



ST. PETER'S CATHOLIC PRIMARY

LOVED BY JESUS, WE LOVE, WE LEARN, WE
LIVE AND GROW TOGETHER FOR HIM



Prospectus 2026-2027

Welcome to St Peter's



Dear Parents and Carers,

I warmly welcome you to St Peter's Catholic Primary School, a happy, friendly and inclusive community where every child is valued, nurtured and celebrated. We are proud to be part of the Lumen Christi Multi Academy Company, working in partnership with other Catholic schools to enrich learning and strengthen our shared mission.

At St Peter's, we believe that every child is unique, with their own gifts and talents. Our dedicated team of staff go above and beyond to ensure that all children enjoy their learning, feel safe and supported, and achieve their absolute best. The care of every child is at the heart of all we do, and we strive to create a joyful, stimulating environment where children flourish academically, emotionally, physically and spiritually.

Rooted in our Catholic tradition, we aim to provide a strong spiritual foundation alongside a rich and varied curriculum. Our excellent teaching, individualised support and wide range of enrichment opportunities—including trips, visitors, residential and extra-curricular clubs—help children grow into confident, well-rounded individuals.

We value the partnership between home, school and parish, and recognise that working together is key to ensuring the best outcomes for your child. Your involvement is not only welcomed—it is essential. Together, we can make your child's primary education a truly joyful and memorable experience.

This prospectus offers a glimpse into life at St Peter's, but nothing compares to seeing our school in action. I warmly invite you to visit us, meet our wonderful staff and pupils, and experience the vibrant atmosphere that makes our school so special.

We look forward to welcoming you and your child into our St Peter's family, and to sharing a long and happy journey together.

Yours sincerely

Mrs Mellor
Principal

About Our School

St Peter's Catholic Primary School is proud to be part of the Lumen Christi Multi Academy. Located in Bartley Green, on the south side of Birmingham, our school has been serving the local community since 1972. We are an integral part of St Peter's Catholic Parish, with the church just 100 metres away. Our close relationship with the parish enriches our spiritual life, and pupils regularly attend Mass as part of our ongoing worship and faith formation.

At St Peter's, our identity as a Catholic school is at the heart of everything we do. We are guided by the teachings of Jesus Christ and inspired by our mission:

"Loved by Jesus, we love, we learn, we live and grow together for Him."

This mission shapes our daily life, encouraging every child to feel valued, loved, and supported as they grow in faith, knowledge, and character. We believe that learning is a shared journey, where love and community are central.



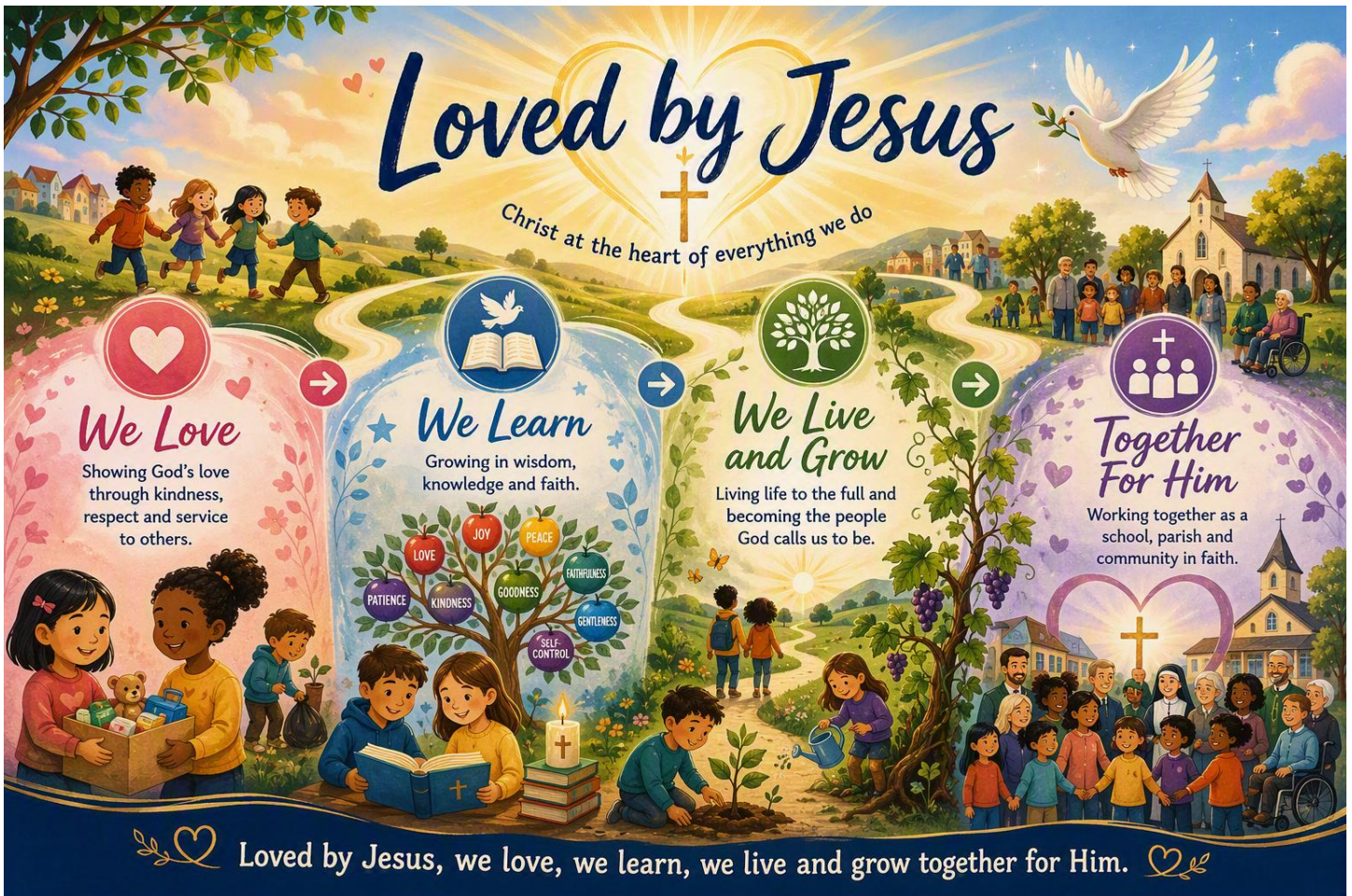
Our school values of **service, tolerance, peace, endurance, truth, enjoyment, and respect** are not just words; they are lived experiences. These values create a nurturing and inclusive ethos where children are encouraged to be kind, resilient, curious, and courageous. They help us build a school community that reflects the Gospel in action; a place where children flourish academically, spiritually, and socially.

We aim to offer a happy, safe, and welcoming atmosphere where every child is loved, valued, and encouraged on their journey through life. Catholic attitudes to life are both taught and lived in a way that fosters a strong sense of community spirit within the school and beyond.

While priority is given to Catholic children living in the parish of St Peter's, we warmly welcome applications from Catholic families outside the parish and from non-Catholic families who share our values. All admissions are considered in line with our Admissions Policy and criteria.

Our Mission

*Loved by Jesus,
we love,
we learn,
we live and grow
together for Him*



Values

Service Tolerance Peace Endurance Truth Enjoyment Respect

Service: Compassionate Contributor



"As each has received a gift, use it to serve one another."
1 Peter 4:10-11

We love: by helping others with kindness and generosity.

We live and grow: by putting others first.

What it looks like: offering to help, sharing ideas, supporting others

Why it matters: Builds empathy, teamwork, and a sense of community responsibility

CMAT Link: Kind hearts

Tolerance: Inclusive Thinker



"Be tolerant with one another and forgive."
Colossians 3:13

We learn: by listening to others and celebrating differences

We grow: in understanding and unity

What it looks like: listening to others, accepting different views, and including everyone

Why it matters: Encourages empathy, open-mindedness, and a welcoming school culture.

CMAT Link: Questioning minds

Peace: Peaceful Problem Solver



"Blessed are the peacemakers, for they will be called people of God."
- Matthew 5:9

We live: peacefully by resolving conflict with care.

We love: and grow together in peace.

What it looks like: resolving conflicts calmly, using kind words, helping others

Why it matters: promotes emotional well-being and a positive learning environment .

CMAT Link: Kind hearts

Endurance: Resilient Learner



"If we endure, we will also reign with him."
2 Timothy 2:12

We learn: by embracing challenges and never giving up

We grow: through perseverance.

What it looks like: keep trying, learn from mistakes, stay positive when things are hard

Why it matters: builds confidence, perseverance and a growth mindset

CMAT Link: Thirst for Knowledge

Truth: Curious Questioner



"The Lord delights in those who tell the truth."
Proverbs 12:22

We learn: by asking deep questions and seeking truth

We grow: together in truth and faith.

What it looks like: asking thoughtful questions, seeking understanding and speaking honestly

Why it matters: encourages critical thinking, integrity and a love of learning

CMAT Link: Questioning minds

Enjoyment: Joyful Explorer



"So I commend the enjoyment of life."
Ecclesiastes 8:15

We live: joyfully by engaging with enthusiasm

We grow: together in joy and love

What it looks like: showing enthusiasm, taking pride in work and enjoying learning

Why it matters: fosters a love of learning and a positive attitude towards school and all you do

CMAT Link: Thirst for knowledge

Respect: Respectful Advocate



"And as you wish that others would do to you, do so to them."
Luke 6:31

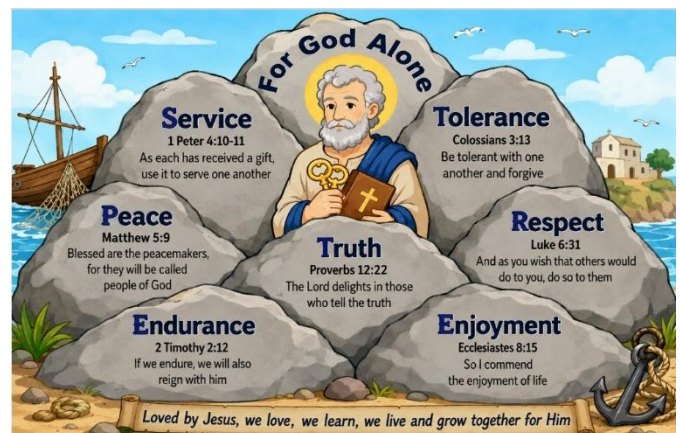
We love: treating others with dignity and standing up for what is right

We grow: together in love and respect

What it looks like: speaking kindly, listening well, caring for other and the environment

Why it matters: builds trust, fairness and a safe and inclusive community

CMAT Link: Hunger for Justice



Staffing

The School Standards Committee represents a number of interested groups who meet to establish policies and monitor the management and day-to-day running of the school. The School Standards Committee also acts in certain circumstances as the first stage of appeal. All the School Standards Committee are appointed for a four year term of office.

Foundation Governors

Mrs Lisa Murphy (chair)

Mr David Tooth (Vice-Chair)

Cannon Gary Buckby

Mrs Pam Williams

Mr Oto Idiong

Mrs Sue O'Meally

Mrs Sarah O'Boyle

Staff Governor

Mrs Sarah Fouracres

Parent Governors

Mr Tom Ward

Ms Angeleta Anderson

Principal

Mrs N Mellor

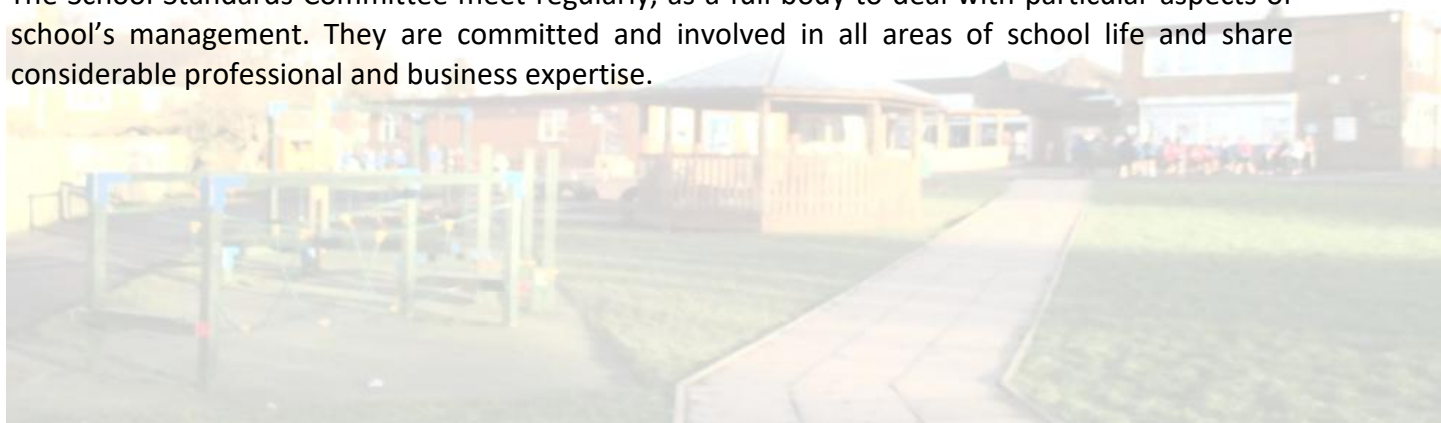
Vice Principal and SENCo

Miss A Luff

School Improvement Partner

Mrs Rebecca Nash

The School Standards Committee meet regularly, as a full body to deal with particular aspects of school's management. They are committed and involved in all areas of school life and share considerable professional and business expertise.



Admissions

Before applying all prospective parents are given the opportunity to visit the school. Parents/carers are welcomed and shown around the school by the principal. The school's admissions number is 30 per year. As a catholic school priority is given to baptised catholic children. Please see appendix one for further information

Birmingham Admissions Policy

As part of Birmingham Local Authority, St Peter's Catholic Primary school's Reception admissions are co-ordinated through the authority. All parents/carers seeking a Reception place must make an application, before the end of January, through the council website- [Apply online Birmingham City Council](#). If you live outside of Birmingham please ask for further support if needed.

Supplementary Information

If your child is a baptised catholic it is very important that you complete a supplementary information form and have shown proof of baptism for your child to be ranked in accordance with the admission criteria. If catholic baptism cannot be confirmed then your child will be ranked in accordance with the criteria.

Safeguarding

The health, safety, and well-being of every child is our highest priority. At St Peter's Catholic Primary School, all staff are trained in safeguarding and follow national guidance, including *Keeping Children Safe in Education*. We have a legal duty to report any concerns about a child's welfare and work closely with parents and external agencies to ensure children are protected.

If you have any concerns about a child's safety, please contact the Designated Safeguarding Lead.

Designated Senior Lead for Safeguarding:

Mrs N Mellor

Principal

Deputy Designated Leads for Safeguarding:

Miss A Luff

Vice Principal

Miss L McDonagh

SLT

Ms A. Kenny

Senior Learning Mentor

Governor for Safeguarding and Child Protection:

Mrs S O'Boyle

Foundation Governor

Attendance

Regular attendance is essential for children to reach their full potential. Our philosophy is that staff, parents, and pupils work together to ensure excellent attendance and punctuality.

- Children should arrive by **8:45am** ready for learning at **8:50am**, and be collected promptly at **3:30pm**.
- Parents must inform the school on the **first day of absence** by phone, letter, or adult-delivered message. Unexplained absences may be recorded as unauthorised.
- Wherever possible, medical appointments should be arranged outside school hours. If unavoidable, please show the appointment card to the Principal.
- Persistent absence or lateness may lead to involvement from the **Education Legal Intervention Team**.

Requests for leave during term time can only be authorised in exceptional circumstances. Together, we can ensure every child benefits from full-time education.

Inclusion

At St Peter's Catholic Primary School, we believe every child is unique and deserves to feel safe, valued, and supported. We are proud to be an inclusive school, welcoming children with a wide range of needs and backgrounds. Our philosophy is that education should meet the needs of every child, and we are committed to helping every pupil reach their full potential in a nurturing and respectful environment.

We understand that children may need extra help at different points in their education — academically, socially, emotionally, or physically. Teachers are responsible for supporting all pupils, and we have clear procedures to identify and provide help for those with Special Educational Needs (SEN). Support may be offered in class, in small groups, or through one-to-one sessions.

To ensure the best outcomes, we work closely with external professionals, including Educational Psychologists, Speech and Language Therapists, the Communication and Autism Team, and Pupil and School Support. We also have a psychotherapist who works with targeted children to support their emotional well-being.

Our SENCO, Miss A Luff, is available to meet with parents to discuss any concerns or questions. We value partnership with families and believe that working together helps every child thrive.

We are committed to accessibility and have developed an Accessibility Plan in consultation with parents, pupils, and the wider community. Our school building includes ramps, wide corridors, and accessible toilets, and we make reasonable adjustments to meet individual needs.

As a Catholic school, we promote equality and celebrate diversity, preparing children for life in a multicultural society and actively challenging discrimination in all its forms.

General Information

School Organisation

Foundation Stage (FS)	Key Stage 1 (KS1)	Key Stage 2 (KS2)
Reception 4-5 Years	Year 1 5-6 Years	Year 3 7-8 Years
	Year 2 6-7 Years	Year 4 8-9 Years
		Year 5 9-10 Years
		Year 6 10-11 Years

School Hours

School begins 8.50am

School finishes at 3.30pm

Morning Break (KS1) 10.30am – 10.45am

Lunchtime (KS1) 12.00noon – 1.00pm

Morning Break (KS2) 10.45am – 11.00am

Lunchtime (KS2) 12.30pm – 1.30pm

At 8.50am the doors from the playground are opened and the children come into school. Pupils are expected to walk sensibly to their classroom and begin an early morning task set by the class teacher. Registration will be taken at 8.55am so lessons can start at 9.00am.

Office opening Hours

8am-4pm Monday to Friday

Wrap Around Care

St Peter's facilitates wrap around care for before and after school on site. This is provided by WASPs, they are not linked to school. Their contact number is 0121 422 280. There are other provides in the local area who also provide this service

Parents in Partnership

We welcome our parents and carers into St Peter's School believing we are partners in the education of your children. There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Our working relationship with parents is a central part of the school and we welcome parents who wish to contribute to the life of the school. Parents are invited to a range of events: assemblies, parents' evenings, coffee mornings, workshops, sports days, stay and plays and school plays. There are other occasions, on a class-- by class basis, when parents may be invited into school, for example, to support a topic the children may be working on

PTA

Here at St Peter's we encourage a PTA, as they can raise money for the school. Every parent is automatically a member of the PTA and is encouraged to join in and help with events. In the past, the PTFA has raised money to buy outdoor furniture, sound equipment for the hall, big Forest School resources and IT equipment. Without parents support, the PTFA would not run so all are encouraged to get involved

Home School Links

At St Peter's Catholic Primary School, we believe firmly that the education of every child is a partnership between home and school. Strong communication and collaboration are essential to ensure children thrive.

Staff are available on each door at the start of the school day to take messages or address minor queries. Teachers are also available at the end of the day for brief discussions, and longer appointments can be arranged when needed. For security reasons, please do not go directly to classrooms.

We hold formal meetings throughout the year:

- **Autumn Term** – Parents' Evening to discuss targets and ways to work in partnership.
- **Spring Term** – Progress review and next steps.
- **Summer Term** – Annual reports and an open evening to view work and meet teachers.

The Principal or Vice Principal can be contacted quickly via the school office for any concerns. By working together, we ensure every child receives the best possible support.

Inspire Workshops

At St Peter's, we value strong partnerships between home and school. Our Inspire Workshops offer parents and carers the opportunity to engage directly with their child's learning. Each session begins with teachers explaining key concepts, strategies, and expectations, followed by time for parents to work alongside their child on engaging activities. These workshops are held across all year groups and cover a wide range of subjects—from core areas like phonics in Year 1, SATs preparation in Years 2 and 6, to creative and seasonal themes such as Mother's Day breakfasts, Father's Day events. Children and parents have also enjoyed hands-on projects in **art and design**, including **T-shirt design** and **sewing activities**. These sessions not only support academic progress but also celebrate the joy of learning together.

Family Dining

At St Peter's, we warmly invite parents and carers to join us for Family Dining a special opportunity to sample our school menu and share a meal with your child. These events are held throughout the year and offer a chance to experience the warm, welcoming atmosphere of our dining hall, enjoy nutritious food, and celebrate the importance of healthy eating together. Family Dining helps strengthen the bond between home and school, giving parents a glimpse into their child's daily routine and fostering a sense of community across our school family.

School Uniform

ALL CLOTHING SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME

The school has a uniform policy. It is a positive way of giving the children a sense of belonging.

By accepting a place at St Peter's – you are agreeing to your child following the school uniform policy.

Winter uniform	Summer Uniform	P.E. KIT:
• Grey skirt or grey pinafore dress • Grey tailored trousers • White or blue shirt must be worn with a tie (KS2) • White or blue polo shirt (EYFS & KS1) <i>If EYFS and KS1 pupils wear a shirt, they must also wear a tie</i> • Royal blue jumper or cardigan with or without crest	• Winter uniform can be worn all year round • Blue/white checked dress • Grey tailored shorts • White or blue polo shirt (no tie) • Royal blue jumper or cardigan with or without crest	• Plain Royal Blue shorts or Plain Royal Blue joggers • Yellow T-shirt- with or without crest • School jumper- crested or plain • School zip hoodie (optional) • No jewellery should be worn by pupils during PE lessons.
Shoes		Shoes
Parents are asked to provide sensible black shoes or good quality black trainers. Only black trainers are allowed, but not coloured trainers. High heels, flimsy sandals, etc., are not appropriate footwear for school.		Black pumps or white or black plain trainers (Velcro unless pupils can tie own laces- thank you)

Hair Cuts

Extreme haircuts are not appropriate for school. Pupils with hair colour or style not deemed suitable for school will be required to change it. Short hair cuts should be no shorter than 'grade 2' and lines or patterns cut into the hair are not acceptable.

If a child comes into school with an inappropriate hair style they may suffer a sanction as a consequence.

Jewellery in School

No jewellery is to be worn with the exception of ear studs (no more than one per ear). For the PE lesson no jewellery must be worn and children **must** remove their own earrings. This is primarily for safety reasons. Watches and Fitbits are allowed to be worn by children, but teachers cannot be responsible for minding them. No smart watch devices with camera functions are permitted.

The Community and the Curriculum

At St Peter's Catholic Primary School, we believe education extends beyond the classroom. Our curriculum is enriched by opportunities for children to live out their faith in action and make a positive difference in the community.

We are proud to take part in a wide range of community activities, including singing at local care homes, intergenerational projects, and litter-picking to care for our environment. Our pupils work with the local PCSO on road safety and traffic awareness schemes, helping them understand responsibility and citizenship.

Through these experiences, children learn the importance of service, respect, and compassion. By being active in the community, we nurture confident, caring individuals who contribute to society and live out Gospel values in everyday life.

Our Curriculum

At St Peter's Catholic, we offer a broad and balanced curriculum that nurtures every child's academic, spiritual, and personal development. We use the Primary Knowledge Curriculum (PKC) as our foundation, ensuring a rich and coherent learning journey across subjects. PKC helps children build strong knowledge and vocabulary, empowering them to make meaningful connections across their learning.

We enrich this core curriculum with hands-on experiences that bring learning to life. Our enrichment activities encourage curiosity, problem-solving, and creativity, while Forest School sessions offer opportunities for outdoor exploration, teamwork, and resilience. We also teach practical skills, helping children develop fine motor control, patience and real-life skills.

Extra-Curricular Activities

The school offers a wide range of extra-curricular activities after school. The activities include sport, music, IT, art and dance to name but a few. We review the clubs regularly to ensure the needs of all pupils are being met. When external providers are organising the after school club they may apply a charge per child. This will be made very clear in the initial letter to parents. For other school organised activities we ask for a voluntary contribution of £2 which helps us to replenish / pay for resources. All school staff who offer an after school club do so on a voluntary basis.

Religious Education (RE)

At St Peter's Religious Education is central to our curriculum and daily life. We follow the Archdiocesan scheme *Living and Growing as People of God*. This programme is taught in line with Catholic teachings and support children in developing their faith, understanding of Gospel values, and their role in the wider world. RE lessons are enriched with prayer, liturgy, and opportunities for reflection, helping children grow spiritually and morally.

Prayer and liturgy

Prayer and Liturgy is an important part of school life. Prayer and Liturgy takes place daily in either individual classes or in larger groups. The school celebrates various Masses and also celebrates Sacramental programmes and Special occasions. The local Community are invited in to school to join in Harvest and Christmas Celebrations and children from the school will also take part in Prayer and Liturgy.

Pupil-Led Faith in Action

As part of the **Birmingham Diocese**, we encourage pupils to live out their faith through action. Our **Lighthouse Groups** provide opportunities for children to take on leadership roles and make a positive impact. These include:

- **Caritas Ambassadors** – promoting faith in action and social justice.
- **Mini Vinnies** – linked to the St Vincent de Paul Society, supporting charitable works.
- **Liturgy Leaders** – helping plan and lead prayer and worship across the school.
- **CAFOD Group** – focusing on care for creation and global responsibility.

Through these groups, children learn to put Gospel values into practice, developing empathy, responsibility, and a sense of mission. Our approach ensures that RE is not just a subject but a lived experience, preparing pupils to be thoughtful, compassionate members of society.

Sacramental Preparation and Community Worship

As a Catholic school within the Birmingham Diocese, we play an active role in preparing children for the Sacraments of Reconciliation, First Holy Communion, and Confirmation. These programmes are delivered in partnership with parents and the parish, ensuring that children understand and value these important steps in their faith journey. We also welcome the parish and wider community to join us for Masses and celebrations throughout the year, strengthening the bond between home, school, and church.

Early Years Foundation Stage or Reception (EYFS)

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **seven areas of learning and development**. These areas are divided into prime and specific areas.

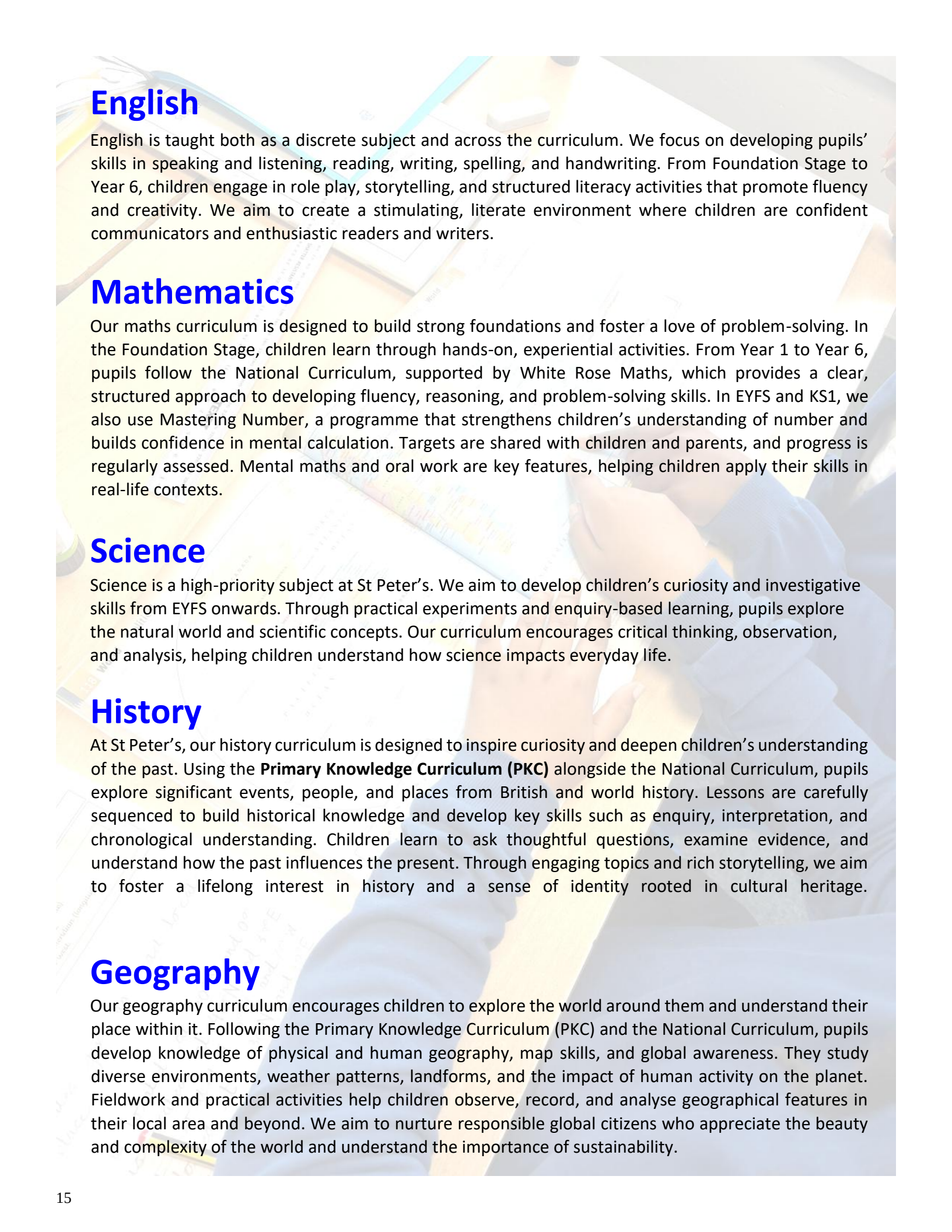
Children should mostly develop the **three prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **four specific areas**. These are:

- English;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These seven areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children and it's designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



English

English is taught both as a discrete subject and across the curriculum. We focus on developing pupils' skills in speaking and listening, reading, writing, spelling, and handwriting. From Foundation Stage to Year 6, children engage in role play, storytelling, and structured literacy activities that promote fluency and creativity. We aim to create a stimulating, literate environment where children are confident communicators and enthusiastic readers and writers.

Mathematics

Our maths curriculum is designed to build strong foundations and foster a love of problem-solving. In the Foundation Stage, children learn through hands-on, experiential activities. From Year 1 to Year 6, pupils follow the National Curriculum, supported by White Rose Maths, which provides a clear, structured approach to developing fluency, reasoning, and problem-solving skills. In EYFS and KS1, we also use Mastering Number, a programme that strengthens children's understanding of number and builds confidence in mental calculation. Targets are shared with children and parents, and progress is regularly assessed. Mental maths and oral work are key features, helping children apply their skills in real-life contexts.

Science

Science is a high-priority subject at St Peter's. We aim to develop children's curiosity and investigative skills from EYFS onwards. Through practical experiments and enquiry-based learning, pupils explore the natural world and scientific concepts. Our curriculum encourages critical thinking, observation, and analysis, helping children understand how science impacts everyday life.

History

At St Peter's, our history curriculum is designed to inspire curiosity and deepen children's understanding of the past. Using the **Primary Knowledge Curriculum (PKC)** alongside the National Curriculum, pupils explore significant events, people, and places from British and world history. Lessons are carefully sequenced to build historical knowledge and develop key skills such as enquiry, interpretation, and chronological understanding. Children learn to ask thoughtful questions, examine evidence, and understand how the past influences the present. Through engaging topics and rich storytelling, we aim to foster a lifelong interest in history and a sense of identity rooted in cultural heritage.

Geography

Our geography curriculum encourages children to explore the world around them and understand their place within it. Following the Primary Knowledge Curriculum (PKC) and the National Curriculum, pupils develop knowledge of physical and human geography, map skills, and global awareness. They study diverse environments, weather patterns, landforms, and the impact of human activity on the planet. Fieldwork and practical activities help children observe, record, and analyse geographical features in their local area and beyond. We aim to nurture responsible global citizens who appreciate the beauty and complexity of the world and understand the importance of sustainability.

Computing

Computing is a vital part of our curriculum at St Peter's, preparing children to thrive in a digital world. Pupils develop essential skills in coding, data handling, and digital creativity, while also learning how technology supports learning across subjects. Online safety is a key focus, with dedicated lessons that teach children how to use the internet responsibly, recognise risks, and protect their personal information. We promote respectful digital behaviour and help children understand the impact of their actions online. Staff receive regular training to stay up to date with new technologies and best practices, ensuring that pupils are equipped with the knowledge and confidence to navigate the digital landscape safely and effectively.

Physical Education (PE)

Physical activity is an essential part of our curriculum at St Peter's. We use PE Hub to deliver high-quality lessons in gymnastics, dance, games, and athletics, ensuring progression and skill development across all year groups. All children in Years 5 and 6 take part in a two-week block of swimming lessons, with additional sessions offered in the summer term for Year 6 pupils who need further practice to meet national expectations. We promote healthy lifestyles through active learning, a wide range of after-school sports clubs, and participation in competitive team sports, including our successful football team.

Music

Music is a vibrant and valued part of life at St Peter's. All pupils take part in curriculum music lessons that develop their understanding of rhythm, melody, and musical expression. In Year 4, every child has the opportunity to learn the flute as part of our whole-class instrumental programme. Additionally, children can choose to learn the violin, keyboard, or flute through small group tuition. We celebrate music through regular performances and offer pupils the chance to experience live music concerts, both in school and in the wider community. Our musical productions and events help foster confidence, creativity, and a lifelong appreciation of music.

Relationship, Sex and Health Education (RSHE)

At St Peter's Catholic Primary School, RSHE is taught through the Ten Ten programme – Life to the Full, which is rooted in the Catholic understanding of the human person as created, loved, and called by God. The curriculum is delivered through a spiral approach, meaning children revisit key themes at age-appropriate levels throughout their school journey. RSHE lessons explore physical and emotional well-being, personal relationships, family life, and growing up, all within the context of Christian values. Pupils learn about respect, dignity, forgiveness, and making healthy choices. The programme also includes online safety education, helping children understand how to stay safe and act responsibly in digital spaces. Parents are actively involved through access to the Ten Ten Parent Portal, which supports home-school partnership and transparency in what is being taught.

Art and Design

At St Peter's, our Art and Design curriculum nurtures creativity, self-expression, and appreciation of artistic heritage. Using the Primary Knowledge Curriculum (PKC) alongside the National Curriculum, pupils explore a wide range of techniques including drawing, painting, sculpture, and collage. They study the work of significant artists, designers, and craftspeople from different cultures and time periods, developing visual literacy and critical thinking. Lessons are carefully sequenced to build skills and confidence, encouraging children to experiment, reflect, and take pride in their creations. Art is celebrated across the school through displays, exhibitions, and cross-curricular projects that enrich pupils' learning and imagination.



Design Technology

At St Peter's, our Design and Technology curriculum encourages creativity, innovation, and practical problem-solving. Using the Primary Knowledge Curriculum (PKC) and the National Curriculum, pupils learn to design, make, and evaluate products with purpose and function. They explore materials, tools, and techniques through hands-on projects that develop resilience, precision, and teamwork. Topics include structures, mechanisms, textiles, and food technology, with opportunities to apply mathematical and scientific knowledge in real-world contexts. DT helps children become resourceful, reflective, and capable of turning ideas into tangible outcomes.

Enrichment

At St Peter's, we believe that education is about nurturing the whole child—spiritually, emotionally, and socially. Our enrichment programme offers a wide range of experiences that build character, resilience, and real-world skills. Pupils take part in **first aid**, learning vital techniques such as CPR, treating minor injuries, and responding to emergencies. Through our **peer mediation programme**, children are trained to support their peers in resolving conflicts peacefully, promoting empathy, active listening, and responsibility. We also use **Stormbreak** to support mental health and emotional wellbeing through movement-based activities that build self-awareness and resilience.

Outdoor Learning and Leadership Opportunities

Outdoor learning is a key part of our curriculum, with regular sessions in our forest space where children explore nature, develop teamwork, and engage in hands-on activities that foster curiosity and confidence.

We also provide opportunities for pupils to take on leadership roles and contribute to the school community. These include:

- **School Librarians** – promoting a love of reading and helping manage library resources.
- **Digital Disciples** – supporting safe and responsible use of technology across the school.
- **House Captains** – leading their house teams, encouraging teamwork, and promoting positive behaviour.
- **Head Boy and Head Girl** – representing the pupil voice, acting as role models, and supporting school events.

These roles help children develop leadership skills, responsibility, and a sense of purpose, while making a positive impact on school life.

We also enrich learning through a wide range of **educational visits and cultural trips** across all year groups. These experiences bring learning to life—whether exploring museums, historical sites, theatres, or environmental centres—and help build pupils' **cultural capital**. Through all these opportunities, children are encouraged to **put their faith into action**, living out Gospel values in their relationships, choices, and contributions to the school community.

The St Peter's Experience

A sample of visits offered to our children.
Correct at time of print, but subject to change

Reception

Atwell Farm Park
Wythall Transport Museum
CBSO Notelets Concert

Year One

Theatre Performance
Weston Super Mare
Cinema

Year Two

Harvington Hall
Roman Workshop
Symphony Hall Concert

Year Three

Egyptian Museum Visit
Black Country Living Museum
Lapworth Museum

Year Four

Greek Museum Visit
London
Ikon Gallery

Year Five

Thinktank Museum
Back to Backs
Residential

Year Six

Bletchley Park
Residential
St Chad's Cathedral

Break Time

- Free fruit through the government scheme is provided to pupils in EYFS and KS1.
- Pupils in Key Stage Two can purchase toast and drinks during morning break.
- Pupils in KS2 may bring their own fresh fruit
- **No other snacks, sweets or chocolate are allowed on school premises.**

School Meals

- School meals are prepared, cooked and served on the premises.
- All Reception and Key Stage 1 pupils are eligible for a free school meal.
- Pupils in Key Stage 2 can purchase a school meal at a cost of £13.50 per week, £2.70 per day. (This is correct at the time of going to press. However, it is subject to change.)
- Parents of pupils in Key Stage 2 will need to create an account on the ParentPay website to make payments for their child's dinners

Packed Lunches

Only healthy packed lunches are allowed. Please see our Health and Nutrition policy

Healthy Lunchbox includes the following:

- Sandwiches, salad, cold meats and vegetable 'sticks' are suitable as a main meal.
- Fruit and yoghurt are suitable for dessert
- Children may bring a small bottle of fruit juice. Any other drink should be water
- Children may bring in plain biscuits or a cake (It must not be chocolate covered or contain chocolate bits) as part of their packed lunch only. These may not be eaten at other times of the school day as stated in the revised Food Standards.

The following food items are not allowed in packed lunches:

- Chocolate or sweets are not allowed in school at any time
- Only crisps and snacks with 5% or less fat are allowed in school at lunchtime or as part of the packed lunch i.e. rice snacks, pom-bear snacks, thin snacks, walkers squares French fries there maybe others. Only 1 pack per day is allowed as part of their packed lunch
- Fizzy drinks

Free School Meal Entitlement

Parents/carers who receive Family Income Support are entitled to claim for free school meals. The Office Manager will provide a relevant form which needs to be returned and completed along with appropriate proof of entitlement.

Peanut allergy - Anaphylaxis

Parents **must not send nuts of any kind into school**, this includes food, which may contain nuts such as sandwich spreads, biscuits and chocolate. Whilst realising this might be an inconvenience, we have to ensure the well-being of the children with anaphylaxis.

Water Policy

At St. Peter's we understand the need for children to drink water regularly throughout the day. Children are encouraged to bring a water bottle into school every day. The water bottle can be refilled during the day if needed. Please ensure your child's water bottle is clearly labelled

First Aid

Whenever children play there is always a risk of bumps and grazes. We have designated first aiders who are on duty each day to whom any injured children are taken. They will treat minor injuries and parents are informed via a medical slip. If a serious injury is suspected we will make every effort to contact parents straight away so that the child can be collected and, if need be, taken for medical treatment. If severe injuries require immediate hospital treatment and we are unable to contact the parents the school will contact the emergency services to take the child to hospital.

Medicines

Occasionally a child may need medicine while in school. At such times the school requests that parents ask their doctor, where possible, to prescribe medication that can be administered out of school hours or come into school to administer the medication themselves. Where this is not possible the school will agree to administer medication but a parent must first come into school and fill in a medication consent form, giving clear, written instructions concerning the administration of the medicine. Our team of designated first aiders will administer medication under these conditions.

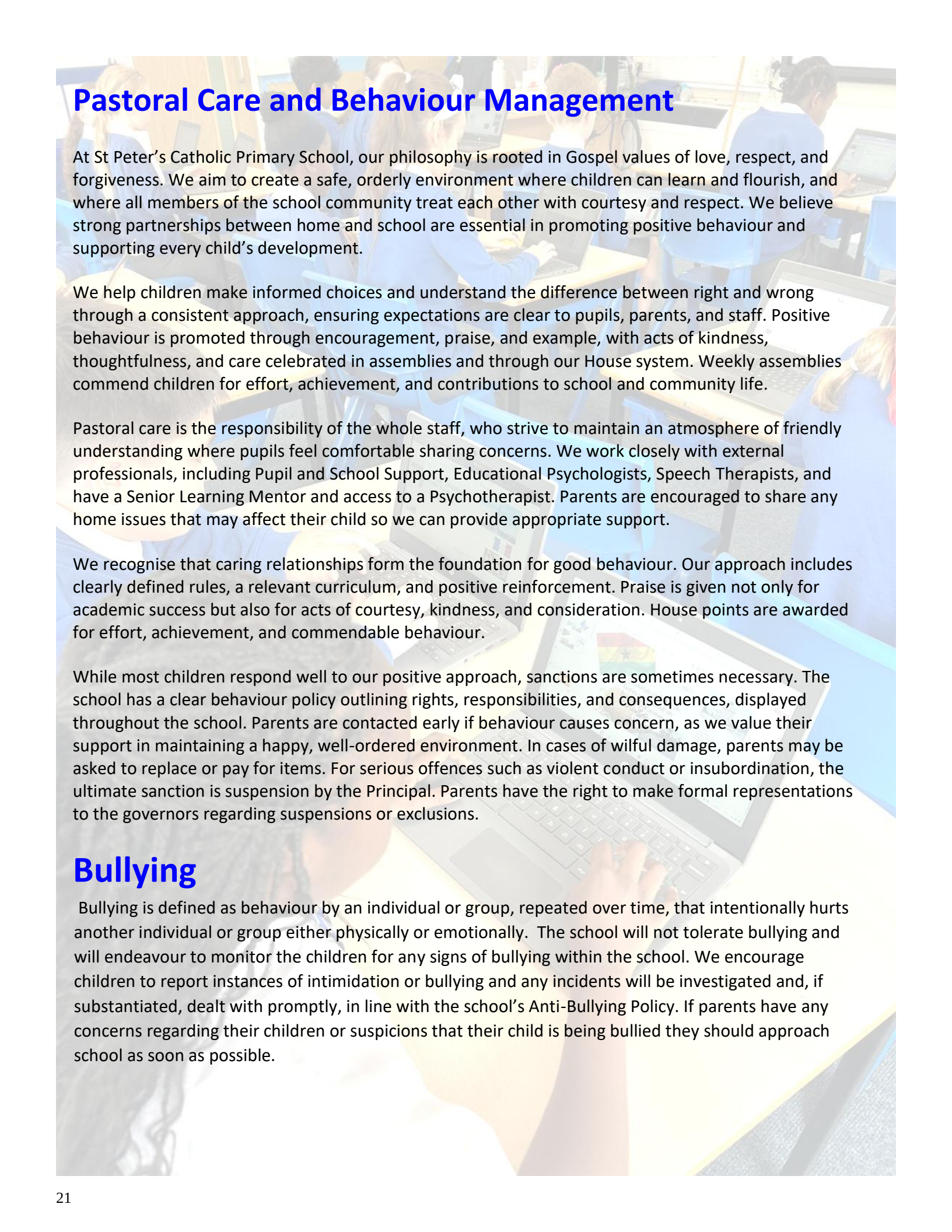
ALL MEDICINES to be administered will be kept by the school and handed back at the end of the day. NO MEDICINES (other than inhalers) SHOULD BE KEPT BY YOUR CHILD.

Children suffering allergies and asthma must have their EpiPens, medicines or inhalers in school each day. A designated area is provided in each classroom to store these as required.

Children who do not have their required medication such as inhalers or epi-pens will not be allowed off the school site to take part in educational visits.

Emergency Contact Details

Please ensure that you provide school with the contact details of 3 people and that all details are correct. Also, please ensure that school is told about any health matters, especially allergies, relating to your child. Arbor may also be used to inform the school of any absences and to update the school office of change of contact details.

The background of the page is a faded, blue-tinted photograph of a classroom. Several children are seated at desks, focused on their work. In the foreground, a child's hands are visible typing on a laptop keyboard. Other children in the background are also working on laptops or looking at papers. The overall atmosphere is one of a modern, technology-integrated educational environment.

Pastoral Care and Behaviour Management

At St Peter's Catholic Primary School, our philosophy is rooted in Gospel values of love, respect, and forgiveness. We aim to create a safe, orderly environment where children can learn and flourish, and where all members of the school community treat each other with courtesy and respect. We believe strong partnerships between home and school are essential in promoting positive behaviour and supporting every child's development.

We help children make informed choices and understand the difference between right and wrong through a consistent approach, ensuring expectations are clear to pupils, parents, and staff. Positive behaviour is promoted through encouragement, praise, and example, with acts of kindness, thoughtfulness, and care celebrated in assemblies and through our House system. Weekly assemblies commend children for effort, achievement, and contributions to school and community life.

Pastoral care is the responsibility of the whole staff, who strive to maintain an atmosphere of friendly understanding where pupils feel comfortable sharing concerns. We work closely with external professionals, including Pupil and School Support, Educational Psychologists, Speech Therapists, and have a Senior Learning Mentor and access to a Psychotherapist. Parents are encouraged to share any home issues that may affect their child so we can provide appropriate support.

We recognise that caring relationships form the foundation for good behaviour. Our approach includes clearly defined rules, a relevant curriculum, and positive reinforcement. Praise is given not only for academic success but also for acts of courtesy, kindness, and consideration. House points are awarded for effort, achievement, and commendable behaviour.

While most children respond well to our positive approach, sanctions are sometimes necessary. The school has a clear behaviour policy outlining rights, responsibilities, and consequences, displayed throughout the school. Parents are contacted early if behaviour causes concern, as we value their support in maintaining a happy, well-ordered environment. In cases of wilful damage, parents may be asked to replace or pay for items. For serious offences such as violent conduct or insubordination, the ultimate sanction is suspension by the Principal. Parents have the right to make formal representations to the governors regarding suspensions or exclusions.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. The school will not tolerate bullying and will endeavour to monitor the children for any signs of bullying within the school. We encourage children to report instances of intimidation or bullying and any incidents will be investigated and, if substantiated, dealt with promptly, in line with the school's Anti-Bullying Policy. If parents have any concerns regarding their children or suspicions that their child is being bullied they should approach school as soon as possible.

Learning Mentor and Early Help Support

At St Peter's Catholic Primary School, we understand that children sometimes need extra emotional support to thrive. Our Learning Mentor works with children one-to-one or in small groups to help them through challenges such as bereavement, bullying, anxiety, or anger. This support helps children feel safe, understood, and ready to learn.

Parents are welcome to meet with the Learning Mentor to discuss any concerns. All conversations are treated with sensitivity and confidentiality, and information is only shared when necessary to support the child's wellbeing.

As a **Pathfinder school**, we are proud to offer **Early Help** to families who may need additional support. This can include access to food banks, Christmas gifts, uniform assistance, and links to wider services. We aim to work in partnership with families to ensure every child feels secure and supported both in and out of school.

Assessment and Reporting Progress Parents and carers receive a school report on their child's progress in school at the end of the year. This report will include comments on all curriculum areas. In addition to a written report, parents will be invited to three parents' evenings, at which the parent will be able to discuss individual progress with their child's class teacher. Early in the autumn term a 'Meet the teacher' meeting is also held to inform parents of their child's forthcoming year, focusing highly on the first topics covered within the autumn term. Page 12 Holy Family Catholic Primary School Prospectus 2025- 2026 Children are assessed regularly throughout their time in school. In the Early Years, children are now assessed within their first half-term at school, completing the Baseline Assessment. This information will then be used to plan for the children's learning throughout Reception. In Year 1, children participate in a Phonics Screening Test which is designed to test their phonological understanding and decoding skills when reading words. Children in Y6 participate in Standard Assessment Tests (SATs). Children in Y4 complete a Times Tables check in the Summer term and it will assess their knowledge and understanding of times tables to 12x12

Expectations of Parents/carers when speaking to members of staff

At St. Peter's we work as a partnership; we are all aware of the importance of good working relationships. We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. Our staff are trying to do their best for you and we expect them to be treated with dignity and respect. We will not tolerate our staff being subjected to any form of verbal abuse, being threatened or assaulted. Violence towards members of staff will not be tolerated. This may result in parents being banned from the premises.

Expectations of Parents/carers on the playground

In order to support a peaceful and safe environment the school does not tolerate:

- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Approaching another parent to discuss disagreements between children.
- Smoking, vaping or consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on to school premises. (even if carried).

Expectations of Parents on social media

Social media websites are being used increasingly to fuel campaigns and complaints against schools and individuals in the school. Using social media websites in this way is unacceptable and is not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels, by speaking to the class teacher, the Principal or the Chair of the School Standards Committee.

In the event that any parent/carer of a child/ren being educated in the school is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

2025 - 2026 School Data compared to National Results

For SATs tests at both Key Stage 1 and Key Stage 2, levels were removed and replaced by judgements as are standards are Not Met, Met or Met to Greater Depth. Key Stage 1 tests are used to inform Teacher Assessments (TAs) and not reported specifically.

The 2025 school's results are as follows:

EYFS	2024-25	
GLD	73%	
Phonics Year 1	90%	
Phonics Year 2	93%	
Key Stage 2	2024-25	
	School	National
Reading	83.3%	75%
Reading Higher Standard	30%	29%
Writing TA	73.3%	73%
Writing GD TA	16.7%	13%
SPAG	83.3%	74%
SPAG Higher Standard	40%	36%
Maths	86.6%	75%
Maths Higher Standard	20%	24%
Combined RWM	66.7%	62%
Combined GD	13.3%	8%

School Policies

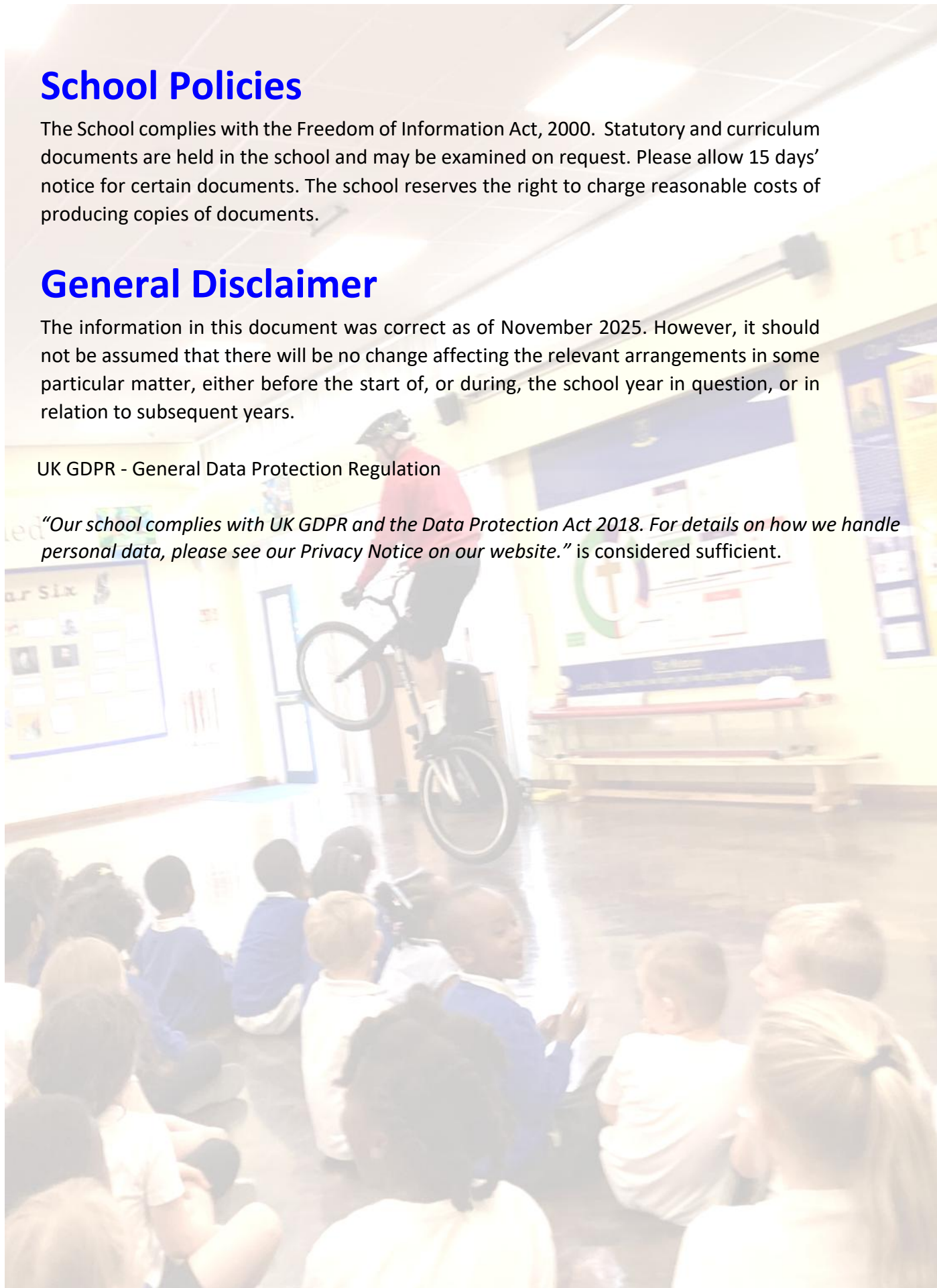
The School complies with the Freedom of Information Act, 2000. Statutory and curriculum documents are held in the school and may be examined on request. Please allow 15 days' notice for certain documents. The school reserves the right to charge reasonable costs of producing copies of documents.

General Disclaimer

The information in this document was correct as of November 2025. However, it should not be assumed that there will be no change affecting the relevant arrangements in some particular matter, either before the start of, or during, the school year in question, or in relation to subsequent years.

UK GDPR - General Data Protection Regulation

"Our school complies with UK GDPR and the Data Protection Act 2018. For details on how we handle personal data, please see our Privacy Notice on our website." is considered sufficient.



Admissions Policy 2026/27

The admissions process is part of the Birmingham local authority co-ordinated scheme.

The Admission Policy of the School Standards Committee of St Peter's Catholic Primary School is as follows:

The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its School Standards Committee as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ. We ask all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

The School's Admission Number for the school year 2026/27 is 30

If the number of applications exceeds the admission number, the governors will give priority to applications in accordance with the criteria listed, provided that the governors are made aware of that application before decisions on admissions are made (see Note 1 below). If there is oversubscription within a category, the governors will give priority to children living closest to the school determined by shortest distance (see Note 4).

A map of the parish boundary is available at the school and parish or by post on request.

1. Baptised Catholic children (see Note 2 below) who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), and children who were previously looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Baptised Catholic children living within the Parish of St Peter's who have a brother or sister (see Note 3 below) in the school at the time of admission.
3. Baptised Catholic children living within the Parish of St Peter's
4. Other Baptised Catholic children who have a brother or sister (see note 2 below) in the school at the time of admission
5. Baptised Catholic children of members of staff, where they have been employed at the school for two or more years at the time at which the application for admission to the school was made.
6. Other Baptised Catholic children (see note 2 below)
7. Non-Catholic children who are in the care of a local authority (children in care) or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), and children who were previously looked but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
8. Non-Catholic children who have a brother or sister in the school at the time of admission
9. Non-Catholic children of members of staff, where they have been employed at the school for two or more years at the time at which the application for admission to the school was made
10. 10. Non- Catholic children

Note 1

Children with a Statement of Special Educational Needs or and Education, Health and Care (EHC) Plan that names the school must be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criterion.

Note 2

In all categories, for a child to be considered as a Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism/Reception should contact their Parish Priest.

Individuals with parental responsibility making an application for a Catholic child should also complete a supplementary information form (SIF). Failure to complete the SIF/provide evidence of Catholic Baptism/Reception may affect the criterion the child's name is placed in.

Note 3

For Catholic and non-Catholic children the definition of a brother or sister is:

- A brother or sister sharing the same parents;
- Half-brother or half-sister, where two children share one common parent;
- Step-brother or step-sister, where two children are related by a parent's marriage;
- Step-brother or step-sister;
- Adopted or fostered children

The children must be living permanently in the same household

Note 4

Distances are calculated on the basis of a straight-line measurement between the front door of the applicant's home address, to the front door of the school. The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supply the co-ordinates that are used to plot an applicant's home address within this system.

In a very small number of cases it may not be able to decide between the applicants of those pupils who are qualifiers for a place, when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both or all of the children would cause the legal limit to be exceeded, the local authority on behalf of the School Standards Committee, will use a computerised system to randomly select the child to be offered the final place. Where appropriate, the school standards committee will give careful consideration to offering places above the Admission Number to applications from children whose twin or sibling from a multiple birth is admitted even when there are no other vacant places.

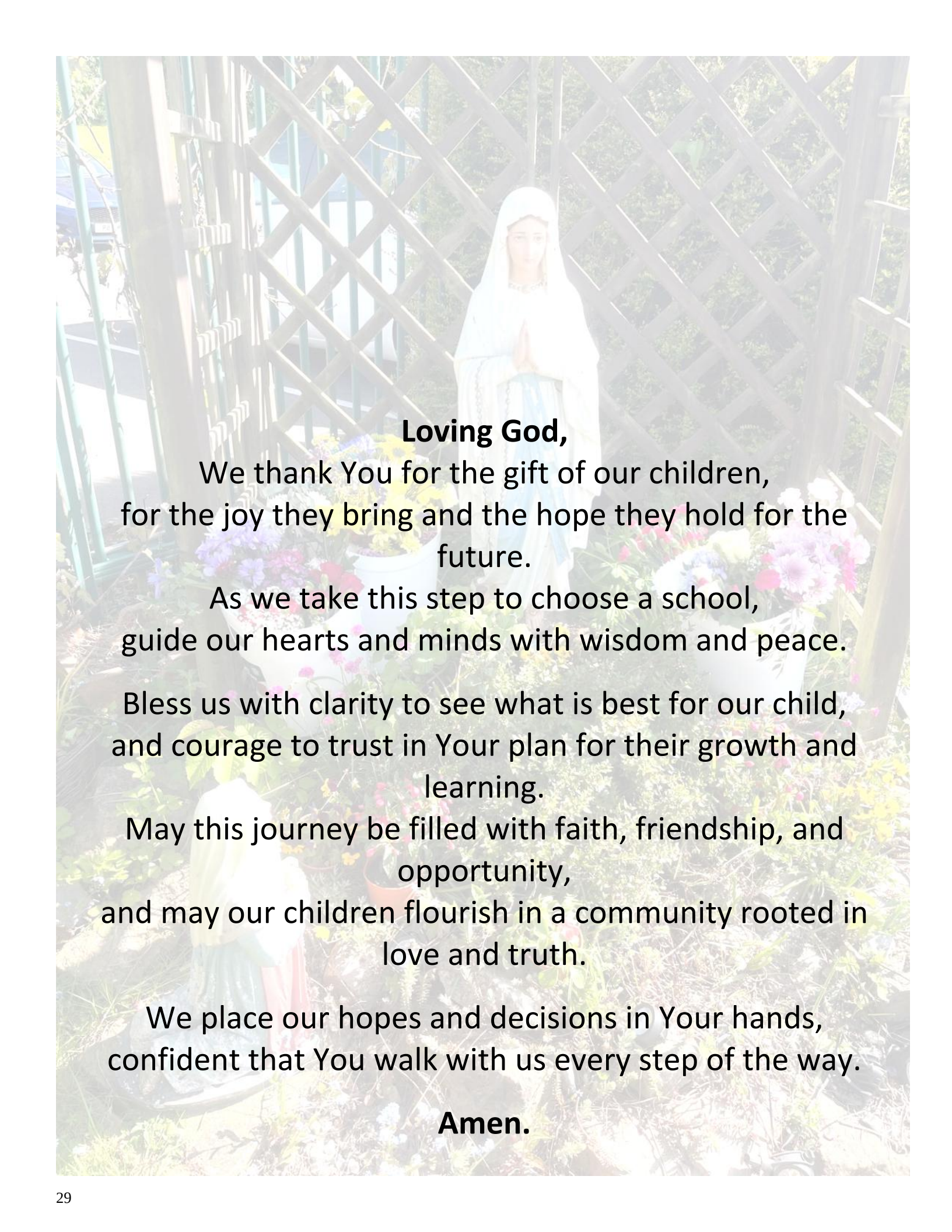
Appendix 1

The school provides places for 210 pupils. The number of places to be offered in each age group is 30.

As part of the induction programme, St Peter's Reception class teacher and teaching assistant will carry out Home Visits in the July before the children start school in the September of the academic year.

The Reception children will start during the autumn term and have some part- time sessions in the first week before commencing full time education.





Loving God,

We thank You for the gift of our children,
for the joy they bring and the hope they hold for the
future.

As we take this step to choose a school,
guide our hearts and minds with wisdom and peace.

Bless us with clarity to see what is best for our child,
and courage to trust in Your plan for their growth and
learning.

May this journey be filled with faith, friendship, and
opportunity,
and may our children flourish in a community rooted in
love and truth.

We place our hopes and decisions in Your hands,
confident that You walk with us every step of the way.

Amen.



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