

# Academy Prospectus

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2022/23

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St. Peter's CE Primary Academy, Hednesford

# Reach for the Sky!



Resilient in the face of challenge

Happy, helpful and ready to contribute

Excellence in all they do

Reach for the Sky

Captivated by a love of learning

Ambition for their future selves





# Contents Page

Headteacher’s Welcome .....	4
A Guide to the Prospectus .....	6
How Our Academy is Organised.....	6
The School Day .....	7
Our Academy Facilities .....	8
Our Staff and Governors .....	9
Our Curriculum and Pupil Assessment .....	10
Nursery provision .....	18
Keystones Before & After School Club .....	19
St. Peter’s as a Church School .....	20
Pupil Uniform .....	22
School Meals .....	24
Attendance.....	26
Pupils with Additional Needs .....	27
Safeguarding at St. Peter’s.....	29
Relationships and Behaviour .....	30
Working with Parents .....	31
Friends Of St. Peter’s (FOSP) .....	32
Applying for a place at St. Peter’s .....	33
Visiting St. Peter’s.....	34
Equal Opportunities.....	35
GDPR notice.....	36
Appendix 1 List of Academy Staff.....	37



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# Headteacher's Welcome

It is my privilege to welcome you to St. Peter's CE Primary Academy, Hednesford. The Academy is part of Future Generation Trust and serves the former mining community of Hednesford, with over 445 pupils attending from Nursery to Year 6. Our school community is a happy, welcoming and nurturing place where each pupil is known individually, encouraged to thrive and developed into confident, caring and active citizens, within our Christian foundation. Every child is encouraged to 'Reach for the Sky' in all they do, focusing on five key characteristics which will enable them to be successful in their learning and in their futures. These are: resilience in the face of challenge; excellence in all they do, ambition for their future selves; captivated by a love learning; happy, helpful and ready to contribute. We seek to enable all children to 'Reach for the Sky' and to strive to make every day their best, building on what has gone before to shape the future. The five key areas of our motto demonstrate the value the school places on the holistic child, not just on their academic achievements. It enshrines our view that every child is an individual with special talents, interests and needs. As an educational setting, it is our privilege to foster these, to develop trustful relationships that enable every child to flourish and to give each young person the very best start in life.

***"Our school community is a happy, welcoming and nurturing place where each pupil is known individually, encouraged to thrive and developed into confident, caring and active citizens."***

Learning at St. Peter's seeks to inspire, engage and motivate children to succeed in understanding the world around them through inquisitiveness and practical experiences. The curriculum design reflects at every stage the core knowledge that children should know whilst also ensuring that the skills they acquire are developed to enable them to become independent and resourceful learners for the next stage of their education. As an inclusive school, we are ambitious for the outcomes and futures of all our children and seek to ensure that all learners are given opportunity to build the knowledge, skills and personal attributes needed to be successful members of society, through their educational journey and into employment. Given our location on the edge of the Hednesford Hills, Area of Outstanding Natural Beauty, we have some of the best facilities for learning beyond the classroom, making use of our amazing outdoor classroom, wooded area and our newly planted wildflower meadow to promote learning across the curriculum as well as sustainability. We further enrich the curriculum through visits, visitors and special experiences as well as offering specialist PE and music tuition. As pupils progress through school there are also opportunities to go on residential visits to local Outdoor Education Centres and visits to Europe.



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***“We seek to enable all children to ‘Reach for the Sky’ and to strive to make every day their best, building on what has gone before to shape the future.”***

We are a proud Church of England school, judged as Outstanding at SIAMS, with very close links to our church, St. Peter’s, and a strong Christian ethos that pervades daily life in school for pupils and staff. Our outstanding Christian distinctiveness is demonstrated through our daily Collective Worship, our RE curriculum and the strong Christian values we promote and develop in our pupils. In all we do in school and in our daily lives, we trust that we are carrying out God’s work and seek to follow the example that Jesus set. Learning can be difficult, life can be uncertain and growing up in modern society presents an often-confusing picture of what decisions we, as individuals, should make. This is why, along with the aspirational sentiment of Reach for the Sky, we ask all members of the school community to live their lives placing their trust in God: In God We Trust. By placing our trust and faith in God, we commit ourselves and our actions to him to strengthen us and to make our world a better place.

***“We are ambitious for the outcomes and futures of all our children and seek to ensure that all learners are given opportunity to build the knowledge, skills and personal attributes needed to be successful members of society.”***

I feel immensely proud to be the Headteacher of a school whose identity is so strong, where the children feel that they all belong in our safe, caring and nurturing environment and that learning is inspired by our dedicated team of staff. I have great ambitions for the school, the education it offers to our pupils and the role we all have in enabling children to grow into independent, successful and conscientious citizens of society.

I look forward to welcoming you to St. Peter’s Academy and sharing with you what makes it a very special place of learning for all our pupils.



**Will Stevens**  
**Headteacher**



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# A Guide to the Prospectus

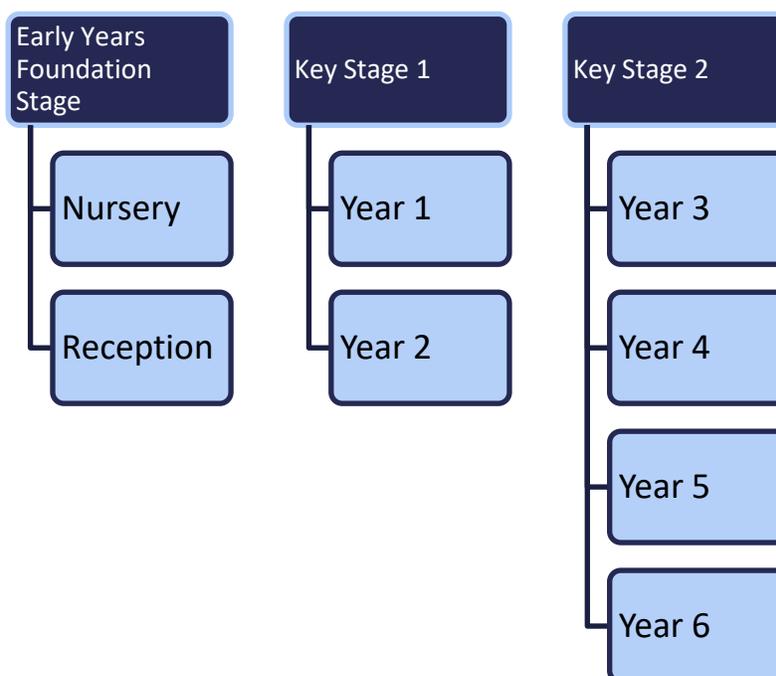
This prospectus has been put together to help parents get to know our school, to understand what we offer to our pupils and their families as well as to answer any questions they might have about whether our school is right for your child.

Our website [www.stpeters-keys.com](http://www.stpeters-keys.com) offers a wealth of further information about the school as well as access to our curriculum, policies and most recent newsletters. If you would like to know more or have some specific questions you would like to ask, please contact the Academy office who will be pleased to help. Parents can also organise to meet with the Headteacher or to arrange a visit to the Academy through the office too.

We are sure that the time your child spends with us will be happy, successful and will give them the best preparation for their future. With our help, they will Reach for the Sky!

## How Our Academy is Organised

The school is organised into three stages as follows:-



Each group (except nursery) is divided into two classes of mixed ability.

From Year 2 onwards children are put into houses with a distinct house colour. The houses are named: Aylward (Green), Barnardo (Yellow), Keller (Red) and Shaftesbury (Blue).



# The School Day

Children should arrive at any point during the drop off window for their year group but must be in school by 8.55am. They should go to their classroom via their year group playground. Full details of entrances and exits are available on the academy homepage. Staff will be in the classrooms at this time awaiting their arrival. The register is taken at 8.55am and again after lunch. Children arriving after 8.55am will have to enter through the academy office, stating a reason for being late.

	8.45 - 11.45	11.45 - 12.30	12.30 - 2.45	2.45 - 3.30
<b>Nursery</b>	Morning Session	Lunch	Afternoon Session	Wraparound or 15 hours afternoon provision
30 hours	☑	☑	☑	Optional Paid Session
15 hours (a.m. only)	☑	Optional Paid Session	Optional Paid Session	Optional Paid Session
15 hours (p.m. only)			☑	☑

	8.45 - 8.55	8.55	9 - 11.30	11.30 - 12.30	12.30 - 3.00	3.00 - 3.10
<b>Reception</b>	Drop Off	Registration	Morning Learning (including access to snack bar, drinks and outside learning)	Lunchtime	Afternoon Learning (including access to snack bar, drinks and outside learning)	Collection

	8.35 - 8.55	8.55	9.05	9.25 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 1.00	1.00 - 2.00	2.00 - 2.10	2.10 - 3.10	3.10
<b>KS1 - Y1/2</b>	Drop Off	Registration	Collective Worship	Lesson One	Break	Lesson Two	Lunchtime	Lesson Three	Break	Lesson Four	Collection

	8.35 - 8.55	8.55	9.05	9.25 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 1.00	1.00 - 2.10	2.10 - 3.20	3.20
<b>KS2 - Y3/4</b>	Drop Off	Registration	Collective Worship	Lesson One	Break	Lesson Two	Lunchtime	Lesson Three	Lesson Four	Collection

	8.35 - 8.55	8.55	9.05	9.25 - 10.45	10.45 - 11.00	11.00 - 12.30	12.30 - 1.30	1.30 - 2.30	2.30 - 3.25	3.25
<b>KS2 - Y5/6</b>	Drop Off	Registration	Collective Worship	Lesson One	Break	Lesson Two	Lunchtime	Lesson Three	Lesson Four	Collection



# Our Academy Facilities

The school provides an attractive, purposeful and stimulating environment complimented by resources that include:

- A welcoming, friendly and nurturing atmosphere for pupils and their families.
- 16 spacious, bright and attractive classrooms, all with touch-screen interactive whiteboards.
- A purpose built Outdoor Classroom set within a wooded area and wildflower meadow to promote learning beyond the classroom, utilising the school grounds and the Hednesford Hills.



- An extensive reading resource library with phonic texts for young readers and reading for pleasure texts for older pupils.
- Governor run 'Keystones' Before and After school Club on site
- A computer suite equipped with desktops PCs and three banks of ipad tablets.

- A large hall, which is used for PE, drama, dance, collective worship and communal dining.
- Three large playgrounds – one with fixed outdoor play equipment, MUGA Goal Ends, an outdoor gym and traversing walls.
- A large field for outdoor sports which includes an all-weather cricket pitch.



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# Our Staff

Our staff are a committed, enthusiastic and hard-working group of professionals who are dedicated to ensuring that all children thrive in their learning and are nurtured whilst in our care. They have high expectations of all pupils, what they are able to do and how they should behave which is reflected in the excellent attitude and behaviour that pupils at St. Peter's have. Staff at St. Peter's place a high value on their own professional development and always seek new ways of working and honing their skills. All members of staff are here to help our pupils, their families and our community. They make themselves visible to parents, are happy to answer any questions parents may have and they all have a commitment to working in collaboration with all families to help each child succeed during their time with us.

*A list of present Teaching and Non – Teaching Staff can be found in Appendix 1.*

# Local Governing Board

The full governing board meets at least twice a term to discuss school issues including educational performance, standards of education including the performance of staff, the Academy's budget, policy issues and holding the senior leadership to account for their work in raising school standards for our pupils. Governors also meet in Committees to discuss things in more detail where required. Governors maintain a high profile in school and with parents. Where a vacancy arises on the board, parents and community members can express an interest in the role with the Chair of Governors. The Remit of the Local Governing Board is outlined in the Academy's Terms of Reference.

The Academy's Governing Body consists of twelve governors:-

Headteacher (ex officio)

2 Governors elected by parents

2 elected staff Governors

3 Governors appointed by Lichfield Diocesan Board of Education (including the Vicar of St Peter's Church ex officio)

4 Community Governors

All elected governors hold office for four years. The minutes of Governing Board meetings are public documents and are obtained through Future Generation Trust or the academy office.



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# Our Curriculum and Pupil Assessment

## *Learning in the Early Years Foundation Stage (Nursery and Reception)*

Learning for children aged 3-5 is based on first-hand experience, giving children the skills and understanding to move confidently into Key Stage One. In the Foundation Stage learning is based on seven broad areas of learning:

- *Personal, social and emotional development.* Your child will learn to be self-confident, take an interest in things, know what their own needs are, tell the difference between right and wrong, and be able to dress and undress.
- *Communication and language.* Your child will learn to talk confidently and clearly, enjoying stories, songs and poems.
- *Physical development.* Your child will learn to move confidently, controlling their body and handling equipment, tools and materials.
- *Literacy.* Your child will hear and say sounds, and link them to the alphabet. They will read and write some familiar words using their knowledge of phonics and learn to use a pencil.
- *Mathematics.* Your child will develop an understanding of Maths through stories, songs, games and imaginative play. They will become comfortable with numbers and with ideas such as 'heavier than' or 'bigger'. They will be aware of shapes and space.
- *Understanding of the world.* Your child will explore and find out about the world around them, asking questions about it. They will build with different materials, know about everyday technology and learn what it is used for. They will find out about past events in their lives and their families' lives. They will find out about different cultures and beliefs.
- *Expressive Arts and Design.* Your child will explore colours and shapes, trying out dance, making things, telling stories and making music.

## *Learning in the Key Stage One and Two*

Children are taught mainly by their class teacher and lessons are organised as whole class teaching, group work or individual work as appropriate. At St. Peter's, we follow the National Curriculum for England as outlined by the Department for Education, with the exception that



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children only begin learning Modern Foreign Languages in Upper Key Stage 2. The subjects studied are English, Mathematics, Science, Design Technology, Computing, History, Geography, Music, Art and Physical Education (PE). The pupils also study Religious Education (RE) and Personal, Social and Health Education (PSHE) which incorporates learning about Mental Health, Relationships and children’s knowledge of their place in the world around them. As a whole, these subjects make up “a broad and balanced curriculum”. Our whole school curriculum map is available on the Academy website and parents are regularly updated about learning going on in school or additional learning that could be undertaken at school to support what is being covered in school.

### *English*

The teaching of English recognises the importance of all aspects of this subject; speaking and listening, reading and writing. Every day the children take part in an English lesson where there is a mixture of whole class teaching followed by group and/or independent work. We aim to encourage a love of literature and motivate and teach children the skills to use language competently, including the application of phonics for early reading, the development of higher-level reading skills over time and all aspects of the technical requirements for grammar, punctuation and spelling.

### *Mathematics*

Maths skills have a focus during the daily Maths lesson. Children are taught how to use and apply mathematics in a range of real-world contexts following the teaching approach for mastery from White Rose. There is a strong emphasis on number work and then using strategies to reason and problem solve to show that skills can be applied independently across a range of contexts using subject-specific vocabulary. Core skills around counting, mental Maths skills and recall of number facts such as number bonds and times tables are reinforced daily.

### *Science*

Our science curriculum aims to ensure that children develop:

- scientific knowledge and conceptual understanding;
- understanding of the nature, processes and methods of science;
- understanding of the uses and implications of science today and for the future.

### *Computing*

Our computing curriculum aims to ensure that children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;



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- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
  - are responsible, competent, confident and creative users of information and communication technology.

We have interactive whiteboards in every classroom, an IT suite and Ipads to support learning across the curriculum and wireless internet throughout the academy.

### *Geography*

Our curriculum for geography aims to ensure that children:

- develop knowledge of the location of globally significant places including their defining physical and human characteristics;
- understand the processes that give rise to key physical and human geographical features of the world.

It also aims to ensure children are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- communicate geographical information in a variety of ways.

### *History*

Our curriculum for history aims to ensure that children:

- know and understand the history of the British Isles as a chronological narrative;
- know and understand significant aspects of the history of the wider world;
- understand historical concepts such as continuity and change, cause and consequence;
- understand the methods of historical enquiry;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

### *Design and Technology*

Our design and technology curriculum aims to ensure that children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- critique, evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook.



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## *Art and Design*

Our art and design curriculum aims to ensure that children:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## *PE*

Our curriculum for physical education aims to ensure that children:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

This includes the opportunity to take part in residential visits to Outdoor Education Centres.

For swimming, we use a local swimming instructor to provide swimming lessons out of school hours, funded by the school-please contact the academy office for more information.

## *Music*

Our curriculum for music aims to ensure that children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We use specialist music teachers to deliver music lessons in Years 4, 5 and 6 and pupils take part in Ensemble Performance Examinations offering the chance for children to achieve a nationally recognised performance exam qualification up to Level 3 with the London School of Music.

## *Religious Education and Collective Worship*

In accordance with the 1944 Education Act, Religious Education (RE) follows the Staffordshire Agreed Syllabus and there is a daily act of collective worship. We aim to develop attitudes of tolerance and understanding of the beliefs and customs of others, and to develop the children's knowledge in order for them to live and work with fellow citizens of diverse religious and ethnic origins.



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The daily act of worship may be in the form of a whole school Collective Worship or class worship, which will aim to:

- Provide opportunity for children to worship God through word, drama, song and praise;
- Consider spiritual and moral issues and explore their own beliefs;
- Develop community spirit and promote a common ethos, shared values and reinforce positive attitudes.

We draw upon the Bible, religious festivals, and the lives of historical and contemporary personalities, children's own experience, moral issues and knowledge of other faiths.

Under Section 25 of the Education Act 1944 parents have the right to ask that their children be withdrawn from Religious Education and Collective Worship. Please make an appointment with the Headteacher to discuss any requests to withdraw pupils from RE or Collective Worship.

### *Personal, Social and Health Education (including Relationships)*

At St. Peter's, we use a programme called Jigsaw for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

### *St. Peter's approach to Sex Education*

From September 2020, the Government have made the teachings of 'Relationships Education' a statutory requirement across the Primary Curriculum. At St. Peter's, this relationships education is taught through our PSHE programme (outlined above), which also includes yearly teaching on physiological changes (including puberty), life cycles and reproduction at age-appropriate levels. Whilst there is no statutory requirement that pupils in the primary age range are taught sex education, Future Generation Trust and the Governors have decided that sex education shall be included as part of our school's curriculum. More detail on this can be found in the Academy's Sex and Relationships policy along with documentation from the Academy's PSHE programme Jigsaw. Parents have the right to withdraw their children from sex education lessons except for that which is required as part of the National Curriculum (which includes Science, Health and Relationships education). Parents will be notified when Sex Education lessons will be taking place so that requests for withdrawal can be made in writing; these will only be taught in Years 5 and 6.



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## *Assessment of Children's Learning*

Assessment takes place on an ongoing basis in school both through informal Assessment for Learning (to help identify children's emerging learning needs for the next lesson through observation, discussion and marking) and through more formal assessment (Assessment of Learning) which happens in school once a term against age-related curriculum expectations. This information is collated by class teachers and shared with senior leaders to ensure that all children are making good progress and to support staff in meeting the needs of all pupils over the course of their academic journey. Each child is set targets for given waypoints in the year and then their progress towards these targets is monitored.

There is a statutory assessment at the start of Reception (Reception Baseline), the end of Reception (The Early Years Foundation Stage Profile) and at the end of both Key Stage 1 and 2 (Year 2 and Year 6). Children will also take a statutory phonics screening in June of Year 1 and Year 4 pupils will take a multiplication check assessment in June as well.

## *Requesting Documentation*

In accordance with the Education (School Curriculum and Related Information) Regulations 1989, copies of the following documents are available for consultation at our academy. It may be possible for copies of some of these documents to be supplied to parents subject to copyright restrictions. Where the school provides copies, a charge may be made to cover costs.

- The Local Education Authority's Statement of Curriculum Policy.
- Statutory Instruments, Circulars and Administrative Memoranda from the DfE relating to Chapter 1 of the Education Reform Act (The Curriculum).
- Reports of Her Majesty's Inspectors on our school.
- Schemes of Work currently used in our school.
- The Local Education Authority's Agreed Syllabus for Religious Education.
- The Local Education Authority's Arrangements for the consideration of complaints about the curriculum.

## *Home Learning*

All children are encouraged to take books home to read every week. Parents are encouraged to listen to their child read at home on a regular basis and record their reading experiences in a diary, thus providing a regular home-school dialogue. Pupils in Early Years and KS1 will be sent reading books home that are entirely phonic-based, helping them to practice segmenting and blending known sounds together for reading before moving on to comprehension and inference skills required through Key Stage 1. Key Stage 2 pupils have access to a large selection of reading books which they are given time to read both in school and at home as part of developing reading for pleasure.



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For KS1 and 2 pupils, class teachers issue spellings and times tables at the beginning of each half term, to be learned at home over the next few weeks. In addition pupils are given their 'Take 15' tasks; there are a variety of tasks with points attached and the children should aim to complete sufficient tasks to gain 15 points. Pupils' home learning is displayed in school at the end of the half term. All of these resources are published each half term on the Academy's pupil pages on the website.

Pupils from Year 2 upwards also have access to Times Table Rock Star to help practice their multiplication skills, beat time trials and compete in battles against other classes or their teacher. Daily practice helps earn them points and rewards as they move through school.

### *Extra-curricular Clubs*



The Academy offers a range of after school and lunchtime clubs at different times during the school year, such as Football, Basketball, Steel Pan Band, Choir, Coding, Phonics, Athletics, Cricket, Running and Dance. Parents will be informed when clubs are about to begin so that they can book a place for their child. These clubs are put on by Academy staff and help to enrich the experiences that our pupils have in school. As part of these clubs, children often get chance to represent the school in competitive matches, concerts and public events.

### *Educational Visits*

The curriculum at St. Peter's is enriched by a wide variety of visits and visitors. During the school year, children in Year 5 & 6 spend a time at an Outdoor Educational Centre as part of their P.E. National Curriculum entitlement; they experience many activities which are often new to them, such as archery, abseiling and orienteering.

Day excursions also take place to reinforce areas of study within the National Curriculum; such visits have included Blists Hill Living Museum, Weston Park and, more locally, the Cannock Chase Museum. We feel that it is important for children to experience things first-hand. Please be assured that teachers complete a full



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risk assessment prior to any educational visit taking place. We also encourage a wide range of visitors to come into school to enhance our curriculum.

For some Year 6 pupils, there is also the chance for them to spend a week in Paris where they will experience French culture, visit famous landmarks such as The Eiffel Tower and visit Disneyland.



### *Charging*

There is not a charge for normal educational provision. Where a cost is incurred in an activity (e.g. theatre visit), parents will be notified of the cost and invited to make a voluntary contribution, however, no child will be excluded through inability to pay. Where insufficient voluntary contributions are forthcoming, the event will be cancelled.

Where an event is of a non-curricular nature, parents will be invited to make a voluntary contribution but, if the contribution is not made, the child will not take part. Alternative educational provision will be made. Pupils may be exempt from fees if parents are in receipt of benefits and/or allowances, such as a residential activity as part of curriculum provision and involvement in a curriculum based educational activity. Please speak with the Academy Bursar for details. Each enquiry is treated with confidentiality.



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# Nursery provision

As part of our Academy, we have a Nursery setting at St Peter's offering both 15 or 30 hours of free childcare, depending on parent eligibility and funding. We can also offer places to Rising 3s in the term after the child's 3rd birthday (subject to availability). In addition, we are able to accept fully paying three-year-olds places from the date of their third birthday in our setting, in advance of them becoming eligible for funded places in the term after their third birthday. Please contact the Academy office for more details.



## *Timings of the Nursery Day*

Morning Session 08.45am until  
11.45am

Afternoon Session 12.30pm - 3.30pm

We currently have 52 places in our Nursery: 26 morning places and 26 afternoon places.

## *Nursery Paid Wraparound*

St. Peter's Keystones Wraparound provides care provision for our Nursery children in addition to their 15 funded hours (if they are not entitled to 30 hours Early Education Funding). It is based in the school's Nursery room with access to indoor and outdoor environments, as well as the school facilities and extensive school fields. It is led by a qualified teacher and provision is delivered by experienced Early Years practitioners. All staff are DBS checked and the team work closely to ensure all activities are stimulating and fun and contribute to your child's Learning Journey.

## *Wraparound services offered:*

**Lunch Club** - 11.45am-12.30pm - £3.50 per day (Available to all Nursery children. Children can bring their own packed lunch or can order a school meal). Food will be served and eaten in our dedicated Nursery dining room.

**Wraparound session** - 12.30pm-3.30pm - £11.50 per session

**Extended Hours** - 2.45pm-3.30pm - £3.50 per day (for pupils with 30 hours funding only).



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Whilst there is no expectation that children eligible for Early Education Funding attend 5 sessions per week, we would ask that parents choose which days they would like their child to attend and keep to this as a regular pattern each week. Not only does this help us to organise sufficient staffing for the sessions, it also helps the Nursery staff to plan appropriate activities, tailored to the needs of the children that will be attending. Parents are also able to book their child into our Keystones Lunch Club and After Nursery Club if they wish.

## Keystones Before & After School Club

Keystones Before and After School Club provides childcare on school premises in their own dedicated building with secure video link access to an entrance from the Key Stage 2 playground. It provides parents and carers with a flexible and friendly childcare service to pupils of St. Peter's Primary Academy. The club runs before school from 7.00 a.m. and after school until 6 p.m. Parents can drop children off and pick them up at any time during these hours. Parents pay for this service. If you would like details of Keystones Club, including our registration process, please visit the Keystones section of the website at <https://www.stpeters-keys.com/keystones> or contact the office.

### *Keystones Before and After School Club*

Bookings: 01543 229308 (between 8am and 2pm)

Email: [keystones@stpetersprimary.academy](mailto:keystones@stpetersprimary.academy)

Direct Landline to Keystones: 01543 229307 (please note this number will only be answered during Keystones opening times)

Services offered:

Breakfast Club

7.00am – 8.45am £5.60 (includes breakfast)

7.30am – 8.45am £4.60 (includes breakfast)

After School Club

3.10pm – 4:30pm £4:10

3.10pm – 6.00pm £7.00

4.20pm – 6.00pm £4.10

(Light tea is available for £1.00 extra)

After Nursery Club

3.30pm – 4.30pm £3.10

3.30pm – 6.00pm £6.00

(Light tea is available for £1.00 extra)

Keystones Holiday Club also provides parents and carers with a flexible and friendly childcare service available on school INSET days and selected school holiday weeks. Please see the Academy website for opening dates and details of how to book.



# St. Peter's as a Church School

*As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter, and his brother Andrew. They were casting a net into the sea, for they were fishermen. "Come, follow Me," Jesus said, "and I will make you fishers of men." And at once they left their nets and followed Him...*

— Matthew 4:19

St. Peter's is an 'Outstanding' church school and we have very close links with St. Peter's Church. Our Christian foundation underpins our approach to education, the sense of community we have with all



our pupils, families and the staff, and all children are given the chance to learn in a supportive, caring and nurturing environment, rooted in our Christian beliefs. Our outstanding Christian distinctiveness is demonstrated through our daily Collective Worship, our RE curriculum and the strong Christian values we promote and develop in our pupils. In all we do in school and in our daily lives, we trust that we are carrying out God's work and seek to follow the example that Jesus set.

## "In God We Trust"

Our vicars, Reverend Paul and Rev. Ann Kelly lead whole school collective worship once a week and Mr Bryn Wellings, lay preacher, visits the school regularly and is well-known by the children. At Harvest, Christmas, Easter, and St. Peter's Day, services are held in church which are led by our children, marking significant events in the Christian life of our school. Our Year 6 Leavers' Service also takes place there. The children take part regularly in other services at the church, including Communion for Advent, Ash Wednesday and Pentecost.



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Beyond our links to St. Peter's Church, the school values links with local industry and the community, using it as a human and physical resource. We encourage people from outside the school to come and share their knowledge and expertise with children and staff of our school. In this way we are able to improve our understanding of the outside world. Every year we raise money for charitable causes, we collect food for the Cannock District Foodbank, we volunteer our time to conserve the precious Hednesford Hills resources and we engage with many groups in the community including the Fireworks Charity, Friends of Hednesford Park and the Forest of Mercia Outreach Team.



# Pupil Uniform

We encourage our children to wear school uniform and hope that parents feel they can support us in this respect. We feel it gives children a pride in their appearance and a sense of identity as part of our school community.

Items of the school uniform featuring the school logo are all available to order online.

V neck sweatshirts or cardigan

White polo shirt.

School tie

School coats

Fleeces with the school logo

Bags



Girls: grey or black pinafore dress, skirt or trousers, shoes (not trainers)

Boys: grey or black trousers, shoes (not trainers)

During the warmer months girls may wear blue/white summer dresses; boys may wear grey/black shorts with white polo shirt.

## *P.E. and Games Kit:*

EYFS and KS1 – Dark blue or black shorts and white T-shirt, trainers for outdoor use.

KS2 – Dark blue or black shorts and trainers for outdoor use. Jogging bottoms will also be required for outdoor PE during the winter months.



In KS2 the colour of the T-shirt will depend on which house the children are in. It may be yellow, blue, red or green. (Pupils in KS2 will not require a white T-shirt).

For art and craft, protective clothing such as an old shirt or apron is recommended.



## *Jewellery*

Please do not send the children into school wearing jewellery. Exceptions are watches and stud earrings (only). All jewellery, including earrings, must be removed for physical activities unless a disclaimer letter is received from a parent with parental responsibility. Children must be able to remove their own jewellery as staff cannot do this for them. Where jewellery cannot be removed, parents must also supply micropore tape or plasters in a named box to cover this for every session.



## *Ordering School Uniform*

Order online from:

[www.a4idesigns.co.uk](http://www.a4idesigns.co.uk)- click school uniform-click St.Peter's

[www.schooltrends.co.uk](http://www.schooltrends.co.uk) - click on parent tab to open find my school page.

School = St Peter's County = Staffordshire Town = Cannock Postcode = WS12 1BE

Please ensure that all clothing and property is named or marked (in several places) for easy identification. This will avoid it becoming lost property.



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# School Meals

School meals are cooked on the premises by our own catering team and are provided currently at a cost of £2.30 per day. The menu for each week is published on the Academy website and offers plenty of choice for pupils, including a daily salad bar. At different points during the year, we also put on themed dinners and menus for the children's enjoyment. We are a cashless school and payment is made through your own School Money account. All parents will be contacted in order to arrange the creation of their own School Money account. More details are available from the Academy office.

## *Universal Free School Meals*

Under a current government scheme, meals for children in Reception, Year 1 and Year 2 are provided daily, free of charge.

## *Free School Meals*

If you fulfil certain criteria you may be entitled to claim for free school meals for your child. The entitlement criteria for Free School Meals entitlement from 1 April 2018 is for those on -



- Income Support
- Income Based Job Seekers Allowance
- Income Related Employment and Support Allowance
- eligible for Child Tax Credit but not Working Tax Credit and the household income (as used by HMRC to assess tax credits) is not more than £16,190. Please note: anyone eligible for Working Tax Credit, or if you have a partner and they receive it, regardless of Income, you will not qualify
- The Guarantee element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- In receipt of the 4 week run on of working tax credit (this is where someone becomes unemployed or reduces their hours and so is no longer entitled to working tax credit but will continue to receive it for a further 4 weeks and is entitled to free meals during that time)
- Universal credit (provided you have an annual net earned household income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods). Your net earned income is your household income after taxes and deductions and does not include income from Universal Credit or any other benefits you may receive.



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If you think you are eligible for free school meals, please speak to someone in the office – we will help you with your application if you would like us to. Applications should be made online at <https://www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Apply-online.aspx> Even if your child is in Reception, Year 1 and Year 2 but you are eligible to apply for Free School Meals, please do apply as it enables the school to access six years of additional funding for your child under the Pupil Premium scheme. This additional funding enables school to provide wider opportunities, experiences and invest in resources to raise pupil attainment.

Facilities are also provided for children who wish to bring their own packed lunch. Dinners and sandwiches are eaten in the school hall, supervised by the Lunchtime Supervisors who also look after the children on the playground before and after they eat their lunch.

### *Healthy Snacks*

St. Peter's encourages children to develop a healthy lifestyle. School lunches are healthy. We ask that parents only send in healthy snacks (e.g. fruit, cereal bars) for children to eat at break-time. Milk is available for purchase at break-time from the school hall. A 1/3 pint carton costs 25p (but can be provided free of charge to children under 5 years old if parents request it during the admissions process). Toast is also available at 25p per slice. All children in Key Stage One are offered a free piece of fruit or vegetable each school day as well.

Children may also bring in a clear plastic bottle filled with water which they drink in class during the school day.



# Attendance

There is a very strong link between attendance and how well children do at school. Good attendance and punctuality will contribute to their achievement. The school sets an ambitious attendance target for each academic year and the children are updated on our progress towards meeting this every week. Current attendance is celebrated in our weekly 'Star of the Week' reward assemblies and then children have the chance to earn certificates and attendance bugs if they achieve 100% attendance for a term. Lots of children manage to attend school for every day of every school year at St. Peter's instilling a good work ethic and attitude towards attendance.



School attendance is measured by sessions. There are two sessions per day. We are required by the Department for Education to record absence from school as authorised or unauthorised. Authorised absences are counted to be those for illness, medical or dental appointments or exceptional circumstances (as deemed by the Headteacher). Children should be at school by 8.55am. Children arriving after this time must report to the school office to obtain a late mark. Children arriving after 9.15am will be marked as absent (late after the close of registration).

For the safety of our children, we ask that you let the school know immediately on the first morning of any absence by contacting the office. We operate a 'First Day' absence system where, if we have not heard from you, we will telephone to ask where your child is. Upon their return they are required to bring a note explaining the absence which are kept for legal reasons. If your child has been sick or had a stomach upset, they must be absent from school for at least 48 hours symptom free (this is in line with guidance we have received from Public Health England). Where an absence is likely to be for an extended period or if a child has an infectious or contagious illness, a telephone call to inform the Academy office would be appreciated.

Headteachers are not able to authorise holiday leave in term time except in exceptional circumstances. Any holiday leave is recorded as an unauthorised absence and in some circumstances can result in a fixed penalty notice being issued by the Local Authority.

No child is allowed out of school during the day unless accompanied by an authorised adult. If your child has an appointment during the day, e.g. doctor or dentist appointment, please inform the office and provide the appointment card/letter so that it can be copied for our records. Children must be collected from the Academy office, and signed out, for their safety. Parents will be given an electronic copy of the sign out badge for reference.



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# Pupils with Additional Needs

## *Special Educational Needs*

At St Peter's, we aim to develop the potential of all our children. Through our programme of observation, assessment and target setting, (Assess, Plan, Do, Review cycles) we are able to identify children who appear to have special needs at an early stage. Special Needs can take a variety of forms and we have successfully taught children with visual impairment, physical impairment, very able children, children with learning difficulties and those with behavioural difficulties. Children with all of these needs and difficulties are carefully integrated into our school with great success.

Our Special Needs Policy sets out the procedures teachers follow in order to meet the needs of our pupils. We have a team of classroom and welfare assistants who help give additional support as directed by the class teacher and the SENCO. Our assessment involves liaison with parents, carers, the Local Authority, Social Services, the Special Educational Needs Support Service (SENSS) and Educational Psychological services as required. We follow the Special Needs Code of Practice determined by the Local Education Authority and the Department for Education. Our Special Educational Needs Co-ordinator (SENCO) oversees and monitors the progress of children who are identified as having special needs.

Liaison with the parents of these children is viewed as especially important. Parents are encouraged to be full partners in the education of their children to overcome problems. We try to keep our parents well informed and they are invited to review the progress of their children on a termly basis either at Parents' Consultation Evenings or at 'School Support Plan' review meetings. Parents are fully involved in our assessment of their child's difficulties and are welcome to discuss concerns or celebrate successes at any mutually convenient time.

If you would like to discuss your child's needs or aspects of the school's provision, please contact the Academy office who will arrange a time for you to meet our Special Needs Coordinator.

## *Medical Needs*

The Academy is used to meeting a wide range of medical needs and works collaboratively with families to ensure that the care and support required by our children is met during the school day. This can be over a short term to aid a pupil's recovery or part of a long-term approach to support children with medical needs which may be formalised in an NHS Care Plan. In addition to this, the School Nurse Service sees children during their first years in school. They also have routine sight and hearing checks at various times during their school careers. If they have had any difficulties, they may



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be recalled for a further check. Our parents are always notified of medical inspections and no consultation is undertaken without parental consent. For the remaining time at primary school our children have the opportunity for health interviews with the school nurse if required through the referral process.

### *Medicines in school*

Medicines are not normally given in school. It is expected that prescribed medicines needing to be taken three times a day can be administered at home. On the rare occasions that medicines are prescribed four times a day, arrangements can be made through the school office for them to be administered at school. Parents who wish us to do this are asked to contact school and fill in a form. No medicines can be administered without written parental permission. Please ensure that medicines are clearly labelled with your child's name and date of birth and that the dosage required is clear. The medicine should be delivered to, signed in and collected from the school office daily.

***Medicines must be handed to an adult in the school office (or to a member of Keystones staff) and not the class teacher.***

Where children have asthma inhalers and are being encouraged to manage their own condition, we will do what we can to help (please refer to our Asthma Policy). Records of all administrations of inhalers are recorded by Academy staff and parents are notified if this has been more than three times in one day.

Despite our care there may be an accident at school or a child may become unwell. If we feel the child needs to go home, we always contact parents immediately and we need the telephone number of your home/place of work and two additional emergency contact numbers. Please keep us informed of any changes to personal details in order to ensure that there is no delay in contacting you.

### *Pastoral Needs*

Our Academy also has a dedicated Family Support and Pastoral lead who works directly with children, their families and external agencies to ensure that all developmental needs can be met. This role helps promote good school attendance, supporting the development of social and life skills through experiences in school as well as directing families to accessing resources in school and the community to enhance the experiences of all our pupils, in all circumstances our families face. If you would like to speak to our Family Liaison Officer, Mrs Helen Marsh, please contact the Academy office.



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# Safeguarding at St. Peter's

*'Keeping children safe is everyone's business'*

The key responsibility of anyone working in school is safeguarding children. Every school in Staffordshire is required to follow a set of procedures to keep our children safe and be vigilant in case of suspected child abuse or neglect. Headteachers are required to refer any concerns to First Response for further investigation so that children who may be at risk may be identified quickly. In order to comply with these procedures, such referrals have to be made immediately and sometimes without prior contact with the parents. This procedure is intended to protect children from abuse. When a school refers a concern about a child to First Response it is not accusing the parents of abuse but requesting that a further investigation takes place to establish whether or not a child is at risk.

We all have a statutory duty to “safeguard and promote the welfare of children” and to maintain a professional attitude of “it could happen here” where safeguarding is concerned. All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with the Academy's Child Protection and Safeguarding policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

If you are concerned about a child's welfare, you must talk to one of the people below immediately. If you are unable to contact them, you can ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

**Designated Safeguarding Lead & Prevent Lead:**  
***Will Stevens* (Headteacher)**



**Designated Safeguarding Deputy:**  
***Lisa Tarbuck* (Deputy Headteacher)**



**Designated Safeguarding Deputy:**  
***Helen Marsh* (Family Liaison and Pastoral Support Officer)**



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# Relationships and Behaviour

St. Peter's is known for its family atmosphere and we strive to ensure that all children feel both secure and happy during the school day. We aim to develop children's self-discipline, and their respect for themselves and others. To do this we have a caring and purposeful atmosphere in school where children are safe, valued and challenged. Our staff form highly effective relationships with pupils and use their knowledge of each individual to ensure that children are involved, motivated and nurtured. If children have any problems at all, they are encouraged to talk to a member of staff about them. Time is made for the child and action is taken to help address the concerns raised.

We have very high standards of behaviour at St Peter's CE Primary Academy. We encourage good behaviour by rewarding examples of it with praise, attention, certificates and stickers. Special assemblies and rewards are given out in our Star of the Week assemblies and through celebratory mentions in worship. We encourage each child's self-discipline, self-respect, responsibility for the community and consideration and care for others. We have clear school and class rules which the children follow to help make our academy such a lovely place to be. We also have a long tradition of encouraging good manners – children usually hold the door open for adults, saying please and thank you. Our focus is that every day is a new day and that we should learn from what has happened before to make the future better. This is epitomised in the motto, Reach for the Sky! Each class has a weather system to promote children's aspiration for good learning and good behaviour as they aim to progress from the sunshine to the rainbow, the shooting star or even the moon each day.

If children have difficulty in following our expectations or the rules, we have a system of sanctions which are appropriate to the age of the child. Our school aims to maintain a dialogue with our parents and parental support would be sought at an early stage if difficulties are seen to be developing. Parents are encouraged to contact the school immediately if there are any apparent difficulties so that they can be addressed and resolved promptly for the benefit of the child. Details of the rewards and sanctions can be found in our Academy's Behaviour and Anti-Bullying Policy including a description of possible sanctions. In accordance with the Education Act 1986, corporal punishment is not administered in this academy.

In exceptional circumstances, the Headteacher can exclude a child from school for a fixed period of time or permanently. Such actions are within the guidelines of the Local Authority and Governing Board.



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# Working with Parents

We strongly believe that the education of a child is a partnership between home and school, and there are several ways by which we seek to develop and maintain our links. Parents are informed of events in school through a fortnightly newsletter, the Academy's website [www.stpeters-keys.com](http://www.stpeters-keys.com), our Twitter feed @StPeters\_tweets or by text messaging service.

We believe it is important to work in partnership with parents. We ask you to:

- Support the aims and objectives of our academy
- Encourage self-discipline in your child by reinforcing our academy's behaviour expectations
- Ensure your child attends school regularly and punctually and notify us as soon as possible of any reason for absence
- Keep us informed of anything that happens at home which might cause changes in behaviour or attitude of your child - e.g. illness in the family, divorce, rivalry between children in the family
- Attend parental consultation evenings to maintain a dialogue with your child's class teacher.

Parents' Consultation Meetings are held towards the middle of each term. The meeting in the Autumn term is for parents and teachers to discuss how children have settled in their new classes and to share information about the children. The meetings in the Spring and Summer terms are to review progress and set targets.

A written report on your child is provided during the second half of the summer Term. This report contains details of your child's progress in all National Curriculum subjects and other areas. It also includes a comment on attendance and punctuality. For children in Year 2 and Year 6, the report also summarises the results of the Standard Assessment Tests (SATs) and provides comparative information. For children in Early Years, a written report is provided detailing how they have settled into school during their first years and how their skills are developing in line with age-appropriate expectations.

We would encourage parents to talk to their child's class teacher or a senior member of staff at any time if there are concerns or queries about their progress or well-being.

## *Parental Involvement*

The involvement of parents is always welcomed and a normal school day sees many parents in and around our school busy with a wide variety of activities. Parents are invited to help in other ways as their time, talent and willingness allows. Our school has a very keen and dedicated group of parents who help with hearing children read and others who assist on trips off the school site. If you have some time that you could share with our school, please contact the Academy office in the first instance. We would be glad to hear from you.





## Friends Of St. Peter's (FOSP)

Parents are warmly welcomed to join our fund-raising group, the Friends of St Peter's. The academy has a fantastic group of dedicated parents, grandparents, staff and friends that organise a range of functions and events that are of interest to the children and their parents. In doing so, it raises funds to help with many activities and projects in school. In the past this has included: Christmas and Summer Fayres, Quiz nights and school staff putting on a pantomime for all our families.

The committee are always looking for people who are able to support this group and have time to spare to help make events run successfully for our academy. Please ask at the office if you are interested or find out more details from their Facebook page at [@TheFoSPHednesford](#)



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# Applying for a place at St. Peter's

Parents who are considering sending their child or children to St Peter's CE Primary Academy can contact the academy office who will guide you through the admissions process. Parents are strongly encouraged to visit the academy and talk to Mr Stevens, the Headteacher before making an application for a school place. Tours of the school can be arranged through the Academy office. Prospective parents for places in our Early Years provision (Nursery or Reception) are invited to attend group tours of our academy throughout the Autumn Term, in readiness for applications for places for the following academic year.



## Nursery Admissions

Our Nursery setting at St Peter's offers both 15 or 30 hours of free childcare and pupils are usually admitted to Nursery in the September following their third birthday. We can also offer places to 'Rising 3s' in the term after the child's 3rd birthday (subject to availability). Additionally, we are also able to accept fully paying three-year-olds places from the date of their third birthday in our setting, in advance of them becoming eligible for funded places (Rising 3s) if this is something that parents need. Please contact the Academy office for more details and information on the admissions process. All Nursery admissions are administered by St Peter's CE Primary Academy.

## Reception Admissions

Pupils are admitted to school in the September following their fourth birthday. The Local Authority initially admits 60 children to Reception classes. Times and dates for applications will be sent to you by the Local Authority; please contact the school office for advice if you're not sure about any of the admissions processes. For more information on Reception admissions please visit to the Local Authority admissions page at <https://www.staffordshire.gov.uk/Education/Admissions-primary/home.aspx>

## In-Year Admissions

Parents may wish for their child or children to join St. Peter's midway through their primary education for a variety of reasons. If you are considering a move to St. Peter's, please contact the Academy office who will be able to advise you if there are spaces in the required year groups and will be able to discuss the process for in-year admissions from another school or Local Authority.



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Further information and guidance on this process is outlined by the Local Authority at <https://www.staffordshire.gov.uk/Education/Admissions-primary/In-year/In-year-school-admissions.aspx>

For more information on our admissions procedures and policies please visit <https://www.stpeters-keys.com/admissions>

## Visiting St. Peter's



We always welcome visits to our school, especially for parents and children who wish to visit to find out more about our academy. For new prospective parents wishing to make a whole school visit, it is necessary to book an appointment. If you would like to visit the academy, please contact the office to arrange an appointment. The office is open from 8.00am to 4.00pm, Monday to Friday.

In the interests of our children's security, we ask all visitors to the school to use the main entrance only and to report to the academy office. Visitors are asked to sign in as they arrive and they will be met by a senior member of staff.

We look forward to welcoming you to St. Peter's and showcasing what our academy is all about.



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# Equal Opportunities

St. Peter's CE Primary Academy and Future Generation Trust understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential and to promoting mental wellbeing amongst our pupils.. To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources.
- Using key data indicators to understand the needs and characteristics of each academy.
- Promoting community cohesion.
- Promoting parental engagement.
- Investing in regular staff training.
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics.
- Regularly reviewing our equality policy to ensure it reflects current trends and issues.

We will not discriminate against, harass or victimise any pupil, prospective pupil, employee or other member of the academy community because of their:

- Sex.
- Age.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our academies are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.



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We will regularly review our practices and procedures to ensure that they are fair with regard to all the protected characteristics listed above. The Academy has an Accessibility Plan/Disability Equality Scheme which is reviewed annually and renewed three yearly. Hard copies of the plan/scheme are available upon request at the academy office or available on the academy website.



## GDPR notice

Our academy is part of Future Generation Trust. During your child's time with us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after your child has left the academy. Anything that we do with an individual's personal data is known as "processing". Our Privacy notices set out what personal data we will hold about you, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

More for information about our GDPR and data protection policies, as well as a full copy of our privacy notices, please visit <https://www.stpeters-keys.com/policies-procedures>



# Appendix 1 List of Academy Staff

<b>Head</b>	Mr William Stevens	
<b>Leadership Team</b>	Mrs Lisa Tarbuck (DHT and English leader) Mrs Melanie Yates-Boothby (EYFS leader) Mr Daniel Ashley (TLR Maths leader) Mrs Tamsin Corbett (SENCO and Inclusion) Mrs Katie Newton (TLR – Curriculum Delivery) Miss Samantha Carnall (TLR – Curriculum Assessment) Miss Rita Griffiths (TLR Science leader)	
<b>Teaching Staff</b>	Miss Claire Mayne Mrs Geraldine Hayward/ Mrs Anna Brown Miss Eleanor Body/ Mrs Helen Hadley Mr Dan Ashley/ Miss Sophie Male Mrs Wen Walsh/ Mrs Yates/ Mrs Natasha Sumner Mrs Katie Newton/ Mrs Clare Cresswell/ Miss Sarah Smith Miss Niamh Davies/ Mr Ryan Turner Miss Sam Carnall/ Miss Rita Griffiths Additional Teaching Staff – Mrs Victoria Stevens/ Mrs Kate Jackson	
<b>SENCO</b>	Mrs Tamsin Corbett	
<b>Family Liaison</b>	Mrs Helen Marsh	
<b>Learning Assistant</b>	Mrs Sarah Brookes Miss Natasha Preece Mrs Tammy Collins Mrs Jo Grimshaw Mrs Nicola Evans Mrs Carol Burt Mrs Sarah Holroyd Mrs Lesley Smith Mrs Tracey Orme Mrs Cheryl Cope	Mrs Jenny Lilly Mr Craig Grew Mrs Jo Nycz Mrs Tracey Taylor Miss Jodie Hall Mrs Sue Francis Mrs Lisa Jones Miss Elizabeth Toyne Mrs Marlene Mason
<b>Extended School</b>	Miss Natasha Preece Mrs Marlene Mason Miss Emma Lainchbury Miss Lauren Brown Mr Taran Sharratt	
<b>Administrative and site staff</b>	Miss Rosie Chandler Miss Joanne Bullock Mrs Lyndsey France Mrs Rebecca Westbury	Mr Gerald Holroyd Mr Finn Sharratt
<b>Catering Team</b>	Mrs Gaiger Mrs Harris	Mrs Groom Miss Bell Mrs Beddows





## Contact Us

Telephone: 01543 227205

Email: [office@stpetersprimary.academy](mailto:office@stpetersprimary.academy)

Address:

St. Peter's CE Primary Academy,

Reservoir Road,

Hednesford

Staffordshire

WS12 1BE

