

# St. Paul's Whitechapel CE Primary School

'Enhancing Learning'



## School Prospectus 2021

Executive Headteacher: Mr. T Bennett

Head of School: Mr D. Rubin

Chair of Governing Body: Mr. Robin Precey

St. Paul's Whitechapel is a Voluntary Aided Church of England Primary School federated with St John's CE Primary School, Bethnal Green, in the London Borough of Tower Hamlets.

[www.st-pauls.towerhamlets.sch.uk](http://www.st-pauls.towerhamlets.sch.uk)

@stpaulsCESchool

## Welcome to St. Paul's Whitechapel CE Primary School

Dear parent/ carer,



St Pauls is a voluntary aided (VA) Church of England (CE) primary school, working in partnership with both the London Borough of Tower Hamlets and the London Diocesan Board for Schools. In September 2014 St Paul's was federated with St John's CE Primary School in Whitechapel.

The decision to federate was made so that the schools could share expertise and resources, to enhance our staff development provision and to provide opportunities for collaborative working. The two schools share a single, federated, governing body. In VA schools, the majority of the governing body (the 'foundation') is appointed, after consultation, by various church authorities. More details about this can be found on page 9.

In this prospectus you will find information about many aspects of the school life, how it is organised, what we endeavour to offer our children, what we expect of them and how we go about achieving our goals.

Our ethos is to regard each child as a valued individual; we try to ensure that the education they receive is of the highest quality so that it prepares them for the next stage in their lives. We feel that this is best achieved in partnership with parents and families and we encourage you to play as active a role as possible in your child's education and development.

Senior leaders are available in the playground before school begins each day so that you can have a quick word with us. If you wish to discuss anything at length with a member of staff it is sensible to make an appointment as they are often busy and cannot always stop to talk especially during lesson time. We will always try to give you as much time as necessary to discuss any concerns.

The staff and I are looking forward to a very positive working relationship with you and your children.

**Terry Bennett**

**Executive Headteacher**

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## **Ethos**

We endeavour to create a positive ethos throughout school life based upon Christian values. From Nursery, the school follows a religious education scheme of work that encourages a study of world faiths and works towards an understanding of our multi-faith community. This may include informal visits to local places of worship.

Our positive school ethos is reinforced in a number of different ways:

- A daily collective act of worship where the children are encouraged to reflect upon and participate in religious activities.
- An awareness of the spiritual needs of children through curricular based activities and teaching.
- By confronting, discussing and resolving moral issues.
- By staff acting as role models.
- Through close links with our parish church, St. George-in-the-East.
- By encouraging a strong sense of community and collective learning and encouraging children to make an individual contribution to all aspects of school life.

## **Mission Statement**

St Paul's Whitechapel CE Primary School provides a caring, inclusive and supportive community where every child is a valued member. We have high expectations and are ambitious for our children to succeed. We believe that people learn in a variety of different ways and that teaching should reflect this. We provide a rich and varied learning environment that enables our children to succeed and flourish now, in their next stage of education and in the wider community.

We aim to:

- Offer a secure and caring environment.
- Recognise and develop each individual's strengths and talents.
- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.

- Offer a broad and balanced curriculum catering for individual needs regardless of race, creed, gender or disability within the statutory requirements.

## **History of the school**

The School was opened in 1870 by the Prince and Princess of Wales. It was built on the site of a spa and a church for Danish Seamen.

The first children attending the school were those of poor seamen. The articles of the school stated it was to provide education, clothing and food for the poor of the local community.

Over the years the school has provided an education for many different immigrant groups. These groups, usually being the majority of children attending the school, reflect the rich and colourful history of the East End.

The school was first modernised in 1960 when the hall and outer classrooms were added. In recent years work has been completed on a new Early Years Unit, Key Stage 1 class rooms, refurbishments to the existing school building and new playgrounds. Our most recent project has been the addition of a kitchen classroom in the north west corner of the site.

A detailed history of the school can be found on st George-in-the-East Church's website:



<http://www.stgite.org.uk/media/stpaulsschool.html>

## The School Community September 2021

### Senior Leaders

Executive Headteacher Terry Bennett Pastoral Leader  
Head of School Darren Rubin,  
Deputy Headteacher Kathy Blake, Early Years Educator  
Assistant Headteacher Simon Thompson, Numeracy Leader  
Inclusion Leader/SENCo Marie Dixson

Liz Shannon,  
Georgina Begum  
Sharena Begum  
Nassir Hussain  
Rehena Akter

Place2be Project Manager Carly Dale

### Foundation Stage

Nursery teacher Kathy Blake  
EMA EY Assistant Monora Khatun  
EMA EY Assistant Shipa Begum  
EMA EY Assistant Fateha Begum  
Reception teacher Tania Rahman  
Early Years Educator Angela Wright

### Parent Support

Project Coordinator Janice Hill  
Parent Support Feruja Mannan

### Office Staff

Federated Business Manager Lisa Potten  
Senior Administration Officer Natalie Dunn

### Key Stage 1

Year 1 teacher Jennifer Khan/Laura Bassi  
Year 2 teacher Simon Thompson

Librarian: Laura Bennett

### Premises Staff

Premises Manager Natalie Dunn  
Caretaker Andrew Foster  
Gardener Will Millington

### Key Stage 2

Year 3 teacher Rukshana Ali  
Year 4 teacher Daniel John  
Year 5 teacher Laura O'Reilly  
Year 6 teacher John Boutflour

### Kitchen Staff

Cook Tosca Yemoh

### Inclusion team

Sp & lang. therapist Deniece Dyer  
Sp. & lang. support Colette Mitchell  
EMA Teaching Assistants Sharena Begum,  
Rehena Akter,  
Nasir Hussain,

Breakfast Club Rebeka Sultana, Sharena Begum,  
Nasir Hussain

Teaching Assistants Tina Grundy,  
Brenda Peak,

Midday Supervisors Tina Grundy, Brenda Peak, Rehena  
Akter, Colette Mitchell, Liz Shannon,  
Nassir Hussain, Rebeka Sultana,

## Admissions

Prospective parents are encouraged to make an appointment with the Senior Office Manager to be shown around the school. You will be given an application form to complete and will be asked to provide a birth certificate and a proof of address.

There are often more applications than there are places available for the children especially for the Nursery and Infant classes.

The Governors, who are responsible for admissions to the school, have agreed with the Local Authority to admit 30 pupils for each year group (24 full time and 8 part time for the Nursery). These arrangements and the admissions criteria are reviewed regularly.

When there are more applications than there are places available the Governors will admit pupils according to the criteria set out in the school's Admissions Policy.

### Admission to the Reception Class

Children with their 5<sup>th</sup> birthday between 1<sup>st</sup> September 2019 and 31<sup>st</sup> August 2020 will start Reception in September 2020. You will be informed whether your application has been successful in April and given a starting date before the end of the Summer Term preceding entry.

### Admissions Appeal Committee

Parents who are not offered a place for their child are entitled to appeal to an independent committee under provisions of the Education Act 1980. A letter should be sent to the Clerk to the Appeal Committee, via the school, within 14 days from the notification of the decision not to admit. Parents do not have the right of appeal against a decision not to admit a child to the Nursery Class.

### Admissions to the Nursery

No child will be admitted to the Nursery Class before his/her third birthday. The offer and acceptance of a place in the Nursery Class does NOT give an automatic right of entry into the Reception Class.

### Transfers to secondary school

Children attending the school range from 3 - 11 years old. They transfer to secondary school in the September after they are eleven years of age. At the end of Year 6 pupils will transfer to secondary school. This is organised according to Tower Hamlets' Secondary Transfer Policy. You are strongly advised to visit any secondary school that you are considering. Parents may choose up to six schools. Application forms are processed by Tower Hamlets Education Department. In February you will hear whether your

application has been successful for the school of your choice. If your application is unsuccessful you have the right to appeal. Children go to many different schools in Tower Hamlets & various other London Boroughs. These schools may be Voluntary Aided, Community Schools, Academies, Free Schools or Fee Paying,

## Classes

The children are in classes numbered according to the definitions of the National Curriculum. Each class has children of mixed abilities. The maximum number in each class is usually 30 except the Nursery, which has 24 fulltime and 8 part time places.

### Infants: Foundation Stage and Key Stage One

Nursery, aged 3/4	(see above)
Reception, aged 4/5	(born between 1.9.15 – 31.8.16)
Year 1, aged 5/6	(born between 1.9.14 – 31.8.15)
Year 2, aged 6/7	(born between 1.9.13 – 31.8.14)

### Juniors: Key Stage Two

Year 3, aged 7/8	(born between 1.9.12 – 31.8.13)
Year 4, aged 8/9	(born between 1.9.11– 31.8.12)
Year 5, aged 9/10	(born between 1.9.10 – 31.8.11)
Year 6, aged 10/11	(born between 1.9.09 – 31.8.10)



## Building Maintenance Fund

As a Church of England voluntary aided school governors we are requested by the **London Diocesan Board for Schools** to collect an annual amount for each pupil attending their school. This is known as the Building Maintenance Fund. This money is collected to help pay for any building work or repairs that the school needs.



Each year a school is entitled to bid for money from the repair or rebuild fund; in recent years we have had several major projects. Parents may be asked to pay this contribution when they accept a place for their child in the school.

## The School Day

The gates to the playground open at 8:50 a.m.

KS2:	School Day	9.00 a.m. – 3.30 p.m.
	Playtime	10.30 a.m. – 10.45 p.m.
	Lunch: Years 1,3 & 5	12:30 pm – 1:00 pm
	Lunch: Years 2,4 & 6	1:00 pm – 1:30 pm
KS1:	School Day	9.00 a.m. – 3.30 p.m.
	Playtime	10.30 a.m. – 10.45 a.m.
Reception & Nursery:	Full Time	9.00 a.m. – 3.30 p.m.
	Part Time	9:00 a.m. – 11:45 a.m.
	Lunch	12.p.m. – 12:30 p.m.

## Attendance and Punctuality

The day starts punctually at 9.00 a.m. It is vital that your children arrive at school early and ready to start school on time. This is a crucial part of the school day and if they are late they miss essential learning experiences. We suggest that children are ready in the playground by 8:55 a.m.

If your child is late or absent for any reason you must inform us preferably by making a phone call to us. Our office staff may phone you if your child is

not in school by 9.30 a.m. We should always know why children are not at school.

If a child arrives late regularly the parents will be contacted and the AWA (Attendance & Welfare Adviser) may be informed.

## Term Dates & Holidays

The School Calendar for the Year 2020-2021 is attached to the back of this booklet.

Family holidays should not be taken in term time. If you take your children out of school on an extended holiday, such as a trip to visit family overseas, it should be within the normal school holidays. The local authority have introduced a penalty notice scheme to deter families taking holidays in term time. Children absent from school for prolonged periods may have their name taken off the school roll and therefore lose their place.

## School Dinners

School dinners are provided free to children in the Reception Class to Year 6.

Our school dinners are prepared and cooked on the premises by our excellent Gold Nutrition Award winning cook, Tosca Yemoh, and her staff. There is always a choice of main course so that vegetarians, meat eaters and children who eat a Halal diet are catered for. Each day there is salad, bread, hot vegetables and an alternating choice of potatoes, oven chips or rice. There is also a choice of dessert, which always includes fresh fruit. Milk and water are available at lunch times. Children are encouraged to select a sensible meal and to eat what they choose.

Staff are on duty at lunch times and encourage children to eat in a calm and friendly environment while learning correct social skills to use both at school and home.

Most children now receive a free school meal by entitlement or under the DfE or LBTH schemes. For payers, a school dinner costs £2.30 a day or £11.50 for a week and must be **paid for in advance**. Dinner money should be given to Natalie Dunn on a Monday morning in an envelope clearly marked with the child's name. If you are unsure about your entitlement please ask at the school or check with your local benefit office.

Full-time Nursery children eat a school meal as part of their educational and social experience.

Children may bring a packed lunch, which should not contain sweets, crisps, chocolate bars or drinks. Children may only change their lunch

arrangements at the beginning of a term or a half term. We prefer that no child goes home to dinner; lunchtime is a great time for socialising.

### **Breakfast Club**

The school has a breakfast club which aims to ensure that no child should start school without eating a healthy breakfast. The club runs from 8 a.m. in the school hall for children of working parents with a charge of £1.00 per day. After 8:30 a.m. breakfast club is open to all and is FREE!

### **After School Clubs**

In support of the school's Mission Statement, the school runs a number of after school clubs. There are clubs for pupils from Reception Class to Year 6. The clubs are run by teachers, support staff or by specialists. We try to cover as broad a range of interests as possible. Children commit to a club for a whole term before they may change. Please ask the school office for a list of the current clubs.

### **Uniform and Clothing**

School uniform must be worn at all times. All uniform should be clearly labelled with the child's name.

The school uniform is:

#### **Winter**

Girls: navy or gold sweatshirt with logo, grey pinafore dress or skirt, white or gold blouse, tights or socks and dark coloured school shoes

Boys: navy or gold sweatshirt with logo, navy trousers, white shirt, socks and dark coloured school shoes

#### **Summer**

Girls: yellow or blue checked summer dress, socks and shoes

Boys: gold polo shirt with logo, navy shorts, socks and shoes.

**Trainers should not be worn in school by KS1 or KS2 children.**

#### **Nursery and Reception:**

Girls: Navy jogging bottoms or navy leggings, white or gold polo shirt, gold or navy sweatshirt or cardigan, black trainers or plimsolls



Boys: Navy jogging bottoms, white polo shirt, navy or gold sweatshirt or jumper, black trainers or plimsolls

### **PE (physical education) Kit**

Yellow or white T-shirt, white shorts, black plimsolls. To be kept in the classroom in Navy PE bags with the school logo. **Long hair should be tied back at all times.**

For all PE lessons children must have their PE kit. For lessons inside in the hall, children should have bare feet. They are expected to have their kit in school all week. It should be brought into school on Monday and taken home for washing on Friday.

### **Swimming Kit**

Girls: One-piece swimming costume, swimming hat, towel.

Boys: Swimming trunks (not shorts), swimming hat, towel.

Sweatshirts, polo shirts with school logo, ties, book bags and PE bags are sold in the school. Order forms can be collected from the schools' Office Manager. All other uniform is widely available in shops such as Asda, Tesco, Marks and Spencer etc.

### **Jewellery & mobile phones**

Children in school should not wear jewellery. Children with pierced ears should wear small stud earrings. Any watches should be small and inconspicuous. They should be removed for PE lessons and handed to the class teacher. Any child seen wearing jewellery will be asked to remove it. It should be locked in the school safe until a parent is able to collect it.

If a child brings a mobile phone into school they should give it in to the school office for safekeeping and collect it at the end of the day.

### **Water**

We encourage children to drink water throughout the school day. Children should bring a water bottle to school.



## Home and School Partnership

The school endeavours to promote and maintain good relationships with parents/ carers who are vital partners in the education of the children.

Some ways in which parents are involved in the life of the school are:

- Parent governors and membership of governing body committees. (see section on School Governors below).
- Formal meetings three times a year with their child's teachers. The first, in the Autumn term, to share information about the child, how they have settled down in their new class, the progress they have made and how this can be built upon. The second meeting in the spring term reviews mid-year progress. The third, at the end of the Summer Term gives parents an opportunity to discuss the child's annual report.
- Regular newsletters and reports on the website and Twitter.
- Parents of children with Special Educational Needs meet the class teacher and the Special Needs Coordinator regularly to discuss the child's progress towards targets.
- The Executive Headteacher and Head of School make themselves available to parents first thing in the morning and at home time whenever possible. Parents may also arrange formal appointments.
- Parents are consulted regularly on important issues such as premises development and behaviour.
- All parents are invited to all our class assemblies. Parents of children taking part are encouraged to remain behind for a little while to congratulate their children.
- Prospective parents are given a tour of the school and a meeting with a senior leader.
- Before their children enter the Nursery or Reception class parents are invited to a meeting where they are told about routines and invited to ask questions.
- Parents of Nursery and Reception children are invited to 'Toy Library' on Monday mornings.
- Parents with children under 5 years are welcome to attend a 'Stay and Play' session run by Wapping Children Centre on Monday

afternoons.

- There are also a range of classes for parents including English, mathematics, computing and others.

## Accidents in School

Please make sure that you complete and keep up to date the ADDRESS, TELEPHONE and EMERGENCY CONTACT FORM. You will always be given a new form in September each year. This form has details of how to contact each parent/ carer during the day. We would only use this if your child became ill or was injured during the day. The forms are all kept in a folder near the telephone and are kept strictly confidential. On this form please write any medical details that we should know about.

If your child bumps his/her head and is at risk of concussion we will notify you. We will also contact you if your child has been injured or ill while at school. More minor accidents are also recorded in the School Accident Book.

## Behaviour

The school's Behaviour Policy is based on positive reinforcement of good behaviour. There is an incentive reward system in place. The Behaviour Policy can be found on the school website.



## School Roll and Rates of Absence

	2018/19	2019/20
Target	96.0%	96.0%
Actual	94.1%	93.8%
Authorised absence	5.04%	5.02%
Unauthorised absence	0.77%	1.21%



## ST PAUL'S RESULTS & TARGETS

### ST PAUL'S RESULTS & TARGETS

EYFS GLD	2017			2018			2019			
	St Paul's	National	LA	St Paul's	National	LA	Target	St Paul's	National	LA
%	73	71	69	67	72	69	73	75	71.7	70.7

YEAR 1 PHONICS	2017			2018			2019			
	St Paul's	National	LA	St Paul's	National	LA	Target	St Paul's	National	LA
%	83	81	82	76	83	82	80	85	82	84



KEY STAGE 1	2017						2018						2019							
	St Paul's		National		LA		St Paul's		National		LA		Target		St Paul's		National		LA	
%	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth
Reading	86	21	76	25	76	25	81	15	75	26	77	24	77	27	77	20	75	25	75	24
Writing	72	28	68	16	72	17	77	8	73	16	73	17	74	17	77	13	69	15	72	17
Mathematics	72	24	75	21	77	23	81	12	78	22	78	23	75	15	80	13	76	22	77	22
R/W/M combined	66	14	64	11	67	12	73	4	65	12	68	13	74	13	73	7	65	11	65	13

KEY STAGE 2	2017						2018						2019							
	St Paul's		National		LA		St Paul's		National		LA		Target		St Paul's		National		LA	
%	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth	At	Depth
Reading	69	10	72	19	75	24	85	46	75	28	79	30	83	28	97	28	73	27	78	
Writing	76	21	76	18	82	-	81	19	78	20	81	23	83	21	91	21	79	20	82	
SPAG	76	34	77	31	84	40	85	38	78	34	83	42	83	34	94	66	78	79	83	
Mathematics	79	41	75	23	81	27	85	31	76	24	82	30	80	24	97	38	79	27	85	
R/W/M combined	62	7	61	9	68	10	73	15	64	10	71	12	69	17	91	17	65	10	71	
R scaled score	-1.2 (103)		(104)		+0.8 (105)		(108.0)		(105)		(105.6)				+4.5 (108)		(104)			
W scaled score	+0.2 (106)		(106)		+1.4 (108)		(106.7)		(106)		(107.8)				+2.3 (103)		(102)			
M scaled score	+1.6 (106)		(104)		+1.5 (106)		(106.2)		(104)		(105.9)				+4.9 (109)		(105)			

## **Federation Governing Body**

### **Foundation Governors**

Robin Precey (Chair), *appointed by the Deanery Synod*

Revd. Richard Springer, *ex-officio as Priest-in-charge, St George-in-the-East*

Revd. Prebendary Alan Green, *ex-officio as Rector of St John's Church Vacancy, appointed by St George-in-the-East Parochial Church Council*

Rowena Dooley, *appointed by St John's Parochial Church Council*

Giles Smith, *appointed by the LDBS*

Nicola Thomas, *appointed by the LDBS*

*Vacancy, appointed by the Deanery Synod*

### **Local Authority Governor**

Ian Graham (Vice-chair)

### **Staff Governors**

Terry Bennett, *ex-officio as Executive Head Teacher*

Eleanor Wall, *elected by the staff of both schools*

Tina Grundy, *co-opted by the staff of both schools*

Ester Truter, *co-opted by the Federation Governing Body*

### **Parent Governors**

Kathy Richards, *elected by the parents of both schools*

Arif Ahmed, *elected by the parents of both schools*

## **The Federation Governing Body Governing Body Responsibilities**

The governors are responsible for the schools and all that happens in it. They entrust the day to day running of the school to the Executive Headteacher, the two Heads of School and to the staff team.

Governors are responsible for;

- maintenance of the building,
- school finances; they decide how the school budget is spent,
- how the school is run,
- delivery of the National Curriculum,
- the standard of behaviour in the school,
- selection of staff.

The Governing Body has legal duties, powers and responsibilities which it must carry out. Governors may only act and make decisions as a body and not as individuals.

Much of the work of the Governing Body is undertaken by committees with specific areas of responsibility, these will be established to meet the needs of both schools and may include:

- pupil and curriculum
- pay and personnel
- admissions
- premises and finance

### **Complaints (LDBS complaint procedure)**

The Education Reform Act (1988) provides a system for complaints by parents about the provision of a curriculum including Religious Education and Worship. If you have a complaint in the first instance this should be discussed with the Headteacher. After that if you wish to go further please put the complaint in writing and send it to the Chair of the Governors. The Pupil Services Section of the local authority may also be able to help you. Their address is;

Tower Hamlets Education,  
3rd floor, Mulberry Place,  
5, Clove Crescent,  
London, E14 2BG.  
Telephone 0207364 5000 and ask for Pupil Services.

## The Curriculum at St. Paul's

Please refer to the school's Learning and Teaching Policy. The amount of time allocated to curricular subjects at St Paul's is based on statutory requirements to take account of:

- our Mission Statement and aims
- the use of comparative data
- our own personal knowledge of our children.

Firstly, we believe that English and mathematics require the greatest input at present.

Next, because children's health and well-being is so important in an environment like ours, we give a high priority to physical education (PE) and healthy activities including our Kitchen Garden Project. We send all Key Stage 2 children to the swimming pool every week and Key Stage 1 children half termly. In addition, each class will have at least two school based PE lessons a week.

Finally, in accordance with the school's aim to 'recognise and develop each individual's strengths and talents', St Paul's supports initiatives that enhance our performing arts provision, with a programme of music tuition for each class and projects organised through our links to Wilton's, Lyndons' Art Trust, St Katherine's & Shadwell Trust and others.

## Schemes of Work

The following schemes of work are used:

- National Literacy and Numeracy Frameworks.
- Val Sabin scheme for Physical Education.
- Discovery R.E. Scheme amended to fulfil the school's commitments as a CE school.
- International Primary Curriculum (IPC) units of work for Science, History, Geography, Art, and Design Technology.
- The Early Years Foundation Stage.
- Switched on Computing

## Core Subjects

### English

English is taught every day following the National Curriculum Framework. In addition time has been allocated for:

- Cross curricular writing (one hour a week)
- Guided Reading (30 minutes a day)

- Class story

Teachers in Key Stage 2 will encourage children to read independently. Children take home books in their book bags on Mondays, Wednesdays and Fridays. We ask parents to read regularly with their children and to sign the children's reading record books.

The school has a thriving library which is central to the school. We employ an excellent professional librarian who is assisted by a willing team of pupil librarians.



### Mathematics

Up to 1 hour a day KS1 and KS2. Teaching is based on the Primary Strategy Mathematics Framework supported by the Abacus Scheme. Within the lessons, teachers will include mental/oral mathematics and times-tables activities.

### Kitchen Garden Project

Pupils from years 1 to 6 spend two hours a week learning about cooking and nutrition. The time is split between:

- The kitchen pod where children explore a recipe, cook, taste and discuss their experiences
- Classrooms where teachers will give children the opportunity for cross curricular work inspired by the practical part of the lesson

### **Computing**

The school has two sets of laptops and a set of iPads used to support the teaching of computing and the wider curriculum. The needs of the computing curriculum are met through the use of 'Switched on Computing'.

### **Music**

THAMES (Tower Hamlets Arts & Music Education Service) provides specialist teachers for lessons in:

- Singing (All classes)
- African Drumming (Years Nursery, Reception, 1, 2, 3 & 6)
- More Able Drumming (all classes)

The school also takes part in projects such as those provided by the Concordia Foundation.



### **Foreign Languages**

Key Stage 2 children are taught French by class teachers.

### **Personal, Social & Health Education**

All year groups are taught PSHE on a weekly basis. Important topics are covered. These include healthy eating, how to keep safe and how to make a positive contribution. As well as weekly lessons, there are additional theatre workshops that cover themes such as anti-bullying or drug education. We have a school council that meet regularly and talk about current issues that affect their life at school.

### **Physical Education**

Each class has two in-school P.E. sessions covering dance or gymnastics and games skills. Time allocated to swimming includes changing time and walking to the pool.

### **Religious Education (RE) and Collective Worship**

Religious faith and practice is given a high profile both in the school as a community and through the curriculum. Because St. Paul's is a Church of England school there is a particular focus on the Christian faith, but we also recognise the value and richness of a multi-faith community and endeavour to draw upon this community in order to promote a positive school environment.

The school holds collective worship every day reflecting its Mission Statement. The content of each assembly is broadly Christian. For any information on assembly content, please speak to the Headteacher or the Chair of the Governors.

### **Right to withdraw from RE and Collective Worship**

Although the Education Reform Act (1988) gives parents the right to withdraw their child from Religious Education and Collective Worship, it is unlikely that parents who have chosen St. Paul's School should wish to do this. However if you do wish for this, please consult the Executive Headteacher.

### **Special Educational Needs**

Staff concerned about children will first consult the Inclusion Leader to draw their attention to their worries. The child's needs will be considered and discussed and a plan of action will be followed. Parents are consulted at every stage.

The first level of intervention may mean using special strategies and writing an Individual Education Plan with specific targets to be achieved by the child within the classroom.

Reviews for children with Special Needs take place every term. All events will be recorded and used for the next stage of development.

We follow our Mission Statement by recognising and developing each individual's strengths and talents through differentiated teaching, enabling them to succeed and flourish now, in their next stage of education and in the wider community.

### **Sex & Relationships Education**

The Governors have agreed that sex education should be taught in the school and that questions are answered by teachers when they arise. SRE is taught in years 1-6 following the 'Living and Growing' curriculum. Parents are invited to view material if they have any concerns or questions. The Education Reform Act (1988) gives parents the right to withdraw their child from Sex and Relationships Education. If you do wish for this, please consult the Executive Headteacher.

### **Educational Visits**

Whenever possible the school encourages class teachers to take their class out on Educational Visits to broaden the curriculum and to enhance the curriculum covered in the classroom. Wherever possible the visit is planned as part of the Half-Term plan. To ensure the safety of the children a form is completed and given to the Headteacher. Generally classes travel by public transport.

### **Record Keeping and Assessment**

Formal assessments are carried out regularly with the results used to monitor their progress and attainment. Each teacher keeps a record of each individual child's progress.

At the end of each year a report is written on each child's work and progress and this is discussed with you at the three parent conferences each year.

There are national tests for children in Class 2 and Class 6. Your child's results will be reported to you. Anonymised class results will be reported to the Governors and the local authority.

### **Homework**

Each week teachers give each child in Years 1 to 6 a piece of literacy and a piece of numeracy work on a Friday. This work is to be completed

at home with an adult and handed back in the following week.

This regular homework will be in addition to Home Reading and spelling lists. Also teachers may still give out additional targeted work. For this to be a success it is essential that there is an effective partnership between the school, pupils, parents and other carers and I have asked teachers to make a note of who completes and returns the homework each week.

### **Equal Opportunities and Race Equality**

St Paul's is totally committed to a policy of equal opportunities for all its children and staff regardless of their class, race, sex or disability. We value the cultures of all our children and strive to teach them and treat them in a fair and just manner.

### **Documents**

The school has copies of the National Curriculum and documents for all subjects. Copies of school policies are also available. Any parent is welcome to come and either enquire about them, read them or take away a copy (subject to a small charge to cover the cost of copying).



## St John's & Paul's Whitechapel CE Primary Schools Term Dates and Holidays - 2020/ 2021

### Autumn Term 2020 (73 days)

Staff Training	Tuesday 1 <sup>st</sup> September
First Day of Term	Wednesday 2 <sup>nd</sup> September
Half Term	Monday 26 <sup>th</sup> – Friday 30 <sup>th</sup> October
Staff Training	Monday 2 <sup>nd</sup> November
Second half of term	Tuesday 3 <sup>rd</sup> November
Last Day of Term	Friday 18 <sup>th</sup> December
<i>Christmas Day</i>	<i>Friday 25<sup>th</sup> December</i>
<i>Boxing Day</i>	<i>Saturday 26<sup>th</sup> December</i>

### Spring Term 2021 (59 days)

<i>New Year's Day</i>	<i>Friday 1<sup>st</sup> January</i>
Staff Training	Monday 4 <sup>th</sup> January
First Day of Term	Tuesday 5 <sup>th</sup> January
Half Term	Mon. 15 <sup>th</sup> to Fri. 19 <sup>th</sup> February
Second half of term	Monday 22 <sup>nd</sup> February
Last Day of Term	Friday 26 <sup>th</sup> March
<i>Good Friday</i>	<i>Friday 2<sup>nd</sup> April</i>
<i>Easter Monday</i>	<i>Monday 5<sup>th</sup> April</i>

### Summer Term 2021 (58 days)

First Day of Term	Monday 12 <sup>th</sup> April
Staff Training	Monday 26 <sup>th</sup> April
May Day Bank Holiday	Monday 3 <sup>rd</sup> May
Half Term	Monday 31 <sup>st</sup> May to Friday 4 <sup>th</sup> June
Second half of term	Monday 7 <sup>th</sup> June
Last Day of Term	Friday 23 <sup>rd</sup> July

<i>Ramadan begins</i>	<i>Friday 24<sup>th</sup> April* 2020</i>	<i>Tuesday 13<sup>th</sup> April 2021*</i>
<i>Eid Al-Fitr</i>	<i>Sunday 24<sup>th</sup> May* 2020</i>	<i>Thursday 13<sup>th</sup> May</i>
<i>2021*</i>		
<i>Eid Al-Adha</i>	<i>Friday 31<sup>st</sup> July 2020</i>	<i>Tuesday 20<sup>th</sup> July</i>
<i>2021*</i>		

190 School Days, 5 Staff Training Days (1 to be arranged)

\* to be confirmed