School Prospectus 2026/27





















St Peter's CE Primary School Prospectus 2026/27

Contents

Page 3 – Contact Details; School Calendar (term-time/holiday dates)

Page 4 – Our Values and Intent

Page 5 – Staffing and Governance

Page 6 – Admissions Policy

Page 7 – Day to Day Arrangements (attendance, uniform, clothing)

Page 10 – Food (school meals, packed lunches, break-time snacks)

Page 11 – Health and Welfare

Page 12 – Behaviour and Discipline Policy

Page 14 – Home-School Links

Page 15 – Curriculum

Page 19 – Assessment/School Effectiveness

Page 20 – Further Information; Publication; Policies; Website Signposting

Cover Photographs:

Our school and church, each of which we are very proud.	Pupils keenly helping to lead one of many types of assembly, worship and visitor presentations.
St Peter's early years' children engage in learning with great excitement.	Pupils enjoy belonging to a team, in one of many free extra-curricular clubs for all.
St Refillables – our Pupil Council eco-refill scheme, saving the planet one plastic bottle at a time!	Children with Fr Jeremy Sheehy, Parish Rector and chair of the school governing board
Peer-led learning, as pupils support each other and discuss their curriculum.	St Peter's children play in a violin concert at The Lowry, one of our many music/arts events.
Year 6 children on an outdoor education residential at Lledr Hall – engaging pupils, naturally!	High-quality daily classroom lessons, underpinning all that we do with our enthusiastic children!

TOGETHER WE BELIEVE, ASPIRE AND ACHIEVE.

Together – represents our teamwork and community ethos
Believe – represents our faith as a C of E school and our belief in ourselves and each other
Aspire – represents our aims and hopes for our own future and that of our many communities
Achieve – represents our desire to allow every child to flourish, whatever their starting point, and to encourage the holistic development of the 'rounded child', not just a narrow focus.

School Address:	**Saint Peter's Church of England Primary School** **Vicarage Road** **Swinton** **Manchester** **M27 0WA**
Telephone:	**0161 794 2616**
Email:	**stpeters.ceprimary@stpetersswinton.co.uk**
Website:	**www.stpetersswinton.co.uk**
Headteacher:	**Miss Emma Richardson**
Deputy Headteacher:	**To be appointed Spring 2026**
Office Manager:	**Miss Barbara Taylor**
Site Manager:	**Mr Chris Scanlan**
Chair of Governing Board:	**Father Jeremy Sheehy (Rev. Dr.)**
LA (Local [Education] Authority):	**Salford**
C of E Diocese:	**Manchester**

Saint Peter's (Voluntary Aided) Church of England Primary School provides for 240 children, boys and girls, between the ages of 3 and 11. The school opened in 1834 and moved to its current premises in 1905. We have a 30-place Nursery unit and seven other classes, from Reception to Year 6. Classes are arranged according to age-related year groups, with 30 pupils in each class. As an aided church school, we are part of the family of the Parish Church of Saint Peter, Swinton, and also have strong ties with other local, national and international communities.

SCHOOL CALENDAR 2026/27

Children in England attend school for 190 days per year, each of which being 6.5 hours in length. The school year is arranged into three terms – Autumn, Spring and Summer.

Term:	**Open (at 8:50am) on:**	**Break up (at 3:20pm) on:**
Autumn Half-Term 1	Wednesday 2nd September	Friday 23rd October
Autumn Half-Term 2	Monday 2nd November	Friday 18th December
Spring Half-Term 1	Monday 4th January, 2026	Friday 12th February
Spring Half-Term 2	Monday 22nd February	Friday 2nd April
	Easter Weekend school closed on 26th and 26th March 2026	
Summer Half-Term 1	Monday 19th April	Friday 28th May
Summer Half-Term 2	Monday 14th June	Thursday 23rd July

OUR VALUES, INTENT AND PURPOSE

1 Thessalonians 5,11: 'Encourage one another and build each other up, just as you are doing.'
John 10,10: Jesus said 'I have come so you may have life, life in all its fullness.'

Our school motto – Together We Believe, Aspire And Achieve – underpins all that we do and is based upon 14 values that were chosen through collaboration between children, families, staff, governors and church. These values set the tone for the collective ethos which runs throughout our school, something which is commented upon by all visitors and described as **'exceptional'** and **'outstanding'** in our most recent **OFSTED** and **SIAMS** (Statutory Inspection of Anglican and Methodist Schools) reports.

School Values - St Peter's Keys to Success:



In following these, we aim to ensure that every child will:

- enjoy his/her learning and take an active role in it
- achieve and progress, academically and socially, whatever their particular starting point
- experience school as a safe, caring and supportive learning environment
- acquire reasoned attitudes, values and beliefs
- respect other people's religious, cultural and moral values, and learn tolerance and under-standing through developing an empathy with other communities, local, national or global
- experience responsibility, exercise judgement and develop advocacy and negotiating skills
- know that we value achievement in all areas, whether academic, social, sporting, creative or other
- appreciate human achievement through the study of major areas of knowledge and experience, inc language, literacy, science, maths, art, music, technology and physical pursuits
- develop lively, inquiring minds capable of independent thought
- apply themselves to tasks and understand the importance of hard work
- be praised and rewarded for displaying the school values
- acquire the knowledge and skills necessary for life in a democratic society.

To this end, we make the following pledge – we endeavour to ensure that every child will:

- have a 1:12 maximum adult:child ratio in Early Years
- be taught by communication, speech and language specialists in the infants
- leave Y2 as a reader
- leave Y3 as a swimmer (water confidence level+)
- leave Y4 having learnt a musical instrument
- will be taught a curriculum that is broad, balanced, relevant stimulating and engaging
- partake regularly in music, sport, drama, arts and environmental activities
- will have numerous educational trips and visits each year to immerse them in their learning
- will experience professional sport, music and the arts in world-class North-West stadia and arenas
- attend two residentials: two days locally in Y4, and four days in Snowdonia in Y6

- have access to a range of free extra-curricular provision unrivalled across the city
- make good (or better) academic progress in reading, writing and maths throughout St Peter's and…
- **live, love and learn at St Peter's in an environment founded upon Christian and moral values; children will leave the school with the knowledge and skills to be lifelong learners and rounded citizens, able to make a difference and a positive contribution to their future society.**

STAFFING – 2026/27

St Peter's 240 pupils are grouped into classes of 30, according to age, with **teachers as follows:**

Year Group:	Teacher:	Teaching Assistants:
Nursery (3-4 yrs)	**Mrs Jenni Jones (EYFS Lead)**	**Mrs N Lowe/Miss G Jones**
Reception (4-5 yrs)	**Mrs Sarah Martin**	**Mrs K Johnson, Mrs Edwards**
Year 1 (5-6 yrs)	**Mrs Sarah Jones (KS1 Lead)**	**Mrs K Hammond**
Year 2 (6-7 yrs)	**Mrs Lauren Green**	**Mrs G Rawling**
Year 3 (7-8 yrs)	**Miss Clare Hulme**	**Mrs R Oakes**
Year 4 (8-9 yrs)	**Mr George Stevenson**	**Mrs L Fryer**
Year 5 (9-10 yrs)	**Miss Jessica Derbyshire(Senco)**	**Mr L Armstrong**
Year 6 (10-11 yrs)	**Miss Kerris Forrester (KS2 Lead)**	**Mrs L Royle**

Other teaching staff: **Miss Emma Richardson, Headteacher**

Mrs Diane Gardner, Higher Level Teaching Assistant/RE Lead

Mrs Laura Royle, Higher Level Teaching Assistant/Pastoral Lead

Lunchtime Welfare Assistants: **Mrs Helen Bowers, Mrs Natalie Brook, Mrs Joan Chan, Mrs Barbara Walker and Mrs Rebecca Yan.**

Premier Sport PE teachers, Tues/Thurs weekly: Mr James Wright

Voluntary Support: We are grateful to a team of volunteers who regularly assist the children's learning.

THE GOVERNING BOARD

School Governors make decisions about how St Peter's CE is run. As the school is 'Voluntary Aided' its governors have legal duties, powers and responsibilities. Governors can only act together, not individually, working towards these responsibilities, which include interviewing/selecting staff, setting the school budget, considering what is taught in school, helping to establish standards of behaviour and holding staff to account.

School Governors: the governing board consists of representatives from the church (foundation governors), local council, parents and staff from the school. The governors of St Peter's C. E., as of Sept 2025, are:

Name	Category	Sub-Committee Responsibility
Mr H. Chau	**Foundation**	**Curriculum & Standards**
Mrs H. Cowley	**Co-opted**	**Curriculum & Standards**
Cllr. J. Dawson	**LA Rep (Vice Chair)**	**Finance & Personnel; Curr & St**
Mrs S. Goodwin	**Foundation**	**Buildings, Health & Safety**
Mrs L. Heaton	**Foundation/Parent**	**Buildings, Health & Safety**
Ms M. Jolly	**Parent**	**Curriculum & Standards**
Mrs M. Jones	**Co-opted**	**Finance & Personnel**
Father Dr J. Sheehy	**Foundation/Ex Officio (Chair)**	**Finance & Personnel; B, H & S**
Mr M. Tanner	**Parent (co-opted)**	**Finance & Personnel**
Mrs E. Walker	**Foundation**	**Curriculum & Standards**
Mr H. Williams	**Foundation**	**Buildings, Health & Safety**
Mrs J. Williams	**Foundation**	**Curriculum & Standards**
Miss E. Richardson	**Headteacher**	**All sub-committees**

NB: Parent Governors are an invaluable component of our school Governing Board. Please note, though, that they are *representative of* the school's parents and carers, not *representatives for* . Parent governor elections are held every four years for those interested in standing. Parent Governors are happy to talk to other

parents/carers about school matters, but if you have concerns or issues about any aspect of school that you wish to be addressed, please refer these to the chair, Fr Jeremy Sheehy, not to the parent governors directly.

ADMISSIONS POLICY (for school intake in September 2026)

The capacity of the school, excluding Nursery places, is 210. The maximum admission number is 30 children per class. Admissions will be made within these limits. The governing board is responsible for setting admissions criteria for the school, but the admission process itself is managed by Salford City Council. The governors will admit all children who have a statement of special educational needs in which the school is named. In the event of oversubscription for the remaining places, the following criteria will be applied in the priority listed:

1. Children in LA care, children looked after or who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

2. Baptised children, who are themselves, or of whom at least one parent/guardian is, in regular attendance at any of the churches within the parish of the local Anglican Team Ministry – All Saints, Wardley; St Augustine, Pendlebury; St Peter, Swinton.

3. Baptised children, of whom at least one parent/guardian is on the church electoral roll of the parish of Swinton and Pendlebury.

4. Practising Christian children, resident in the ecclesiastical parish of Swinton and Pendlebury, who are themselves, or of whom at least one parent/guardian is, in regular attendance at a church which is a member of Churches Together in Britain and Ireland or a local Churches Together organisation.

5. Baptised children with an elder sibling in attendance at the school when the younger child commences education. A brother or sister will include a step, adoptive or foster sibling who ordinarily resides at the same address as the child.

6. Medical reasons. If claiming for medical reasons on behalf of a child or parent/guardian, evidence must be provided that the child/parent/guardian has a medical condition which means that admission to this school is most suitable (this must be in the form of written, professional evidence from, for example, a doctor, psychologist or social worker). Priority will be given to children who have exceptional medical or social needs.

7. Children with an elder sibling in attendance at the school when the younger child commences education. A brother or sister will include a step, adoptive or foster sibling who ordinarily resides at the same address as the child.

8. Baptised children, resident in the ecclesiastical parish of Swinton and Pendlebury.

9. Distance from the school. Priority is given to children who live nearest to the school. The distance is measured along a straight line using LLPG (Local Land and Property Gazetteer) information to measure the distance between the address point of the child's home address and the centre of the school in miles.

Notes:

a. A copy of the parish boundary is available for reference at the school or from the Parish Office, Fletcher Hall, Vicarage Road, Swinton, M27 0WA.
b. All applicants claiming under priority criteria relating to baptism must furnish a baptism certificate.
c. All applicants claiming under priority criteria 2 or 4 must provide written evidence that the child or at least one parent/guardian attends church at least once every four weeks.

The Nursery class accepts children from the September after their third birthday. Part-time places are not offered. It is the policy of Salford Education Authority that parents are not allowed to take two part-time nursery places in Salford schools.

In accordance with the policy of Salford City Council, **admissions are made into the Reception class in the September following a child's fourth birthday**.

It should be noted that **the length of time on the school's waiting list is not considered a relevant factor** and that a place in the Nursery class does not guarantee a place in the Reception class.

Where an application for a place is unsuccessful, parents have a **statutory right of appeal** and, if wishing to do so, should contact the Admissions and Exclusions Team at Salford Civic Centre; 0161 778 0415.

NB: Please see St Peter's CE Admissions Policy on the school website for full appendices.

DAY TO DAY ARRANGEMENTS

The School Day – The school day officially begins at 8.50am for all pupils – infants (Nursery, Reception, Year 1 and 2) and juniors (Years 3, 4, 5 & 6). Gates open for parents and pupils who wish to enter the designated waiting area on the playground at 8.45am, and at 8.50am infant children line up and become the responsibility of their teacher, who will take them into class, whilst junior children go straight into school, where their teacher will be waiting for them in the classroom. Gates close at 8.55am, after which any child arriving at school will be marked as 'late.'

A calm, settled start to the school day has an enormously positive impact upon a child's learning, as it is the early morning period which sets the tone and explains the learning schedule for the day.

NB: school is not responsible for the supervision or welfare of its pupils until 8.50am.

Times for the school day are as follows:

Nursery/Reception/Y1/Y2 children	Morning	8.50am-12.00pm (includes outdoor access)
	Afternoon	13:00pm-3.20pm (includes outdoor access)
Year 3, 4, 5 and 6 children	Morning	8.50am-12.30pm (including two breaks)
	Afternoon	1.30pm-3.20pm (including break where applicable)

Punctuality and absence:

Good punctuality and attendance are vital for learning – both academic and in terms of well-being – with the first half hour of the day being by far the most valuable. Gates are locked at 8.55am, so any child arriving after this should be taken by the parent/carer to the main school office to receive their mark in the register.

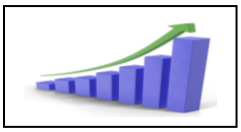
If your child is absent, please contact school on the first day to let us know why he/she will not be attending. If the absence continues, parents/carers are asked to ring school on each day of absence.

Who can collect children?

Our policy is that children in Year 4 and below must be collected at home-time by someone who is 16 years or over. *Our advice* is that this is also the case for pupils in Years 5 and 6. Most children will be collected regularly by just one or two people known to the school; we ask that you notify us if this changes at any time.

Attendance Matters

Absences from school add up quickly and many families are surprised when they see the figures later in the school year at Parents' Evening or reporting times. It is worth noting that:



- **95% attendance seems good, but means missing 2 weeks of the year**
- **90% attendance means missing 4 weeks of the school year**
- **80% attendance means missing 8 weeks of the school year.**

The government expectation is for all pupils to have at least 96% attendance.

There is a very clear link between school attendance and children's academic progress: ***the better the attendance, the higher the child's results****; this is a national fact, which we also see. Furthermore, there is an equally clear national* ***link between school attendance and life-chances, with higher employment, pay and wellbeing opportunities being directly linked to school attendance.***

Morning drop-off and afternoon collection points for 2026/27 are as follows:

Nursery and Reception children – enter and leave school via the class gates at the the Early Years Play Area. Parents/carers enter school grounds via the gates on Vicarage Rd/school driveway and walk across the playground to the designated point, where staff will be waiting.

Year 1 to Year 6 children – are to be brought to and collected from designated points on the main school playground. Families may wait in this area of the playground (between Vicarage Road and the driveway) at the start/end of the day, or may choose to wait on the driveway, which remains a

pedestrianised zone at these times. The gates on Vicarage Rd and the driveway are open for 10/15 minutes from 8.45am and 3.15pm.

Attendance

Our overall attendance for an average school year is 95-96%, which is in line with the government-set target for primary schools. It is vital that your child attends school at all times where possible.
Awards and certificates are given to all children who achieve 96%+ attendance each term, with special prizes given to those achieving 100% attendance.
Attendance below 95% means a child is missing at least two weeks of school. If a child's attendance falls **below 90%, they are missing at least four weeks of the school year**, so this triggers intervention from the school and the EWO (Education Welfare Officer), who steps in to offer a package of support measures. For families of children aged 5 years and above in England, persistent low attendance can result in financial penalties and criminal prosecution.

Authorised/Unauthorised Absence

Although our aim is for every child to maximise her/his learning by achieving 100% attendance, the governing board recognises that in certain exceptional circumstances leave of absence may be requested by parents/guardians. The maximum amount of absence-time that can be authorised is five days, and this will only be granted by governors if a child's attendance in the previous year has been 96% or greater. Applications must be put in writing to the headteacher at least two weeks prior to the time requested.
It must be noted that parents/guardians taking a child out of school for *unauthorised* holiday absence are liable for a fine of £80.00 per pupil taken out, per parent.

Clothing/Uniform

St Peter's children wear a school uniform. We believe that uniform creates equality by cutting out the potential for competition and self-consciousness based upon appearance. It also contributes to a feeling of belonging to the school and its team, looks smart and wears well. However, there is a balance between uniform looking smart and being practical, hence we do not think it necessary for primary school children to wear shirts and ties, and we have a sensible approach to footwear, given our very active school day (below).

Sweat-shirts, cardigans and other items are available online from our uniform provider McLellan Clothing; please visit www.mclellanclothing.com and click on 'View our Clothing Shops'. This provider gives 'excellent value for money and durability' (parent survey), but families are welcome to get any of the items required from other retailers if preferred, though these will not carry the school logo.

Here is a list of the uniform sold, with approximate online cost (which is subject to change):

-Sweatshirts £12.50	-Cardigans £14.25
-P.E. T-Shirts £7.50	-P.E. Hoodies £16.00 (with child's initials embroidered on)
-Fleeces £17.50	-Book Bags £8.50 (free to new starters)

- All children wear a white polo-shirt, available from any retailer.
- Trousers, shorts and skirts are grey or black, available from any retailer.
- Striped or checked blue gingham dresses may also be worn, available from any retailer.
- **All children should wear sensible black school shoes or completely black training shoes, with our best advice being that the shoe/trainer variety is the hardest wearing for active playtimes (if they contain sports' company logos these must also be black.)**
  CHILDREN ARE NOT ALLOWED TO WEAR TRAINING SHOES FOR SCHOOL which have white soles or non-black logos. Children in trainers will have to wear pumps for the day.

School P.E. Kit

Specific clothing is required for P.E. lessons, for all except Nursery children. This PE kit is a **blue t-shirt** (from any shop, though only McLellan's sell those with a St Peter's logo) **and black or navy shorts**.

On the day of a child's PE lesson, they will **come to school in PE kit and trainers for the whole day.** They may also wear **plain black or navy tracksuit/jogging bottoms** if cold, together with their school sweatshirt over their PE t-shirt, or a PE-hoodie, which can be initialled to avoid mix-ups.

Children are not allowed to wear 'team' football kits for P.E. lessons.

PE lessons are split – each week most classes do an indoor and an outdoor PE lesson. For indoor PE, such as gymnastics and dance, each child needs a pair of pumps, which they can leave in their drawer in the classroom. If any child doesn't have these, indoor PE sessions can be undertaken in bare feet.

Swimming Kit

Children in Year 3 go swimming to Fit City, Pendlebury, each Friday of the autumn and spring terms. They require a swimming costume or swim shorts/trunks and a towel; but please note that the decision of leisure centre staff as to the suitability of swimwear is final (correct swim-shorts, for example, must have a mesh inner and specific water-releasing holes). All children must wear a swimming cap. Goggles are worn only with the swimming teacher's permission.
The children walk to the pool and will do so in most weathers, unless extremely inclement, when they will be 'shuttled' in the minibus; they must bring suitable waterproof clothing for this walk each Friday.

Jewellery

Children may wear a watch to school. The only other item of jewellery permitted is a pair of gold or silver stud earrings (no hoops, no gemstones). However, we do not recommend this and see no educational benefit to a child wearing these. **Earrings should not be worn on PE days; if so, they will have to be removed for the lesson or have plasters over them**. For health and safety reasons, we ask that ear piercing does not take place until the summer holiday, to allow healing time.

Hair/Nails/Make up

Hair accessories should be small, simple and in school colours of blue, white, yellow or black. Extreme cuts and styles, logos and motifs shaved into a child's hair, are not permitted. False nails, acrylic nails, gel nails, nail polish or false eyelashes are not permitted.

Mobile Phones

Our view is that primary-aged children do not need a mobile phone and certainly don't bring them to school; mobile phones in the hands of children can lead to unnecessary social complications. However, children in Year 5 and 6 may bring one if they are walking to/from school unsupervised. This being the case, each child must hand her/his phone to their class teacher at the start of the school day and remember to ask for this back at home-time; phones are not to be kept on the child's person or left in cloakrooms – any which are will be collected and given back to the parent/carer.
Whatever course of action is chosen, please note that this is done at the child's/family's risk; no responsibility is taken by the school for loss of, or damage to, mobile phones on the premises.

Educational Trips and Visits

We passionately believe in the benefits of children learning outside the classroom, to enhance in-school provision, bring context and vitality to the curriculum and immerse pupils in their learning. Many small-scale trips take place on a very regular basis, such as swimming lessons at Pendlebury Leisure Centre, frequent visits to St Peter's Parish Church, Swinton Library and various local museums and galleries. We also aim to take our children to experience first-hand learning at other venues which may be slightly further afield, and invest considerably to run a minibus for such use. **Recent examples of class day trips include:**

- Nursery Class Picnic at Moorside Park (Personal, Social and Emotional Development)
- Reception Class to Smithills Farm (Science/Understanding the World)
- Year 1 to Knowsley Safari Park (The Environment)
- Year 2 to Blackpool Sea-Life Centre (Science)
- Year 3 to Chester Walls and Roman Museum (History/Geography)
- Year 4 to Irwell Valley Walk (Geography/Science)
- Year 5 to Salford Quays and Lowry Art Gallery (Art/Humanities)
- Year 6 to Manchester Cathedral and Bee Tour (History)

We provide two annual outdoor-education residential visits, to:
Year 4 – The Anderton Outdoor Education Centre, Rivington, Lancs.
Year 6 – Lledr Hall Outdoor Education Centre, Snowdonia.

Over 95% of our pupils attend the residentials and we believe so strongly in the importance of these experiences that we make places available for all of our Year 4 and 6 children to attend and encourage their families to allow them to do so (St Peter's Primary and Salford LA jointly subsidise residential visits significantly to keep these as affordable as possible). We are confident that a brief word with anyone who has taken part in these trips will leave you in no doubt as to their popularity and worth!

The Governing Board Policy on Charging and Remission

At St Peter's we believe in providing activities, such as educational visits, which would struggle to take place without financial support from parents/carers. Below is the school's policy on charging and remission:

1. The school aims to provide high quality education opportunities for all pupils, and parental financial support for activities will not affect individual students' participation.
2. For activities which occur within school hours, parents should normally be approached for voluntary contributions, although the headteacher has the discretion to remit charges from the school budget or school fund to subsidise any contributions. Parents/carers should contact the headteacher if worried about payment for trips; such conversations will be treated with the utmost discretion.
3. The wording of any letter sent home to parents is written within the framework of this policy.
4. A clause exists within school budget policy, stating that money is set aside to subsidise trips and visits.

In summary – the school subsidises a certain amount of every class trip, but relies on contributions from parents/carers to make-up the rest of the cost. We aim not to request more than £12.00 per trip and not more than £25 per year, per class, unless in very exceptional circumstances; however, even if a family cannot afford the contribution amount requested, the child will still attend any visit in statutory school learning time.

FOOD IN SCHOOL/SCHOOL MEALS

St Peter's CE has 'Healthy School' status, which recognises our commitment to promoting physical and mental well-being. As part of this, our school dinner menu has changed notably over recent years to meet strict national guidelines, and we similarly encourage children to bring in 'balanced' packed lunches, shown below.

School Dinners

St Peter's school kitchen, managed on our behalf by Citywide Catering Services, provides freshly cooked meals for our children at a cost of £2.10 per day. These offer good value and receive praise from diners. All our children from Nursery to Year 6 choose between school dinners or packed lunches.

Free school meals – certain families qualify to have their children receive school dinners free of charge, depending upon household income or benefits status. There is no stigma to this; if you wish to enquire or apply, please ask at our office or visit the reception desk at the Swinton Gateway.

Every child in England in Reception, Y1 and Y2 is entitled to receive a free school dinner, if they wish, meaning that no child in any of these three classes will have to pay for a school meal. However, parents/carers still have the right to send their child with a packed lunch.

Please note that a large amount of school funding is based upon the number of pupils eligible for 'free-school-meals', so it is extremely important that families in such circumstances still register with the local authority even if their child is in Reception, Y1 or Y2, or even if he/she has a packed lunch. Details of how to register are available from the school office, from where we will direct you to The Gateway.

Healthy Packed Lunches – a simple guide

Children should have a balanced lunch, which must contain a carbohydrate for energy, such as a sandwich or pasta salad. Alongside this, a piece of fruit, yoghurt and a drink of water or juice is the ideal combination. Sweets, chocolate* bars and fizzy drinks are not allowed, whilst crisps, biscuits and mini-cakes are better sent in only once or twice per week. *Chocolate is only allowed as a Friday treat.

Healthy options		**Unhealthy** **(high in fat/salt/sugar)**	
✓ Sandwich ✓ Fruit ✓ Yoghurt		x Crisps x Sausage rolls x 'Lunchables'	

✓ Water		x Choc. biscuits	

Snacks

All infant children are given a piece of fruit each morning break-time (free of charge, with a choice from a wide range of options), which is funded by the money that comes in from the government sugar-tax scheme. If hungry, they may take two pieces.

Junior children (Y3-6) may bring in a piece of fruit or a cereal bar for morning break, and are able to take spare 'infant fruit' should they forget their own.

Children are not allowed to bring sweets into school; this is in order to encourage healthy eating. The exception is on special occasions such as birthdays, when many parents/carers generously choose to send in sweets for their child's class. (On no account should children bring in lollipops as birthday sweets, as these are banned in Salford schools due to the risk of choking).

Peanuts cannot be brought in under any circumstance, due to the allergy risk.

Drinks in School

Research shows clearly that maintaining hydration during a working day not only promotes good physical health, but also enhances brain activity.

During school hours children may drink plain water freely. Specialist fountains, which filter and chill the water, are located at both the infant and junior ends of the building; from where pupils can fill up water bottles to take to the classroom. Water bottles must be brought in from home and, for hygiene reasons, should be regularly taken home and washed, ideally daily. Water bottles with a sports cap can be kept on a pupil's desk, whilst any with a screw-cap must be left by the classroom sink or designated water-bottle area. ***Water bottles are provided by the school in the Reception class.***

School milk is provided each day at morning break; for children under 5 this is provided free of charge, whilst it is heavily subsidised for junior pupils. Parents/carers must apply for school milk each term, with regular letters and electronic reminder messages sent out.

HEALTH AND WELFARE

During your child's school life the following procedures will be carried out:
- Vision Screening - Dental Screening - Audiology Screening - Immunisation as appropriate.

Positive consent is now required from parents/guardians before any of the above health checks can take place. You will receive a 'School Health Programme Consent Form' each year.

Following a health check your child may be referred, by the School Nurse, to another agency such as the dentist or speech therapist. If any problems arise during routine medicals, an appointment will be made for a follow-up medical at the Clinic or in school. You will be kept fully informed at all times. If you have any concerns about your child's health please contact the School Nursing Team at Swinton Gateway, telephone no. 0161 212 5131.

Accidents

If your child is involved in an accident at school he/she will first be seen by the member of staff who is responsible for him/her at the time (this may be a teacher, teaching assistant or lunchtime welfare assistant). The vast majority of incidents involve minor bumps and scrapes, but if there is any doubt or if the injury is assessed as being more serious it will be referred to one of the school's First-Aiders.

If your child receives a minor bump to his/her head which we feel does not require further treatment at the time, we will send a text/note and bumped head sticker with your child and inform the person collecting, so that he/she can be monitored for signs of delayed concussion. If a member of staff feels that the injury requires further treatment, you or a named emergency contact will be informed by phone-call immediately.

Please ensure that contact names and numbers are up to date. If we are unable to make contact with a responsible adult in a situation such as this, the headteacher will act *in loco parentis* and can authorise a range of actions in the best interest of the child, from administering paracetamol to taking a child to hospital. *We would like to stress that hospital visits are, thankfully, extremely rare.*

Asthma

Asthma appears to be affecting an increasing number of children, but at St Peter's we make every effort to ensure that all children are given the opportunity to get fully involved in all aspects of school life. Asthma should not prevent involvement in physical activities, so long as medical support is provided where necessary.

Parents/carers must inform the school office if their child suffers from asthma and may need medication; in line with our Asthma Policy, we will endeavour to co-ordinate the provision of any necessary medication in school (e.g. inhalers) but we do need written advice from you concerning the frequency and timing of such treatment. Every child with an inhaler must have this and a 'spacer' in school at all times.

Headlice

Where a child is found to have eggs in his/her hair, the parent/carer will be notified so that this can be treated immediately after school. If a child is in school with live headlice in his/her hair, we ring the parent/carer and ask that they take the child from school to get immediate treatment; this is partly for medical reasons and partly for the child's self-esteem - so the lice are not noticed by peers. In either case, all parents of children in that class are notified to check for headlice, but the child him/herself is not named.

Medication

A designated member of staff will administer medication **if this has been prescribed by a doctor.** This should be either to complete a course of medication (e.g. antibiotics) or if children have to receive medication on a permanent daily basis. A permission form, giving details of dosage, etc. has to be completed before any medication can be administered. These forms are available from the school office.

Toilet Needs

EYFS: Nursery and Reception children must be toilet-trained upon entry to the school, though we understand that there may be certain medical or special educational needs exemptions in rare cases, or that accidents can happen for all children. At this age, children may need supervised free access to the toilet at all times throughout the day.

Year 1 to Year 6 pupils: It is expected that children will use the toilet at set 'toilet-times' during the school day (generally break-times between lessons), to keep them safe and to avoid them missing out on class learning time. If a child wishes to use the toilet during lesson time, she/he must ask the class teacher; the procedure is that the teacher will ask if the child can wait until break-time, but tell her/him to come back to see the teacher if still feeling the need to go five minutes or so after the conversation. This policy works for the vast majority of pupils. Some children, however, may have a medical need to use the toilet more frequently, something which can easily be accommodated on provision of a medical note.

BEHAVIOUR AND WELLBEING

The behaviour of the children at St Peter's, and the ethos of community which pervades, is a real strength. We aim to promote an attitude of mutual respect and care for others, built on an understanding of everyone's worth as an individual. In so doing, we operate an assertive discipline policy, whereby children are encouraged to behave well through constant positive reinforcement and rewards from staff.
The school has six basic rules. Each class chooses its own wording of these, based on given criteria, so that the children have 'ownership' of these rules (or 'behaviour agreements'). An example is given below:

1. Be helpful, kind and polite to everyone.
2. Always do your best.
3. Move around the classroom, and the school, sensibly, calmly and quietly.
4. Listen carefully and follow instructions.
5. Respect and care for the environment around you and beyond.
6. On the playground, treat others as you would like to be treated.

Below is a list of some of the strategies which we use to encourage our children to behave well:

- Positive praise/comment from the teacher to the child.
- Special responsibility such as doing jobs around the school.
- Good work sent to another teacher or senior staff.
- In-class awards – Dojo Points – leading to tangible reward choices
- Dojos for whole-class achievement (leading to extra playtime).
- Good work highlighted at Friday's Celebration Assembly.
- Weekly certificates, badges and skills awards.
- Termly awards for consistent effort and attitude (parents/carers invited to attend).

If behaviour choices do not meet St Peter's Keys to Success, we work on the 'restorative justice' principles of discussion, reflection and the chance to make better choices in future:

- Teacher indicates to the child, but no comment is made by teacher (generally, behaviour is corrected)
- Teacher speaks to the child discreetly at the time
- Child stays behind to speak with class teacher at end of lesson
- Child goes to work in another class for the remainder of the lesson, then spends some of the next break-time reflecting on his/her choices
- Child sent to Head of Juniors/Infants then to Headteacher

Very occasionally, incidents occur which warrant the immediate attention and involvement of the Head-teacher or Deputy head, such as children fighting or being verbally abusive. If so, parents/carers will be directly contacted in person or via letter to discuss this. The procedures at this stage are as follows:

Major breaches of discipline – hierarchy of procedures for children sent to headteacher:

Prelim. Child speaks with Headteacher (HT) or Deputy (DHT); incident recorded; aim to 'nip the behaviour in the bud'; direct contact made to discuss incident with parents/carers.

1. Recorded by class teacher; direct contact to inform parents*. (Behaviour Letter 1 or Conversation 1). Child stays in at break(s) to reflect and write about better behaviour choices.*
2. Recorded by class teacher; direct contact inviting parents to meet with class teacher*. (Bhvr Letter 2 or Covers'n 2) Child stays in at break(s) to reflect and write about better behaviour choices.*
3. Recorded by HT/DHT; letter sent from HT inviting parents to meet with class teacher and Head of Infants/Juniors*. (Behaviour Letter 3/Convers'n 3) Child stays in at break(s) to reflect and write about better behaviour choices. 'Good Behaviour' report card implemented.*
4. Recorded by HT/DHT; letter sent inviting parents to meet with HT. *(Behaviour letter 4/Convers'n 4) Child stays in at break(s) to reflect and write about better behaviour choices.*
   (A copy of this list will be given to the parents/carers at this point.)
5. Recorded by HT/DHT; letter sent inviting parents to meet with HT for a second time*. (Behaviour letter 5/Convers'n 5)* Short, fixed-term strategies discussed, e.g. child stays at home during lunchtime.
6. Recorded by HT/DHT; meeting of all parties (including member(s) of Governing Board); fixed term suspension, 3-5 days.
7. Recorded by HT/DHT; meeting of all parties (including member(s) of Governing Board); permanent exclusion.

NB:

- At any point on the above list, a child may be sent home immediately should his/her behaviour be unsafe or disruptive enough to warrant this.
- For every period of four school weeks which passes without an incident, the child reverts back one stage on the above list.
- It is a class teacher's responsibility to keep parents regularly informed of their child's behaviour, positive as well as negative, especially as a pre-emptive measure if a child appears likely to embark upon this set of procedures.

For any behaviour and wellbeing policy to be effective it is vital that home and school work together. OFSTED graded pupil behaviour and development at St Peter's as 'exceptional'; with our joint efforts this will continue!

Playtime/Dinnertime Behaviour

Minor incidents, e.g. name calling, pushing	Walk with adult on duty for 5 minutes' discussion and reflection.
*Major incidents, e.g. violent behaviour, kicking, punching, persistent name calling, rudeness to staff	As above, plus: Breaktime indoor reflection.

*As with behaviour incidents in lesson, if this happens repeatedly, parents will be notified and invited into school to discuss their child's behaviour.

NB: Children may occasionally be required to stay in at morning or lunchtime break to finish work which has not been reasonably completed in class. They will not stay in for more than 15 minutes on any one occasion and the child will always be given some time outdoors before the next lesson.

We must finish this section by repeating that our Behaviour and Wellbeing Policy is based on positivity; yes, procedures are in place for those who make poor behaviour choices to enable them to reflect, but first and foremost a whole range of praise and reward strategies is in place to encourage good behaviour. Children are very proud to achieve in this way and have this recognised, resulting in the overall standard of behaviour and safety in school being exceptionally high (see OFSTED and SIAMS Reports, esp from 2012, 2017 & 2023).

HOME-SCHOOL LINKS

Communication is critical for a child's development and once your child starts at St Peter's we aim to establish a partnership with you, as the children will only fulfil their true potential if home and school work closely together.

A successful partnership and personal contact between us is vital, especially in the early stages of your child's school life. Meetings (in person or virtual) are held in June for families of children who are due to start in our Nursery or Reception class the following September, with such families and children invited to Friday morning 'drop-in' sessions each week. We also make arrangements for children to take time settling into the Nursery/Reception class in September, through a system of phased entry to school over a number of weeks.

Welcome meetings are held in September for families of children in all other classes, from Y1 to Y6, at which parents/carers can meet their child's new teacher and discuss the expectations and arrangements in place for the year ahead.

At the beginning of each day our policy is that infant teachers stand at their playground meeting point, where informal communication between staff and parents can take place and is welcomed. Junior staff join them to do likewise at home-time. Conversations with teachers are encouraged at home-time.

Fundraising – calendar of annual events

We believe in the importance of promoting our collective school values by empathising with and supporting those in need, but are conscious not to ask too much of our families financially. To this end, a St Peter's Fundraising Calendar exists, as follows:

Major Fundraising – Autumn Term: UK charity, such as Children in Need or NSPCC
Food parcels brought in for distribution to local families in need at Harvest time
Children's toys donated to the Salvation Army at Christmas time
Spring Term: International charity, such as Comic or Sport Relief
Summer Term: School Fund, raising money for extra 'perks' for our children, such as playground equipment or wet-playtime games.

Minor Fundraising – Non-uniform days
Bottles brought in for stalls at the Church Fair

Pupil Council-led raffles

Parents' Evenings/Reporting

We hold two annual Parents' Evenings, usually in October and March, which are extremely well attended; in the past five years by **over 97% of parents/carers** (even with online sessions).

We want all parents/carers to take these opportunities to discuss their child's social and academic progress on these occasions. But as well as this, if you would like to discuss your child's progress at any other time of the year, please see your child's teacher (or contact the school office staff, who will be happy to make the necessary arrangements for you to do so), whenever the need arises.

Written end-of-year reports are given to parents in July; after receipt of which you are, again, welcome to contact your child's teacher should any discussion points or questions arise.

Homework

Created in consultation with families, our policy is for a structured reading programme for children of all ages (phonics for younger children), together with a weekly spelling and reading comprehension task. Mental maths and writing activities can be carried out with pleasure, but these are the focus of daily EMA (Early Morning Activities) in each class, allowing us to aim homework at other key areas of learning.
In addition, **we set, encourage, help and reward those pupils who choose to carry out school-directed home-learning challenges or self-directed projects, ideas for which are sent home each half-term**.
The full Homework Policy is available on the school website. All infant homework is set on paper, whilst junior homework (Key Stage 2) is provided on Google Classroom; or via paper copies if needed.

Parents/Carers/Volunteers in school

A number of parents/carers/friends come into school to help by working with children or hearing them read. Their support is invaluable. Please note that these adults are here to help children, they are not substitutes for teachers or teaching assistants and do not have a role of liaising between school and other parents.

THE ST PETER'S CE CURRICULUM

A school's curriculum actually means the entire provision it gives to its children, from lessons to breaktimes, from assemblies to after-school clubs, from visiting presenters to residential trips away from home, and everything else in between; our curriculum is underpinned entirely by our school values and the theological roots given on page 4. For the purpose of this section of the prospectus, we are talking about the curriculum as it is generally referred to, i.e. the subjects taught to pupils during lesson time.

The National Curriculum and The St Peter's Curriculum – how we got to where we are now…

Since 1988, the knowledge content of the curriculum, with the exception of R.E., has been prescribed by the government through the National Curriculum. The National Curriculum consists of the following subjects:

English (Literacy)	**Mathematics (Numeracy)**	**Science**
P.E.	**Design Technology**	**Geography**
History	**Art**	**Music**
FL – Foreign Languages (Spanish)		**Computing**
PSHCE – Personal, Social, Health and Citizenship Education		**Religious Education**

From 2000, schools focused on teaching **skills** as well as **knowledge** (for example, schools may have traditionally taught children the **fact** that Henry VIII had six wives, but may not have given them the **skills** to become historians by learning to investigate facts about Henry VIII themselves).

Since September 2014, a new national curriculum has been in place, which takes the best aspects of the two systems described above and allows schools to make the children's learning relevant to their context, their location and their interests, whilst ensuring coverage of all national objectives. For example, all primary children may learn about the Victorian times and their impact upon modern life; however, children in London

may focus this learning on settings in the capital city, whilst in Salford we will look at the Bridgewater Canal, coal power, the Swinton Industrial School, LS Lowry, The Quays and children's roles in our local cotton mills.

We continuously update our bespoke curriculum, based upon these guidelines, to keep it fresh, to actively involve the children in their learning and to immerse them in their topics; this has very positive results.

Our organisation of teaching and learning is very much in line with the national primary model; we have 30 children in each of eight year-groups at St Peter's, from Nursery to Year 6. Classes are arranged according to age group, not ability 'sets', and the class members will all work on the same theme or subject, though children will have personalised learning within this according to their skills, particularly in English and Maths.

EYFS (The Early Years Foundation Stage)

Children in the Nursery and Reception classes at St Peter's experience learning along the principles of EYFS education; that is, learning through continuous provision (moving fluidly and purposefully from one activity to another, including constant use of the outdoor area) and structured play. The EYFS curriculum was revised in 2021 and is planned in a variety of ways – partly setting child-initiated topics led directly by observation of the children and discovery of their interests, favourite stories and needs, partly based on current events, times of year and festivals, and partly based on essential knowledge and skills aimed at giving children a rounded education and the cultural capital to function successfully in society.

There are seven subject areas of the EYFS curriculum, three core and four that relate, as follows:

Communication and Language (CL)
Personal, Social and Emotional Development (PSED)
Physical Development (PD)

Literacy (L) – Comprehension, Word Reading, Writing
Mathematics (M) – Number, Numerical Patters
Understanding of the World (UW)
Expressive Arts and Design (EAD)

The Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3, 4, 5 & 6) Curriculum

English (Literacy)

Speaking and listening, reading and writing are the key components of successful learning. Much time is given to the teaching of English, both through individual lessons and across the curriculum. We aim to ensure that all lessons are exciting, but also develop and improve literacy skills; this is achieved by a combination of shared, guided and independent work. We are proud to be an accredited 'Communication Friendly' school.

<u>Reading</u>
Reading, and the development of the skills to comprehend what is read, is at the very core of learning. Our policy on the teaching of reading is based on the belief that children best learn to read through a carefully set structure with a phonics-based approach, whereby they learn letter sounds and blends (c-a-t, sh-ee-p), which is facilitated at school and at home. A clear reading program is in place to ensure that this is given priority throughout the school, utilising our substantial range of home-reading books for all ages.
As children develop their reading skills it is imperative that parents/carers continue to support them by not only hearing their child read, but by developing the child's reading comprehension (understanding) using a range of key questions which we send home inside each child's reading diary.
It cannot be stressed highly enough that reading is the number one key to a child's success and her/his future life chances. This is fact and proven by countless international studies.

<u>Writing</u>
We use a combination of methods to support children's writing development as they move through the school. This begins with learning letter sounds and names and using the Letters and Sounds phonics program to enable the children to sound out the spelling of words. Then, as children progress through St Peter's, 'talk for writing' and drama are also used as stimuli for writing. Throughout the school, children will become familiar with our GPS (Grammar, Punctuation and Spelling) strategies, which are used to encourage those of all ages to use a wider variety of words and punctuation to ensure that their writing is stimulating for the reader.

Mathematics (Numeracy)

Our Numeracy/Mathematics Strategy is aimed at helping children to develop the mathematical skills required for use in everyday life. A typical lesson often consists of:

1) an introduction, involving oral work and mental calculation
2) the main teaching activity, where children will work on a specific mathematical concept or topic (this section is differentiated to at least three levels to include and extend children of all abilities)
3) a plenary session, used to summarise key facts, extend the learning and address any misconceptions.

Parents/carers can help greatly by constant reinforcement of mental maths skills in a fun way. This is best done by playing games with children which involve numbers (anything from snakes and ladders to darts to adding up the shopping bill on the way round the supermarket).

Science

Science is the study of living things, materials and energy. It is a largely practical subject through which we aim to develop a spirit of enquiry in our children by encouraging curiosity and reason, and by carrying out experiments and investigations. Through the enjoyable experiences which science can provide, we aim to increase each child's scientific knowledge and develop their ability to work cooperatively and with perseverance. We also aim to encourage a sensitive and caring attitude towards living things.

R.E. and Worship

As an aided church school, we teach the Christian faith in accordance with the doctrine of the Church of England; R.E. is, therefore, a vital part of the curriculum. We are part of the Parish Church of St Peter, which plays an active role throughout school life. As well as being involved in the management of the school, members of the clergy are also regularly involved in school acts of worship (assemblies). They also organise services in church for our children and take R.E. lessons for pupils at certain times. In our daily worship/ assemblies we celebrate and explore the Christian values upon which the ethos of our school is founded.
It is also our moral duty in a modern, diverse society to teach understanding and empathy with the other major world faiths – Islam, Judaism, Hinduism, Sikhism, Buddhism and Humanism.
Parents have the legal right to withdraw their children from R.E. lessons and collective worship; if they wish to do this, alternative arrangements will be made for their child during these times. Parents should speak to the Headteacher about this, though as we are a faith school we would not expect this to happen.

Art

Children learn various techniques and are given the opportunity to use a range of materials for painting, drawing and model making. They are also introduced to the work of famous artists. Opportunities are often taken to link art work to other areas of the curriculum. Art is taught as part of topic work. We are proud of our *'Arts Council'* award.

Computing (formerly Information and Communication Technology - ICT)

Computing helps to prepare pupils for a rapidly changing world. Our pupils use IT to find, explore, exchange and present information imaginatively and creatively. Each classroom has an interactive smart-screen as standard, plus chromebooks and iPads; these are used not only for whole class computing sessions, but in day to day lessons to embed IT in all areas of learning and to engage and stimulate pupils.

Design and Technology (DT)

In Design and Technology, children are encouraged to develop their designing and making skills as they are taught about the properties of materials and mechanisms. They are given the opportunities to discover how simple devices work. Children learn to evaluate their work, identify strengths and weaknesses through carrying out appropriate tests, and improve their designs accordingly. DT is taught as part of topic work.

Foreign Languages

Learning a foreign language provides an opening to other cultures and prevents insularity. We teach Spanish formally through Y3-6 and aim to foster pupils' curiosity and deepen their understanding of the world. We wish to enable children to express their ideas and thoughts in Spanish and to understand and respond to its speakers, both in speech (mainly) and in writing. In doing this we aim to provide the foundation for further foreign language teaching at key stage 3, ultimately equipping pupils to study and work in other countries.

Geography

Through a high-quality geography education, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of Earth's key physical and human processes. Geography explains the interaction between these processes and how the Earth's landscapes and environments at different scales are shaped, interconnected and change over time. We want the children to apply the school's values and beliefs to their thinking when reflecting upon the ways in which physical geography shapes human actions, and vice versa. To enhance our geography teaching, we take our children on residential visits at two points of their schooling – to Lancashire in Y4 and to Snowdonia in Y6 – in order to experience outdoor environmental education 'live'.

History
We want every child to understand the impact that history has had on our society today. We want children to apply the school's values and beliefs to significant historical events and how morally some events are either right, wrong or somewhere in-between. We want to spark an interest in the children so they become enthused about their own history and have a sense of pride about their local area, and we carry out many trips to do so. We want to provide the children with a sound understanding of historical events so they can apply this knowledge to future scenarios and weigh out possible outcomes by learning from the past. We want to give children a broad knowledge of history to allow them to draw on facts and engage in topical debate.

Music
We are proud to have *'Music Mark'* status. Through a range of activities and experiences, we aim to develop an awareness of, and enjoyment in, the expressive quality of sound. Children are encouraged to appreciate a variety of musical styles from different cultures, whether contemporary or from historical periods. As well as music lessons in class, the children also have regular singing lessons and we have a thriving extra-curricular choir, which is open to all children. Year 4 children learn the violin as a class and perform at The Lowry each year. Individual keyboard, violin and guitar lessons, to be paid for but subsidised by the school, are available to all children in Years 1-6. If you would like your child to have lessons, please contact the school office.

Physical Education (P.E.)
We are proud to have *'School Games Gold Award'* status. Children take part in two hours of P.E. each week, involving Gymnastics, Dance, Games (invasion games, net and wall, striking and fielding) and Swimming. We have a well-equipped school hall gymnasium, use of the SPARCS sports hall and good outdoor facilities, including a school field. PE lessons are delivered by school staff and highly qualified external coaches. Year 3 pupils have swimming lessons at Pendlebury Leisure Centre. The PE curriculum also includes Outdoor and Adventurous Activities – to best deliver this, we offer two residential courses (see Geography, above).

Relationship and Sex Education
A formal policy and scheme of work for Relationship and Sex Education has been developed and is available from the website or headteacher. This is mainly taught Science/PSHCE (Personal, Social, Health and Citizenship Education) lessons through the year.

A BLENDED APPROACH

In the EYFS (Early Years' Foundation Stage) we teach geography, history and science (understanding the world) through a range of mini-topics such as: Where Is Barnaby Bear?, Dinosaurs, Under the Sea, Life Cycles, Marvellous Me!, Festivals (Christmas, Easter, Diwali, Chinese New Year, etc), Special Events and Occasions, Seasons and Weather (with daily experience outdoors), plus a wide range of child-initiated topics.

In Years 1-6 we teach Geography and History as individual subjects, but within a series of 6-8 week topics – and sometimes include Art, DT and Music alongside. This is a bespoke curriculum designed to meet the needs, interests and locality of our school and its place in the North-West of England and, beyond, to Europe and the wider world. We continuously update this curriculum to keep it fresh, to actively involve the children in their learning and to immerse them in their subjects; this has had very positive results.

Please see Overview on the next page to see which geographical and historical aspects we cover.

St Peter's Curriculum – Geography/History Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Polar Explorers (Geography)	Kings, Queens & Capital Dreams! Royal Family/London (History)	African Adventure (Geography)	To Infinity & Beyond! (Space - History)	Love Where We Live (Swinton - Geography)	Happily Ever After (Toys from the Past - History)
Year 2	Cracking Coastlines (Geography) (History 3 Lessons)	Fire Fire! The Great Fire of London (History)	Finding Nemo Around the world! (Geography)	Incredible Inventors- Transport (History)	Radiant Rainforests (Geography)	Comparing Explorers from the Past (History)
Year 3	The Stone Age (History)	Our Swinton (Geography)	Romans (History/ Geography)	Romans (History/ Geography) Ancient Egyptians (History)	Ancient Egyptians (History)	Where in the World (Geography)
Year 4	Anglo Saxons (History)	Extreme Earth (Geography)	The Vikings (History)	European city tour (Geography)	Rampaging Rivers (Geography)	Ancient Greeks (History)
Year 5	The Tudors	Salford Quays (local area)	The Victorians	North and South America	Early Islamic Civilisation	Mountains and Deserts
Year 6	Swinton to Pont-y-Pant (Geography)	Mysterious Mayans (History)	Britain, Bombs and The Blitz (History)	Amazing Australia (Geography)	Raging Rivers (Geography)	Bee Positive (History)

KEY: **History-led studies** highlighted as follows – local, sig Brit changes, world – impact or ancient civilization.
Geography-led studies not highlighted (enquiry & fieldwork in every topic).

Extra-Curricular Activity

We believe that **extra-curricular activities are vital** for encouraging attendance, building positive relationships, including children with different skills, developing teamwork and boosting individual self-esteem. Such activities greatly influence children's attitudes and behaviour, and **we want our children to enjoy a rich variety of experiences at St Peter's**, even before and after the official school day.

A variety of school teams and clubs is organised for the children and we have a playing field which is used for football, cricket, rounders, running and athletics, as well as the SPARCS building and Fletcher Hall. We also have our own minibus, which is invaluable in providing transport to trips and events.

St Peter's CE provision of extra-curricular activities is extensive.

We offer a range of clubs from football, dance, lego, art, drama, line dancing, drawing, computing, choir and many more!

- Our policy is to provide all activities free of charge.
- These activities are provided voluntarily by school staff, therefore timings may change – you will be notified of these at the start of each term.

Special Educational Needs and Disability
St Peter's CE is an inclusive school. All children are different; they are different in appearance and personality, and develop at different rates. We aim to extend every child academically and socially, and we can only do this effectively if we cater for each child's individual needs, adapting provision to extend the most able and supporting those with specific learning requirements.

From time to time, during their school life, certain children have needs which are significantly different from the majority of children in their class. The difference may be related to a specific learning difficulty or it may be because a child is particularly able. We have a screening procedure at the school which identifies children at both ends of the ability range. A co-ordinated system is then used to support these children both within the class (via a modified curriculum) and sometimes individually or in small groups out side the classroom. At St Peter's, support is offered by teachers, qualified teaching assistants and parents/friends of the school, under the guidance of the teachers, who are able to come in and spend time helping children, for example, by listening to them read. By offering extra support to those children at the different ends of the ability range, all children benefit.

We continually adapt the curriculum in each year-group, so that every child can access it.

Miss Richardson is the school's Special Educational Needs and Disability Co-ordinator (SENDCO); if we become concerned about the progress which your child is making, we will contact you to explain the nature of our concerns and the action which we are taking to support your child. Similarly, should parents/carers have any concerns or questions along these lines, however trivial, feel free to contact Miss Richardson for best advice.

ASSESSMENT/SCHOOL EFFECTIVENESS

Assessment is a vital part of the teaching process. Only by diagnosing a child's strengths and weaknesses can an appropriate learning programme be organised. Assessment takes many forms, from a teacher noting a child's oral contribution in class or listening to a child read, to formal testing procedures.

At Saint Peter's your child will be continually 'assessed' through the activities which are organised during lesson time and daily marking of books by teachers. Formal 'summative' assessment takes place at the end of each school term from Year 1 to Year 6. National Curriculum Standard Assessment Tests (known as SATs) take place in Year 6. In Year one children will take part in a Phonics Screening Check. In Year 4 children will take part in a Multiplication Tables Check. The children are 'teacher assessed' during the EYFS. The results of these assessments and tests are given in the children's end-of-year-reports.

Pupil Attainment & Progress

Children are assessed in terms of their **standards** and **achievement**:

Standards – refer to the actual scores or levels which the children attain
Achievement – relates to 'value added' criteria, i.e. how much progress a child makes at the school relative to his/her own starting point.

Assessment information indicates that the performance of children at St Peter's CE is 'good and above' with respect to both methods of assessment: actual attainment and progress made from starting points.

Pupil Attainment & Progress – St Peter's CE – July 2026

Early Years	Good Level of Development – St P's	National
2024	72%	68%
2025	79%	68%
2026	75%	72%

Y1&2 Phonics	Achieving expected level in phonics by end of Y1	Achieving expected level in phonics by end of Y2

2024	**St Peter's - 79%; National – 80%**	**St Peter's - 75%**
2025	**St Peter's - 74%; National – 80%**	**St Peter's - 80%**
2026	**St Peter's - 89%; National – 82%**	**St Peter's - 90%**

Year 2*, 2025	Number of pupils in cohort					30	
	Number of disadvantaged pupils					13	
	Reading		**Writing**		**Mathematics**		**Science**
Percentage of pupils at/above expected standard	**At/above standard**	**Greater depth**	**At/above standard**	**Greater depth**	**At/above standard**	**Greater depth**	**At/above standard**
	67%	**0%**	**58%**	**0%**	**67%**	**0%**	**73%**
	Y2 Combined Exp+ 63%; Y2 Combined GDS 13%						
(2025)	**73%**	**17%**	**63%**	**13%**	**77%**	**17%**	**73%**

Year 4 Mult'n Tables Check	**25/25**	**24+**	**23+**	**20+**
2024	**66% (19 ch'n)**	**83% (24)**	**83% (24)**	**83% (24)**
2025	**43% (13 ch'n)**	**57% (17)**	**60% (18)**	**73% (22)**
2026	**23% (5 ch'n)**	**35% (8)**	**43 %(10)**	**73% (16)**

Year 6, 2025 (29 ch'n)	**Expected Standard and Above (%)** *(includes the Gtr Depth figure)*			**Greater Depth (%)**			**Average Scaled Score (100 is Expected)**		
Year/Subject:	**2024** *(& nat avg)*	**2025** *(& nat avg)*	**2026**	**2024** *(nat avg)*	**2025** *(& nat avg)*	**2026**	**2024**	**2025** *(nat avg)*	**2026**
Eng Rdg	**73%** *(nat 74)*	**83%** *(nat 75)*	**63%** (nat 63)	**37** *(nat 28)*	**41%** *(nat 33)*	**17%** (nat 31)	**106**	**107**	**104 (Nat 106)**
Writing	**77%** *(nat 72)*	**69%** *(nat 72)*	**73%** (nat 73)	**27** *(nat 13)*	**17%** *(nat 13)*	**10%** (nat 13)	-	-	-
Eng GPS	**72%** *(nat 72)*	**79%** *(nat 73)*	**84%** (nat 74)	**33** *(nat 32)*	**38%** *(nat 29)*	**37%** (nat 30)	**106**	**108**	**109 (Nat 105)**
Maths	**93%** *(nat 73)*	**90%** *(nat 74)*	**87%** (nat 75)	**23** *(nat 24)*	**28%** *(nat 26)*	**20%** (nat 27)	**106**	**107**	**105 (Nat 105)**
Rdg/Wtg/Maths Combined	**70%** *(nat 61)*	**69%** *(nat 62)*	**63%**	**20** *(nat 8)*	**14** *(nat 8)*	**7%** (nat 9)	-	-	-

Our target for 2026/27 is to aim high again, in order to continue a five-year trend of rising results, with an expectation of 75-90%+ of children achieving the year-group standard or above in each of the core subjects by the end of Year 6. This will ensure that we stay well above national average figures.
This is a challenging target and we will, of course, do everything to ensure that all of our pupils achieve their full potential across the whole curriculum, whatever their level of ability.

Disadvantaged Pupils (Pupil Premium)

Schools receive extra government funding to be spent on children who are disadvantaged – i.e. 'looked after' (in LA care) or in receipt of free-school meals (now, or at any point during the past 6 years). The aim is to close the gap in attainment and progress between disadvantaged children and their peers in school. At St Peter's this money is spent effectively, with good progress being made by such children, as can be seen in detail on the school website: open the Curriculum and Achievement tab and scroll down to Pupil Premium, then choose 'Pupil Premium Strategy'.

Monitoring and Evaluation

At St Peter's CE, continuous self-assessment forms a major part of our procedures for monitoring school effectiveness. Strategies, to go alongside OFSTED and termly Local Authority School Improvement Officer visits, include regular lesson observations and teacher planning evaluation, pupil book scrutinies and feedback sessions with pupils ('student voice'), amongst others, to dive into all areas of the curriculum. We also involve parent and pupil feedback and value this greatly; this can take the form of parents/guardians commenting on OFSTED's 'Parent View' site, whilst we carry out an annual survey/questionnaire of all parents and pupils.

INFORMATION/PUBLICATIONS/POLICIES (Publication Scheme/Freedom of Information Act)

The publication scheme guides you to information we currently publish, including

1. School Prospectus
2. Governors' Documents
3. Pupils and Curriculum
4. School policies and other information related to school

All of the school's major policies are available on our website – www.stpetersswinton.co.uk

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email or letter. (Contact details at the front of this brochure). To help us process your request quickly, please clearly mark any correspondence "**Publication Scheme Request".**

If you require more details regarding the Publication Scheme itself, please contact the school for a copy.

Updating Information

The information in this brochure is given to help parents/carers whose children will be attending school commencing September 2026. It was correct at the time of going to print (September 2026). It cannot be assumed, however, that there will not be any changes to the information during 2026/27, as the Governing Board and Headteacher have the right to implement these; please note, though, that all parents/carers will be fully notified in good time of any changes.

Although proud of the work that goes on at St Peter's CE Primary School, we constantly strive to further improve. Therefore, developments are likely to be made on a regular basis; whenever this happens, all parents/carers will be informed.

If you would like to discuss any matter concerning the school, or your child's development specifically, please contact the school office, the class teacher or the headteacher.

If you have any feedback for the school, please let us know – we very much value your opinion.

And finally…

Thank you for reading the St Peter's CE Primary School Prospectus. If you would like to see the school and its children for yourself, please contact us to arrange a visit at any time; we are proud of our wonderful pupils and their achievements and would be only too happy to show you around and let you see them in action!

Together We Believe, Aspire And Achieve