



St Peter's CE Primary School

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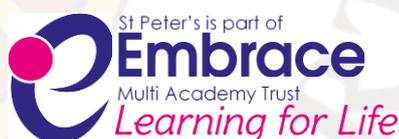
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St Peter's CE Primary School Prospectus 2025-2026

“Inspiring Learning for Life”



The School

Welcome

Welcome to St Peter's Church of England Primary School. We are delighted that you will be joining us and hope that this prospectus will tell you a little about how St. Peter's can give your children the best possible start on their long educational journey.

This booklet aims to answer most of the questions you may have about what our school stands for, how it is organised and what life is like for children here.

As a school, we look forward to sharing this important period of your child's life with you. Every effort is made to provide a full and interesting curriculum, to prepare your child for future education and give them skills and enthusiasm to pursue learning for the rest of their lives. We want children to be inspired by their experience as we foster an atmosphere of faith, care and respect.

We hope that your association with the school is a long and happy one.

About

St. Peter's CE Primary School was established in 1848. The school moved to the present site in 1975. It is situated in the small town of Market Bosworth, Leicestershire, surrounded by attractive countryside and places of historic interest. St. Peter's pupils come from Market Bosworth itself and a range of villages. The Governors in a Church of England school are responsible for the style and quality of education. Worship and ethos are Christian and in accordance with the foundation of the school. Children join the school as Foundation Stage pupils at the start of the academic year in which they will be 5 years old. This is in accordance with the Leicestershire Admissions Policy, and is known as '4+ admission'. Children leave the school at the end of Year 6. Currently there are around 240 children on roll.

Accommodation

The school buildings are a mixture of brick built and mobile structures. We have a hall, a large library, an ICT (computer) room, a music room, an art and design room and nine classrooms. Each classroom has access to a sink and a cloakroom area.

Outside there is a large grassed field with adventure play equipment, a multi-use games area, a quiet garden, sports pitches, and a large playground with table tennis. We have a designated nature area, a shaded area with benches, and an all-weather path. We have vegetable and fruit beds that the children maintain. There are wooded areas along the edge of the school field, and panoramic views across attractive Leicestershire countryside.

Drinking water is readily available throughout the day via drinking fountains or classroom facilities.

Our Vision

St Peter’s C of E Primary School strives to enrich the lives of our pupils, their families and the community around us.

By learning together, we will develop knowledge, understanding and a positive attitude to ourselves and those around us.

Our approach will always be respectful and kind as we challenge ourselves to be better teachers, parents, pupils and members of the school community.

Our Mission

It is the mission of St Peter’s C of E Primary School to:

- Provide a broad, balanced creative and challenging curriculum
- Nurture a stimulating, active and well-resourced learning environment
- Promote a variety of learning and teaching styles to stimulate all pupils and staff
- Be a tolerant, caring and supportive place which expects equality and mutual respect
- Build strong partnerships between home, school and the local community
- Strive for continuous improvement in all that we do
- Celebrate the successes we achieve together
- Be a happy and safe place for everyone

St Peter’s Way

Our St Peter’s way is based on our five Christian values – our ‘Keys to Success’.



The St Peter’s Way	
“Keys to Success”	
	<ul style="list-style-type: none"> ☞ Make the right choices, even in challenging situations ☞ Listen to and learn from others in our school ☞ Be the best version of ourselves ☞ Learn from mistakes ☞ Share ideas
	<ul style="list-style-type: none"> ☞ Challenge ourselves and one another – going the extra mile ☞ Keep going, even when things are tough ☞ Don’t be scared to ask for help. ☞ God’s love for us endures for ever, whatever we do ☞ Having a positive mindset – ‘Can’t do it YET!’
	<ul style="list-style-type: none"> ☞ Be polite and friendly to each other ☞ Take care of one another ☞ Include everyone. ☞ Understand each other’s feelings, experiences, and opinions – showing empathy ☞ Being Kind ☞ Being aware ☞ Encourage others
	<ul style="list-style-type: none"> ☞ Think and act creatively ☞ Use our imaginations ☞ Try new things ☞ Think outside the box. ☞ Express ourselves ☞ Pursue passions
	<ul style="list-style-type: none"> ☞ Treat others how we would like to be treated ☞ Take care of our world ☞ Respect property ☞ Appreciate and value that we all have different beliefs and opinions ☞ Be polite and friendly to each other ☞ Use a respectful tone of voice ☞ Listen carefully to everyone ☞ Care for everyone and everything ☞ Respect ourselves ☞ Respect boundaries

Behaviour

At St Peter's, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

We follow three rules:

- **Show good manners at all times;**
- **Follow instructions straight away;**
- **Care for everyone and everything.**

These rules are broken down with the children and regularly referred to. For example, "I've noticed that you are not completing your work. Please remember to follow instructions straight away."

Expectations

- We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated
- We expect staff to be great role models for pupils and peers and to speak politely and calmly and respect everyone's personal space.
- We expect parents and carers to work in partnership with the school staff to ensure that their child is able to achieve to the best of their ability.

Praise & Sanctions

We always praise in public (PIP) and repair in private (RIP) We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate. We will refer to start / stop behaviours. Children will be made aware of the start / stop behaviours and these will be in every classroom
- Unconditional positive regard reinforced with all pupils and stakeholders at all times.
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.

- Children who have done some great learning will be placed on the 'wow wall' and parents will receive a seesaw message home. They may be asked to share their learning with SLT and their families through our online platform.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face or notes sent to parents – to celebrate appropriate behaviour.
- On Fridays, an Achievement Assembly will be held. The children will have consistently gone "over and above" in our school rules and learning behaviours during the week.
- In addition to this we will have half term champions. The last achievement assembly of each half term will be for child of the half term 'champion awards'.
- Headteacher stickers, certificates.
- House points which lead to additional rewards.
- Lunchtime awards
- Kindness awards

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is to be always considered.

Children will understand which behaviours are not wanted.

- In response to negative (stop behaviours)
- "That's 1"- hold 1 finger up
- He/she continues
- "That's 2" - hold 2 fingers up
- Still doesn't stop
- "That's 3" - hold 3 fingers up
- Time out at the thinking table = 1 minute for every year of his/her age
- Time out is THINKING, REFLECTION, COOL DOWN time etc
- Thinking time will be at a separate table. Following this a restorative conversation needs to occur. How in depth this needs to be is dependent on the seriousness of the behaviour.
- It should be explained to the child that they have made a wrong choice. We link our feelings about the behaviour choices and not the child.

- The following phrase is to be used with our children to remind them about caring for everyone and everything `To keep you safe and to keep the other children safe...`
- Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.
- If a longer restorative conversation is required then this will happen during break times and lunchtimes.
- If a child uses extreme behaviour they will go straight to 3 and will immediately have extra thinking time. In the case of physical aggression, racist or homophobic incidents, bullying etc SLT will be notified and an investigation will take place and then if required parents will be informed.
- All instant 3's will be logged onto CPOMS.
- At lunchtime SLT will facilitate a 'Think Tank.' Children who have had instant level 3 incidents will attend the think tank at lunchtime for part or all of their playtime.
- If a child receives a level 3 outside at lunch then they will initially have thinking time (based on minutes for their age) with the member of staff and will be expected to apologise if they do not comply then they come straight to the thinktank. If the whole Key stage are too noisy at lunch and receive a level 3 as a key stage then they will line up for 5 minutes the next day.
- Persistent poor behaviour (2 x think tanks in a week or 2 instant level 3 behaviours/ breaking of school rules we will speak to parents and this will result in two weeks of an amber report where agreed behaviour targets will be put in place
- Personalised targets will be monitored and a daily report to parents sent home.
- If there is no improvement over the four weeks then the child will be moved to a red report card and weekly meetings with SLT and parents will take place and could result in exclusion.

Restorative Approach

- Restorative approaches are based on four key features:
- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY – taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

School Organization

Autumn Term 2025

The number of children on roll and the number of children in each age group determine the arrangement of our classes. Class sizes are kept as balanced as possible. Within each class children are taught individually, as a group or as a class, but always according to their needs and abilities. Our class organisation currently is 1 Early Years Foundation Stage Class, 2 Key Stage 1 classes and 5 KS2 classes, a total of 8 classes.

Children spend seven years in their primary school and each age group is classified as follows:

Age	Year	Group	Stage	Phase
4 – 5 years old	Foundation	F	Foundation Stage	Infants
5 – 6 years old	Year 1	Y1	Key Stage 1	
6 – 7 years old	Year 2	Y2		
7 – 8 years old	Year 3	Y3	Key Stage 2	Juniors
8 – 9 years old	Year 4	Y4		
9 – 10 years old	Year 5	Y5		
10 – 11 years old	Year 6	Y6		

General Information

Timings of the School Day

Morning Session	
Doors Open	8:25am (Registration at 8:30am)
EYFS/KS1 Break Time*	10:25am – 10:40am
KS2 Break Time*	10:45am – 11:00am

Lunch Time – 12:00pm – 1:00pm

Afternoon Session	
Registration	1:00pm
EYFS/KS1 Break Time*	2:00pm – 2:15pm
Home Time	3:00pm

32.5 hours per week.

All pupils have a morning break and fruit is eaten at this time. Key Stage 1 take an optional afternoon break of fifteen minutes.

Pupils are asked to arrive at the school between 8.20 to 8.25 a.m. A member of staff is on duty at 8:15am. We are not legally responsible for your child(ren) before these times.

Attendance

If a child is absent through sickness or any unavoidable cause, parents are asked to inform the school by telephone in the first instance. This absence constitutes an authorised absence. If the school receives no reason for absence, then this will be recorded as unauthorised.

The school has discretionary power to grant leave of absence for exceptional circumstances. If it is felt that it would be detrimental to the child's educational progress, then leave will not usually be granted. Leave will not be granted if it coincides with the period of Standard Assessment Tests.

School Uniform

What a child wears to school reflects his/her attitude to learning; it portrays our ethos and shared positive values. St Peter's has a very simple uniform that the pupils are encouraged to wear.

This is a red sweatshirt, or cardigan, and red and white polo shirts, with black or grey trousers/skirt and black shoes. Uniform, embellished with the school logo, and book bags can be ordered online from our suppliers at www.lissport.co.uk. Alternatively, uniform can be purchased from all large supermarkets. We also have second hand uniform which can be purchased.

Please refer to the school's Uniform Policy for more detailed information available, on [Policies - St Peter's CE Primary School](#)

P.E. and Games kit

It is important for pupils to wear correct clothing for physical activities. Children should wear their P.E. to school on the days that they have P.E. Games activities outside require a red T-shirt and black shorts, trainers/boots; shin pads for football. Track suits or sweatshirts may be worn for games during the winter months. A St Peter's hooded sweatshirt may be purchased from our uniform supplier to be worn for outdoor sports activities. All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair should be tied back. Foundation Stage and KS1 children are also encouraged to have a pair of Wellington boots at the school.

Jewellery and other adornment

The only items that are considered appropriate are watches and studs or sleepers worn in pierced ears. The school does not approve of either jewellery or cosmetics unless for cultural reasons, and then only if approved by the Headteacher. Please note that staff are not allowed to remove or look after jewellery for children. The safest place is at home.

Lost Property

Naming all items of clothing reduces the risk! The school therefore encourages the naming of all items of children's clothing. Lost property is kept for a reasonable period of time, but it is often difficult to identify items that are not labelled. Items of lost property are stored in the lost property cupboard and can be accessed on request. A display of lost property is also made at the end of the academic year and if not claimed, items are then sold or given away to charity.

School Meals

Hot meals are available from the school. The meals offered are nutritious and well balanced. The menus are available online or to take home.

Payment for meals are made via an online payment system.

Please note school meals are paid for in advance, and no credit facility is available. An application form is available from the school office for any child who may be eligible for a free school meal.

School Milk

Milk is available in the school at break time. It is kept refrigerated until needed. Orders may be placed online, at www.coolmilk.com. Children under five years of age are provided with milk free of charge.

Bringing Food to St Peter's

During the morning a piece of fruit is offered to all Foundation Stage and Year 1/2 children. This is provided free of charge. Key Stage 2 are able to purchase fruit online – please see website for details.

Children who do not have a school meal may bring a packed lunch. All packed lunches must be brought to the school in a secure named container and with appropriate food hygiene precautions taken e.g. ice pack. Healthy eating is encouraged at the school and, therefore, trust that the contents of packed lunches will reflect this policy. As a nut aware school, no products containing nuts are allowed at the school and due to risks posed by allergies, all children must not share food with other children.

Water is available to drink for all children, however parents may provide their child with a drink, preferably supplied in a plastic flask or bottle, or other safe container. In the interests of health and safety, children are asked not to bring cans or glass bottles. They should not bring fizzy drinks, crisps, sweets or nuts.

If a child forgets his or her packed lunch, parents will be contacted. If this is not possible, the school will do its best to supply a lunch which parents will be asked to reimburse us later.

Headlice

Headlice can be a real problem in schools. Cases of headlice should be reported to the class teacher. Advice on treatment is available from the school office if necessary. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, the school endeavours to keep parents/carers informed if there is an outbreak.

Returning to school after illness

Children returning to school after illness should clearly be fit to do so and free from infection. Children should be fit to participate in all school activities including outdoor games and play time. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt, the school is happy to advise.

First Aid

Simple first aid is given at St Peter's when necessary. If an accident needs hospital attention, parents will be contacted immediately and so, the school requests that they are kept updated of any changes to a child's contact information. There are numerous staff first aiders.

Medicines

In most cases, parents will administer medicines to their children themselves out of school hours, but where this is not possible, parents of children in need of medication must ensure that the school is accurately advised about the medication, its usage and administration. Parents must complete the Permission to Administer Medication form kept in the office before a medicine can

be administered by staff. Parents are responsible for ensuring that all medication kept at the school is up to date and any physical equipment is in working order.

Emergency contact information

St Peter's requests that all contact details are correct (address, phone and mobile, email and adult contacts) and that the school is told about any health matters, especially allergies, relating to your child.

Dogs

Dogs are not allowed on to the school premises (this includes the car park, playgrounds and pedestrian area), tie them to school fences or allow them to obstruct the pavement where children walk. No matter how gentle an animal is, children can be easily scared. Please do not allow your dog to foul pavements on the route to the school. Bag it and bin it!

Smoking

Smoking is prohibited by law within any of the school's buildings. Please do not smoke within the school grounds including e cigarettes.

Road Safety

The school actively encourages children to walk or cycle. For safety reasons we ask that:

- Cyclists should not ride through school property (this includes the car park, playgrounds and pedestrian area).
- Children and parents should not walk through the car park, but keep to pavements.
- Motorists should respect the speed limit and road markings
- Parents/Carers do not park in the school carpark, please make alternative arrangements
- That vehicles do not block our neighbours' driveways.
- Cycles may be stored in the bike rack, but please note that this is at your own risk. Appropriate steps must be taken to ensure that all bikes are adequately secured.

Complaints

Any complaint about school matters should first be brought to the attention of the relevant staff and the Headteacher. If the complaint is not resolved, a formal complaint may be made firstly to the Chair of Governors who would then follow the Diocesan guidelines. A copy of the School Complaints Procedure is available from the school office or our website.

Hiring the School

The school may be available for private functions. To use the school for a private letting, please contact the school office.

Photographs

There is an annual opportunity for children to be photographed in the school, either individually or in family groups, and for parents and carers to buy these photographs.

Church and Community Links

St Peter's maintains strong links with St. Peter's Church and Market Bosworth Free Church. Local clergy take a regular assembly and the school visits St Peter's Church for important celebrations and as part of the Religious Education curriculum.

Members of the local community visit the school to give talks and help. They are invited to performances and other social events. Children support various charities and take part in environmental work.

Breakfast/After school Clubs

The school runs a Breakfast Club from 7.25am each morning, this must be booked and paid for in advance. Breakfast Club Registration Packs are available from the office. An after-school club also runs from the end of the school day until 5.30pm, again this must be booked in advanced. Please enquire at the office for more information.

Teaching and Learning

Our Curriculum

Our curriculum at St Peter's has been developed with the engagement and progress of our children in mind. It has been based on the national curriculum (2014) and designed to maximise learning opportunities which build year on year. Our curriculum is underpinned by our Christian values and our St Peter's way which focuses on key learning behaviours.

The focus of our teaching and learning is to prepare children to become autonomous learners and develop the knowledge and skills which is not only meaningful in school but is relevant in all aspects of their lives.

At St Peter's we follow a Learning Journey model which adds a rich and engaging dimension to all curriculum strands. By using an immersive approach which allows children to explore more deeply across the subjects, we ensure that the learning is meaningful, engaging and encourages progress towards independent study.

Foundation Stage children follow the Early Years Foundation Stage Curriculum.

Extra-Curricular Activities

St Peter's offers a range of extra-curricular activities both during and after school. The activities cover sport, music and art. We review clubs regularly so that the needs of our current pupils are met.

Curriculum Enhancement

In order to enrich our curriculum, we will offer drama days, visits from experts, off-site trips, project days and collaboration with other classes and schools. See our curriculum policy for further information.

School Council

St. Peter's CE Primary School recognises the importance of the pupil voice and making them part of the decision-making process.

The school has an elected School Council. All of the pupils in Key Stages 1 and 2 at the school are given a chance to vote for two children from their class to act as councillors on their behalf. The Council represents the pupils and puts forward new ideas, suggestions and ways of solving problems that form an important part in our school's improvement.

Homework (Home learning)

Throughout their time at St. Peter's CE Primary School pupils will be encouraged to spend some time at home following up work or completing tasks set by the teacher. Most of the time pupils will be able to complete the work on their own but there will be times when they will need parent help. Some tasks will require you to work with your child. The work set may be reading, learning spellings and tables, discussing, researching, investigating and reinforcing. The school has a Homework Policy formulated by Parents, Staff and Governors.

Visits

An essential part of our pupils' learning at St Peter's are the day visits and residential visits we offer. St. Peter's CE Primary School is committed to offering this rich source of learning. However, there are times when the cost cannot be borne solely by the school. Voluntary contributions will be asked for to ensure that the activity takes place.

Charging for School Activities

On 1st April 1989 it became illegal to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial assistance from parents/carers. Section 118 of the Education Reform Act does not restrict academies from seeking voluntary contributions for the benefit of the school or any school activity. Our Governing Body has drawn up the following general charging policy:

1. Where the school wishes to participate in activities where charging is not permitted and there are insufficient funds to meet the cost of such activities, the school will seek voluntary contributions from parents/carers.
2. The Headteacher will decide what proportion of the cost of an activity can properly be charged to public and non-public funds.
3. Where parental financial support is needed, a letter will be sent to parents setting out the nature of the activity and the individual contribution sought.
4. There is no obligation to contribute. Children of non-contributing parents/carers will be treated no differently from children of contributing parents.
5. Should insufficient funds be raised, relevant activities will not take place and parents/carers will be advised accordingly.

Assessment, Pupil Tracking and Record Keeping

Assessment is a continuous process that takes place in all areas of school life.

Through on-going assessment, we hope to build a complete picture of a pupil's development and progress, not only intellectually, but emotionally, socially and physically. Assessment can

take on many forms. We assess through discussion and observation as well as using more formal procedures such as testing. Formal assessment is carried out each term. This allows us to track the progress of individual pupils or year groups and also helps us to identify strengths and weaknesses across the school.

Early Years Foundation Stage Profile

This is assessed during the final term in Foundation Stage class. The aim of this assessment is to give us an indication of each child's development and progress in specific areas as compared to the measures made when they entered our school. The purpose of the profile and the results are discussed with parents.

National Curriculum Tests

In Year 1, the children take a phonics screening test. In Year 4 they take the multiplication check. At Key Stage 2 (age 11) pupils are required to take SATS tests. They are summative assessment tests in English- Reading and Maths for Key Stage 1, with Reading: Grammar, Punctuation and Spelling and Maths – Arithmetic and Reasoning papers at Key Stage 2.

The results of these tables are published to parents, and nationally in the form of league tables.

Pupil Support and Pastoral

Inclusion – Pupils with Disabilities and Special Educational Needs

Pupils with Disabilities and Special Educational Needs are helped within the normal classroom environment or by being withdrawn to work where there is less distraction, with school funded Learning Support Assistants. Advice and support are provided from learning support centres, advisory teachers and other agencies, where appropriate.

We have a Special Needs Coordinator (SENDCo) who advises school staff regarding teaching, assessment and professional training to better support pupils with Special Educational Needs.

The Policy for Special Needs is available to look at if you would like more information. Our Special Needs Co-ordinator is happy to speak to you about general issues related to special needs if the class teacher cannot answer your questions.

Inclusion – Accessibility

At St. Peter's CE Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our curriculum is adapted to make it accessible to all children at the school, whatever their needs, and we are passionate about ensuring that all children achieve well.

Our school is on one level and all areas are fully accessible by ramp. We have enhanced audio facilities in our school to help those with hearing impairments and are committed to making other adaptations as necessary to our buildings and provision to ensure our school remains accessible to all.

A copy of our Accessibility Plan is available from the school office.

Child Safeguarding Procedures

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases, the school is obliged to refer children to children's social care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.

- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you should contact the Central Duty Team. If you think the abuse may have happened in the school, contact the Headteacher, who is also the Designated Senior Person for Child Protection. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- For parents' enquiries regarding child protection/safeguarding , please contact: Emily Holt, Headteacher.

If your child has a problem at the school

From time to time, in the children's lives, events may take place which are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence. If you think your child is experiencing any kind of difficulty at our school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher first or the Headteacher if required.

Parents in Partnership

As partners in the education of children, parents and carers are very welcome into St. Peter's CE Primary School. There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in our school and is greatly valued.

Partnership with parents starts before children enter school.

The Early Years team visit local playgroups/nurseries and meet the parents of new entrants prior to them starting school. A carefully planned programme of pre-school meetings and visits with children helps to establish the partnership.

The school has an 'open door' policy, which enables and encourages parents to discuss their child's progress and any other issues with teachers at a mutually convenient time.

Parents come into the school premises to deliver and collect their children at the beginning and end of the day.

Children are set home study tasks to complement work in the school so that parents can support their child's learning.

At St Peter's parents/carers are encouraged to volunteer their help and to work within classes, other than their own child's, subject to obtaining the appropriate Disclosure and Barring Service Check. If you are ever able to help, especially on a regular basis, please contact the school office.

Communication with Parents/Carers

The school communicates with parents/carers in various ways e.g. texts, emails, letters, questionnaires, parents evenings and informal evenings. Information is also placed on the school website and Class Dojo(our online learning platform)

Parent's Evenings are held in the Autumn and Spring terms and occasional curriculum meetings are held to help parents understand current educational developments. At the end of the Summer term a written report is sent to parents, giving detailed feedback on the child's progress.

Every year parents/carers are invited to attend our sports day and open evenings as well as children's performances. They are also invited to our Christmas and Easter decoration mornings, Family Picnic and to read with their children in our 'DEAR' sessions (Drop everything and read!)

There are opportunities throughout the year when parents/carers can meet the staff and governors in an informal setting.

The Friends of St. Peter's

The Friends of St. Peter's is made up of all parents, carers, staff and governors of the school. Members of the community who do not have children at the school may be accepted as non-voting members of the association.

As a charity, the Friends provide invaluable support to the school through organising many events involving parents/carers. The money they raise provides extra facilities and equipment for our pupils. The Friends hold regular meetings in the school and if you are interested in attending or becoming a committee member please contact the Chairperson (See **Essential Information** section for details).

The Friends of St. Peter's need the support of parents to make sure that it continues to contribute so much to our school. Parents can play a part in three ways:

- Support and attend school Friends events

- Volunteer to help at an event, as a one off or on a regular basis (many hands make light work!)
- Become a committee member

Become a Governor

The Governing Body is made up of people from a variety of backgrounds. Some of the Governors are parents. The governors comprise of a group of individuals, who are elected, nominated or co-opted and are representatives of the parish church, parents and teachers, support staff and the local community. School governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held twice each term and sub-committees meet in addition to the main committee meetings.

The Department for Education summary of our school's performance is available to view online at <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=139098> . If you would like to be a governor please contact the Headteacher to find out about any vacancies and ask for a Governor's Information Pack.

The present members of the Governing Body are shown in the **Essential Information** section and photographs are on display in the entrance hall. Further details are available on the 'Staff and Governors' section of our school website.

Joining St Peter's

Admissions

Admissions to this school are the responsibility of the governing body. Children are admitted according to the following criteria in order of priority:

1. Children who are in care of a Local Authority and those children who were previously looked after children(3), but ceased to be so because they were adopted (4)(or became subject to a residence order (5) or special guardianship order(6)).
2. Children who are resident in Market Bosworth, Carlton, Cadeby, Barton-in-the-Beans, Far Coton, Orton-on-the-Hill, Osbaston, Shenton, Sutton Cheney and Wellsborough with priority

for admission given to those who live nearest to St. Peter's CE Primary School as the crow flies. The child's residence is taken to be the parental home.

3. Children who have an older sibling attending the School at the time of application (older siblings include brothers, sisters, half-brothers or sisters, or any child who permanently resides at the parental home or for whom the parent has parental responsibility) with priority given to those who live nearest to St. Peter's CE Primary School as the crow flies.
4. Children who have a serious medical condition or exceptional social or domestic needs that make it essential they attend the School. (Professional documentation confirming the situation must be submitted with the application).
5. Children living nearest the school measured in a straight line from home to the front gate of the School, using a computerised mapping system. Where there is an equal distance then lots will be drawn supervised by an independent officer. Parents/carers are asked to register their child for the Foundation Stage year by contacting the school secretary. All parents/carers must register their child by filling in the appropriate application forms online by means of the Leicestershire County Council web site (www.leics.gov.uk/admissions), and stating their preferences for the school.

For parents/carers of children seeking to join the school in other years, please contact the Headteacher and Leicestershire County Council (www.leics.gov.uk/admissions).

The School Admissions Policy (developed with guidance from the Diocese of Leicester and in consultation with the Leicestershire County Council) is available on request and via the school's website. Any parent/carer wishing to visit the school is welcome to do so, please contact the school office to make an appointment.

Starting at our school for the first time

Starting at St Peter's is a very important time for parents, children and the school, we all need to work together to make the transition smooth and rewarding. During the summer term prior to their entry, pupils will be invited into the school for a morning visit. This will help them become familiar with the surroundings and routines. During this period, there will be a meeting for parents/carers to discuss to talk about their child with the EYFS team and talk about any concerns they might have.

Pupils will be admitted to St. Peter's CE Primary School in the August of the year in which they are five. All pupils will be expected to attend full-time after the stated induction, although a period of deferment for younger children can be discussed.

The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and their basic concepts they will need for their later learning. Parents/carers can play a major role in fostering good attitudes to learning, developing good language skills and promoting good behaviour.

The EYFS develops children's personal, social and emotional well-being; promotes positive attitudes and dispositions towards their learning; provides opportunities to develop social skills as well as developing language and communication, reading and writing, maths, knowledge and understanding of the world; and physical and creative development.

There will be an induction evening for parents/carers of Foundation Stage children, with information given about the curriculum and how you may help your child at home. We hope you can attend.

Joining the school later on

Sometimes children join the school when term has started or later on in their school life. St Peter's make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give pupils time to settle in before making an assessment of their academic ability. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has a problem settling.

Moving on – transfer to secondary school

At the end of their primary school career, children transfer to a local secondary school.

Many children move on to The Market Bosworth School (TMBS), a mixed school (11-16), about ¼ of a mile from St. Peter's. Many others attend The Bosworth School Laureates in Desford. Free bus transport is available within the catchment.

The Year 7 Heads of Year visits to talk to Year 6 children and interested parents, and there is close liaison between the teaching staff of the schools. Each year in July, Year 6 children spend two days at the secondary schools meeting new friends in their new forms and getting to know their new school. This is seen as a very positive process ensuring a smooth transfer.

Essential Information

Contacts

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Deputy Headteacher:	Mrs Natalie Perrett
Chair of Governors:	Mr Andy Ridout