 2018	Spring Term 2019	Summer Term 2019
*Monday 03 September Children start: Wednesday 05 September	Monday 07 January	Monday 29 April
To	to	To
Friday 26 October	Friday 15 February	Friday 24 May
Half term	Half Term	Half Term
Monday 05 November	Monday 25 February	Monday 03 June
To	to	To
Friday 21 December	Friday 12 April	Monday 22 July Children finish: Friday 19 July

TEACHER DAYS:

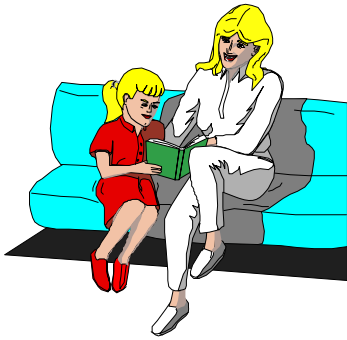
Monday	03 September	2018
Tuesday	04 September	2018
Thursday	02 May	2019 (Election Day)
Friday	03 May	2019
Monday	22 July	2019

School will also be closed on Monday 06 May 2019 (Bank Holiday)

MAY DAY: Monday 06/05/19 (closed)

All these dates may be subject to change. You will be informed of any additions/changes via the school newsletter and/or by letter.

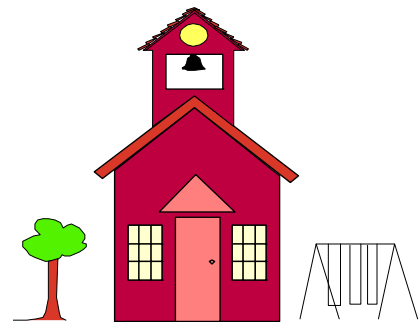
Pre-entry Arrangements



Parents of prospective Reception Class children are invited to visit the school with their children during the term preceding the child's admission. This provides an opportunity for new parents and their children to meet each other and the Reception Class teacher and to familiarise themselves with the Headteacher during that term to help them to feel welcome and well informed about the school and its organisation. Transition activities are also arranged in the latter part of the Summer Term.

Visiting the School

Parents are most welcome in the school. However, for reasons of Health and Safety, all doors will be locked from the inside. Parents are asked to wait with their children by the KS2 canopy each morning until 08:50 when the door will be opened to allow children into school. If parents wish to discuss a matter with a particular teacher or the Headteacher, we ask that you call at the office or telephone to make an appointment. Parents are welcome at school Masses, assemblies and other special events. Details of the dates and times of these are given to parents in the weekly Newsletter. Anyone visiting the school during the day must report to the school office. Please do not ask children to open locked doors for you. We are always delighted to have parents in school to help and if you wish to do this, please do not hesitate to make your wishes known.



Parent Teacher Consultation

Consultation evenings take place in the first half term of the Autumn Term and again in the Spring Term. At the end of the school year, in accordance with our whole school policy on assessment and record keeping, parents will receive a written report on their child's progress and are invited to discuss this with the class teacher if they so wish.

At the end of Key Stages 1 and 2, parents will receive the outcomes of standard assessment tasks (National Assessments/SATs).

At other times of the year, we arrange various workshops and invite parents to work with their children on these occasions. We also hold parent meetings for other reasons eg residential visits, secondary school selection, curriculum focus etc.

Policy on Charging

The Governors' policy with regard to charging for school activities within and outside the school hours has been agreed in conformity with the provisions of the Education Act and in line with Birmingham Local Authority guidelines.

The Governors at St Augustine's School have decided that a charge will be made to cover the full cost of a school activity (subject to a modification as laid out below). Parents will be asked to make a contribution on a voluntary basis. However, unless sufficient support for any given activity is forthcoming, then it may be cancelled. It is intended to subsidise charges for children from families in difficult financial circumstances; the level of subsidy will be determined by the Headteacher in conformity with policy laid down by the Governors. When the overall cost of an activity is deemed too high, then a subsidy may be provided from school funds so that the individual charge to all pupils will be reduced.

RESIDENTIAL VISITS

Pupils in Y5 and Y6 are offered the opportunity of taking part in residential visits, usually to Alton Castle (Y5) and Min y Don Christian Adventure Centre (Y6). Following payment of a deposit to secure a child's place, parents are required to send in at least £5 per week until the required amount is fully paid. This is to avoid debts being accrued and is designed to help parents manage the payment effectively without undue stress on their pockets. Support with the cost of visits may be available depending on individual circumstances.

Curriculum

General

Consistent with the National Curriculum, a broad, balanced, relevant and differentiated curriculum operates in the school as each area of the curriculum complements and reinforces learning in the others. The basic curriculum of the school under the terms of the Education Act is in two parts:

1. Religious Education
2. National Curriculum

Religious Education

Section 20 of the Circular 3/89 entitled 'Academic and Pastoral Curriculum' issued by the Department of Education states:

"The special status of RE as part of the basic but not the National Curriculum is important. It ensures that RE has equal standing in relation to the core and other foundation subjects within a school's curriculum."

The school sees Religious Education as the foundation of the entire process, communicating beliefs and values which should inspire and unify every aspect of school life and the curriculum. Therefore, it is not seen to be simply as a body of knowledge nor indeed as a mere subject to be fitted in after time and resources have been allotted to the core and foundation subjects prescribed in the Education Act. Rather it should stamp

the school with its distinctive Catholic character. The Headteacher is thus charged with sustaining and developing all aspects of the school's Catholic identity and safeguarding the church's teaching in partnership with home, school and parish.

Our scheme of work is based on the guidelines issued in the 'Curriculum Directory for Catholic Schools'. It is supplemented by the curriculum strategy for the teaching of RE in the Archdiocese of Birmingham, 'Learning and Growing as the People of God.' The aim is to support teachers and parents in leading the children towards a living and mature faith and helping them to understand their lives in the light of this faith, basing their decisions on an identified set of values. Preparation of the children for the Sacraments of Reconciliation and Eucharist is one of the most important aspects of this programme. This takes place when the children are in Year 3. The Sacrament of Confirmation is administered when the children have reached Year 6.

Parents have the right to request that their child be withdrawn from Religious Education lessons and acts of worship.

Sex Education

Our sex education programme is developed within the context of personal relationships and the development of the whole person. It is about life and provides the framework for living. It starts with the children, their immediate concerns and builds upon them.

Our organisation emerges from a broad based approach to health education with due regard to our RE scheme. Basic British values underpin the work in all areas of the curriculum but have particular focus in Religious Education and PSHE.

Education is equipping our children to walk through doors of opportunity.

National Curriculum

The revised National Curriculum (September 2014) is divided into Core and non-Core subjects:

Core subjects: English, Mathematics, Science

Foundation subjects: Design & Technology, History, Geography, Art & Design, Music, Physical Education, Languages (French), Computing, PSHE & Citizenship

The use of Information and Communication Technology across the whole curriculum is a component within the Computing area which now also includes Computer Science (programming) and Digital Literacy (safety).

The National Curriculum is not intended to constitute a complete statement of the curriculum. Our curriculum is one which aims for coherence and continuity and reflects attitudes and values across a wide range of experience.

English

For all children, language is the main medium through which the curriculum is translated and the major means by which they interpret the world around them and communicate with other people. It is through language that children organise and articulate their thoughts and that they are able to inquire about and understand their world.

Listening, speaking, reading and writing are fundamentally important in children's learning. As their oral competence develops, children are brought to see the relationships between speaking, listening and the written word.

Reading is approached in two main ways: through shared reading - that is when a child shares and enjoys books with a parent/friend/adult at home and at school, and through the use of a structured reading scheme. The scheme is adjusted and related to the needs and interest of the individual child. A structured programme for teaching phonics and language skills - Ruth Miskin Literacy (Read/Write/Inc) - is followed from Nursery onwards. Most children are expected to complete the scheme within Key Stage One. The Ruth Miskin Language and Literacy programme is then used to further develop skills up to the end of Year Five. Fresh Start materials are accessed by appropriate children in Y5 and Y6 should these be needed. This approach is also used as need with some new pupils.

As children progress through the school, the teachers ensure that they learn to handle, enjoy and obtain information from books, building on the early stages of reading on the basis of interest and familiarity with reading material of quality.

The school also provides contexts in which pupils learn to use language for a variety of purposes. They are encouraged to develop an awareness of how they, their peers and adults use language. The children's writing skills are developed accordingly with the children being given frequent opportunities to write in different contexts for a variety of purposes and audiences, including themselves.

Mathematics

The Mathematics curriculum is designed so that it secures for every pupil the full range of learning experiences encompassed by the National Curriculum for this area of learning. Various published materials are used in conjunction with other Mathematics resources to provide a core curriculum throughout the school. Selective use of these schemes and broader strategies of teaching foster and encourage competence in mathematical processes to develop a positive attitude to mathematics and give the children a broad view of the subject and its applications. The children are also encouraged to apply knowledge and skills to real life problems to see the relevance of what they are being taught.

Science

The children are encouraged to develop their curiosity about God's world. The children work through themes and topics to develop scientific skills and processes. They are enabled to investigate, analyse and interpret evidence scientifically.

Computing

Computing is delivered through a mixture of subject-specific and cross-curricular learning. The progress and confidence level of each child is catered for, all children being given equal access to technology resources in order to develop their skills and understanding.

Design Technology

Children use their creative abilities throughout the whole school day as they strive to solve problems and make sense of their world. Design Technology in particular enables this. Needs will be identified, design proposals generated, systems, artefacts and environments planned, made and evaluated. This recognises the educational value of a finished product but also emphasises the value of the design process.

Art & Design

The children experience a range of resources and acquire techniques which are gradually developed and extended as pictures are painted, models are designed and made. They are encouraged to work with confidence, to make original, personal and imaginative responses to problems and communicate their ideas through two and three dimensions. They are also enabled to make judgements of their own work and that of others and develop an appreciation of art in its wider sense.

Music

The aim within this subject is to provide each child with a basic degree of musical literacy and appreciation through active participation in enjoyable music experiences by specialist teaching alongside work in the classroom in three ways - as a composer, performer and listener. A variety of special projects helps the children to apply their talents and enjoy music-making based on a range of cultures.

Physical Education

In all phases, children are enabled develop physical literacy by demonstrating the knowledge, skills and understanding involved in areas of activity encompassing athletic activities, dance, games, gymnastic activities, outdoor and adventurous activities. The areas of activity to be covered vary according to each Key Stage. Swimming is included as an activity for all children from Year 3 to Year 6. This particular aspect is subject to the availability of a suitable venue.

History

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Geography

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

PSHE & Citizenship

The importance of personal, social and health education (PSHE) and citizenship is to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. British values underpin this work.

Language (French)

Lessons in French are provided for all children from Y1 to Y6.

Pupil Attendance

The Education Regulations (Pupils' Attendance Records)

The above regulations require the school to keep very detailed records concerning pupils' attendance and to publish data. We are pleased with our pupils' attitude towards school attendance and we are sure you will assist the school in maintaining this positive approach. The regulations are more concerned with non-attendance than attendance. Non-attendance falls into two categories: authorised and unauthorised.

Authorised absence is absence for a valid reason. This includes circumstances for which leave has been granted such as sickness, medical & dental appointments, educational visits or death in the family. This list is not definitive and there may be other events which fall into this category. This list is not intended to promote authorised absence as we would expect medical and dental appointments to be arranged outside the school day. A copy of any appointment letter or card should be sent to school. A note is required if a child is to leave school during the day for any reason eg medical or dental appointments. All children must, on these occasions, be collected from the school building. Please report to the Office.

Please note, current policies do not allow holidays during the time school is in session. If you do need to request some time out of school for your child, please write to the Headteacher requesting leave of absence using the standard pro-forma which is available from the school office. In the majority of cases, it is unlikely that such leave will be granted.

Unauthorised absence is unjustified absence. This is absence as a result of premeditated or spontaneous action on the part of the pupil, parent or both. Schools are required to keep attendance registers which record the nature of absence. All absences, therefore, must be supported by a letter of explanation by a parent or guardian. Such evidence will not necessarily result in the absence being authorised.

Attendance 2016-2017

Absences 6.2%

Attendance Rate 93.8%

Anticipated Attendance 2017-2018 95.5%

Our school operates the "**Spotlight on Attendance**" programme in order to help parents improve their child's attendance. We also employ attendance officers to monitor this area and to give advice to parents.

If implemented and no positive, consistent response is achieved, the child concerned will eventually lose his/her place in the school.

Lost Learning Due to Poor Attendance

The chart below identifies the possible amount of lost learning due to poor attendance:

Attendance during the school year	Equals this number of days absent	Which is approx this many weeks absent	Which means this number of lessons missed
90%	19 days	4 weeks	100 lessons
80%	38 days	8 weeks	200 lessons
70%	57 days	11.5 weeks	290 lessons

GOOD ATTENDANCE IS VITAL IN ORDER TO ENSURE GOOD LEARNING AND PROGRESS.

Criteria for authorised/unauthorised absence for the year 2018-2019

- **Medical** - please make every effort to make appointments outside school hours, otherwise send in the medical/dental card and ensure that your child returns to school after the appointment.
- **Illness** - please inform us of the details as follows:
 - personal visit to the school office on the first day of absence
 - telephone call on the first day of absence
 - in addition, on your child's return, please send in a letter stating reason for absence.
- **Visits** - this would normally be in the case of your child making a pre-transfer visit to another school.
- **Religious Observance/Pilgrimage.** We do require written requests for this type of absence. This includes non-Catholic religious observance and pilgrimages of all faiths.

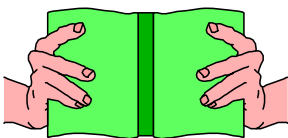
Any other forms of absence will be considered as unauthorised unless a specific request has been received and agreed with the headteacher.

- **Holiday** - children must not be kept away from school for the purpose of taking a family holiday in term time.

Parents of children whose past absence profile reflects persistent absence for any number of reasons, will receive regular communications in order to improve their child's attendance rate. The local authority "Spotlight on Attendance" programme may result in legal proceedings being instigated in relevant circumstances.

Homework

The main aims of the homework policy are to:



- encourage the children to learn that education is a partnership between home and school and that learning extends beyond the school day
- enable parents to become involved in supporting the child's school work
- prepare the children for the demands of secondary school

Extra Curricular Activities

The school provides Key Stage 1 and Key Stage 2 children with opportunities to participate in organised events eg dance, gymnastics, football, netball, athletics, tennis, rounders, athletics, percussion, fife/flute tuition. RE and computer clubs continue to be a feature of our extra-curricular activities for pupils.



Insurance

The following information on insurance may be helpful in clarifying the present situation in respect of:

Personal Accident Insurance

The local authority carries no personal accident insurance on behalf of pupils. Parents who feel that this type of insurance is necessary for their children are advised to take out an appropriate policy with an insurance company.

Pupils' Personal Property

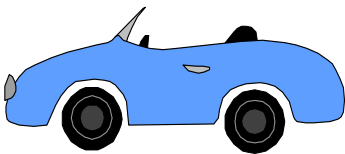
The personal property brought into school by pupils is not insured by the City eg watches, chains etc. It is the responsibility of the parents to ensure that such items of value are adequately insured through their own private policies.

The fact that the City does not have insurance cover in respect of personal accidents to pupils or their personal property would not, of course, affect its legal liability should it, in some case, have been negligent.

Lost Property

It is important that each child learns to look after his/her own property very carefully. The school cannot accept responsibility for the loss of money or valuables, so these should not be brought into school.

Parking outside the School



Parents who transport their children to and from the school by car should stop at a distance away from the school and completely avoid parking on the zig-zag lines. This will prevent congestion and ensure greater safety for children in the school grounds. Parental co-operation in this matter will be greatly appreciated. Community police officers make regular visits to the school and they are informed of any infringement of the parking regulations.

School Parent/Teacher Association

All parents of children at the school and teachers are members of the Association as a right.

The main aims of the Association are to:

- encourage an interest in and an understanding of the school by inviting parents to school assemblies, Masses and ceremonies, concerts, workshops and sports' days
- encourage co-operation between staff and parents by organising social events, discos, fêtes and other activities
- raise money to supplement the grants received from the government and local authority.

The Association holds an Annual General Meeting to which all parents are invited. The elected PTA Committee serves for a period of one year.

Community Room

Our Community Room continues to thrive. It is an initiative specifically designed to help members of our community to become more involved in the learning process of the school. We aim to achieve this by enabling parents to participate in a variety of courses as

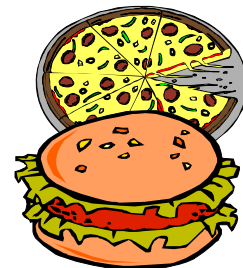
available, both academic and non-academic. Many of our parents and students from other local schools have gained Level 2 in Childcare and NVQ Level 3 in Early Years Education.

At St Augustine's, we believe that parents are a vital component of the educational success of young people. Thus Community Education is a school-focused strategy which aims to improve not only the success of our children but also strives for success in our parents.

Mid-day Meals

Children are encouraged to have a school meal at mid-day.

All pupils in Reception Class, Year One and Year Two are entitled to a free school meal every day. The kitchen staff go to great lengths to provide healthy, tasty meals in a pleasant environment. Equally valuable is the social training offered in sharing a meal with friends.



DINNER MONEY

School dinner money should be brought in regularly on Monday morning in an envelope clearly marked with the child's name. If dinner money is not paid promptly, a reminder will be sent home giving notice that if arrears are not cleared by the end of the second week, the child's name will be removed from the dinner list and sandwiches must be sent in by the parent/carer. A further reminder may be sent home at the end of the second week.

Any child may bring sandwiches to school as long as this has been arranged via the school office. Neither glass containers nor cans for drinks should be sent in.

Requests for changing from dinners to sandwiches or from sandwiches to dinners must be made in writing to the School Bursar (Mrs Figgins) at least four weeks in advance. Changes such as these cannot be made without written consultation. They will normally occur at the end of a half term. Failure to comply with this structure may result in a bill being sent home to cover the cost of meals ordered for your child.

Persistent misbehaviour during school meals will result in the child having to go home during the mid-day break.

Morning Break

Children may bring plain water to school for morning break in a plastic water bottle or provide their own bottle to be filled from our filtered water machines. These must be labelled. Children may bring plain biscuits, fruit or vegetables to eat at this time.

Chocolate, crisps, sweets, chewing gum etc are not allowed in school.

School Fund

School Fund helps us to continually improve the school environment for the pupils as well as to subsidise the costs of visits and equipment. We ask for £15 per child per year or £35 for a family of three or more siblings. This can be paid on a half-termly or termly basis to suit your needs but we do ask that monies are sent in at the beginning term or half term.

Accidents or Illness in School

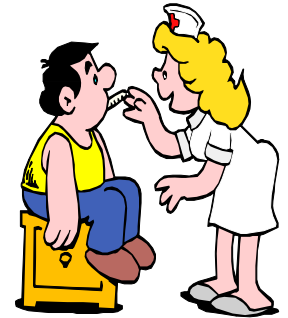
In the event of any accident requiring minor first aid or of a child becoming ill during school hours, the school will contact parents who should be prepared to collect the child. If, in an emergency, hospital treatment is considered necessary, the child will be taken to hospital and the parents informed immediately.



Parents are asked to complete a Home Information Sheet and you should let us know immediately if you change any of these details. This is essential should we need to contact you at short notice. This is a matter of safeguarding.

Medical Care

As a general rule, children who are receiving treatment from a doctor which requires them to take medicines, should be kept at home and nursed until they are fit. The school cannot take any responsibility for the administration of medicine unless a form has been completed by the parent.



Only medicines prescribed by a doctor and bearing the label from the pharmacy which has the child's name and dosage instructions will be administered by the qualified first-aiders in school. Long term illness or conditions such as asthma may require a child to have medicines in school. Children are encouraged to take responsibility for administering their own inhalers.

Minor illness or injury will normally be dealt with in school but facilities are limited and supervision cannot always be provided. If necessary, parents will be notified and then expected to take their child home. If a child has a serious injury or illness and parents cannot be contacted, the child will be taken to the hospital/casualty department accompanied by a member of staff, or the emergency services may be called. In this case, the child will also be accompanied by a member of staff.

Secondary Transfer

Parents are provided with detailed information regarding Secondary School Transfer procedure at the end of Year 5. St Augustine's School has a close liaison with our two Catholic Secondary Schools - St John Wall and St Paul's.



Wheresoever you go, go with all your heart.

School Dress

There is a school uniform which we expect all children to wear. It is important that we present ourselves in a way that reflects the respect we have for ourselves and for others and also invites the respect of the wider community. This demonstrates pride in membership of the school and is in support of the school's aims.

Jewellery should not be worn in school. Dangling earrings are not allowed for safety reasons. Nail varnish is not permitted. All personal property should be named and name labels are available at a reasonable cost via the school office.

Autumn/Spring Terms:

Girls: Navy blue/grey skirt or pinafore
Navy or grey tailored trousers (no leggings)
Navy blue sweatshirt, cardigan or jumper
White shirt or polo shirt
White socks or dark tights
Sensible black shoes - NO TRAINERS
Red tie (optional)

Boys: Grey tailored trousers
Navy blue jumper/sweatshirt
White shirt or polo shirt
Grey socks
Sensible black shoes - NO TRAINERS
Red tie (optional)

Summer Term:

Girls: Simple blue and white dress

Boys: White shirt or polo shirt

Grey tailored trousers or shorts

Sensible black shoes or sandals - NO TRAINERS

Please check your child's footwear regularly to ensure that shoes and pumps are safe.

"Fashion shoes" are not suitable for everyday school wear.

Children are only required to change into pumps/trainers at breaktimes when they are timetabled to use the climbing equipment.

Small ear studs/sleepers are permitted - all other forms of jewellery should not be worn apart from a cross/chain or other religious symbol which should be worn inside the child's shirt.

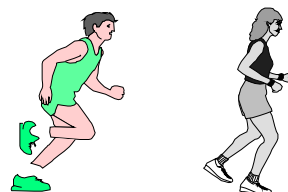
PE Kit:

White plain tee shirt or polo shirt

Navy plain shorts

Black pumps for indoors

Trainers for outdoor games only



† Parents are requested to ensure that all items of clothing are marked clearly with your child's name. Personalised labels can be purchased via the school office.

† PE kit should be kept in a named, drawstring PE bag in the cloakroom.

† Children should all have a red reading bag - obtainable from the school office for £6.

† No other bags should be brought to school unless needed on special activity days.

Develop a passion for learning. If you do, you will never cease to grow.

'Children are likely to live up to what you believe of them' - Anon.